The Development of a PDP for Elementary School Teachers in an Indigenous Community: Impact on Language and Methodology

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DEDICATION

I dedicate this work to my two mothers and Santiago Estrada who have encouraged me to achieve my goals no matter the obstacles. You are the engine that keeps me alive.

Also, I cannot thank enough the principal and workmates at San Lorenzo school who made this study possible. Their support, positive attitude, hard work, and active participation contributed significantly to the change and innovation of EFL education in my indigenous community.

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Abstract

The present research project reports the findings of a qualitative action research study conducted with fourteen in-service teachers (ISTs) who work at the elementary school level of an indigenous public school in Colombia. This proposal describes the impact of a professional development program (PDP) on the English teaching practices through workshops, considering language proficiency and methodology of ISTs. In the diagnostic stage, the administration of a questionnaire to students and teachers, some class observations, and a focus group interview allowed the identification of the main problem considering mainly the teachers' profile and their professional needs. Those characteristics were the basis to plan the workshops from two important aspects: language proficiency and methodology. During the action stage, the instruments conducted were a placement test, questionnaires, rubrics, class observations, and a post-test which determined the impact of the workshops throughout the PDP.

Findings suggest that in-service teachers at the elementary school level do not have enough training to teach English which made the implementation of a PDP necessary for them to learn the different language skills and the reflection on academic and methodological issues with colleagues regarding current English teaching approaches. Thus, IST evidenced improvement in language skills and an innovative way to implement effective strategies with elementary school students. To conclude, this professional development program empowered IST to implement diverse approaches and tools inside the class. Furthermore, they reflected on their everyday practices when teaching English to their students.

Keywords: collaborative learning, language proficiency, learning strategies, methodology, professional development, teaching approaches, teaching practices

Resumen

El presente proyecto de investigación reporta los hallazgos de un estudio cualitativo de investigación acción realizado con catorce docentes en servicio (DS) que laboran en el nivel de básica primaria de una escuela pública indígena en Colombia. Esta propuesta describe el impacto de un programa de desarrollo profesional (PDP) sobre las prácticas de enseñanza de inglés de DS a través de talleres, considerando el conocimiento del idioma y las prácticas de enseñanza. En la etapa de diagnóstico, la aplicación de un cuestionario a estudiantes y docentes, algunas observaciones de clase y un grupo focal permitieron identificar el problema principal considerando principalmente el perfil de los docentes y sus necesidades profesionales. Esas características fueron la base para planificar los talleres desde dos aspectos importantes: el dominio del idioma y la metodología. Durante la etapa de acción, los instrumentos aplicados fueron una prueba de idioma, cuestionarios, rúbricas, observaciones de clase y un post-test que determinaron el impacto de los talleres a lo largo del PDP.

Los hallazgos sugieren que los docentes en servicio del nivel de básica primaria no cuentan con la formación suficiente para enseñar inglés, lo que hizo necesaria la implementación de un PDP para que aprendieran las diferentes destrezas del idioma reflexionando a su vez con colegas sobre los aspectos académicos y metodológicos respecto al conocimiento y manejo de enfoques de enseñanza del inglés. Por lo tanto, los DS evidenciaron una mejora en las habilidades lingüísticas y una forma innovadora de implementar estrategias efectivas con estudiantes de primaria. Para concluir, este programa de desarrollo profesional permitió a los DS implementar diversos enfoques y herramientas dentro de la clase. Además, reflexionar sobre sus prácticas cotidianas al momento de enseñar inglés a sus estudiantes.

Palabras clave: aprendizaje colaborativo, dominio de idiomas, estrategias de aprendizaje, metodología, desarrollo profesional, enfoques de enseñanza, prácticas docentes

Introduction

The biggest concern of twenty-first-century teachers must be the preparation and training they have in their domains under a reflective coaching process that enriches the teaching profession (Ürün Göker, 2021). That preparation is a crucial element for the institutions to reach the students' academic goals.

Sometimes the teachers' professional development is overlooked due to different factors within the educational community. Consequently, teachers tend to become less interested in being updated and their professional development comes to an end. In the case of monolingual primary school teachers in the public sector, the landscape is uncertain. The number of resources available to update teachers with the latest trends requires a continuous training process propelled, sometimes, by the government to stimulate the improvement of the teaching and learning processes within the schools.

A great difficulty when labeling experienced teachers' performance is to consider them to be highly qualified when the actual system requires newer approaches to teach. In other words, many years of teaching do not make a teacher a highly qualified educator. On the other hand, "Labelling teachers as "highly qualified" because they have earned a degree or completed a training program does not either make them highly qualified" (Loeb, 2008, p. 1).

In that way, this research study presents an analysis of the impact of an ELT Professional Development Program on 14 monolingual preschool teachers' practices and language proficiency at an indigenous public school in Caldas, Colombia. The project sought to identify the needs, weaknesses, and strengths of elementary school teachers in the teaching of EFL to children. Thus, it aimed at exploring the English performance of primary school teachers before,

during and after the implementation of some learning and teaching strategies of English in a PDP.

The program was divided into two main components: language and methodology. This let ISTs enrich their teaching practices at a school by learning cooperatively. According to Cochran-Smith & Lyte (1999) by working together in a learning community, teachers form new visions of learning in the classroom, generating knowledge and meaningful teaching practices.

Thus, it is crucial to illustrate the organization of the English classes at San Lorenzo school since its bases were the suggested curriculum and the standards of English. All the language skills were worked on during each class: listening, speaking, reading, writing, vocabulary, and grammar were taught at all levels of the school through a constructivist and sociocultural methodology that sought to make students more independent in the learning of the language.

Regarding the students' level of English, the results of external tests such as "Pruebas Saber" and internal tests have evidenced a low level of proficiency in the four skills of the language. Elementary school students do not reach the -A CEFR level in the 5th grade.

In other words, students hardly get the A1 level in the four skills and subskills of the language. In that way, this proposal departed from the following research question: What is the impact of a professional development program on elementary school teachers' English performance at an indigenous public school?

Finally, conclusions of this study demonstrated that PDPs are effective initiatives to raise ISTs' reflection and self-training in language and methodology as classes were renewed based on the contents provided by the course.

1. Research problem

1.1 Purpose of the Research

The current trends in the teaching of English as a foreign language require trained teachers in the field with diverse methodologies so that students learn effectively. Thus, the concept of teachers' professional development becomes a crucial aspect in the improvement of educational planning and practice. However, "the importance of professional development has not always been seen as a crucial basis by English teachers and administrators to reach the traced goals in Colombia" (Novozhenina & López, 2018, p. 114).

In that way, the objectives of the National Ministry of Education concerning the teaching of English are aimed at innovating the teaching practices of the language so that students become proficient in academic settings through the implementation of the English guidelines in the different grades such as the Suggested English Curriculum, The Basic Standards of English Proficiency, and the Basic Learning Rights of English. Such documents serve as a path that focuses on the goals that students must reach in the different skills of the language.

Nonetheless, one difficulty has been identified regarding the lack of importance given to the teachers' qualifications in the English area, especially in the elementary school levels inside indigenous communities. The "Resolución 003842" by the Ministry of Education (2022) describes the requirements to become an elementary school teacher in Colombia, but it does not consider undergraduate professionals in English to teach the foreign language to children. In other words, although the bachelor's degrees accepted by the Ministry of Education must deal with pedagogy management, it is not necessary to be an English teacher to teach a foreign language in elementary school. It means that the profiles are generalized to the pedagogical knowledge that does not guarantee an accurate teaching and learning process of English to

children. "Primary teaching requirements: bachelor's degree in education in any area of knowledge, specialized in education" (Mineducación, 2022).

In that way, the importance of this project settles in the fact that according to the basic learning rights and the standards of English, elementary school teachers are asked to help students reaching a certain level of the language and some competencies and goals, however, in many cases, teachers do not have the skills required to teach the English class.

This professional development program intends to contribute to the academic field and professional enrichment of public elementary school teachers so that they can experience an impact in their English teaching and learning processes at the elementary school level which is the most important basis of the academic process of students.

1.2 Description of the Context and Setting

This study was conducted in the coffee region of Colombia, inside a small indigenous community of Riosucio, in the northwestern zone of the department of Caldas. Riosucio municipality has a population of about 63,822 inhabitants who belong to indigenous sub regions also known as "*resguardos indígenas*" or indigenous reserves. They are called: *La Montaña, Escopetera y Pirza, Cañamomo Lomaprieta and San Lorenzo* which are based on cultural traditions of the Embera Chami ancestral and native customs. This region is also rich in cultural diversity since the legacy of the town does not only come from the indigenous peoples but also from other nearby region settlers.

This project was conducted in the San Lorenzo indigenous reserve which has a population of about 12,000 people. There are three schools inside the community and one of them is San Lorenzo public school with 41 teachers and 848 students distributed in 6 extensions.

Table 1 shows the number of students, teachers in each extension.

Nº	Extensions	Students	Teachers
1	Main	577	23
2	Aguas Claras	70	3
3	Camilo Torres	26	1
4	Honduras	31	1
5	Pasmí	62	3
6	Simón Bolívar	161	6

Table 1 Number of SS and ISTs at San Lorenzo school

The pedagogical model of the institution is the social model with an intercultural methodological approach whose ideas come from Anton Makarenko, Célestin Freinet, Paulo Freire, and Lev Vygotsky. The social concerns about the development of fundamental skills in the process of interaction and communication heading on the critical aspects that humans can have in real problematic situations.

The participants of this study belong to the elementary school extensions where the teaching methodologies used are multigrade, unitarian school, and New School.

English area

The PEI (Proyecto Educativo Institucional) contemplates a mandatory plan of the English area for all grades and an institutional policy called the "Bilingualism Project" that strengthens the EFL teaching process from 0 to 11th grade through activities adapted to students' learning needs and context. Similarly, the language curriculum is distributed into standards, learning basic rights and topics. In the case of the elementary school level the time assigned to the English is one hour per week and at the secondary level is two hours and the lack of training for teachers in the subject is an aspect that has affected the obtention of high results in English tests.

The purpose of the English area is to make students see the foreign language as a useful tool in the current society by following The Suggested Curriculum, the National Basic Standards of English in Colombia and the Basic Learning Rights established by the Ministry of Education. Nonetheless, elementary school teachers are required to teach English but they do not have a bachelor's degree in the teaching of English.

At the elementary school level, the English language subject is allocated one hour a week per grade level. Moreover, the school does not have enough resources such as technological tools, computers, or textbooks to implement in their classes.

1.3 Description of the Problem

For the diagnostic stage, I administered several instruments: a reflective journal, a students' and teachers' questionnaire, and a focus group which allowed me to identify the situation. After analyzing the data that emerged from these instruments, I found a lack of an adequate methodology to teach the foreign language, followed by a perception of low English proficiency mainly. Other aspects that I identified were the frustration experienced by students inside the English class and their perception of a low proficiency level as well. In that way, I concluded that there was a need to support in-service teachers to renew their English teaching routines, especially from two main aspects: language proficiency and methodology.

Finally, some problematic areas emerged and became the basis to plan the professional development program. The chart below shows the categories that emerged during the diagnostic stage, regarding ISTs and Ss.

Participants	Categories
ISTs	1. Non-defined English methodology
	2. Perception of low English proficiency level
	3. Frustration when teaching English

	4. Use of drills as the main technique
	5. Low motivation towards English class
	6. Limited use of ICT tools
Ss	1. Frustration towards the English class
	2. Perception of low English proficiency level

Table 2 Categories in the diagnostic stage

In summary, I found that most in-service teachers did not have a defined methodology to teach English and their perception of language proficiency was low.

This situation made them feel frustrated which often led to students' lack of motivation as well as a low proficiency level in the language. For that reason, I decided to implement the professional development program including the different aspects that needed to be strengthened.

Similarly, Chapelle & Brindley (2010) stated that a language assessment system is essential to obtain reliable results of the implementation of the program. As the San Lorenzo school does not have any titled English teachers at the elementary school level and the timeframe of the English language subject is limited, it makes it difficult for elementary school students to reach all the language skills when they get to 5th grade.

1.4 Research Question and Objectives

1.4.1 Research Question.

What is the impact of a professional development program on the elementary school teachers' English proficiency and teaching at an indigenous public school?

1.4.2 Objectives.

General objective

- To identify the impact of a professional development program on elementary school teachers' English proficiency and methodology at an indigenous public school.

Specific objectives (Research):

✔ To determine the effect of a PDP on the English proficiency level regarding grammar and vocabulary of ISTs throughout the development of a course.

✔ To analyze the impact of the EFL methodological implementation in elementary school teachers' practices.

✔ To assess the elementary school teachers' EFL teaching process during the PDP

✔ To reduce the affective filter of elementary school teachers towards EFL teaching practices.

✔ To promote ISTs' reflection concerning the EFL teaching process at the elementary school level.

2. Literature Review

2.1 Theoretical Framework

The design and implementation of professional development programs offer an opportunity for in-service teachers to reflect on their daily pedagogical practices. The following concepts will be reviewed: Professional development (PD), teachers' quality, EFL teaching approaches, and learning strategies. In this chapter, a careful examination of the literature is presented.

2.1.1 Professional development (PD).

Teachers' professional development is a term that has been discussed by numerous authors in history. In a broad view, it implies continuous training and rehearsal in all the aspects related to a specific occupation of a person referring mainly to their professional role development (Villegas-Reimers, 2003). Similarly, when referring to the educational field, Glatthorn (1995) described PD as the teachers' professional progress that provides teachers with experience throughout time by examining their teaching practices and outcomes.

Additionally, (Ganser, 2000) agreed that PD goes beyond the mere inside-classroom experience since informal and formal tasks must also be considered. Thus, formal events such as attending workshops and professional meetings, mentoring, and so forth., and informal experiences such as reading professional publications, watching television documentaries, etc., scaffold and define the quality of a good teacher. In the same way, Bailey, Curtis, and Nunan (2001) described teaching as an individual activity that occurs based on personal knowledge and experience. Meanwhile teacher development is very much a case of individual self-development in which educators should set their own goals, make their own decisions, monitor their progress, to finally find their way. In that way, educators grow in a more reflective and enriching way.

According to Burke, Heideman, and Heideman (1990), teachers' professional development can be seen as a staff development process that is much wider than an informative stage implying renewed teaching and learning activities, alteration of teacher attitudes, and improvement of the academic results of students. The staff development of teachers is also concerned with individual, professional, and organizational needs as it sees the context as a meaningful and complex structure to grow professionally.

In addition, Villegas-Reimers (2003) found an increase in the level of interest that educators around the world had towards accepting professional development in the training of their proficiency performance besides feeling more engaged in their continuous preparation for obtaining better results in practice. For that reason, there is extensive literature such as documents, essays, and research reports on models of professional development that prove the increasing advocacy for official training in specific areas. Comparing findings by Villegas-Reimers (2003) it could be said that the topic of professional development has become a necessity for professionals to obtain better performance. That is why even international and

national donor agencies have acknowledged the importance of TPD and have commissioned studies to support such efforts of training educators more effectively. Thus, the great support that renowned organizations give to implementing those initiatives to improve teachers' professional skills is a reason to start training educators in any subject. One example is The Asia-Pacific Economic Cooperative - APEC (2016) which aimed at the economy of the 18 countries bordering the Pacific Ocean by conceiving teacher education as a key aspect of economic development. In this sense, reforms are part of the process of readaptation of thoughts, strategies, and views of teachers to the new trends.

Some characteristics of effective teachers' professional development compiled by Villegas-Reimers (2003) are described below:

PD is a long-term process that is based on constructivism rather than on a transmission-oriented model, where teachers learn over time. It is linked to context and culture and can be associated with reforms at schools since it conceives teachers as reflective practitioners possessing previous knowledge. Furthermore, it is a collaborative and diverse process in which there are no better models than others for successful results.

In a similar manner, other authors agreed on the importance of focusing on the effective training of educators. Lieberman & Pointer Mace (2008) and Sierra Piedrahita (2017) agreed that teachers become active learners through the implementation of programs that aim for professional training as they have the opportunity to share with others their experiences. Furthermore, Lieberman, Campbell, & Yashkina (2016), Darling-Hammond & Mclaughlin (2011), and Newmann, King, & Youngs (2000) agreed on the importance of engaging teachers throughout the PDP, more exactly in the concrete tasks of teaching, assessment, observation, and reflection since those are chances to renew the teaching habits and improve the motivation to the

profession. Regarding the connection that teachers make between prior knowledge to new experiences, Kakoma (2012), Ganser, (2000), Dong, Siu-Yung Jong, and King (2020) and Jansem (2019) highlighted the role of previous knowledge in the daily practice of teachers. These authors believe that the existing academic knowledge of teachers is one of the main causes of their current performance since during a class a teacher externalizes the approaches that previously marked their learning process.

In summary, PD is closely related to several factors that determine its effectiveness, for example, Guskey (2002) stated the following: "the three major goals of professional development programs are changing in the classroom practices of teachers, changing their attitudes and beliefs, and changing the learning outcomes of students." (p. 383).

2.1.2 Models of PDP.

Throughout history, a great number of models of teachers' professional development programs have been implemented in different countries. A description and examples of each model are given by Villegas-Reimers (2003) who proposed two groups. The first describes models that require certain organizational or inter-institutional partnerships to be effective. The second group describes those that can be implemented on a smaller scale such as the classroom. The chart below displays the types of PDP models that enriched this proposal.

Groups of PDP models	Types/techniques of PDP
Organizational partnership models	Schools Professional-development, Other university-school partnerships, Other inter-institutional collaborations, Schools' networks, Teachers' networks, Distance education
Small group or individual models	Traditional and clinical, Students' performance assessment, Workshops, seminars, courses, etc. The case-based study, Self-directed development, Co-operative or collegial development, Observation of excellent practice, Teachers' participation in new

	roles, Skills-development model, Reflective models, Project-based models, Portfolios, Action research, Use of teachers' narratives Generational or cascade model Coaching/mentoring.

Table 3 Types-models of PD by Villegas-Reimers (2003)

According to Villegas-Reimers (2003), these models are "partnerships among teachers, administrators and university faculty members created to improve teaching and learning on the part of their respective students, and also to unite educational theory and practice" (p. 71). Moreover, Wise (2022) and Tuli (2017) explained that this model requires the support of the administrations involved, as it provides opportunities for teachers' professional development from the beginning to the end of their careers which means that meanwhile, teachers are part of an institution, all the educational achievements or mistakes will benefit or damage the school objectives.

On the other hand, other similar ideas about the variation of this model are given by Franks (2000), Beausaert, Segers, & Gijselaers (2011), and Levine & Churins (1999) who agreed that the variation of this model depends on settings and is aimed, for both pre-service and in-service teachers, at raising the standards of education. In other words, the principal objective of this type of PD is the quality of education through learning communities of educators who know the cruciality of being well trained. In that way, Villegas-Reimers (2003) highlights the *school network as it "*includes the creation of school networks to support teachers' professional development, school change, and educational reform at a higher level" (p. 80). In this sense, the necessity of reforming the way English is taught at the primary school level is a reason to base the present work. Moreover, *the teachers' networks* model also "brings teachers together to address the problems which they experience in their work, and thus promote their professional development as individuals and as groups" (Villegas-Reimers, 2003, pp. 80-81). In such a model,

educators have the chance of building the profession of others through the sharing of experiences concerning methodologies and effective teaching tools.

Regarding the individual models, Wang, Liu, & Chiu (2021) proposed the framework for the assessment of teachers' modeling-based teaching performance as a technique of ***Performance assessment of students*** which is based on the performance assessment of IST in a subject. In other words, students' performance is the main proof of the preparation that teachers have for instructing a topic concerning methodology and content management. Similarly, the ***Workshops, seminars, conferences, and courses*** model also was taken into account during the elaboration of the instructional design of this research work. As revealed by Villegas-Reimers (2003) this model "can probably be considered the most traditional form of professional development also known as the typical 'in-service staff training' which can result in a successful process" (pp. 93-94). These forms of PD aim at training teachers through a well-oriented program contextualized to the needs of the participants observed during a careful diagnostic stage.

As a result of group reflections during the methodology sections of the program, the ***case-based professional development model emerged.*** Barnett (1999) conceived this model as a well-chosen strategy for teaching professionals as it conceived real situations that served as the basis of professional discussions among groups of teachers. Similarly, Kelch & Malupa-Kim, (2014) also stated the same concept before as "a method that allows teachers to interact with theoretical principles by drawing upon their own and others' experiential and practical knowledge in addressing real-world problems" (p. 10). And Merseth (1994) considered that teachers' case-based professional development had to be implemented as an ongoing process of teachers' group reflections about their profession.

On the other hand, Glatthorn (1987), Johnson & Johnson (2010, and Villegas-Reimers (2003)

proposed the co-operative or collegial development model as a form of PD through small groups'

work whose main goal was quality. Thus, deep professional dialogues, curriculum development,

peer supervision, coaching, assistance, and action research to collaboratively inquire about a real

problem in teaching are some of the issues that participants' cooperation allows to reflect on.

Likewise, based on the model ***Observations of excellent practice,*** Villegas-Reimers (2003)

refers to PD as "the opportunities provided by programs in which teachers can observe

colleagues who have been recognized for their teaching expertise to learn and reflect on the

knowledge, skills, and attitudes of good teachers inside the classroom…" (pp. 101-102).

Moreover, observation is a key factor to collect evidence of the real conditions and

characteristics of schools to change, improve and reach excellence in teaching practices.

Thereby, the model of ***participation of teachers in new roles*** is a concept used by Smylie

(1992) who conceived it as an opportunity to increase the teachers' participation in the different

areas of management and organization of school decisions which means that teachers become

more active participants in their professions as they propose and act. At this point, teachers will

develop different skills related to the development in diverse contexts, not only in the classroom.

Thus, Joyce & Showers (2002) proposed the ***skills development model,*** which focused on new

teaching techniques and skills such as higher-order questioning, inquiry teaching, and group

work that made teachers more conscious of their real role in society given that universities

accomplish rigorous standards but substantial coaching is always necessary to avoid negative

impacts on students and teachers. Besides the training, Villegas-Reimers (2003) also includes an

exploration of theory, a demonstration of skills, and practice under conditions that simulate real-

life situations that will assure the positive effects that the skills development model entails.

Another model of PD is ***action research*** approached by Burns (2015) who highlighted that action research is a form of inquiry involving self-evaluation and critical awareness that permits the analysis of the real state of the teaching processes inside a school to increase the knowledge of participants. Similarly, the ***teachers' narratives*** model permits direct exposure and connection with the source of information in action research. This model was also implemented in this project as it is a way of collecting data about one's own experiences by writing about daily experiences in the classroom. As exposed by Ershler (2001) "using novice teachers' own stories is a powerful tool to promote teachers' growth and development in their careers" (p.163). This means that both new and experienced teachers can express themselves through reflective narratives that serve as the basis of any PDP modifications.

On the other hand, Richards & Farrel (2005) defined the terms training and development, conceiving training as actions, tasks, and techniques that teachers perform to get an immediate impact on their contexts; and development, in contrast, is a wider term in which a teachers' knowledge-involving process can be reached. In particular, González (2007) proposed a situated model of professional development for English language teachers that accommodates the specific needs of English teachers in Colombia. Such a model is shaped by Kumaravadivelu (2005) as post-method pedagogy of particularity, practicality, and possibility which can be defined as one solution for teachers around the world as it does not fix any specific frame or instructional design or method permitting educators to move through different strategies and possibilities when teaching. In that sense, González (2007) implied three steps to consider when implementing PDP. Firstly, professional development programs should be devised for specific contexts, cultures, and traditions. Second, there should be a discussion of external and local knowledge. Third, the engagement of local scholars and national authorities in dialogues about

the construction of situated development programs that will finally respond to the needs of Colombian English language teachers. Giraldo (2013) highlights that especially in Colombia, the contextualization of theories and approaches depart from the teachers' voices and perceptions, since they are the experts in the field, and the adaptation of new trends must respond to the daily and current needs of a country.

2.1.3 A qualified teacher.

According to Strong (2012), teacher quality is a contested term with multiple meanings, often reflecting the perspectives and interests of different writers, researchers and policymakers. Naylor & Sayed (2014) stated that "for some it is about academic ability (as indicated by qualifications). For others it is about the quality of classroom practice" (p. 3).

Richards (2010) described a qualified teacher with the following characteristics: (1) language proficiency, (2) content knowledge, (3) teaching skills, (4) contextual knowledge, (5) language teacher identity, (6) learner-focused teaching, (7) specialized cognitive skills, (8) theorizing from practice, (9) joining a community of practice, and (10) professionalism.

The author also admits that such characteristics do not always fit in all types of contexts since that perception is based on the western orientation and understanding of teaching. A second definition is reported by Novozhenina & López (2018) who stated that it has always been difficult to define the qualities that constitute a qualified teacher since the concept changes depending on the context. Moreover, there are many characteristics that a qualified teacher can find difficult to embrace. In summary, there are different ideas of what a ***good teacher*** means as it takes too much time for educators to become qualified teachers which means that training is a long process but if it is carefully done, it will surely give positive results in the teaching practice of educators.

Teacher quality has also been defined in a less complex way by authors such as Kunter, et al., (2013) who have expressed that Professional competence includes all the socioemotional and cognitive abilities that become part of a particular situation especially when teaching. In other words, the quality of a good teacher lies in the capacity of acting successfully in different situations and keeping a balance between the internal and external factors in a context. In short, Chavez & Guapacha (2015) says that teaching quality has been "a common concern in daily life, in education policies, and the academic literature" (p.72) which can be interpreted as the interest that institutions must pay to the improvement of educational standards.

2.1.4 EFL teaching and learning.

To talk about teaching implies talking about learning conditions. As discussed by Kumpulainen & Wray (2002) social interaction is one of the bases for developing learning, but it does not necessarily lead to useful learning experiences. The history of society is developed through human interaction and that is why face-to-face education and assertive communication is the basis of proper learning conditions. In that way, teachers must see activities that promote social interaction as the bridge that connects them with students during class. In short, the value of social interaction cannot be denied since students learn as long as they engage in social interaction. Similarly, the use of materials plays an important role when learning a foreign language because they are an essential component in teaching (Cruz Rondón, Vera, & Fernanda, 2016). Ramírez (2004) defines materials as "anything used by teachers or learners to facilitate the learning of a language." (p. 2) and (Tomlinson, 1998) includes "cassettes, videos, CD-Roms, DVDs, dictionaries, grammar books, readers, workbooks, photocopied exercises, all kinds of realia, lectures, and talks by guest speakers, internet sources, and so on" (p. 2). In summary, the materials used by teachers depend on the contexts, expectations, and needs of the participants in

the learning process. It means that nowadays materials and tools will be related to virtual sources as they appeal to the interest of young learners.

At this point, it is important to mention the approach to foreign language teaching implemented in this project: Task-Based Language Teaching – TBLT by Nunan (2004) or the Natural Approach by Terrell & Krashen (1995) who claim the use of authentic texts, oral and written, as a requirement to effectively teach and learn a foreign language.

2.1.5 Teaching EFL to children.

Existing literature about teaching children reported numerous views such as Deprez's (1994) considerations about bilingualism at the preschool level since it encourages the learning of other languages, whereas creating a few other capacities such as abstraction, the interaction between linguistic and social abilities, listening, adaptation, creativity, and the criterion. In that sense, it could be said that the end of teaching a foreign language to young learners is more than making them replicate contents but also helping them to think and analyze in both languages.

Furthermore, as stated by Lefa (2014) there are implications of the development and learning theories in the Piagetian learning stages of children, which are in agreement with the intellect and the children's ability of perception. Accordingly, the logical principle is developed before acquiring language through the sensory-motor stage of the baby, concerning the socio-cultural environment.

Miller (2011) also analyzed Wertsch's mediational means of learning and stated the use of psychological tools as the proper mediation for learning proposed. This means that comprehending the reason for coexistence and the definition of higher mental processes themselves must be grounded in the notion of mediation as it was the origin of the learning outcomes humans experience. "Every function in the child's cultural development appears twice:

first, on the social level, and later on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. All the higher functions originate as actual relations between human individuals." (Vigotsky, 1978, p. 57). These authors agreed that external factors such as interaction and relations with the outside world are essential pieces to achieving successful learning. In other words, what teachers provide during the teaching process is the basis of educational outcomes. That is why there is a responsibility to do the best when instructing children since during the first two years, the child controls and organizes every outside world experience with the body.

As reported by Rueda & Wilburn 2014), from two to seven years approximately, the initial stage takes place when children learn to interact with their environment in a complex way, by using words and mental images. "They are egocentric, they believe that other people conceive the world in the same way that they do and that inanimate objects feel, see or hear as they do" (p. 22). Following, the stage of concrete operations takes place from seven to twelve years approximately in which there is a decrease in egocentricity and a bigger focus on stimuli. The concept of grouping already exists only with concrete and known objects. Finally, the last stage is the one known as the formal operations, which goes from the age of twelve onwards when abstract thinking is developed and formal logic is used, represented in the formulation of hypotheses for problem-solving.

In short, it is necessary to know how important it is to learn and teach a foreign language in the first stages of life as human conditions facilitate learning. Rueda Cataño & Wilburn (2014) agreed with the following: "We know that if a person starts learning a language in childhood, it

will be learned as a second language, however, we also observe that the older a person learns, the harder the process of learning will be" (p. 22).

On the other hand, Decroly & Monchamp (1978) stated that games get more meaning when children enter the school system. Games allow for psychological, physical, moral, and intellectual skills development. That is the reason why teaching EFL to children requires teachers to be equipped with strategies and didactics to make classes more fun and meaningful for learners. In the experience of Rueda & Wilburn (2014) as preschool, primary, secondary, and high school language teachers, the implementation of playful activities as the main didactic strategies helps students to obtain a greater understanding and assimilation of academic contents.

As the authors state "we found that the inclusion of the game in practice not only favors self-esteem and self-realization but also strengthens values" (p. 25). Thus, it can be said that the importance of playing while teaching children focuses also on the integral development of the human being. "Educational games are not an end in themselves, but a stage that is part of the set of active pedagogy procedures. They are used as a means of demonstration that would constitute an illustrated 'lesson', as inadequate as most of the classical lessons" (Decroly & Monchamp, 1978, pp. 26-27).

2.1.6 EFL learning strategies.

As stated by Nunan (1999), the learning process of a foreign language includes "strategies that are the mental and communicative procedures that students use when communicating. Under each task carried out, a learning strategy supports the process". (p. 171). The chart below shows the typology of the learning strategies and tasks proposed by David Nunan (1999) which became the basis of the methodology component of the PDP of the present research project.

Type	Name	Tasks

Cognitive	Classifying	Grouping words
	Predicting	Predicting what is to come
	Inducing	Looking for regularities
	Taking Notes	Writing down important information
	Concept Mapping	Displaying main ideas in maps
Interpersonal	Cooperating	Sharing ideas and learning
	Role-Playing	Using the language of real situations
	Practicing	Doing controlled exercises
	Using Context	Using surrounding information
	Summarizing	Selecting information
	Selective Listening	Listening for key information
	Skimming	Looking for the general idea of a text
Affective	Personalizing	Sharing your opinions
	Self-Evaluating	Rating yourself
	Reflecting	Thinking about ways of learning
Creative	Brainstorming	Thinking of previous words and ideas

Table 4 Learning strategies by Nunan (1999)

2.1.7 Indigenous EFL teaching.

Barfield & Uzarski (2009) addressed one remarkable topic about EFL teachers integrating

indigenous cultures into their teaching practices through ideas for teaching basic and advanced

EFL lessons, discussion questions, and activities (Maori tattoos, Bantu storytelling, prayer flags,

environmental poetry, beading and mathematics, and star quilts) that address indigenous cultural

sustainability. In that way, culture keeps "alive" when it is in danger of extinction due to

assimilation into dominant cultures. Such strategies become crucial for teachers, especially for

those who teach indigenous students or teach in countries with indigenous populations since all

students learn about and preserve cultures throughout the world.

Additionally, Murray (2022) in her article named ***Teaching about Indigenous peoples in the***

EFL classroom considers how existing theories about intercultural competence impact EFL

language learning inside indigenous communities. Thus, intercultural understanding and communicative competence become essential abilities that students develop for living in modern multicultural societies. The article is based on the requirements of the Norwegian curriculum, but the suggestions by the author apply to all EFL classrooms where indigenous people are taught.

Likewise, these suggestions about the importance of considering interculturality "in the classroom, where cultures should instead be approached from a "nonessentialist" perspective, meaning that they are dynamic and complex and cut across national boundaries" (p. 4) can guide teachers when innovating their profession contextualized to their contexts.

Finally, other discussions addressed by Murray (2022) concern the use of authentic materials to avoid stereotyping and lead to the development of intercultural understanding inside EFL classrooms. In summary, the new trends in language teaching and learning of English must consider practical and effective approaches for pupils to reach a high intercultural understanding when they become participants in an ongoing society.

2.2 Previous Related Studies

Regarding some previous studies related to this field, Novozhenina & López (2018) conducted a project aimed at improving the teaching practice and self-reflection of 35 in-service-English-as-a-foreign-language teachers in Manizales, Colombia through a professional development program. The methodology implemented in this research is qualitative research under a model of action research with a mixed-methods approach. Surveys, class observations, and documentary analysis allowed the researchers to identify teachers' professional needs, as well as the areas that needed improvement. Findings stated that the implemented program produced some slight changes in teachers' performance and reflection, but there is still a big need for more training and improvement for teachers.

Similarly, another study found in this area was the one by López-Montero (2019) worked on a qualitative study that describes the setting for teaching preschoolers English based on the experience of four public preschools in the Central Pacific Region of Costa Rica. The aim was to gain more insight into the public preschool system of which little information is available. Data was obtained mainly from interviews with teachers and classroom observation. A coding system was elaborated to classify the collected information into three main categories: Characterization of preschool bilingual education, the methodology used, and academic action fields to improve how English is taught to preschoolers. Within the most relevant findings it was stated that although teaching preschoolers a foreign language is important, there is much more that should be done to foster these skills in children at this educational stage, such as providing teachers with more English-language training for preschoolers.

Every article and study found during this review is a bridge to comprehending more reflectively and critically the importance of PD. As proposed by Bohman (2003), critical theory influences the creation of a world that satisfies the needs and powers of human beings. In that way, all the participants of this research project are expected to become more critical, especially primary school teachers in the EFL classes.

3. Research Methodology

3.1 Type of Study

This study was carried out under the qualitative approach and the action research method which allowed me to reflect on the real English proficiency of ISTs and their daily practices concerning the English class. As cited by Kemmis & McTaggart (1988), a definition of action research is "a form of collective self-reflective inquiry undertaken by participants in social

situations to improve the rationality and justice of their own social or educational practices" (p. 5).

The qualitative approach was used because of the value given to subjectivity and interpretation besides the trustworthiness that it implies. As compiled by (Grbich, 2013), qualitative research favors subjectivity and validity. It lies power on the researcher; it has a holistic view and is time-and-context bound (pp 4-5).

3.2 Participants

This study was carried out with a population of 14 elementary school teachers, 11 female, and 3 male of an indigenous public school in Caldas whose ages ranged between 26 and 56. Eleven of them acknowledged themselves as indigenous and the other three as mestizo population. Moreover, five of them have been teaching for more than twenty years, seven teachers for more than five years, and the other two teachers for two years. As I have been a coordinator of the school for 4 years, I had informal talks with ISTs in which they expressed to feel frustrated towards the English language. That was why I decided to start from scratch and I did not assess listening, writing, reading and speaking through a structured test since ISTs would have been more frustrated during the PDP.

Before the master's degree, I tried to speak English with elementary school teachers and they were totally scared. They expressed to teach only grammar and vocabulary to children. That was why I was careful with the techniques conducted to gather real data without discouraging ISTs to participate of the PDP.

It is also important to highlight that, as it is common in Colombia, all elementary school teachers have the responsibility of teaching all the subjects of the curriculum including English

to elementary school students (from 0 to 5th grades) but they do not hold a bachelor's degree in

English language teaching neither do they have any preparation in TEFL or TESOL.

3.3 Instruments

The following chart displays the different instruments that were implemented during the

diagnostic and action stages to collect the data.

DIAGNOSTIC STAGE			ACTION AND EVALUATION STAGE		
Technique	**Instrument**	**Rationale**	**Technique**	**Instrument**	**Rationale**
Journal	Class observations	To record information about the English class.	Testing	Pre-test	To discover the real state of IST regarding the knowledge of English especially grammar and vocabulary.
Survey	Questionnaire	To explore the English pedagogical practices of teachers.	Journal	Class observations	To analyze the effect of the methodological component of each workshop on the way of teaching of ISTs.
Survey	Focus group	To learn about teachers' backgrounds, perceptions, and methodology regarding English teaching.	Survey	Questionnaire	To assess the effect of the language and methodology sections on the teaching experiences of IST
Survey	Questionnaire	To collect information about students' perceptions of the English class.	Scoring	Rubrics	To assess the language skills of each IST through a hierarchical scoring from null to excellent after each language session.
—	—	—	Testing	Post-test	To check the differences and similarities with the pretest results, and state the impact of the course on the language performance of IST.

Table 5 Data collection instruments

4. Research stages

4.1 Diagnostic Stage:

Creswell (2009) proposes a hierarchical and linear qualitative data analysis approach that becomes more interactive in practice. That is why I made an analysis of the results after having administered the instruments, and collected the data. In the diagnostic stage, the analysis departed from the collection of raw data such as journals, a focus group, and surveys. Then, data was analyzed and triangulated. It should be noted that, for this project, the participants gave consent to take part in the research by signing a consent form adapted from Mackey & Gass (2005 p. 33). The results and analysis are presented in this section.

In-service teachers' questionnaire (See appendix 1)

This online instrument was applied to twelve in-service teachers. I expected to explore aspects related to their English pedagogical practices considering three main aspects: EFL background, language proficiency, and the implemented methodology inside their English class.
After analyzing the results obtained from the teachers' questionnaire it can be said that:

Most ISTs did not know English as they only remembered some language rules that they had learned in their undergraduate programs. Thus, it can be said that English was studied only as an academic requirement to get their BA degrees.

Similarly, most ISTs expressed not having a defined methodology to teach English and it was evident in class by each IST. However, they considered that creating teaching materials is an important aspect when teaching EFL.

Similarly, regarding the knowledge of the language, ISTs felt that their level of proficiency in English ranged from null, low to basic which can probably be one of the reasons why they thought that their students did not have any knowledge in the foreign language.

Finally, ISTs proposed to the school administration a professional development program to strengthen their abilities to teach the language and at the same time to learn it because those were the aspects in which they did not feel confident.

Class observations (See appendix 2)

To evidence the situation, I implemented a researcher's journal which focused on class observations of ten ISTs during the English class. Those observations took place in different headquarters at the elementary school level to explore the EFL pedagogical practices of in-service teachers. The following table displays the results obtained.

N°	Categories	Frequencies
1	Ss' perception of low English proficiency level	21%
2	Ss' frustration towards the English class	22%
3	ISTs' non-defined English methodology	18%
4	ISTs' frustration when teaching English	10%
5	Limited use of ICT tools by ISTs	3%
6	ISTs' perception of low English proficiency level	9%
7	Mainly use of drills by ISTs'	7%
8	ISTs' motivation towards the English class	10%
	Total	100%

Table 6 Class observations categories

According to the results above, it was noticed that:

The majority of the ISTs used Spanish as the main language during the English classes which certainly means that they did not know how to communicate orally with students using the L2.

This situation also implies that students did not have enough opportunities to practice the language as they use only Spanish during the English class.

On the other hand, most of the time, elementary school students remained silent because teachers did not have strategies and techniques to elicit students' participation in the EFL class. Moreover, ISTs mostly used L2 repetition drills inside class time which indicates that they did not have a variety of activities to use in English.

Finally, ISTs tended to make mistakes very often when using L2 which indicated that there is low language proficiency.

Focus group (See appendix 3)

This instrument was implemented to find out the knowledge background in EFL, perceptions, methodology, and proposals of ISTs about their experiences when teaching English. Twelve in-service teachers participated. The questions were grouped into three main sections: EFL background, language proficiency, and methodology implemented with children.

After analyzing the results from the focus group instrument, I can say that most ISTs:

Most ISTs have studied English before as an academic requirement and not as a personal initiative. However, they were aware of the importance of this language in the current world.

Moreover, ISTs teach with a methodology that they have defined because they think it's appropriate but they lack training in sound and effective methodologies for language teaching. That lack of training makes them feel frustrated.

All ISTs also expressed that they needed training in the learning of the foreign language as they felt they had a low or basic level of proficiency in English. That situation affected their students' learning since they also showed a low and basic level of proficiency in the language.

Students' questionnaire (See appendix 4)

This instrument was applied to 151 elementary school students: 50 in third, 50 in fourth, and 51 in fifth grades. The objective of the questionnaire was to explore and collect information on the views of elementary school students about the English pedagogical practices implemented by IST. The results of the students' questionnaire indicated that all the elementary school students expressed that they liked English because they considered it useful for life, but they still conceive it as a difficult language to learn. That can be one of the reasons why most of them graded their proficiency in the language as low and basic.

Similarly, they expressed having more difficulties in the productive skills of the language: speaking and writing which indicates that there is a need to work more on those skills inside the class.

Finally, the activities that students liked the most were teamwork and drills since they make the class more meaningful to them. Furthermore, most students stated that they enjoyed it when ISTs used technology in their English class as it made the class less difficult to learn.

Triangulation

As stated by Freeman (1998) triangulating data is the varied way a researcher gathers information to study. The frequencies of the categories emerging from the four instruments are displayed in the table below:

N°	Codes	Description	Data Collection Instruments - Frequencies				Total
			Journal	ISTs Focus Group int	ISTs Question naire	Ss Questio nnaire	
1	Ss' perception of low English proficiency level	Students' poor knowledge of the L2. They only use L1 to communicate.	21%	13%	9%	19%	17.6%

2	Ss' frustration towards the English class	Negative feelings students experience during the English class	22%	13%	9%	20%	18.5%
3	ISTs' non-defined English methodology	Numerous repetitive activities are implemented by IST in class without a theoretical-based purpose.	18%	25%	9%	20%	18.7%
4	ISTs' frustration when teaching English	Negative feelings that ISTs experience when they do not evidence students' progress in the L2 class.	10%	7%	9%	4%	6.0%
5	Limited use of ICT tools by ISTs	Implementation of technological aids and audiovisual sources in class.	3%	13%	18%	0%	3.6%
6	ISTs' perception of low English proficiency level	Low level of proficiency in L2 by teachers.	9%	13%	9%	16%	13.6%
7	Mainly use of drills by IST	ISTs use repetition activities to teach pronunciation.	7%	13%	35%	6%	9.8%
8	IST motivation towards the English class	The positive attitude that ISTs have while teaching EFL	10%	5%	3%	16%	12.2%
TOTALS			100%	100%	100%	100%	100.0%

Table 7 Triangulation in the Diagnostic Stage

The data was triangulated by considering students and in-service teachers individually so that

the action stage could answer the participants' needs and particularities accurately. Moreover,

contextual factors such as teaching resources and methodologies affecting the EFL learning and

teaching process at the elementary school level were also considered. The following graph

displays the frequencies and categories that emerged during the diagnostic stage.

Triangulation Diagnostic Stage

Categories (x-axis):
- Ss' perception of low English proficiency level
- Ss' frustration towards the English class
- ISTs' non-defined English methodology
- ISTs' frustration when teaching English
- Limited use of ICT tools by ISTs
- ISTs' perception of low English proficiency level
- Mainly use of drills by IST
- IST motivation towards the English class
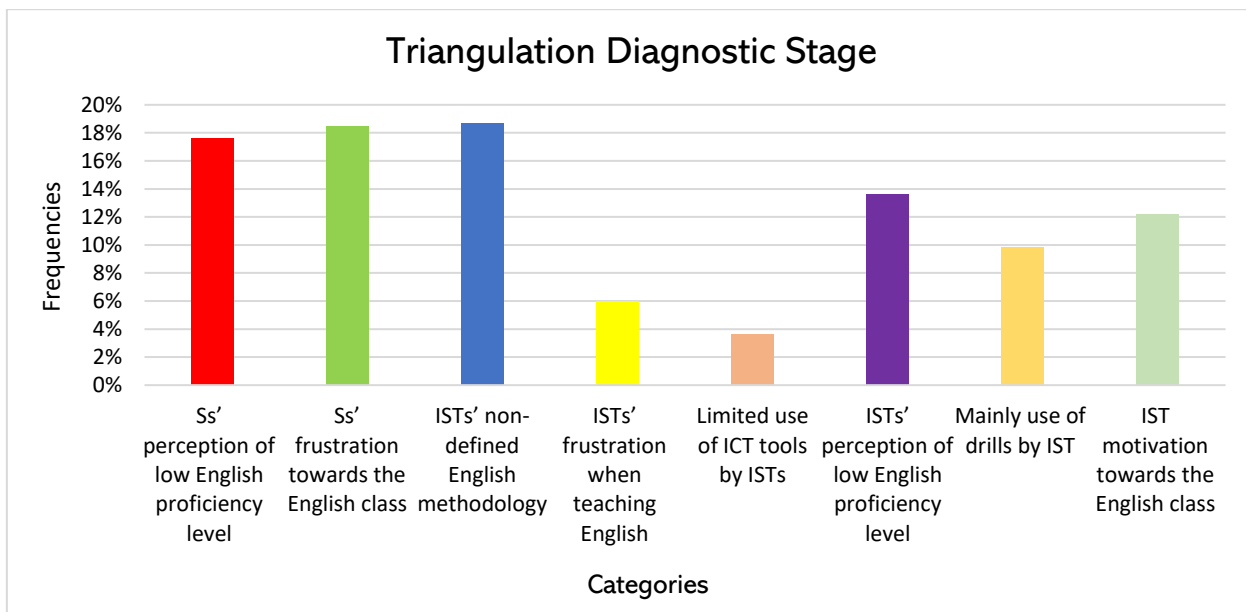
Graph 1 Triangulation in the Diagnostic Stage

Based on the results gathered in the triangulation of the four instruments applied in the

diagnostic stage it was found the following:

In-service teachers did not have a defined methodology to teach English at the elementary

school level of the school which means that their classes are a mixture of isolated and

meaningless activities for students. Moreover, in all the instruments it was evident that the

perception of IST about their level of proficiency in the foreign language was low and basic

which provokes a feeling of frustration when teaching English.

On the other hand, **students'** results indicated that they feel mainly frustrated when learning

English as they see the language and the class as difficult to understand. Additionally, students

perceived that they had a low level of proficiency in English which means that the current classes

conducted by IST did not have a positive impact on the accurate use of the foreign language. In

that sense, the importance of providing ISTs with learning strategies is a key aspect to consider,

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as they need to know how to help students to effectively learn the foreign language through appropriate approaches inside and outside the classroom.

Therefore, the analysis above allowed me to design and implement a professional development program to enhance the teaching practices of IST focusing on the methodology and the language components separately. In that way, in-service teachers must manage the language before managing the pedagogy and teaching approaches. In that way, in-service teachers will get the tools to recover confidence when facing the English area with children. The graph below shows the frequencies of the categories found in the diagnostic stage.

4.2 Instructional Design

After collecting crucial data from the diagnostic stage, I designed six workshops to be implemented with the fourteen in-service teachers. Each workshop was planned considering two important aspects in the TEFL formation: language and methodology. Accordingly, language sections sought to integrate all the skills through contextualized activities that allowed the accurate learning of the foreign language based on the existing national policies such as the suggested curriculum of the English area.

Likewise, the impact of the methodology sections was centered on the linking of theory and practice by promoting reflection and analysis inside the English class. Thus, the typical daily situations presented in the classroom were the basis for design of the pedagogical intervention in the action and evaluation stage. Similarly, the analysis of the participants' responses during the diagnostic stage was a paramount source for the selection of the topics. Finally, the requirement and support by the administration of the school and the current students' needs regarding the low-quality learning of the foreign language and the lack of training of in-service teachers in

English at the elementary school level was a guiding point to embark on the design and implementation of this professional development program.

The workshops were planned based on a modified version of the existing task-based models for class lessons by Ellis (2003) which focus on the meaning and real-world activities to process language for real situations. Such a model considers the following stages during a class:

Pre-task: This stage refers to the implementation of consciousness-raising activities in which the learners are provided with enough tools to develop the central activities. In other words, students are equipped with activities and smaller tasks to reach the core objective of the class. As exemplified by Ellis (2003) framing the central activity is the goal of this stage.

Task: According to Willis (1996), during this stage students are allowed to use the language they already know and three components of the task cycle are followed: task, planning, and report. Similarly, Ellis (2003) considers the importance of regulating topics to address learners to the main goal of the class which means performance is essential. In that sense, the role of teachers to handle error correction and students' reactions to the task are important. Communication must flow and strategies to make error corrections indirectly must be carried out by teachers.

Post-task: Ellis (2003) also states that this last stage mainly focuses on communication activities that include tasks such as learners' reports, repeat tasks, and reflection. Learners may be exposed to any kind of input and then share with partners their understanding of the whole class. In other words, this could be considered an effective and meaningful summarizer of the new concepts acquired in which teachers can reflect upon possible gaps to be filled during future tasks.

4.3 Action Stage

During this stage, I developed the six workshops, previously designed, with the in-service teachers addressing two aspects: language and methodology. The objective was to impact the teaching performance of ISTs concerning the EFL methodology used to teach elementary school students.

They were designed according to Ellis (2003) who focuses on the meaning and real-world activities to process language for real situations. Such a model considered the following stages during a class: a pre-task that framed the central activity, a task that according to Willis (1996) also provided students with the opportunity to use the language they already knew, and a post-task that focused on communication activities that include tasks of enough exposure to the foreign language. In other words, this was considered as an effective and meaningful summarizer of the new concepts acquired in which teachers can reflect upon possible gaps to be filled during future tasks.

Additionally, each workshop included some teaching and learning strategies for ISTs to replicate in their English classes by considering the activities addressed during the PDP.

Concerning the assessment process conducted after each workshop, the instructor promoted feedback throughout each task by using techniques such as clarification requests, echoing, and class observations, especially in the post-task activities. The following charts describe the names and topics of each workshop section and the objectives: (see appendixes 5 – 6)

Nº	METHODOLOGY WORKSHOPS	TOPICS
1	Teaching children part I	The young language learner and language approaches
2	Teaching children part II	The young language learner and language approaches
3	Classroom management	Classroom management

4	Teaching listening to children	Listening strategies
5	Teaching speaking to children	Speaking strategies
6	Teaching reading to children	Reading strategies

Table 8 Methodology sections

Nº	LANGUAGE WORKSHOPS	TOPICS
1	I am an Embera Chamí boy/girl	Introducing yourself Greetings Saying goodbye Communicating inside the classroom
2	My body/my temple	Describing yourself and others Introducing your daily routine Talking about likes and dislikes
3	A day inside my indigenous community!	Describing your daily routine, someone else's daily routine, and the frequency of the actions
4	This is my indigenous community!	Describing my school, my indigenous community, the animals of my territory, and my indigenous culture
5	I belong to a multiethnic country!	Describing my country and its traditions
6	I am a global citizen!	Describing my favorite country And foreign cultures

Table 9 Language sections

4.4 Evaluation stage:

In the following section, the results and analysis of the instruments in the action stage are presented as well as the triangulation of the data.

4.4.1 Results and analysis of the workshops.

Workshop N°1

In-service teachers' questionnaire (See appendix 7)

The objective of the questionnaire administered after all the workshops was to know the participants' views about the workshop. It was an online questionnaire that was divided into two sections: language and methodology. Twelve in-service teachers out of fourteen answered. The results are shown below.

LANGUAGE SECTION N°1

How did you find the English section?	Interesting (41.6%), Useful (33.3%), Clear (16.6%), Fun (8.3%)
Did you understand the topics in English easily?	All (16.6%), Most (33.3%), Some (33.3%), Few (16.6%)
During the workshop, which skill or skills did you strengthen the most?	Vocabulary (50%), Speaking (25%), Listening (16.6%), Reading (8.3%)
Do you think that the studied topics can be taught to your students? Why?	-Yes, topics are easy and appropriate and are in the syllabus. (91.7%) -No, difficult pronunciation (8.3%)
What activity in the language section did you like the most?	The pronunciation activities (50%), teamwork (8.3%), the matching exercises (25%), the feedback given by the teacher (8.3), and all of them (8.3%)
What activity in the language section did you not like?	Pronunciation activities (16.7%), None (83.3%)
What suggestions do you have about the language section?	No suggestions (33.3%), continue with the workshops (33.3%) and do the workshop on a different schedule. (8.3%), base the workshop on the syllabus (8.3%), work more on pronunciation (8.3%), work more on reading (8.3%)

Table 10 Results from language section workshop nº 1

METHODOLOGY SECTION N° 1

How did you find the methodology section?	Clear (33.3%), interesting (33.3%), useful (25%), fun (8.3%)
Do you think that the studied methodology can be used with your students?	Yes (100%)

What new topics related to methodology did you learn in the section?	Approaches to teaching English (100%)
What activity in the methodology section did you like the most?	The practical activities (16.6%), reading comprehension activities (58.3%), teamwork (16.6%), feedback from the teacher (8.3%)
What activity in the methodology section did you not like?	None (100%)
What suggestions do you have about the methodology section?	-No suggestions. (91.7%) -To schedule the section at a different time. (8.3%)

Table 11 Results from methodology section workshop nº 1

Regarding these results, I can say that the in-service teachers participated actively and reflected on the need for professional development regarding language training and methodology. The activities proposed in this workshop helped most of the participants to relate the existing theory with their daily teaching practices.

Regarding *the language section,* IST found the activities interesting, and useful. Half of them understood all the topics taught but the other half still had some difficulties. IST expressed that the workshop helped them to increase their vocabulary, but that they still needed more practice with the other skills of the language since they had some difficulties with writing, speaking, listening, and reading. Although teamwork and pronunciation activities were the activities that teachers liked the most, they said that speaking was the most challenging aspect when teaching English to children.

Concerning *the methodology section*, ISTs found the activities clear and interesting to be replicated in their English classes. The responses showed that all of the participants learned about the approaches to teaching English, and most of them liked the reading comprehension exercises as they were helpful since they could share ideas, reflect through discussions and come up with new proposals to improve their teaching practices. ISTs also stated that by working

cooperatively, they could learn from one another. Moreover, ISTs suggested continuing with more workshops as they will become more confident to teach English.

Rubrics (see appendix 8)

The objective of this instrument was to assess the ISTs' language performance regarding their accuracy in language skills during the development of the workshop. Twelve in-service teachers participated in this workshop. The results are presented in the chart below.

In this workshop, my self-assessment grade in each skill is…	1 Null	2 Low	3 Basic	4 High	5 Excellent
Listening	25%	58.3%	16.6%		
Speaking (pronunciation)	16.6%	50%	25%	8.3%	
Reading	50%	33.3%	16.7%		
Writing	16.7%	50%	33.3%		
Vocabulary		16.7%	58.3%	25%	
Grammar	8.3%	75%	8.3%	8.3%	

Table 12 Results from rubrics on workshop nº 1

Although the language section impacted positively in-service teachers, they still needed training in all of the skills. From the responses, I could assert that the activities mostly reinforced their vocabulary knowledge but there were still flaws to work on. In the listening exercises, seven of the participants demonstrated some understanding of the instructions while in the speaking activities most of them struggled to pronounce words, which indicated that there is a low level of those skills.

On the other hand, concerning the reading skill, half of the participants were unable to make any connections between a text and their real-life experiences; while the majority of them needed to improve their written production. Finally, in the grammar section, nine of the participants rarely used correct tense structures, which affected clarity and style when conveying a message.

Hence, it was concluded that the next language workshop should continue reinforcing all the language skills to give more confidence to teachers when using the English language accurately.

Class Observations (see appendix 9)

I observed the English class of four in-service teachers to know the effect of the methodological component of the workshop ***"Teaching children".*** The results and analysis of the four-class observations are presented below.

IST 1	IST1 used L2 to greet students. There were TPR activities such as repetition of movements Ss using L1 The communicative approach was promoted. The audiolingual method was implemented. Lack of time management. Grammar was not taught inductively.
IST 2	IST 2 used ICT tools to teach. Implementation of the communicative approach. The audiolingual method was implemented. Lack of time management. Overuse of L1.
IST 3	IST3 used gamification. The communicative approach and the grammar-translation method. Students' active participation. Lack of time management.
IST 4	IST 4 used the audiolingual method and TPR techniques. Students' positive attitude. Student-centered activities.

Table 13 Results from the class observations workshop nº 1

Based on the analysis of the class observations, the activities in the methodology workshop lightly impacted ISTs' classes, which meant that it was necessary to continue fostering the use of English inside the classroom.

On one hand, the classes were based on the topics of the Suggested English Curriculum, and the methodology used revealed that teachers took into account the students' characteristics when planning. However, ISTs still needed to relate the studied theory with their actual practices since the implementation of approaches, unknown to them, such as TPR, the communicative approach, the audiolingual method can contribute to the accurate learning of the language if ISTs implement them correctly.

On the other hand, the observations indicated that there was a necessity to reinforce the different skills, especially grammar.

Finally, I think that the institution must pay attention to the time management of the ISTs since it was found that they planned too many activities for one hour. Although ISTs used some of the methodological suggestions learned, the time factor did not allow them to accomplish the whole class goal which also indicated that there should be an adjustment to the English timeframe devoted by the school.

Workshop N° 2

Questionnaire

Thirteen ISTs answered this questionnaire. The results are shown below:

LANGUAGE SECTION N° 2

How did you find the English section?	Interesting (38.4%), Useful (31%), Clear (115.3%), Fun (15.3%).
Did you understand the topics in English easily?	All (23.1%), Most (23.1%), Some (53.8%)

During the workshop, which skill or skills did you strengthen the most?	Speaking (38.4%), Vocabulary (31%), Listening (23.1%), All of them (7.7%)
Do you think that the studied topics can be taught to your students? Why?	Yes, topics are easy and appropriate to their ages and are in the syllabus. (100%)
What activity in the language section did you like the most?	Speaking activities (46.1%), Teamwork (15.3%), Listening (7.6%), Grammatical explanations (15.3%), The feedback given by the teacher (15.3%)
What activity in the language section did you not like?	None (100%)
What suggestions do you have about the language section?	No suggestions (61.5%), continue with the workshops (38.5%)

Table 14 Results from language section workshop nº 2

METHODOLOGY SECTION N° 2

How did you find the methodology section?	Clear (54%), Interesting (30%), Useful (8%), Fun (8%)
Do you think that the studied methodology can be used with your students?	Yes (100%)
What new topics related to methodology did you learn in the section?	More approaches to teaching English (100%)
What activity in the methodology section did you like the most?	Reading in English (53.8%), teamwork (15.3%), feedback from the teacher (7%), all the activities (23.1%)
What activity in the methodology section did you not like?	None (100%)
What suggestions do you have about the methodology section?	No suggestions (23.1%), continue with the workshops (69.2%), and provide teaching material (7.6%)

Table 15 Results from methodology section workshop nº 2

Regarding these results, I can say that the participation of the thirteen In-service teachers was positive and active. ISTs found the workshop helpful for enriching their classes. However, there were aspects to strengthen which are described below.

Regarding *the language section*, ISTs found the activities interesting and useful. Moreover, it was evident the necessity to reinforce some grammar tenses.

ISTs also revealed that pronunciation and vocabulary drills were aspects that they practiced the most during this workshop besides the need to continue working on the improvement of the other skills.

Concerning *the methodology section*, ISTs found the activities clear and interesting for applying in their classes. From the results, it was evident the effectiveness of cooperative work inside the classroom. On the other hand, the IST asked for more feedback on the part of the teacher and for more material for them to implement in their lessons.

Rubrics

After the implementation of this workshop, thirteen in-service teachers were assessed according to the rubrics. The results are presented in the chart below.

In this workshop, my self-assessment grade in each skill is…	1 Null	2 Low	3 Basic	4 High	5 Excellent
Listening		7.6%	46.1%	46.1%	
Speaking (pronunciation)		7.6%	61.5%	30.7%	
Reading		15.3%	46.1%	30.7%	7.6%
Writing		7.6%	61.5%	23.1%	7.6%
Vocabulary		7.6%	15.3%	46.1%	30.7%
Grammar		15.3%	30.7%	38.4%	15.3%

Table 16 Results from rubrics on workshop nº 2

Regarding these results, I can say that although some in-service teachers obtained high or excellent scores, it was also evident a necessity for training in the language to improve their English performance to communicate accurately inside the classroom.

Most ISTs have improved their vocabulary and grammar. The other skills still need to be worked on, especially speaking, reading, and writing. In class, it is evident the lack of confidence

of the teachers to communicate. Moreover, they need more practice with writing, listening, and speaking since these skills require time. On the other hand, results about the reading skill proved that most of the ISTs were unable to make any connections between the texts and their daily life experiences which affected their comprehension of the exercises. Similarly, scores on writing skills indicated that ISTs rarely used the correct vocabulary and expressions in a text.

Finally, regarding responses about grammatical performance, half of the participants demonstrated having difficulties when using grammar correctly which was confirmed in the development of the tasks which had a lack of clarity.

Class Observations

After the implementation of the second workshop, four class observations were made and the results of their analysis are presented in the table below.

IST 1	The TBI approach was promoted.
	Cooperative learning was promoted inside the classroom.
	TPR and miming were used to teach L2.
	Ss using L1.
	Use of the communicative approach among students.
	Teacher's confidence when reading L2 texts.
	Overuse of L1.
IST 2	Use of the TBI approach.
	The communicative approach was promoted.
	Teacher's confidence to pronounce.
	Non-defined goals of the class.
	Lack of time management.
	Minor mistakes when pronouncing L2 words.
IST 3	There were varied activities for each grade in the multigrade teaching model.
	The teacher used gamification in L2 to start the class.

	The class implemented Task-Based instruction CBI approach tasks. Lack of time management and proper planning. Overuse of L1.
IST 4	The CBI approach and the communicative approaches were promoted. IST 4 also used the TBI approach. There was a proper use of ICT tools by IST and SS. Lack of time management.

Table 17 Results from the class observations workshop nº 2

Based on the data gathered in the class observations, I can assert that although ISTs tried to implement some of the studied approaches, it was necessary to give them more tools to improve their performance. Furthermore, the implementation of Content-Based Instruction was not communicative due to the excessive use of L1.

Similarly, I noticed the need for more practice in speaking to prevent the overuse of L1 in class and the teachers should have more guidance to work on tasks related to ICT tools.

Finally, results revealed that the classes were related to the syllabus and ISTs applied all the approaches studied in workshop nº1 which allowed the students to learn meaningfully. On the other hand, the teachers need to work more on the design of the lesson plans and take into account the time of each activity so that students do not feel overwhelmed by the number of tasks to be achieved in one lesson.

Workshop N°3

Questionnaire

This online questionnaire was applied to ten ISTs. The results are presented in the table below.

LANGUAGE SECTION N° 3

How did you find the English section?	Interesting (40%), clear (40%), useful (20%)
Did you understand the topics in English easily?	All (20%), most (70%), some (10%)
During the workshop, which skill or skills did you strengthen the most?	Vocabulary (40%), speaking (20%), listening (20%), reading (10%), grammar (10%)
Do you think that the studied topics can be taught to your students? Why?	Yes. Topics are related to the syllabus. (100%)
What activity in the language section did you like the most?	The pronunciation activities (60%), teamwork (10%), the reading activity (10%), the feedback given by the teacher (10%), the writing activity (10%)
What activity in the language section did you not like?	None. (100%)
What suggestions do you have about the language section?	No suggestions (60%), focus the workshop mostly on pronunciation (40%)

Table 18 Results from language section workshop nº 3

METHODOLOGY SECTION N° 3

How did you find the methodology section?	Clear (40%), useful (20%), interesting (20%), fun (20%)
Do you think that the studied methodology can be used with your students?	Yes. (90%). No, because the group is very big. (10%)
What new topics related to methodology did you learn in the section?	Classroom arrangement to teach English (100%)
What activity in the methodology section did you like the most?	The team reflection activities (40%), all the activities (40%), and the explanations by the teacher (20%)
What activity in the methodology section did you not like?	None. (100%)
What suggestions do you have about the methodology section?	No suggestions. (90%), reduce the number of activities as they overwhelm (10%)

Table 19 Results from methodology section workshop nº 3

Regarding *the language section*, eight out of ten ISTs found the activities interesting and

clear. And only two out of ten participants considered that the activities taught were useful.

Although the majority of the participants answered that they understood most of the topics taught, other ISTs did not comprehend some activities. This situation revealed that ISTs did not accomplish the communicative objectives.

Moreover, the skills that ISTs rehearsed the most were vocabulary and speaking, which implied that they need more practice in the rest of the skills. Finally, teachers recommended working on pronunciation which demonstrated that speaking is a key aspect that provides confidence when teaching English.

Concerning *the methodology section,* although ISTs found the activities clear and useful to be replicated in their classes, there was one participant who answered that the size of her class was an obstacle to practicing the activities. This situation made me conclude that one necessity was to provide teaching strategies to large groups.

Rubrics

This instrument was applied to ten ISTs and the results are presented in the chart below.

In this workshop, my self-assessment grade in each skill is…	1 Null	2 Low	3 Basic	4 High	5 Excellent
Listening			40%	50%	10%
Speaking (pronunciation)				50%	50%
Reading			20%	60%	20%
Writing			60%	40%	
Vocabulary			10%	20%	70%
Grammar			10%	60%	30%

Table 20 Results from rubrics on workshop nº 3

Regarding these results, I can say that ISTs have slightly improved their performance in language skills. However, there are aspects in which they need continuous training to use the language accurately.

Regarding listening skills, the ISTs showed a good understanding of the spoken instructions. However, four ISTs out of ten were assessed in their listening performance as *Basic* since they had difficulties with this skill.

Considering the speaking skill, it was evident that half of the group had difficulties pronouncing all the words correctly which affected communication. Hence, it is essential to reinforce pronunciation activities to decrease frustration when communicating orally.

Similarly, most of the participants showed some difficulties in their reading skills; and the results about writing indicated that ISTs rarely used the correct vocabulary and expressions in a text. These data revealed a necessity to train ISTs in concrete reading and writing strategies to analyze and *produce* written messages successfully.

Finally, about half of the participants did not have clarity about when and how to use grammar correctly in their messages. This fact indicated that ISTs did not have enough previous knowledge on the correct use of some structures of the language.

Class observations

This instrument was conducted with three ISTs. The results are presented in the chart below.

IST 1	Appropriate classroom management and IST positive attitude. TBL and GTM approaches were implemented. Cooperative learning among students. Overuse of L1. IST needs to learn how to teach grammar inductively.
IST 2	Appropriate classroom management. GTM and audiolingual approaches were implemented. Use of ICT tools. Overuse of L1. Transcription was implemented. Ss difficulties of pronunciation. Students' low motivation.

	No assessment plan was established for the class.
IST 3	TPR, CBI, audio-lingual method, TBI, and the Communicative approach were conducted in class. Appropriate classroom management. Collaborative learning. Non-established assessment plan. Lack of time management.

Table 21 Results from the class observations workshop nº 3

Based on the data gathered in the class observations, I can assert that the methodology implemented during this workshop had a positive impact on the English classes. However, there are aspects to improve through more training.

The classes of the three ISTs evidenced a need for training in the development of different approaches. Moreover, the activities planned do not fit the time devoted to the English class. That situation made ISTs combine all the approaches in one hour of English and students tended to feel overwhelmed resulting in ISTs' and SS' frustration. Additionally, it was observed as a need of giving IST tools to teach grammar inductively since both teachers and students tended to use L1 to communicate always inside the classroom, especially during grammatical explanations.

Finally, ISTs require more reinforcement in the establishment of clear assessment purposes when teaching speaking activities and helping students practice the language.

Workshop N° 4

Questionnaire

Eleven ISTs participated. The results are presented in the chart below.

LANGUAGE SECTION N° 4

How did you find the English section?	Interesting (45.4%), clear (45.4%), fun (9.1%)
Did you understand the topics in English easily?	All (54.5%), most (36.3%), some (9.1%)

During the workshop, which skill or skills did you strengthen the most?	Listening (45.4%), vocabulary (18.1%), speaking (18.1%), grammar (18.1%)
Do you think that the studied topics can be taught to your students? Why?	Yes. Topics are easy and appropriate to the students' needs and are in the syllabus. (100%)
What activity in the language section did you like the most?	The reading activities (36.3%), the grammatical explanations (18.1%), the feedback given by the teacher (27.2%), and the pronunciation activities (9.1%), All the activities (9.1%)
What activity in the language section did you not like?	Pronunciation activities (18.1%) None (81.8%)
What suggestions do you have about the language section?	No suggestions (63.6%), continue with the workshops (18.1%), give more sources to implement in the daily practice (9.1%), share food in a language session (9.1%)

Table 22 Results from language section workshop nº 4

METHODOLOGY SECTION N° 4

How did you find the methodology section?	Interesting (54.5%), clear (27.2%), fun (18.1%)
Do you think that the studied methodology can be used with your students?	Yes. The activities are contextualized to our students' needs. (100%)
What new topics related to methodology did you learn in the section?	Strategies to teach listening in English (100%)
What activity in the methodology section did you like the most?	The reading comprehension (63.7%), all the activities (27.2%), and the acting out activity (9.1%)
What activity in the methodology section did you not like?	None. (100%)
What suggestions do you have about the methodology section?	No suggestions. (72.7%), keep working on pronunciation (18.1%), continue with the workshops (9.1%)

Table 23 Results from methodology section workshop nº 4

Regarding *the language section*, most ISTs found the class catchy and clear. Nonetheless, five

participants out of eleven expressed that they did not understand all the topics and activities. This

situation revealed that ISTs did not feel comfortable with their level of performance in some

moments of the class, especially in the pronunciation, fluency, and coherence tasks as expressed by two participants in this questionnaire. Finally, three ISTs suggested continuing with the program and providing them with teaching material.

Concerning *the methodology section*, most ISTs found the activities interesting, clear, and useful to be replicated in their classes since they thought that topics were contextualized to students' needs. Furthermore, it was found that seven participants liked mostly the reading comprehension activities and only one participant enjoyed the acting out exercise. This situation indicated that ISTs reflected more when they were reading and analyzing texts as they did not feel pressured to make any oral mistakes. Finally, although this section was conducted mainly in Spanish, there was one teacher who suggested taking advantage of the texts in English to practice pronunciation as well. This comment revealed the willingness of complementing the methodology and the language sections

Rubrics

Eleven ISTs were assessed. The results are shown in the following table.

In this workshop, my self-assessment grade in each skill is…	1 None	2 Low	3 Basic	4 High	5 Excellent
Listening				72.7%	27.2%
Speaking (pronunciation)			9.1%	63.6%	27.2%
Reading			9.1%	18.1%	72.7%
Writing			27.2%	36.3%	36.3%
Vocabulary				9.1%	90.9%
Grammar			9.1%	18.1%	72.7%

Table 24 Results from rubrics on workshop nº 4

I can say that ISTs improved significantly their performance in receptive skills. However, it is necessary to continue working on some aspects of the productive skills in which participants presented some difficulty. Such a situation is described below.

First, referring to the performance in the listening tasks, I identified that eight out of eleven in-service teachers did not accomplish the goal completely. From their scores obtained during class tasks, it was found that there were instructions in English that ISTs understood with effort. Second, the results of the speaking performance demonstrated that eight ISTs had difficulties with pronunciation. This situation indicated that it was necessary to keep practicing sound patterns to avoid problems when conveying a message orally. Third, in the reading results, three ISTs were not able to answer reading comprehension questions correctly which indicated that there is a need for the teachers to learn more reading strategies.

Fourth, seven ISTs revealed that their writing skill was affected by the lack of coherence and cohesion to join ideas in a text. Finally, concerning vocabulary and grammar, most teachers used these sub-skills successfully however there were still minor grammatical errors and a lack of vocabulary that affected style and clarity when conveying a message.

Class observations

The results of four class observations are presented in the table below.

IST 1	TBI and communicative approaches implemented. Correct use of speaking strategies. Use of repetition drills. Ss difficulties of pronunciation. Correct use of reading strategies. Appropriate classroom management. Overuse of L1.

	Lack of time management.
IST 2	TBI and CBI approaches were implemented.
	Correct use of listening strategies.
	Appropriate classroom management.
	Integration of skills.
	IST seemed to be comfortable when practicing pronunciation.
	Lack of time management.
	Excessive TTT in L1.
IST 3	Appropriate classroom management.
	GTM and TBL approaches were implemented.
	Effective collaborative work.
	Correct use of listening strategies.
	Student-centered activities and positive attitude and response by students.
	Overuse of L1.
IST 4	Appropriate classroom management.
	Repetition drills with minor errors of pronunciation.
	GTM, TPR, CBI, and TBL approaches were used in class.
	Correct use of listening strategies.
	Appropriate use of ICT tools.
	Excessive use of L1.

Table 25 Results from the class observations workshop nº 4

I can assert that the activities proposed in the methodology workshop were useful tools that in-service teachers implemented in their classes. However, there were moments in which ISTs did not have all the strategies to develop some activities effectively.

On one hand, although the classes responded to the topics established in the syllabus, there were too many activities planned for one hour of class. A repetitive situation was that students could not finish all the tasks which indicated that ISTs need more training in time management.

Similarly, the excessive use of L1 in the classroom made ISTs and students more dependent on their mother tongue when communicating effectively. This situation indicated that ISTs need more training in fluency to increase their confidence when speaking in the foreign language.

Finally, it was observed the necessity of reinforcing CBI phases to teach speaking specifically since students enjoyed more the class when the teachers combined other subjects with English.

Workshop N° 5

Questionnaire

Twelve in-service teachers answered this questionnaire. The results are presented in the chart below.

LANGUAGE SECTION N° 5

How did you find the English section?	Clear (41.6%), useful (33.3%), interesting (16.6%), very important (8.3%)
Did you understand the topics in English easily?	All (8.3%), most (9), some (16.6%)
During the workshop, which skill or skills did you strengthen the most?	Vocabulary (8.3%), speaking (16.6%), listening (16.6%), reading (25%), grammar (16.6%), and all the skills (16.6%)
Do you think that the studied topics can be taught to your students? Why?	Yes. The topics are contextualized to the syllabus and the student's abilities. (100%)
What activity in the language section did you like the most?	The pronunciation activities (33.3%), the written production (25%), the grammatical explanation (8.3%), and all the activities (41.6%)
What activity in the language section did you not like?	None (91.7), the speaking activities because I still feel scared (8.3%)
What suggestions do you have about the language section?	No suggestions (41.6%), continue with the workshops (50%), recommend websites to practice pronunciation (8.3%)

Table 26 Results from language section workshop nº 5

METHODOLOGY SECTION N° 5

How did you find the methodology section?	Interesting (50%), clear (25%), fun (16.6%), useful (8.3%)
Do you think that the studied methodology can be used with your students?	Yes. The activities can be used with my students (100%)
What new topics related to methodology did you learn in the section?	Strategies to teach speaking to children (100%)
What activity in the methodology section did you like the most?	Reading comprehension activities (58.3%), all of the activities (41.6%)
What activity in the methodology section did you not like?	None (100%)
What suggestions do you have about the methodology section?	No suggestions (83.3%), review the previous topics (8.3%), practice all the skills fairly in the methodology section (8.3%)

Table 27 Results from methodology section workshop nº 5

It is clear that although in-service teachers think that the language and methodology sections were mainly interesting, they expressed that some aspects needed to be reinforced.

Regarding *the language section*, the participants found the activities clear and useful. Nevertheless, eleven out of twelve ISTs expressed having difficulties developing the reading comprehension and listening exercises. This situation revealed the importance of reinforcing the checking and feedback process during each class so that ISTs comprehends all the activities without difficulties. Finally, results also evidenced that one ISTs still felt scared during the speaking activities. Such results made me think about the possibility of training ISTs in English websites so that they feel confident to speak and teach the foreign language accurately.

Concerning *the methodology section,* IST found the activities appropriate to be replicated with their students. However, there were two out of twelve ISTs who suggested reviewing the topics studied before such as teaching approaches and English learning strategies. They also asked for practice fairly all the language skills in the methodology section. In that way, reviewing previous

topics constantly and including skills tasks can reinforce the knowledge obtained in the workshops.

Rubrics

The results of the assessment of twelve ISTs are presented in the table below.

In this workshop, my self-assessment grade in each skill is…	1 None	2 Low	3 Basic	4 High	5 Excellent
Listening			16.6%	33.3%	50%
Speaking (pronunciation)			25%	41.6%	33.3%
Reading				25%	75%
Writing			16.6%	41.6%	41.6%
Vocabulary					100%
Grammar				16.6%	83.3%

Table 28 Results from rubrics on workshop nº 5

Regarding these results, I can say that although IST did not achieve null or low grades in their language performance, in some parts of the workshop they felt insecure. Those aspects will be mentioned below:

First, in the listening exercises half of the participants did not understand all the instructions and the explanations given in class. While in the speaking activities most ISTs struggled to pronounce words correctly. These outcomes indicated that ISTs require more practice to become more confident when dealing with the language.

On the other hand, results on the reading skill demonstrated that three out of twelve participants were unable to answer successfully all the reading comprehension activities which indicated that a few ISTs need to reinforce their knowledge about reading strategies in English. Results on the writing skill revealed that most ISTs require more writing and vocabulary practice.

Finally, regarding grammar, most ISTs have improved this sub-skill but two ISTs still needed training. These results revealed that ISTs require continuous training in the correct use of grammatical structures in English.

Class observations

The results of four class observations are presented in the table below.

IST 1	Appropriate classroom arrangement. Translanguaging was used. TBI and collaborative learning were implemented. Correct use of speaking strategies. Correct L2 pronunciation by IST. Ss motivation. Lack of time management.
IST 2	Appropriate classroom management. TPR, audiolingual method, and CBI approaches were used. Use of controlled drills. Continuous feedback and students' engagement. Effective collaborative work. Correct use of listening strategies. Student-centered activities and positive attitude and response by students. Overuse of L1. Lack of time management.
IST 3	IST implemented TPR, TBL, and audiolingual approaches. Contextualized topics. Ss motivation. Use of controlled drills. Correct pronunciation of L2 lexicon. Integration of skills. Correct use of speaking strategies. Lack of time management.
	Appropriate classroom management.

IST 4	Correct L2 pronunciation.
	Use of repetition drills.
	TPR, TBL, and approaches were used.
	Correct use of listening strategies.
	Translanguaging was used.
	Appropriate use of ICT tools.
	Overuse L1.
	Lack of time management.

Table 29 Results from the class observations workshop nº 5

Based on the analysis of each class observation, it could be said that the methodology component impacted positively the pedagogical practice of in-service teachers when teaching English to children. However, there were moments in the class in which IST misused the strategies learned which affected negatively the development of the proposed goals. Such aspects are given in detail below:

The first area to be improved refers to time management techniques since ISTs did not manage to teach a complete class due to the excessive activities previously planned. Similarly, it was also evidenced that ISTs required effective strategies to teach all the skills accurately, especially reading.

In addition, it was observed that ISTs did not always follow a sequence of class moments. Based on that fact, it was revealed the necessity of reinforcing TBI strategies to develop the whole class, specifically the pre, during, and post-task moments. In that way, ISTs could better plan and develop their classes.

Finally, ISTs had some difficulties with the correct pronunciation of instructions, especially in the reading comprehension activities. That situation affected fluency and clarity. Likewise, the overuse of L1 by the teacher made students use L1 during class. This situation revealed that ISTs do not feel fully confident to communicate in English.

Workshop N° 6

Questionnaire

Twelve in-service teachers participated. The results are presented in the chart below.

LANGUAGE SECTION N° 6

How did you find the English section?	Useful (41.6%), clear (25%), fun (25%), interesting (8.3%)
Did you understand the topics in English easily?	All (75%), most (16.6%), Some (8.3%)
During the workshop, which skill or skills did you strengthen the most?	Vocabulary (25%), speaking (25%), listening (16.6%), reading (16.6%), writing (8.3%), grammar (8.3%)
Do you think that the studied topics can be taught to your students? Why?	Yes. The activities are well-explained and focused on the syllabus. (100%)
What activity in the language section did you like the most?	All the activities (41.6%), the reading comprehension activities (25%), the pronunciation activities (16.6%), and the listening exercises (16.6%).
What activity in the language section did you not like?	None (100%)
What suggestions do you have about the language section?	Continue with the workshops (66.6%), do the same training in other areas such as Spanish, mathematics, etc. (25%), no suggestions (8.3%).

Table 30 Results from language section workshop nº 6

METHODOLOGY SECTION N° 6

How did you find the methodology section?	Useful (33.3%), fun (33.3%), clear (25%), interesting (8.3%)
Do you think that the studied methodology can be used with your students?	Yes. The topics reinforce reading comprehension. (100%)
What new topics related to methodology did you learn in the section?	Strategies to teach reading in English (100%)

What activity in the methodology section did you like the most?	All the activities (75%), teamwork (8.3%), reading comprehension activities (8.3%), the written production (8.3%)
What activity in the methodology section did you not like?	None (100%)
What suggestions do you have about the methodology section?	Implement the training program in other subjects as it gives confidence when teaching (100%)

Table 31 Results from methodology section workshop nº 6

In general, in-service teachers felt that this section was a helpful tool to enrich their knowledge of English and methodology. However, from the responses, I could assert that there were activities in which IST could not perform successfully. Such aspects are analyzed below:

Regarding *the language section*, most ISTs believed that the activities could be replicated with their students as they were well explained. Nonetheless, most IST suggested continuing with the training program in English. Some participants considered that a similar program should be implemented in other subjects which proves that this program has increased teachers' reflection on their daily practices, especially about the importance of participating in Professional Development Programs in different areas.

Concerning *the methodology section*, ISTs found the activities mostly useful and didactic. All ISTs expressed that they learned new strategies and activities to teach reading comprehension.

Thus, even though nine out of twelve ISTs said that they liked all the activities proposed, there were three of them who enjoyed mostly activities about reading and writing, and teamwork. This situation revealed that collaborative learning strategies such as teamwork are a positive factor in a PDP.

Rubrics

The results of twelve ISTs assessments are presented in the chart below.

In this workshop, my self-assessment grade in each skill is…	1 None	2 Low	3 Basic	4 High	5 Excellent
Listening				41.6%	58.3%
Speaking (pronunciation)				41.6%	58.3%
Reading				16.6%	83.3%
Writing				33.3%	66.6%
Vocabulary					100%
Grammar					100%

Table 32 Results from rubrics on workshop nº 6

During workshop 6, in-service teachers achieved a high and excellent language performance which indicated that the PDP has impacted the proficiency of ISTs positively until now. Nonetheless, some students had difficulties developing all the activities correctly.

Similarly, in the writing self-assessment, four out of twelve ISTs revealed through their written production texts that they were not coherent enough regarding the correct use of the language. This proved the necessity that ISTs still have to enhance clarity and style when conveying a written message.

Class observations

The results of the class observations are presented in the table below.

IST 1	TPR and Audiolingual method activities were used. Students used L2 correctly. Repetition drills. IST used visual aids. Ss motivation and ss ICT tools use. Reading comprehension strategies. Appropriate classroom management. Moderate Teacher Talking Time in L1. Lack of time management.
IST 2	TBI and CBI approaches were used. Students' engagement.

	Correct use of listening strategies.
	Ss difficulties of pronunciation.
	Ss using L1
	Appropriate classroom management.
	Correct use of reading strategies.
	IST speaking confidence.
	Lack of time management.
	Overuse of L1.
IST 3	The communicative approach was promoted.
	Appropriate classroom management.
	Correct use of ICT tools.
	Difficulties with listening skills.
	GTM and TBL were implemented accordingly.
	Correct use of listening and reading strategies.
	Student-centered activities and positive attitude and response by students.
	Overuse of L1.
	Lack of time management.
IST 4	Correct use of L2.
	Audiolingual method, TBL exercises, and GTM activities were used.
	Use of repetition drills.
	Appropriate classroom management.
	Correct use of listening strategies.
	Ss difficulties of pronunciation.
	Appropriate IST feedback.
	Lack of time management.

Table 33 Results from the class observations workshop nº 6

It is evident that there is a need for reinforcing teaching strategies, classroom management techniques, and methodological aspects inside the class.

Initially, it was found that all the classes were based on the syllabus of the school and the methodology used demonstrated that ISTs used activities learned in the training program such as

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the skimming and scanning reading strategies with a mixture of approaches to teaching English as the audiolingual method, content-based instruction, and total physical response. Nonetheless, I evidenced a need of working on time management since students did not have enough time to understand the content worked effectively.

Moreover, not all ISTs achieved the purpose of the TBL approach and tended to mix different stages during one activity. This situation revealed the necessity of training teachers on how to adjust lesson plans to the TBI approach as they also still had difficulties to replicate the TBLT class. It made me conclude that if teachers continue making the same errors, students might fossilize them. Finally, it was observed that ISTs continued using mostly L1 to communicate with students.

Triangulation of the instruments during the action and the evaluation stage

The triangulation of the data collection instruments was made according to Ryan & Bernard's (2003) framework. It provided the evidence required to identify the most relevant categories that consistently emerged during the implementation of this investigation. In this section, the triangulation of the results collected after each workshop is presented per instrument.

Instrument nº 1: Questionnaire

Based on the analyses of the results collected after the implementation of the six workshops, the following categories emerged according to the number of occurrences by ISTs. The charts and graphs below display the frequencies of each category during the action stage in the language and methodology components.

Language sections

Category	Frequencies	Description

| Interesting class activities	18.1%	IST found activities such as teamwork, roleplays, presentations, listening exercises, and pronunciation tasks as interesting and useful tools to replicate with their students.
Difficulties to understand spoken language	15.1%	IST did not understand instructions in English easily. Moreover, they had difficulties developing the listening activities as they had to listen to, more than twice a track.
Grammatical difficulties	12.1%	IST expressed that one big difficulty they faced during the workshops was the correct use of grammatical rules in different tenses.
Lexicon improvement	18.1%	IST expressed that their vocabulary knowledge was impacted positively.
Pronunciation difficulties	18.1%	IST felt anxious and had a lot of difficulties when communicating due to mispronunciation
Positive attitude towards the language section	18.1%	During the six workshops, IST expressed feeling comfortable with the methodology and activities proposed during the language section. They felt they were learning about the language.

Table 34 Categories from the language sections
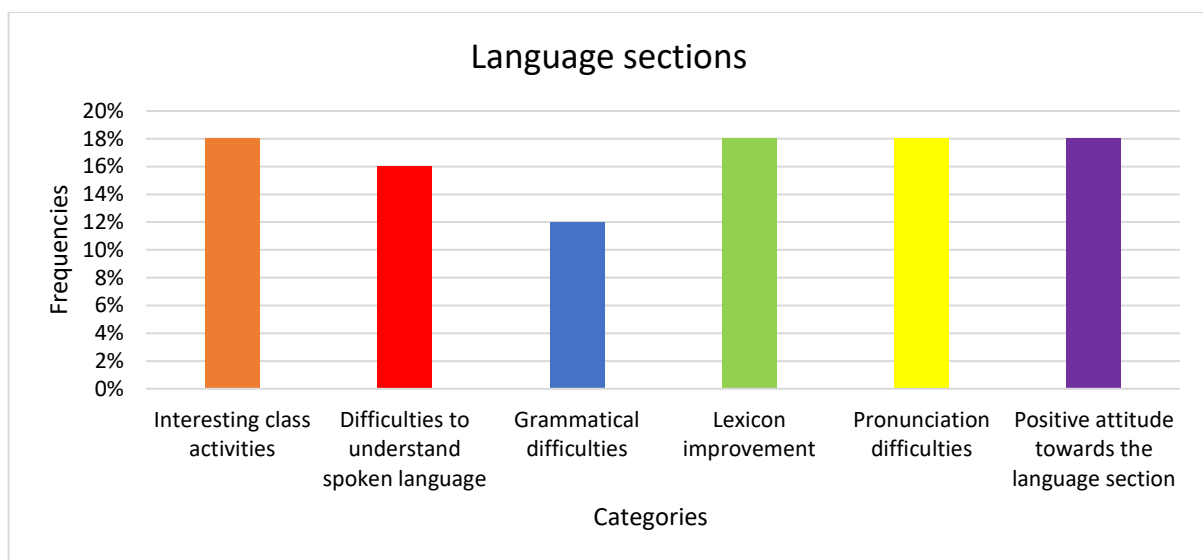
Graph 2 Categories from the language sections

Methodology sections

Category	Frequencies	Description
Useful methodological activities	20%	ISTs considered the class activities as useful tools that enriched their methodological practices inside the EFL classroom.
Useful reading strategies	20%	ISTs found the reading comprehension activities as a positive means to improve their analysis in English besides learning about strategies to learn and teach the language.
Positive effect of collaborative learning	20%	ISTs expressed that they felt less pressured and more confident while sharing with other classmates.
Effective methodological approaches	20%	ISTs expressed that the methodology section clarifies doubts about teaching approaches in English.
ISTs motivation towards the PDP	20%	ISTs expressed they could have methodological tools to address the English class effectively.

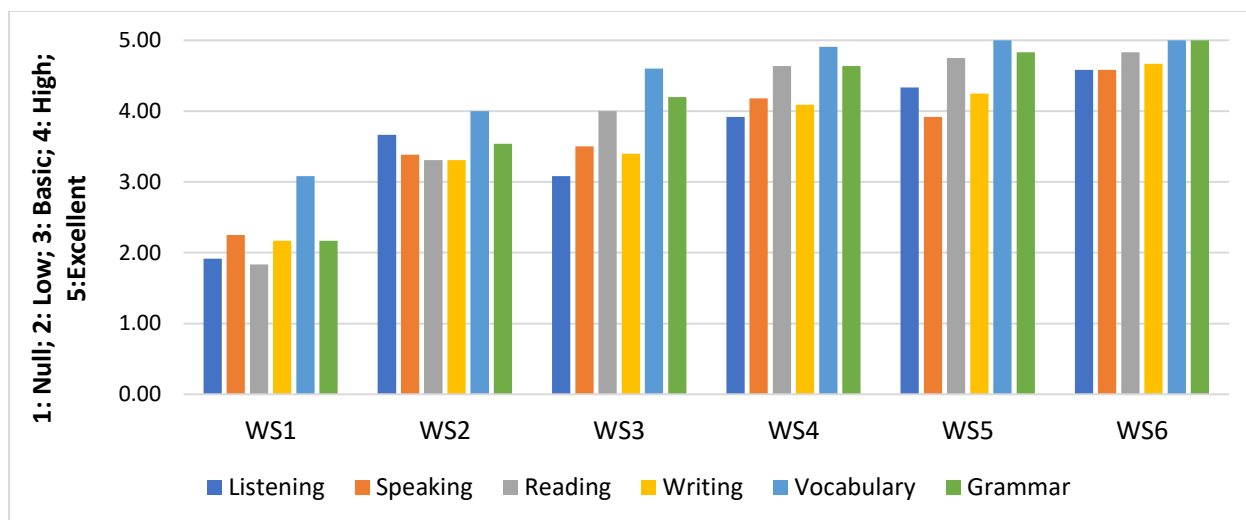**Table 35 Categories from the methodology sections**
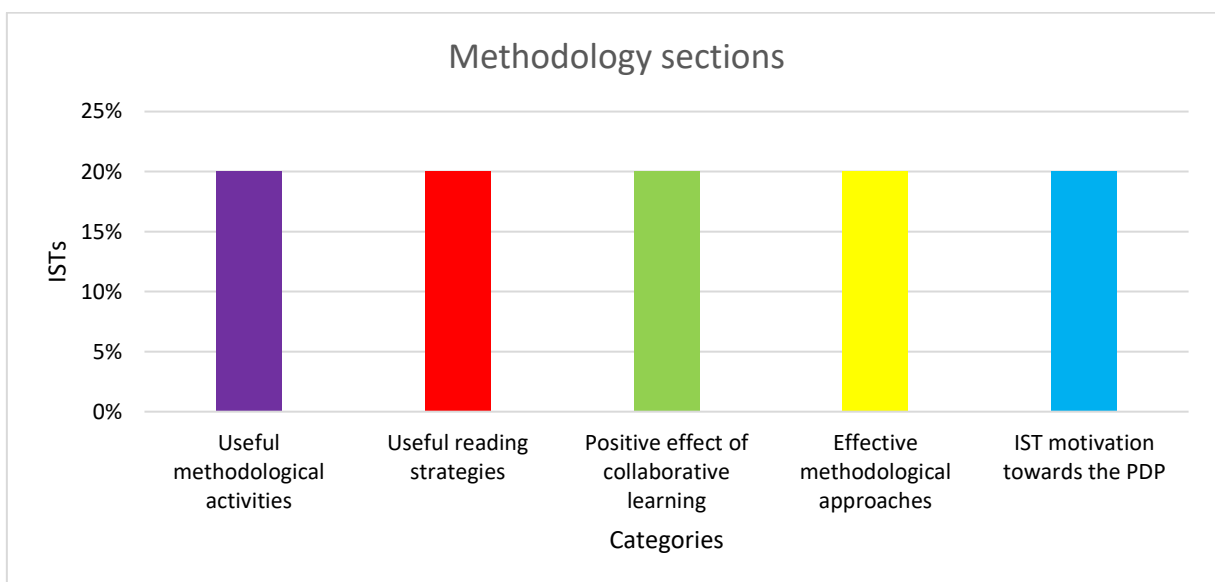
Graph 3 Categories from the methodology sections

Instrument nº 2: Rubrics

Based on the results of the rubrics, the level of proficiency reached by ISTs in each skill and subskills during the whole PDP is shown in the graph below. The scale implemented was 1: Null; 2: Low; 3: Basic; 4: High; 5: Excellent.

Graph 4 Language progress throughout the PDP

According to the results, ISTs had an improvement in their language performance throughout the PDP. The results are described per skill.

Listening skill:

It was identified that during the first workshops, most of the participants had a slight improvement throughout the PDP which meant that at the beginning of WS 1, ISTs did not understand instructions in English and, at the end of WS 6, ISTs demonstrated more comprehension of spoken language inside the classroom, especially explanations.

Speaking (Pronunciation):

Considering this skill during the program, it could be said that most of the ISTs also improved their pronunciation as they made a few errors when speaking. From WS 1 to WS 6, participants became more fluent and coherent when communicating orally as they had more contact with the language. Most of them started the program feeling fear to pronounce words as proved in the class observations, but at the end of the course, it was seen that they were more confident and began having short conversations inside the classroom.

Reading:

On the other hand, the results in this skill proved that participants did improve their reading comprehension abilities throughout the whole course. However, as revealed in the questionnaires after all WS, some participants had difficulties, especially when answering questions about a text. Analyzing ISTs performance during the first and the last workshop, it was proved that most of the participants increased their reading comprehension ability throughout the different workshops but other ISTs finished the program having problems applying reading strategies correctly since they could not get excellent performance results.

Writing:

Concerning the results on the writing skill, it was noted that during the program ISTs were not able to produce written messages correctly in most of the WS applied. As the workshops were developed, the ISTs started using more advanced vocabulary, they recognized the importance of connectors, the grammar was more accurate and the written texts were clearer. This situation indicated that ISTs learned to use correctly vocabulary and expressions in a text. However, not all scores were excellent and some minor errors were still present in the last WS.

Vocabulary:

The vocabulary performance during the PDP revealed that ISTs significantly increased their lexicon as they used more appropriate vocabulary to communicate in the language orally and when writing. Although scores at the beginning of the program were mainly basic, the improvement of this subskill was evidenced by the excellent levels reached during the last two workshops which meant effective use of words in familiar contexts.

Grammar:

Finally, in the grammatical performance, it was found that during the first part of the program, most of the participants had difficulties knowing when and how to use grammatical structures

correctly. Nonetheless, they demonstrated improvement in the last workshops as they showed

more coherence and cohesion when communicating.

Instrument nº 3: Class observations

Based on the class observations carried out after the implementation of the workshops, the

following categories emerged. The charts below display the categories concerning ISTs and Ss

separately. Moreover, the bar graphs represent the occurrences of each category.

| Category	Frequencies	Description
ISTs and Ss' motivation towards L2	6%	ISTs were motivated throughout the different moments of the class. Moreover, students were engaged and participated actively.
Application of methodological approaches by ISTs	26%	ISTs implemented different approaches to teaching the foreign language. They used tasks, games, and strategies to respond to the learning styles of students. The most used approach was TBLT.
Effective use of ICT tools by ISTs	5%	ISTs used technological aids to teach English
Overuse of L1 by IST	9%	ISTs used L1 during most of the class.
Effective use of learning strategies	37%	ISTs used teaching and learning strategies to teach the language.
Lack of plan management by ISTs	16%	ISTs had difficulties planning the classes due to the time management of the activities. It includes the lack of an established plan for the class.

Table 36 ISTs categories from the class observations

ISTs categories from the Class observations
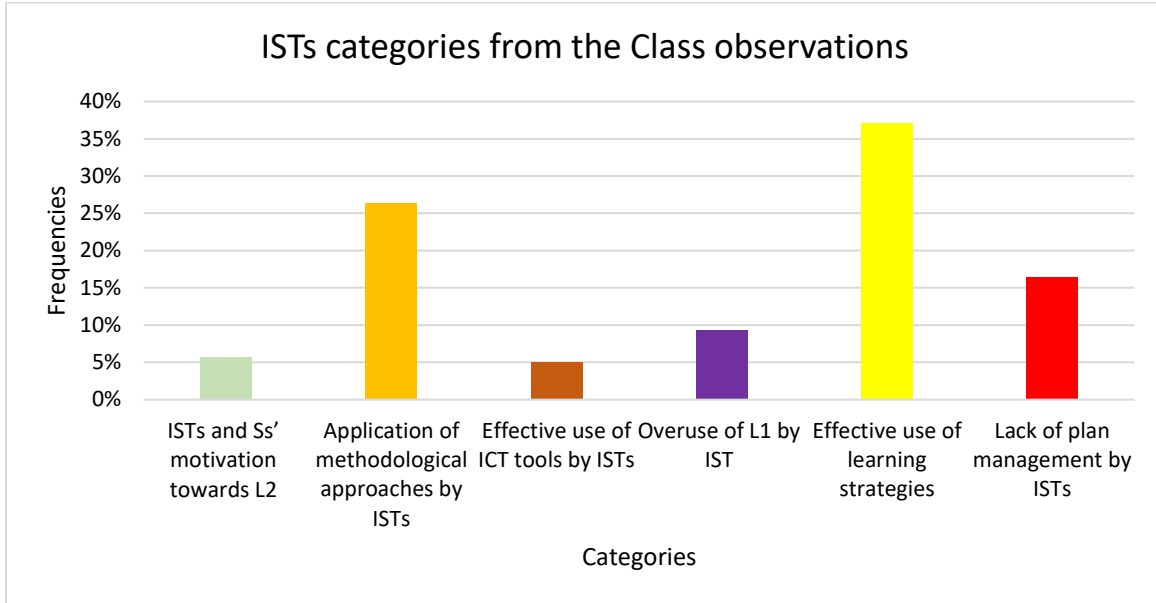
Graph 5 IST categories from the class observations

Category	Frequencies	Description
Ss' motivation in class	40%	Ss were comfortable with the activities proposed by IST during class. There was active participation by ss.
Ss' pronunciation difficulties	33.3%	Ss had difficulties with their speaking skill.
Ss using L1	26.7%	Ss used Spanish to communicate in class.

Table 37 Ss categories from the class observations

Ss categories from the class observations
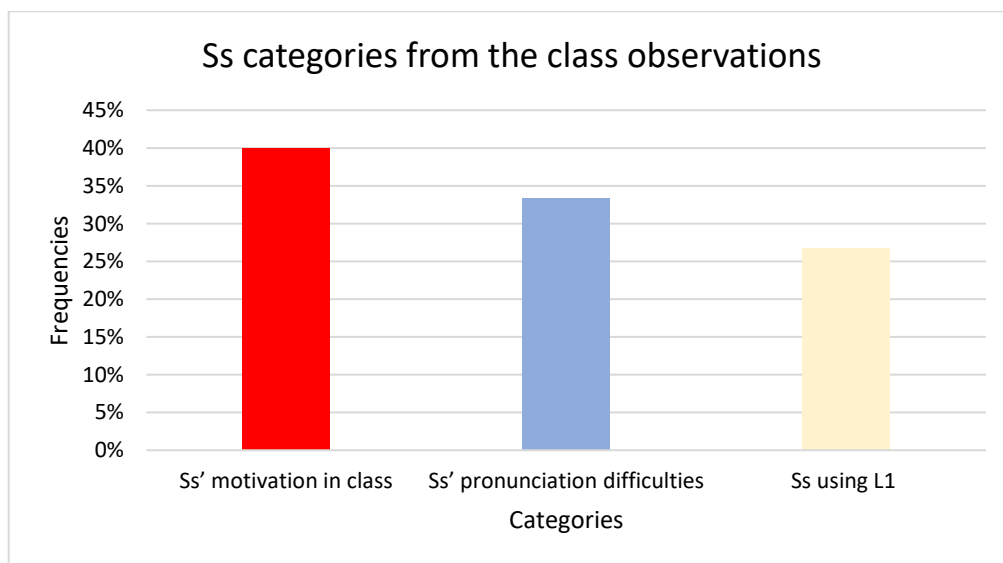
Graph 6 Ss categories from the class observations

Instrument n°4 Pre-test and Post-test

The objective of this instrument was to know the participants' language performance before and after the action stage. The test included 50 items assessing grammar and vocabulary. The chart below reveals the level of the students according to the results.

Score	Recommended level
0 – 18 points	Elementary
19 – 25 points	Pre-Intermediate
26 – 32 points	Intermediate
33 – 39 points	Upper-Intermediate
40 – 46 points	Advanced
47 – 50 points	Excellent

**Table 38 Scale of placement test**

Fourteen ISTs answered the test before and after the implementation of the workshops.

The chart below shows the number of correct answers for each test.

Participants (IST)	Pretest	Posttest
1	Pre-intermediate (19)	Intermediate (30)
2	Pre-intermediate (20)	Upper-intermediate (35)
3	Elementary (18)	Advanced (40)
4	Pre-intermediate (23)	Intermediate (32)
5	Elementary (13)	Intermediate (28)
6	Elementary (16)	Advanced (40)
7	Pre-intermediate (19)	Advanced (45)
8	Elementary (18)	Excellent (48)
9	Elementary (15)	Excellent (49)
10	Elementary (18)	Advanced (45)
11	Elementary (14)	Advanced (41)
12	Pre-intermediate (20)	Excellent (47)
13	Pre-intermediate (22)	Upper-intermediate (39)
14	Elementary (17)	Upper-intermediate (37)

Table 39 Answers in the placement tests

Based on the answers above the following bar graph compares the results obtained regarding language level of proficiency by in-service teachers.
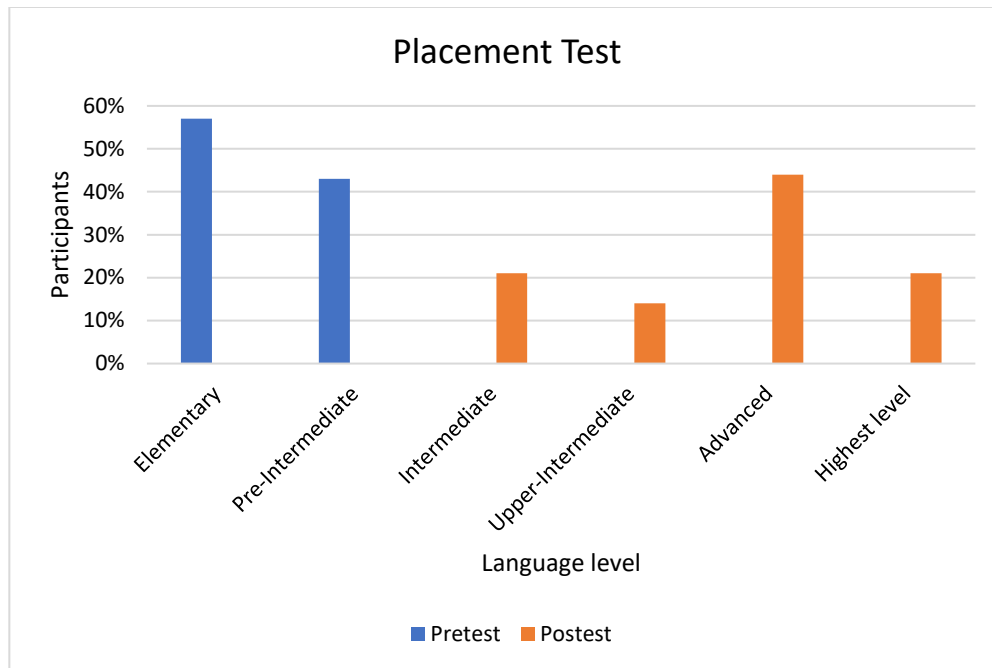
Graph 7 Placement test results comparison

Comparing the results between the pre and post-test, it could be said that:

In the *pre-test,* most of the participants were placed at a pre-intermediate level. These results revealed a lack of knowledge in word order and grammatical structures, especially in simple and compound tenses. The misuse of adjectives, adverbs, modals, and compound nouns was also a common mistake by ISTs. Meanwhile, in the *post-test*, ISTs improved their language performance significantly since all the participants were placed in the intermediate and the excellent levels as represented in the graph. These data revealed that ISTs improved linguistic aspects of the language as they became more familiar with the grammatical structures mainly.

In other words, although ISTs still made mistakes in the post-test, it was evident that there was a noticeable improvement in their language proficiency regarding the knowledge of vocabulary and grammar. In that sense, it was proved that the learning strategies implemented in the course were effective and contributed to the language accuracy of participants.

4.4.2 Triangulation

Freeman (1998) established that triangulating data is the varied way a researcher gathers information to study. In this section, the categories of the instruments applied in the action stage are displayed. The table below shows the categories with their description considering the number of ISTs who participated in each instrument during the evaluation of this research study.

N°	Category	Operationalization	Data Collection Instruments			
			Questionnaire	Rubrics	Class observations	Placement test
1	Reading comprehension improvement	ISTs found reading activities interesting and useful tools to replicate with their students.	86%	71%	71%	64%
2	Grammatical difficulties	ISTs had difficulties with coherence and cohesion when using the language to use correct grammatical rules in different tenses.	86%	86%	71%	100%
3	Lexicon improvement	ISTs experienced a positive impact on vocabulary and lexicon knowledge.	86%	100%	93%	93%
4	Written production difficulties	ISTs had difficulties expressing ideas, mainly through writing.	71%	79%	86%	100%
5	Correct use of learning strategies	ISTs implemented the learning strategies accordingly. It includes successful collaborative learning strategies.	93%	100%	86%	93%
6	Confidence when teaching L2	ISTs became confident and felt less anxious when teaching English	93%	79%	71%	100%

Table 40 Triangulation evaluation stage

The following bar graph represents the categories of the triangulation in the evaluation stage.
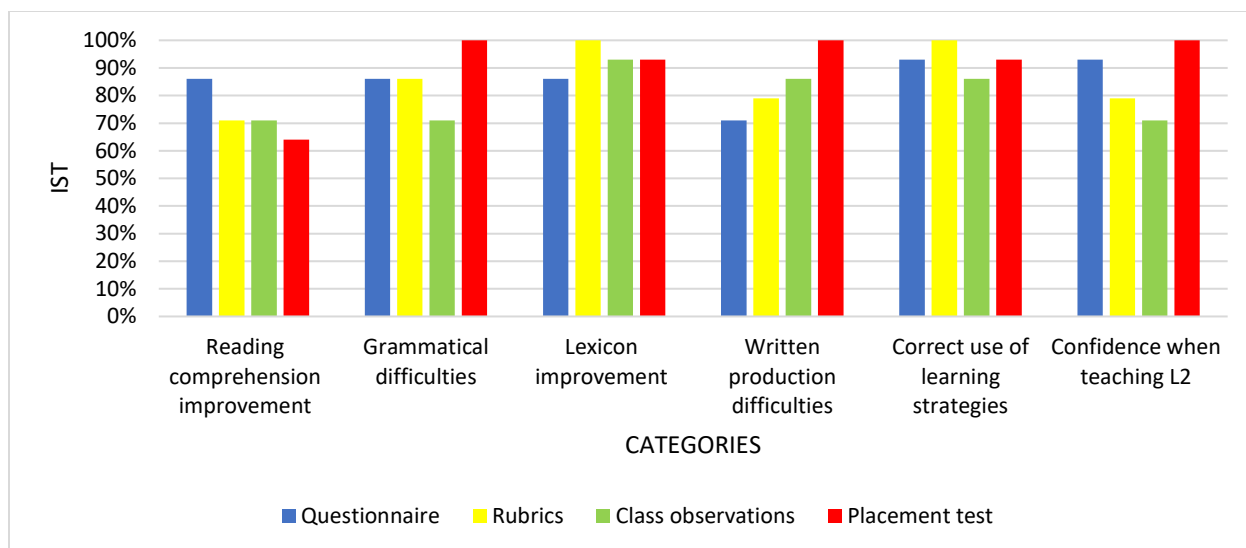
Graph 8 Categories in the evaluation stage

5. Findings

Given that the main objective of this project was to identify the impact of a professional development program on elementary school teachers' English language proficiency and teaching at an indigenous public school, the present section refers to the effects that the language and methodological workshops had on teachers' daily practices. Thus, the findings of the present study respond to the following specific objectives:

✔ To determine the effect of the PDP on the English proficiency level regarding grammar and vocabulary of ISTs throughout the development of the course.

✔ To analyze the impact of the EFL methodological implementation in elementary school teachers' practices.

✔ To assess the process of the EFL teaching practices during the PDP

✔ To reduce the affective filter of elementary school teachers towards EFL teaching practices.

✔ To promote ISTs' reflection concerning the EFL teaching process at the elementary school level.

Regarding language, vocabulary and reading comprehension greatly improved as in-service teachers learned all the necessary lexicon to teach children. Moreover, from the methodology component, it was identified that ISTs renewed their teaching practices notoriously as well since they became more reflective and aware of the importance of training in the EFL field. In other words, it could be suggested that a PDP has effective effects on the teacher's English performance, also influencing the students' learning process in the classroom.

Similarly, ISTs' affective filter was slightly impacted as IST managed to promote more student-centered activities in the classroom by using the learning strategies studied in the course. On the other hand, this initiative enabled participants to propose projects and ideas to teach English in connection to the indigenous cultural traditions. In that way, the learning experience of students inside the classroom was significantly innovated with the design of new materials, and what is more important, the sharing of experiences among ISTs. In this chapter, the findings of the present research project are discussed responding to the research question:

What is the impact of a PDP on elementary School teachers' English proficiency and teaching at an indigenous public school?

1. **The effect of the PDP on the English proficiency level regarding grammar and vocabulary of IST throughout the development of the course.**

Regarding achievements in language proficiency, this project intended to foster all the language skills that ISTs require to teach English to elementary school students. Nonetheless, elementary school teachers improved mostly their reading comprehension abilities as evidenced after triangulating data. In that way, the comprehension of general and specific details of the

different texts increased notoriously. In addition, there were discussions in which ISTs were asked to talk about the different readings and participants showed management of the topics.

Similarly, the impact of the reading activities in the English classroom was observed in the teaching performance of ISTs during the evaluation stage which made students vary the EFL activities to practice the language. That situation also demonstrated that ISTs were giving tools to learners from the elementary school level so that they feel confident and well-trained before external tests.

2. **The effect of the PDP on the grammar teaching ability of ISTs.**

Concerning the way of teaching grammar, it should be noted that there was a slight transformation in the way it was taught since it was still difficult to adapt their existing methodology to new ways of inductive-grammar teaching resulting in grammatical difficulties inside the classroom. That is why the impact of the language sections in grammar teaching was noted in the difficulty for IST to teach grammar inductively. Although the advance in this subskill was evident throughout the course, notorious errors were still affecting the clarity and style of ISTs messages. Moreover, ISTs were highly committed to the study of the structures to be taught to students as it was an aspect that was carefully planned in their daily teaching activities.

In other words, given that not all the participants reached a high performance in grammar, it was proved that they still need to rehearse clarity, cohesion, and coherence, especially when writing texts in English. Finally, ISTs must continue working on the appropriate use of English grammar to be able to communicate effectively with the four skills. Thus, another minor aspect to improve is the different structures of the language such as the use of modals, prepositions, and correct tense conjugations since ISTs still demonstrated to confuse structures when creating

coherent sentences. In that way, the level of language of the majority of participants can increase from intermediate to higher scores.

3. **The effect of the PDP on the Lexicon improvement and vocabulary teaching ability by ISTs.**

Although ISTs previously managed some vocabulary, it was difficult for them to know enough lexicon when teaching English. As an outcome of the triangulation, it was revealed that this PDP impacted their language proficiency also in the vocabulary increase or lexicon improvement. Moreover, ISTs learned that a key aspect to communicate accurately in English was the correct use of words in specific contexts.

The perception that the teachers had of the vocabulary exercises was notoriously positive as they could get the tools to pronounce and teach lexicon more confidently. In other words, ISTs became more willing to implement the material and activities of vocabulary in their classes and tailored it to the students' needs and interests.

Similarly, ISTs related the teaching of vocabulary with the indigenous cultural traditions inside the classroom through the use of ICT tools. It means that the vocabulary learned during the course was closely related to words and expressions used inside the indigenous community, respecting the own ideologies and customs of the Embera Chamí community.

Finally, another remarkable achievement was the students' lexicon improvement, as they participated in the spelling bee contests of the school. For this, it was rewarding to see how students in third and fourth grades knew not only the pronunciation of each word but also its meaning in complete sentences. Furthermore, students became more familiar with expressions in the school which meant that ISTs were increasing students' lexicon not only inside the English class but also outside where communication happens in natural settings.

4. **The effect of the PDP on the Written production of ISTs.**

During the workshops, some of the ISTs had difficulties with writing production. Additionally, during classes, most ISTs had problems when producing clear messages as they were a mixture of isolated words without coherence. Moreover, they took more time than expected and expressed informally feeling insecure in writing. Nevertheless, that situation was worked through learning strategies that helped them to become more skilled in the final written products where peer and group feedback were provided.

Similarly, ISTs implemented writing strategies with their students in class as observed in the class observations. This situation made their classes more demanding and different from traditional activities. In summary, writing difficulties were evident in the workshops and the daily practice but ISTs managed to integrate this skill into their daily practice.

Finally, given that writing learning strategies were not taught in the PDP, ISTs also had difficulties when conveying messages in written forms in class. That is why it is necessary to continue training in EFL writing as it is a determinant basis to increase the language proficiency of ISTs.

5. **The impact of the EFL methodological implementation on elementary school teachers' practices.**

ISTs were highly engaged in the methodological sections of the PDP and the learning strategies provided became key aspects to reinforcing the teaching practices of the foreign language to children. Such a situation was represented in the correct use of learning strategies inside the EFL class. All the approaches and tips that were shared in the workshops resulted to be very useful since ISTs got familiarized with teaching and learning strategies such as

paraphrasing, requesting information, summarizing, scanning, skimming, etc. which were very convenient for renewing the class experiences.

Furthermore, ISTs demonstrated a diversity of activities implemented in each class, which meant that the program contributed to the enrichment of methodologies inside the EFL. Similarly, the program permitted ISTs to share their experiences and enabled them to work cooperatively and collaboratively about their English performance with children. Nonetheless, given that teachers had different pedagogical abilities, they used varied approaches, techniques, and methods to teach English which made the experience more diverse and open to new ideas for innovating EFL education.

Finally, thanks to the implementation of group activities and talks conducted in the program, ISTs became more reflective about methodology and their classes became more focused on meaningful and contextualized learning rather than on contents.

6. **Reduction of the affective filter of elementary school teachers towards EFL teaching practices.**

The decrease of the affective filter of elementary school teachers towards EFL teaching practices was another purpose traced in the diagnostic stage which became a key factor to work on during this PDP. Elementary school teachers became more confident when facing the English class as they obtained strategies to address the language accurately. Nevertheless, ISTs finished the program demonstrating a certain lack of confidence especially when speaking. It meant that in the other skills there were substantial improvements but the speaking ability still requires training and reinforcement so that teachers can use L2 more often.

In that way, the workshops were planned to promote active participation by helping ISTs to lose the fear of making mistakes especially speaking but it was proved in the questionnaire and class observations that such a skill produces ISTs certain frustration.

Moreover, during informal talks, ISTs expressed that speaking is the most difficult skill as produces frustration and misunderstandings when communicating correctly.

6. Conclusions and Pedagogical Implications

6.1 Conclusions

Regarding the research question, these are the conclusions regarding the design and implementation of a professional development program inside an indigenous community.

The effectiveness of a PDP.

To ensure positive effects of professional development programs it is important: the elementary school teachers' needs, the context, and the available resources. In that way, a PDP empowers them and impacts the whole community. In this sense, reflection and critical perspectives about the teaching profession become key aspects achieved by this research proposal. In other words, a PDP helps elementary school teachers to analyze and reflect on their conceptions of education improvement and the implications of continuous training. Moreover, ISTs change the negative perceptions and feelings about the learning and teaching of English by considering current policies and promoting creativity, leadership, and most importantly reflection towards better education.

Integration of theory and practice.

When teaching children, it is crucial to know the academic background that supports the performance inside the classroom. Thus, daily teaching experiences are vital mechanisms to prove the importance of knowing theory since, if teachers implement existing theoretical

frameworks, their pedagogical practices are renewed and learners benefit mainly. It means that a PDP must serve as the source of knowledge that permits elementary school teachers to reflect and act based on contextual needs, especially the learners' requirements. Such an integration of theory and practice results in meaningful learning experiences that will guide students throughout their academic and personal lives.

Meaningful learning progress.

Successful PDPs make elementary school teachers more aware of their role in the classroom since they recognize themselves as facilitators who promote meaningful learning experiences. In this sense, the responsibility of ISTs towards students' achievements is challenging since all experiences provided inside the classroom will benefit or affect the students' performance and consequently the quality of education.

As well as this, the knowledge about methodology approaches and learning strategies gives elementary school teachers a more comprehensive perception of the real purpose of education: to make English fun. Likewise, the ISTs start to plan their syllabus and classes following the strategies, parameters, and tips provided during the program with a specific goal: to impact positively EFL students' learning experience.

Positive learning strategies implementation.

Implementing new strategies, methods, and techniques inside the English class helps IST to feel more confident especially because they get the necessary tools to address any topic by using the correct means. Moreover, it reduces the affective filter of ISTs because they can approach their classes more enthusiastically. Additionally, this situation makes students engage in classes as well as ISTs see positive progress in their language performance.

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However, teachers do not have enough information or ideas to apply in class concerning effective strategies. That is why they need to be in a continuous formation in pedagogical tools to enrich their practices. Thus, a PDP does have a positive impact on education, especially on teachers' self-confidence as long as there is a commitment by stakeholders.

Reflection as a result of successful collaborative learning.

Reflection enriches learning. In that sense, the concept of collegiality is a key element that results from successful collaborative work because elementary school teachers have the chance to present and compare their learning and teaching processes through innovative tasks such as debates, roleplays, songs, letters, etc. Additionally, when ISTs work in a team, they get the possibility of helping new teachers through the reflection promoted in work teams.

Finally, one of the most remarkable experiences at school is the formative discussions that permit personal growth and when IST know how to approach such tasks in class, students will do the same with their partners.

Professional and personal growth.

The impact of a PDP on the language performance of ISTs has positive implications not only in their professional life but also in their achievements. It means that PDPs permit professionals to assess their real interests and discipline to continue training themselves even if they think that they already manage knowledge. In that way, personal growth is represented through commitment, initiative, and interest that elementary school teachers have to make a better world by implementing new trends and adapting new theories to their pedagogical practice.

Finally, reinventing the way educators interact in the classroom increases students' motivation, creativity, and autonomous learning. The use of technology, strategies, and diverse sources in class, provokes a more attractive learning experience and consequently, elementary

school teachers will see positive results not only in students' language performance but also in society which is the real role of teachers: educating for life.

The importance of English PDPs for elementary school teachers.

The relevance PDPs have for ISTs is wide as it considers the study of the language and the different methodologies to be implemented in the EFL classroom. In addition, the positive impact of the learning strategies implemented during the program contributes to promoting ISTs' reflection concerning the EFL teaching and learning process, especially at the elementary school level.

In other words, a careful pedagogical intervention allows elementary school teachers to connect theory and practice meaningfully to promote the foreign language according to the needs of the school. In that way, EFL processes are renewed, and learners find effective tools to communicate accurately.

Another important impact of PDPs on ISTs is the increase of interest in continuing with similar training programs as ISTs understand better that the only way to improve elementary school education and benefit the learners is the training of teachers about effective strategies.

The effect of a PDP on an indigenous context.

Elementary school students and teachers, and school administrators also understand the progress of education through the implementation of a contextualized PDP.

Throughout the implementation of the program, in-service teachers' practices enhance progressively by responding to the cultural needs of the school. In that way, the effect of the language sections in ISTs English proficiency increases and the methodology component helps ISTs to get effective tools to implement in class within the indigenous community.

Similarly, the way teachers learn to connect the national standards with the basic learning rights inside the indigenous principles permits major commitment and respect of students with the entourage in which they interact. Thus, planning a class considering language and culture through effective strategies is a big contribution to the rescue and persistence of the traditional identity without forgetting the importance of knowing other languages such as English. This aspect also proves to directives and administrators, that PDPs must be conducted to move from a teacher-centered to a student-centered methodology inside aboriginal communities.

Balance of the affective filter of ISTs.

On the other hand, the affective filter of elementary school teachers towards EFL teaching practices is significantly reduced when a PDP is properly conducted. It means that elementary school teachers' frustration towards the English class decreases thanks to the PDP contents which provide enough tools to implement inside the EFL classroom. Anxiety and insecurity about how to teach English to children are balanced only if there is enough training and previous planning on a subject. In that way, ISTs motivation and positive attitude toward L2 learning and teaching increase.

Similarly, ISTs become confident to use English expressions to talk about informal topics without feeling pressured to make mistakes. In other words, although ISTs still minor errors, they manage to use the foreign language in informal and natural settings which is one of the goals of purposeful PDPs.

Additionally, the accurate learning and teaching of a foreign language require continuous training especially when elementary school teachers have no background in the field to teach children such an important subject.

How the SEC and the BLR contribute to the development of a PDP.

The implementation of the Suggested English Curriculum and the Basic Learning Rights helps the correct design of a PDP at the elementary school level. The guidelines and strategies compiled in such important documents serve as a path to correspond to the national requirements in the teaching of English at primary school levels as they provide the goals that the National Policies expect from elementary school teachers. Moreover, schools must adapt their English curriculum to the methodological strategies traced by the Ministry of Education.

SEC, BLR, and the contextual characteristics of an indigenous community enrich the teaching process of English by providing strategies, topics, competencies, etc that can be adapted to any PDP so that ISTs give children, the necessary basis of the language especially, from the classroom where students should learn abilities for life.

6.2 Pedagogical Implications

The importance of connecting beliefs and practices in the classroom.

Teachers' beliefs and practices must be consistent inside the classroom since it leads to effective assessment processes and ensures more motivation for students to respond to the tasks proposed by the teacher. Moreover, traditional beliefs become a secondary factor in language progress as students will feel less pressured to be labeled by a number when being assessed. In other words, PDP should include assessment as a key factor to reinforce teachers' abilities to follow the progress of their students. In the case of this research project, the assessment was not addressed directly, but it is an area to work on since teachers lack knowledge in such fields.

6.3 Limitations

Weekly Time Assigned to English Teaching.

Given that the time assigned to the English class is one hour every week, there was a big limitation for elementary school teachers when they were supposed to teach a topic. In that way,

it is necessary to consider the amount of time devoted to the English class at these levels. In the case of the present PDP two suggestions are given to the school administration:

a. To train IST in lesson planning and time management.

b. To devote more hours every week to teaching the English class.

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8. Appendices

LIST OF WORKSHOPS AND WORKSHEETS

Appendix 5 – Methodology workshops and worksheets	Appendix 6 – Language workshops and worksheets
Methodology workshop nº 1: Teaching children Part I	Language workshop nº 1: I am an Embera Chamí boy/girl
Methodology workshop nº 2: Teaching children Part II	Language workshop nº 2: My body, my temple
Methodology workshop nº 3: Classroom management	Language workshop nº 3: A day inside my indigenous community
Methodology workshop nº 4: Teaching listening to children	Language workshop nº 4: This is my indigenous community
Methodology workshop nº 5: Teaching speaking to children	Language workshop nº 5: I belong to a multiethnic country
Methodology workshop nº 6: Teaching reading to children	Language workshop nº 6: I am a global citizen
Methodology worksheets nº 1: Teaching children Part I	Language worksheets nº 1: I am an Embera Chamí boy/girl
Methodology worksheets nº 2: Teaching children Part II	Language worksheets nº 2: My body, my temple
Methodology worksheets nº 3: Classroom management	Language worksheets nº 3: A day inside my indigenous community
Methodology worksheets nº 4: Teaching listening to children	Language worksheets nº 4: This is my indigenous community
Methodology worksheets nº 5: Teaching speaking to children	Language worksheets nº 5: I belong to a multiethnic country
Methodology worksheets nº 6: Teaching reading to children	Language worksheets nº 6: I am a global citizen

METHODOLOGY WORKSHOP Nº 1 TEACHING CHILDREN PART I

Topic: The young language learner and language approaches!	Approach: TBLT
Methodological purpose: In-service teachers will know the characteristics of young language learners and language approaches to consider when teaching English to elementary school children.	

MOMENTS

PRETASK

1

VIDEO: Watch the following video about s*ome tips to consider when teaching languages to children.* Take notes.
https://www.youtube.com/watch?v=6BKfq7ZMDLo&t=266s

TASKS

2

LET'S PLAY! Pick a picture from a bag. Look for the person with the same text you have. Then, read about *the characteristics of young language learners,* written by *Scott and Ytreberg.* In pairs, analyze them and report them to the class orally.

Five to seven year olds

What five to seven year olds can do at their own level

- They can talk about what they are doing.
- They can tell you about what they have done or heard.

Other characteristics of the young language learner

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.
- They are very logical – what you say first happens first. 'Before you turn off the light, put your book away' can mean 1 Turn off the light and then 2 put your book away.

4

LET'S REFLECT BEFORE READING!
In groups of three, discuss the following statement and question:
a. Describe one of your common English classes
b. What strategies do you usually implement to teach English?
Write one conclusion on the board and share it with the group.
LET'S READ!

5

Eight to ten year olds
General characteristics

Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past.

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.

ENGLISH TEACHING APPROACHES.

See Annex 1.2.

6   **MY TEACHING STYLE!**
Individually, create your teaching universe with the teaching methods learned today. In the main star, write your name and the grades you teach, and in the rest of the stars, write some strategies used by an approach that can improve your daily teaching practice. *Follow the example:*

AUDIOLINGUAL

YOUR NAME

GRAMMAR

TRANSLATION METHOD

COMMUNICATIVE

POST-TASK

CREATING AND PRESENTING!
In groups, write a reflective poster answering the following question**:**
    a. How can today's methodologies help you in your teaching practice?

7

    b. Present the poster to the class. Give at least one conclusion of today's session.

REFERENCES

https://www.youtube.com/watch?v=SkdTX8Kr_Gw

https://www.youtube.com/watch?v=6BKfq7ZMDLo&t=266s

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WORKSHEETS N° 1: TEACHING CHILDREN PART I

Worksheet 1.1
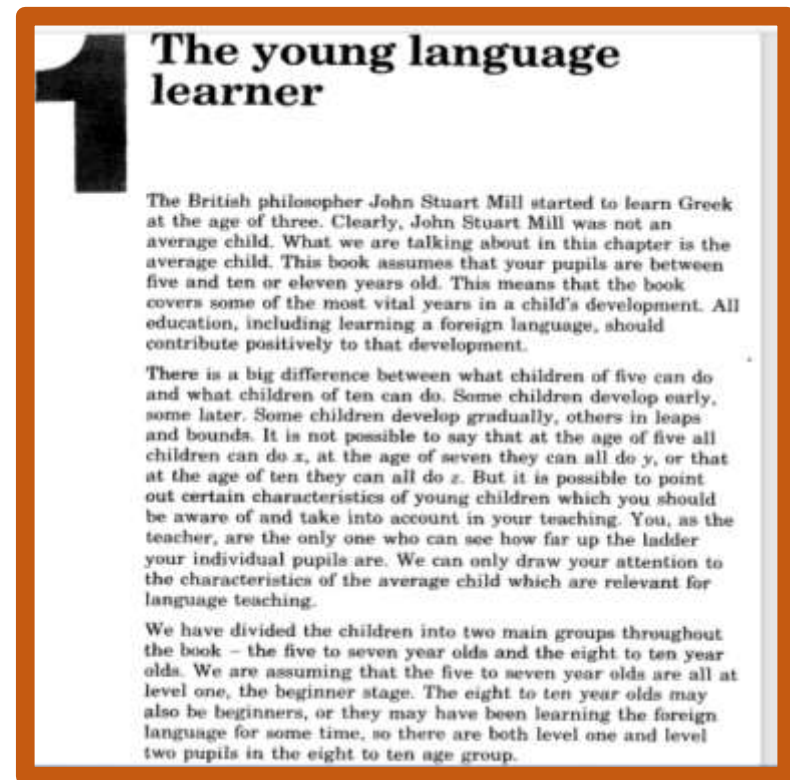
Pick a picture from a bag.

1 Then join a person with the same picture you got. Now, look for *the characteristics of young language learners by Scott and Ytreberg* that are hidden in the classroom. Analyze them with your team and present them to the class

Group 1: The young language learner!

The young language learner

The British philosopher John Stuart Mill started to learn Greek at the age of three. Clearly, John Stuart Mill was not an average child. What we are talking about in this chapter is the average child. This book assumes that your pupils are between five and ten or eleven years old. This means that the book covers some of the most vital years in a child's development. All education, including learning a foreign language, should contribute positively to that development.

There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do x, at the age of seven they can all do y, or that at the age of ten they can all do z. But it is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching. You, as the teacher, are the only one who can see how far up the ladder your individual pupils are. We can only draw your attention to the characteristics of the average child which are relevant for language teaching.

We have divided the children into two main groups throughout the book – the five to seven year olds and the eight to ten year olds. We are assuming that the five to seven year olds are all at level one, the beginner stage. The eight to ten year olds may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group.

Group 2: Five to seven years old learners!

- Young children are often happy playing and working alone but in the company of others. They can be very reluctant to

Five to seven year olds

What five to seven year olds can do at their own level

- They can talk about what they are doing.
- They can tell you about what they have done or heard.

- They can plan activities.
- They can argue for something and tell you why they think what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.

Other characteristics of the young language learner

- They know that the world is governed by rules. They may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- They understand situations more quickly than they understand the language used.
- They use language skills long before they are aware of them.
- Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.
- They are very logical – what you say first happens first. 'Before you turn off the light, put your book away' can mean 1 Turn off the light and then 2 put your book away.
- They have a very short attention and concentration span.
- Young children sometimes have difficulty in knowing what is fact and what is fiction. The dividing line between the real world and the imaginary world is not clear. When reading a story in a foreign language class of five year olds about a mouse that got lost, the teacher ended the story by saying, 'But, what's this in my pocket? I feel something warm and furry and it squeaks.' She then took a toy mouse out of her pocket accompanied by gasps from her pupils. They had no problem in believing that the mouse had found its way out of the book and into their teacher's pocket. They simply thought the teacher was wonderful because she had found the lost mouse!

share. It is often said that children are very self-centred up to the age of six or seven and they cannot see things from someone else's point of view. This may well be true, but do remember that sometimes pupils don't want to work together because they don't see the point. They don't always understand what we want them to do.

- The adult world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children don't always ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do.
- They will seldom admit that they don't know something either. A visiting friend took a confident five year old to school one day after the child had been going to school for three weeks. It was only when they arrived at a senior boys' school after forty-five minutes that the visitor realised that the child had no idea where she was. Her mother had asked her several times before she left home if she knew the way, the visitor had asked the same question several times in the forty-five minutes. The child had answered cheerfully and confidently that she knew the way to her school very well!
- Young children cannot decide for themselves what to learn.
- Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is 'real' work.
- Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do, and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.

Group 3: Eight to ten years old learners!

Eight to ten year olds

General characteristics

Children of five are little children. Children of ten are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be things of the past. . .

- Their basic concepts are formed. They have very decided views of the world.
- They can tell the difference between fact and fiction.

- They ask questions all the time.
- They rely on the spoken word as well as the physical world to convey and understand meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don't like doing.
- They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- They are able to work with others and learn from others.

Taken from *SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts*

Worksheet 1.2

In groups of 3, read the theory of the *language approaches to teaching English by Brown (2001)*. Then play the bingo with the stars.

APPROACHES TO TEACH ENGLISH BY BROWN (2001)

Method or Approach	Materials
Audiolingual	• Tapes • Visuals • Language labs (often used)
Total Physical Response	• No basic text • Voice, actions and gestures are required in initial stages • Materials and media required later
The Silent Way	• Colored rods • Color-coded pronunciation charts
Community Language Learning	• No textbook • Materials are developed as course progresses
The Natural Approach	• Realia
Suggestopedia	• Texts with literary quality • Tapes • Classroom fixtures • Music
Communicative Language Teaching	• Authentic materials • Task-based materials

Table 1. Materials required for the main approaches and methods of foreign language teaching.

THE BINGO ENGLISH TEACHING APPROACHES!

Teaching approach	Features	Analysis
Grammatical	Grammar & words out of context	Language items & exercises without meaning
Situational language	Contrived dialogues in pretend situations	Dialogues unnatural, written sentences
Audio-visual & audio-lingual	Simulated dialogues with slides & recordings	Repetitive imitation of artificial dialogues
Communicative	Authentic texts & communicative phrases but grammar focus	Focus on meanings for communication but also fictitious conversations
Task-based	Language for performing tasks	Inconsistency of relationship of language to tasks; pretend roles & tasks
Genre-based	Authentic models of genres in context	Linguistic focus on components of genre
Text-based	Authentic text-types for experience of texts in social practices	Social purpose of texts is focus for analysis of lexico-grammar

METHODOLOGY WORKSHOP Nº 2: TEACHING CHILDREN PART II

Topic: The young language learner and language approaches.	Approach: TBL
Methodological purpose: In-service teachers will know the characteristics of some English teaching approaches to consider in their daily English teaching practices.	
MOMENTS	

PRETASK

1 **VIDEO:** Watch the video "Fun English Classes for Pre-schoolers" video and take notes.

https://www.youtube.com/watch?v=VpVl6umu02E

2 *LET'S ANALYSE!*

Individually read the questions below and write your answers which refer to the video.

a. What strategies does the teacher implement to teach English?

b. What do students do during the class?

c. What topic is the teacher teaching?

d. Have you done something similar in your classes of English?

3 Share your main ideas with the class.

5 **LET'S READ WHILE PLAYING!** Choose a number and get in groups with your classmates with the same number you have.

See worksheet 2.1 about *other English teaching approaches studied by some authors.*

TASK- BASED

Task- based approach aims to provide learners with a natural context for language use. Learners have abundant opportunity to interact. the interaction facilitate language acquisition.

What is TPR?

- TPR (Total Physical Response) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.
- TPR was developed by Dr. James J. Asher
- TPR is based upon the way that children learn their mother tongue.

Content-based instruction

- It integrates the learning of language with the learning of some other content, often academic subject matter.

- "Language across the curriculum" movement (1970s) ——→ to integrate the teaching of reading and writing into all other subject areas.

6 In groups, choose one approach learned today and present it to the class in a 5-minute presentation.

POSTASK

CREATING AND PRESENTING!

1 In groups, write a reflective paragraph answering the following question:

a. How can today's methodologies help you in your teaching practice?

b. Present the paragraph to the class. Give at least one conclusion of today's session.

REFERENCES

https://www.youtube.com/watch?v=VpVl6umu02E

BROWN, H. Douglas (1994) Teaching by Principles an Interactive Approach to Language Pedagogy, Prentice Hall

METHODOLOGY WORKSHEETS Nº 2

Worksheet 2.1

ENGLISH TEACHING APPROACHES PART II

Number 1 - TOTAL PHYSICAL RESPONSE

The Advantage and Disadvantage of TPR

Advantage:
- It is fun
- It is easy to implement
- It is reduce pressure and stress for students
- It is good for kinaesthetic who need to be active in the class
- It can be used in large and small classes

Disadvantage:
- It is only for young teenager and children
- It is only for limited courses; drilling and repetitive
- It is only focus on listening comprehension and speaking

La Respuesta Física Total se enfoca a **cómo los niños aprenden su idioma materno**. Observa y estudia la comunicación entre padres e hijos, combinando las habilidades verbales y motrices y cómo el niño responde físicamente a la comunicación verbal de los padres. La respuesta del pequeño es, a su vez, reforzada positivamente con la voz del padre o la madre.

Number 2 - TASK-BASED LANGUAGE LEARNING

La base de la metodología TBLT consiste en proponer a los alumnos la realización de una serie de tareas en el idioma meta, el que se está estudiando, para **fomentar su capacidad de comunicación** en esa segunda lengua. ¿Qué es una tarea según el método TBLT? Son actividades en las que el lenguaje meta se utiliza como vía comunicativa para lograr un resultado. Es decir, el profesor propondrá situaciones en las que el estudiante deberá lograr un resultado expresándose en el idioma que desea aprender.

Este enfoque comunicativo es el que **diferencia la metodología TBLT de otros métodos más tradicionales** para aprender un idioma en los que, por ejemplo, el profesor explica conceptos de gramática o dicta listas de vocabulario y el alumnado atiende, de forma pasiva, a la lección.

Number 3 - CONTENT-BASED INSTRUCTION APPROACH

Background:

· **Content-Based Approach is:**
· An approach for second or foreign language learning.
· Integrates language with content.
· Organized around the content or information that students will acquire.
· **Krahnke offers that;**
"It is the tteaching of content or information in the language being learned with little or no effort to teach the language itself separately from the content being taught" (1987: 65)

Content

Language
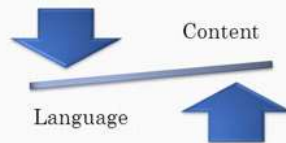
La Instrucción Basada en Contenidos es un enfoque en el cual la enseñanza es organizada en torno al contenido. Asimismo, los principios de la Instrucción Basada en Contenidos están fuertemente arraigados en los principios de la enseñanza comunicativa del lenguaje puesto que conllevan una participación activa de los estudiantes en el intercambio del contenido.

REFERENCES:

https://www.unir.net/educacion/revista/task-based-language-teaching/

https://dialnet.unirioja.es/servlet/articulo?codigo=5181354

https://www.unir.net/educacion/revista/total-physical-response/

METHODOLOGY WORKSHOP Nº 3: CLASSROOM MANAGEMENT

Topic: Techniques for managing EFL classrooms.	**Approach: TBL**
Methodological purpose: In-service teachers will learn about the characteristics of classroom arrangement and the different techniques used to teach English inside an elementary school class.	

MOMENTS

PRETASKS

1

VIDEO: Watch the English class and take notes. Then, answer the questions below.
https://www.youtube.com/watch?v=6XYG7pdL5xs

2

LET'S ANALYSE!
Fill in the form in **worksheet 3.1** while you watch the video.

3

Present and discuss your form with the class.

LET'S REFLECT BEFORE READING!

In **groups of three, discuss the following questions by playing HOT CHAIR:**

4

5

c.   In a circle, in-service teachers will move while a song sounds, when it stops, everybody must sit down. The last person sitting down answers.

d.   Describe the way you arrange the students in the English classroom.

e.   Do the activities about the characteristics of an ideal teacher. **See Worksheet 3.2.**

f.   Share your ideas with your classmates.

   LET'S READ WHILE PLAYING! Choose a color and get together with friends of the same color you have. Read the posters about *classroom management written by Scott and Ytreberg.* **See Annex 3.3.**

Helping the children to feel secure

Once children feel secure and content in the classroom, they can be encouraged to become independent and adventurous in the learning of the language. Security is not an attitude or an ability, but it is essential if we want our pupils to get the maximum out of the language lessons.

Here are some of the things which will help to create a secure class atmosphere:

- As we said above, know what you're doing. Pupils need to know what is happening, and they need to feel that you are in charge (see Chapter 8 for a detailed discussion of how to plan).
- Respect your pupils. In the school twelve-year-old Gerd would like,

The physical surroundings

Young children respond well to surroundings which are pleasant and familiar. If at all possible, put as much on the walls as you can – calendars, posters, postcards, pupils' drawings, writing etc. Have plants, animals, any kind of interesting object, anything which adds character to the room, but still leaves you space to work.

6   In groups, write a summary of the group discussion and share it with the class.

Teachers come in all shapes and sizes.

We come to the job with our personalities already formed, but there are abilities and attitudes which can be learnt and worked on. As a teacher of young children it helps a lot if you have a sense of humour, you're open-minded, adaptable, patient, etc., but even if you're the silent, reserved type, you can work on your attitudes and abilities.

POST-TASKS

CREATING AND PRESENTING!

7

Individually, create a reflective card answering the following question:

c. How can today's methodologies help you in your teaching practice?

d. Present it by giving at least one conclusion of today's session.

REFERENCES

https://www.youtube.com/watch?v=6XYG7pdL5xs

SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts

Worksheet N° 3.1

Answer the following questions while watching the video "Clase Modelo de inglés":

a. What strategies does the teacher use to teach English?
_____

a. What strengths does the teacher have when teaching English?
_____

b. How would you describe the attitude of the teacher during the class?
_____

c. Does the teacher help students to feel secure?
_____

d. Are the physical surroundings pleasant to learn English?
_____

Worksheet N° 3.2

What are the qualities of an ideal teacher?

a. Tick the characteristics that best describe your favorite teacher.

b. Write down other qualities that an ideal teacher has:

_____

_____

_____

Worksheet N° 3.3

Group 1: The ideal teacher!

Teachers come in all shapes and sizes.

We come to the job with our personalities already formed, but there are abilities and attitudes which can be learnt and worked on. As a teacher of young children it helps a lot if you have a sense of humour, you're open-minded, adaptable, patient, etc., but even if you're the silent, reserved type, you can work on your attitudes and abilities.

Group 2: Abilities and attitudes of a good teacher!

Abilities

We may not all be brilliant music teachers like Susan's Mr Jolly, but most of us can learn to sing or even play a musical instrument. All music teachers would agree in any case that everyone can sing, although perhaps not always in tune!

We can all learn to mime, to act and to draw very simple drawings. We can all learn to organise our worksheets so that they are planned and pleasing to look at. And we can certainly all learn to have our chalk handy!

Attitudes

Respect your pupils and be realistic about what they can manage at an individual level, then your expectations will be realistic too.

As a teacher you have to appear to like all your pupils equally. Although at times this will certainly include the ability to act, the children should not be aware of it. Children learning a foreign language or any other subject need to know that the teacher likes them. Young children have a very keen sense of fairness.

Group 3: The physical surroundings!

The physical surroundings

Young children respond well to surroundings which are pleasant and familiar. If at all possible, put as much on the walls as you can – calendars, posters, postcards, pupils' drawings, writing etc. Have plants, animals, any kind of interesting object, anything which adds character to the room, but still leaves you space to work.

Group 4: Arranging the desks

Describe the kind of activities you can do with the following desk arrangements.

Arrangement A

Arrangement B

Arrangement C

TEACHER

TEACHER

TEACHER
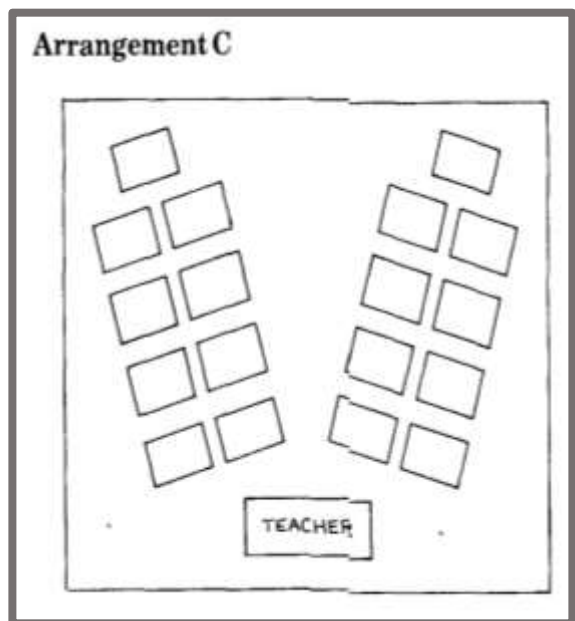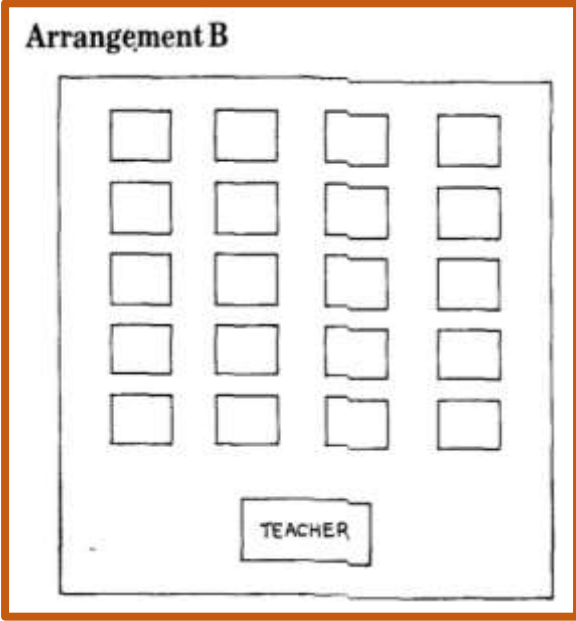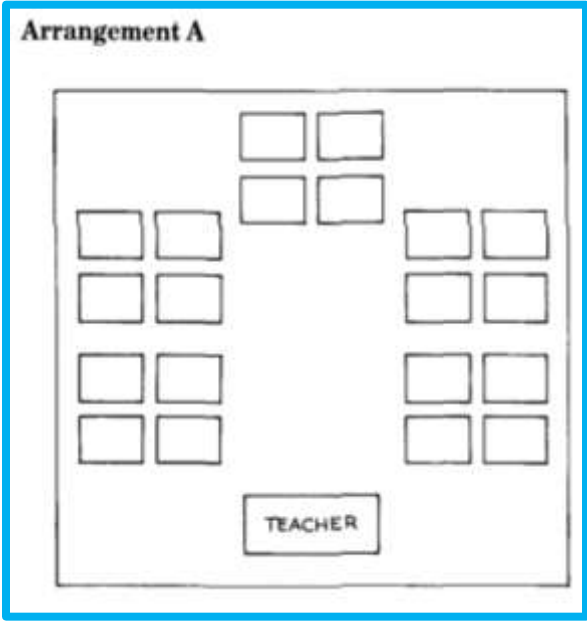
Group 5: Grouping students!

Pairwork

Pairwork is a very useful and efficient way of working in language teaching. It is simple to organise and easy to explain, and groupwork should not be attempted before the children are used to working in twos first.

- Let pupils who are sitting near each other work together. Don't move desks – and chairs should only be moved if absolutely necessary.
- Establish a routine for pairwork, so that when you say, 'Now work in your pairs', pupils know what is expected of them. The routine depends on how your classroom is arranged. If the pupils are sitting in rows as in Arrangement B, then it might be that all pupils sitting in rows 1 and 3 turn round to face rows 2 and 4, while those working in row 5 work with the person next to them.

Groupwork

Everything which has been said about pairwork applies to groupwork. We cannot put children into groups, give them an exercise and assume that it will work.

REFERENCES

References

Donaldson, M 1978 *Children's Minds* Collins
Underwood, M 1987 *Effective Class Management* Longman
Wright, A 1984 *1000 Pictures for Teachers to Copy* Collins

METHODOLOGY WORKSHOP Nº 4: TEACHING LISTENING TO CHILDREN

Topic: Strategies to learn EFL listening.	Approach: TBL

Methodological purpose: In-service teachers will learn the listening strategies of paraphrasing, requesting clarification, and summarizing to teach children accurately the English language.
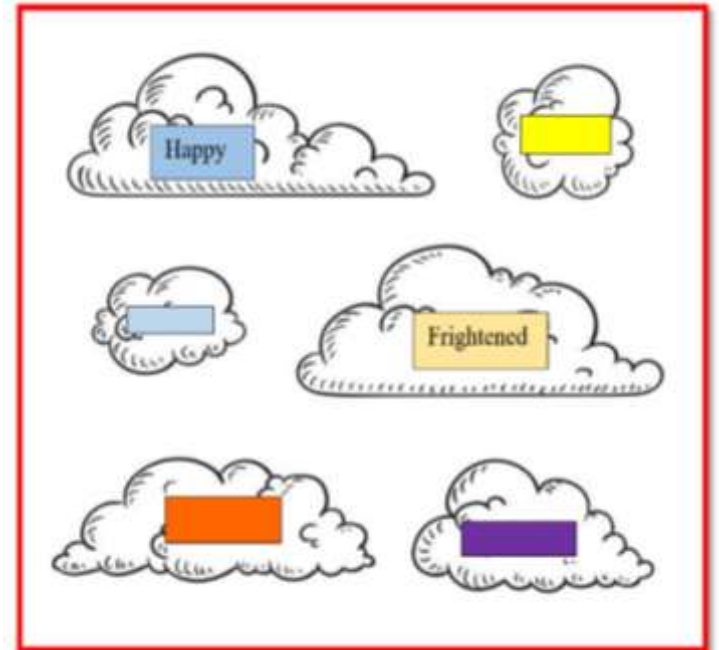
MOMENTS

PRETASKS

1

Before starting: BRAINSTORMING!

Complete the *"My emotions Sky"* based on the following situations: **See worksheet 4.1.**

When I go on a trip, I feel…………...
When I miss a person, I feel ……….
On the day of my birthday, I feel ……...
When I am with my family, I feel…...
When I eat my favorite dish, I feel….
When I pass an exam, I feel…………

2

MIMING THE EMOTIONS WHEEL!
Listen to the emotions wheel and mime each feeling.
https://www.youtube.com/watch?v=jetoWelJJJk

3

LET'S ANALYSE!
In a circle, pick one of the following questions about the brainstorming and the video and discuss it with the person next to you.
e. What do you think about the video?
f. Would you use the same video in one of your classes? Why?
g. What skill can be taught by using the same video?
h. Have you done something similar in your classes of English?

4

Then, share a main conclusion with the whole class.

TASKS

LET'S DRAW BEFORE READING!
In groups of three, choose one moderator and do the activities below. See worksheet 4.2.

5
g. The representative will take one of the pictures below and will describe it in detail.
h. The other two students must draw the same picture by listening to the representative.

i. As a teacher, do you teach English listening in your class? How do you do it?
j. Share your ideas with your classmates in a round-table debate.

6 **LET'S LEARN BY DOING!**

Read carefully the text about "teaching listening to children" *by Scott and Yterberg.* **See worksheet 4.3.**
Then answer the *True/False* statements below.

a. Listening is the first skill that children acquire first.
   True ___ *False* ____

b. Ears work as the main source of language.
   True ___ *False* ____

c. Mime is another way children learn a language.
   True ____ *False* ____

d. Children can go back easily when listening.
   True ___ *False* ____

e. The purpose of the story in the text is to refuse a theory about listening.
   True ____ *False* _____

7 Read the *"Activities to teach listening"* and do the exercises on **worksheet 4.4.**


Listening in the classroom

- It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language. Of course, we also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures.

- It is worth remembering too that once something has been said, then it disappears. If you're reading, you can go back and check, or you can re-read something you don't quite understand. This isn't possible when you are listening, so when we are talking and the children are listening, it's important to say things clearly, and to repeat them. When you are telling a story, for example, you don't have to tell it from beginning to end without breaks. You can re-tell it again and again as you go along:
'This story starts on a nice, sunny Monday morning. Who's the story about? Who can we see in the picture? Yes, Fred and Sue. It's a nice, sunny Monday morning and Sue and Fred are .... Where are they? In the forest. Right. They're in the forest. And what are they doing? They're picking berries. So, it's a nice, sunny Monday morning, and Fred and Sue are in the forest picking berries. What happens next? Well ....' and so the story continues.

1. Instructions
2. Moving out
3. Put up your hand
4. Mime stories
5. Drawing
6. Identifying exercises: Listening for information
7. Listening for the mistakes
8. Put things in order
9. Questionnaires
10. Listen and color
11. Filling in missing information
12. Listen and repeat activities
13. Rhymes
14. Songs
15. Creating and telling stories
16. Videos

Activity:

a. In groups, divide the listening activities into QUIET ACTIVITIES AND NOISY ACTIVITIES and discuss with the teacher answering the question: *What listening activities can improve my teaching practice?*
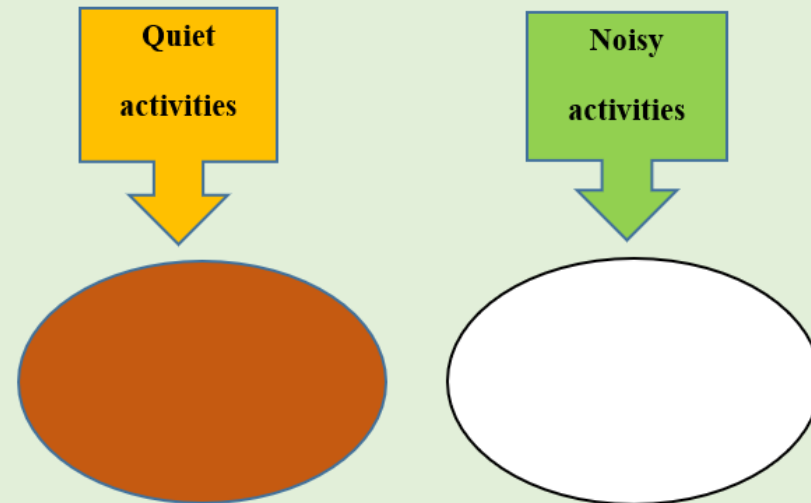
Quiet activities

Noisy activities

b. In pairs, look for a listening activity that can be done with your students and share it with the whole class.

8 *PREREADING!*

Observe the poster "3 listening strategies" by Penn State's College of Earth and Mineral Sciences' Repository. See <u>worksheet 4.5.</u>
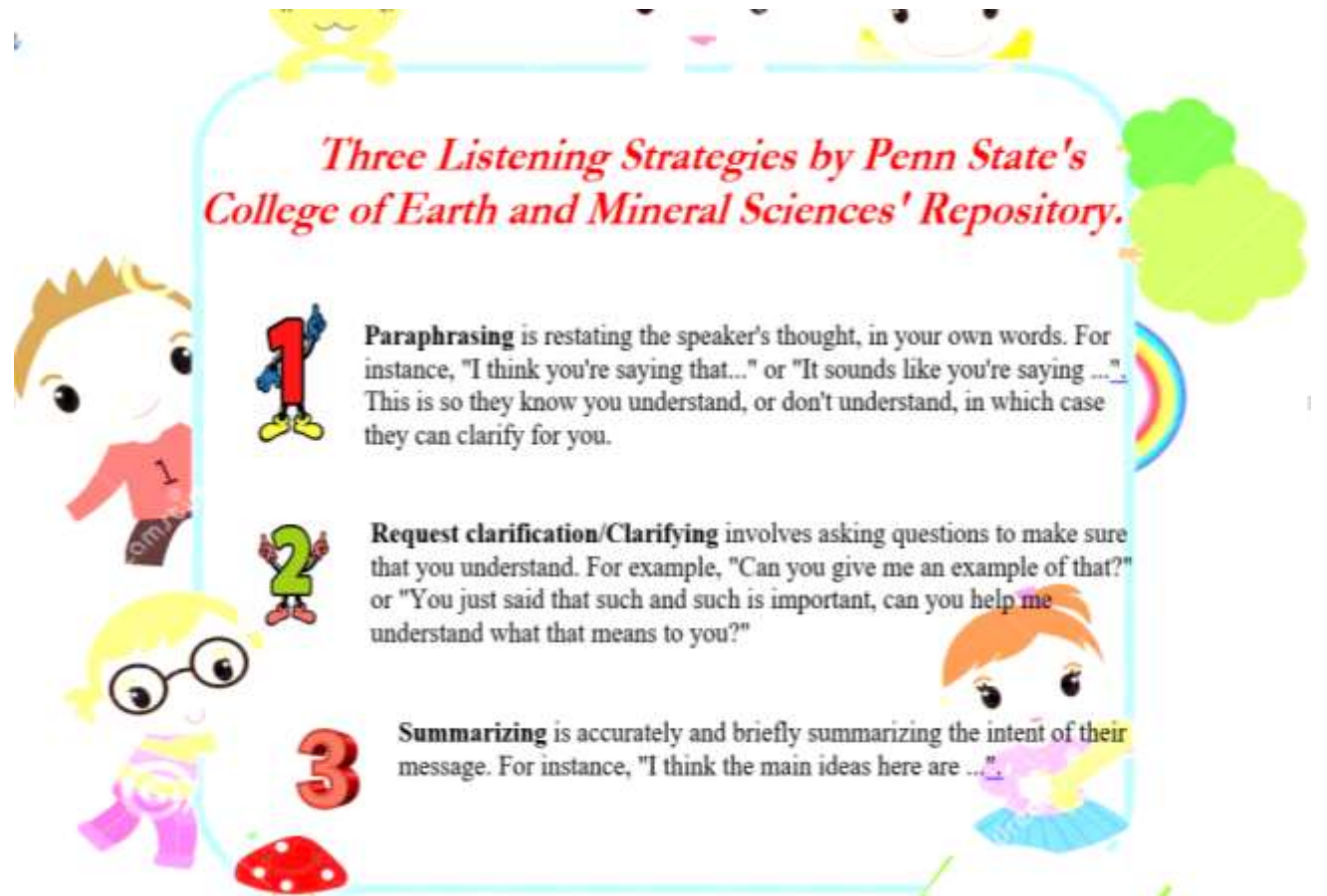
Then answer the question orally:

"What strategy on the poster called your attention the most? Why?"

Three Listening Strategies by Penn State's College of Earth and Mineral Sciences' Repository.

1 Paraphrasing is restating the speaker's thought, in your own words. For instance, "I think you're saying that..." or "It sounds like you're saying ...". This is so they know you understand, or don't understand, in which case they can clarify for you.

2 Request clarification/Clarifying involves asking questions to make sure that you understand. For example, "Can you give me an example of that?" or "You just said that such and such is important, can you help me understand what that means to you?"

3 Summarizing is accurately and briefly summarizing the intent of their message. For instance, "I think the main ideas here are ...".

9 *WHILE AND POST-READING!*

Use the tablets and click on the link

*https://thehighlyeffectiveteacher.com/teaching-strategies-to-increase-listening-skills/ about **"10 teaching strategies to increase your students' listening skills"** by Marie Amaro **See Worksheet 4.6.** Listen to the teacher's explanation of the theory, then do the following activities:*

a. In groups, write a summary of two listening strategies assigned by the teacher. Use keywords.
b. Prepare a short presentation about the article. Answer the question **"Why is it important to teach listening to elementary school kids?"**
c. Present and discuss your summaries of the reading with the teacher and the whole class. Based on the text do the following activities:
d. Write a summary of each paragraph. Use keywords.
e. Prepare a short presentation about the text. Answer the question **"Why is it important to teach listening to elementary school kids?"**
f. Present and discuss your conclusions about the reading with the teacher and the whole class.

Here are 10 Teaching Strategies to Increase Your Student's Listening Skills (and, consequently, their learning) by Marie Amaro.

Group 1	1. **Focus On Teaching The Skill Of Listening (yes those A.C.R.O.N.Y.M.S do help).** Break the skill into identifiable components for students and then practise, role play, make posters and dramatise scenarios. Use positive reinforcement to help with this and/or reward students for using the skill appropriately. **2. Model Good Listening For Your Students.** So often we are thinking about our response to a student rather than really listening to them. Use the 'counselling' skill of rephrasing or restating what students say to enhance your own listening. Ask students to restate yours or others points of view. Insist on one person speaking at a time either in whole class discussions, paired or group work. Demonstrate the skill to the class by drawing their attention to your listening with younger grades, having older grades deconstruct what effective listening looks like, sounds like, feels like.
Group 2	**3. Get To Know Your Students.** Find out about their interests, hobbies, music and sport, families etc. Kids will listen more to teachers they feel are interested in them and know them. In high school, where you may teach up to 150 students use memory tricks, refer to school photos or take notes so you can use the knowledge in your conversations with students. See some of our articles on how to build relationships with students. **4. Use Reflective Listening…** …to defuse tricky situations. Saying 'Joey I can see you are upset (disappointed, frustrated, sad) validates a student's feelings, provides the language to describe the feelings and can help to reduce the intensity of the feelings allowing the student to move forward. Listening to students can give you insight into their state of mind.

POS-TASKS

1

ACTING OUT!
e. In groups, come up with an activity to teach listening to your students.
Use today's strategies to innovate your listening teaching practices.
f. Act out the scene to the class.
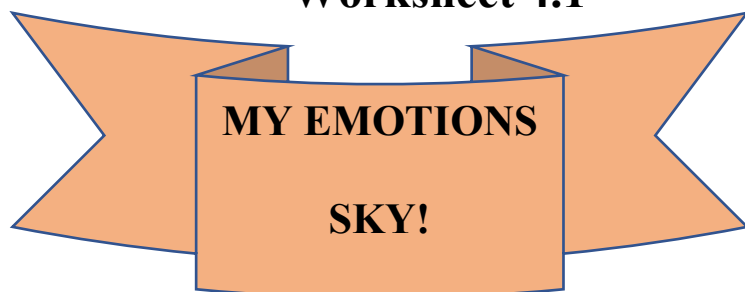g. Then give at least one conclusion of today's session.

REFERENCES

SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts.

Taken from

https://www.e-education.psu.edu/marcellus/node/807

https://thehighlyeffectiveteacher.com/teaching-strategies-to-increase-listening-skills/

Worksheet 4.1

MY EMOTIONS

SKY!

Complete and color the *"My emotions Sky"* based on the following situations:

a. When I go on a trip, I feel…………...

b. When I miss a person, I feel ……….

c. On the day of my birthday, I feel ……...

d. When I am with my family, I feel…....

e. When I eat my favorite dish, I feel….

f. When I pass an exam, I feel…………

Happy

Frightened
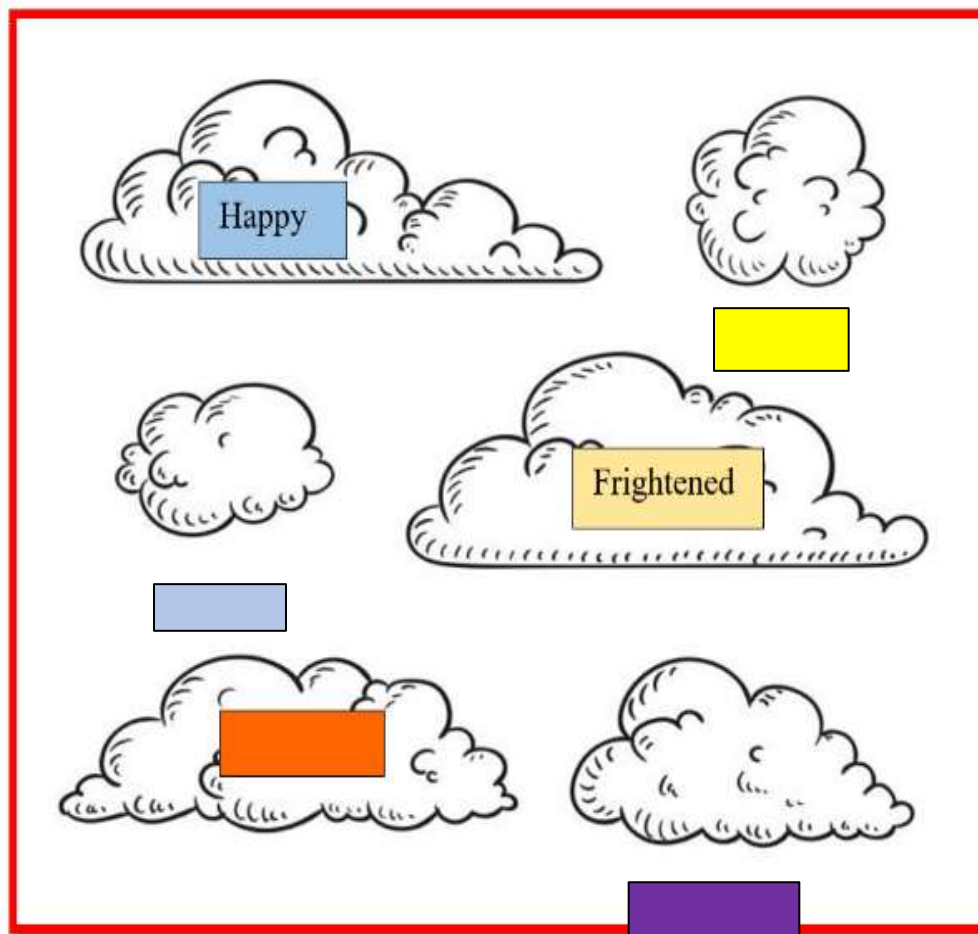
Worksheet 4.2

In groups of three, choose one moderator and do the activities below.

k. The moderator will choose one of the pictures below and will describe it in detail.

l. The other two students must draw the same picture by listening to the moderator.
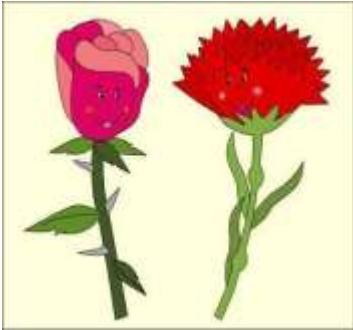
m. As a teacher, do you teach listening in your English class? How do you do it?

_____

_____

n. Write down a main conclusion:

_____

Worksheet 4.3

Read carefully the text about "teaching listening to children" Then answer the **True/False** statements below.

f.   Listening is the first skill that children acquire first.
     True ____ **False** ____

g.   Ears work as the main source of language.
     True ____ **False** ____

h.   Mime is another way children learn a language.
     True ____ **False** ____

i.   Children can go back easily when listening.
     True ____ **False** ____

j.   The purpose of the story in the text is to refuse a theory about listening.
     True ____ **False** ____

Listening in the classroom

- It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language. Of course, we also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures.

- It is worth remembering too that once something has been said, then it disappears. If you're reading, you can go back and check, or you can re-read something you don't quite understand. This isn't possible when you are listening, so when we are talking and the children are listening, it's important to say things clearly, and to repeat them. When you are telling a story, for example, you don't have to tell it from beginning to end without breaks. You can re-tell it again and again as you go along:

  'This story starts on a nice, sunny Monday morning. Who's the story about? Who can we see in the picture? Yes, Fred and Sue. It's a nice, sunny Monday morning and Sue and Fred are . . . . Where are they? In the forest. Right. They're in the forest. And what are they doing? They're picking berries. So, it's a nice, sunny Monday morning, and Fred and Sue are in the forest picking berries. What happens next? Well . . . .' and so the story continues.
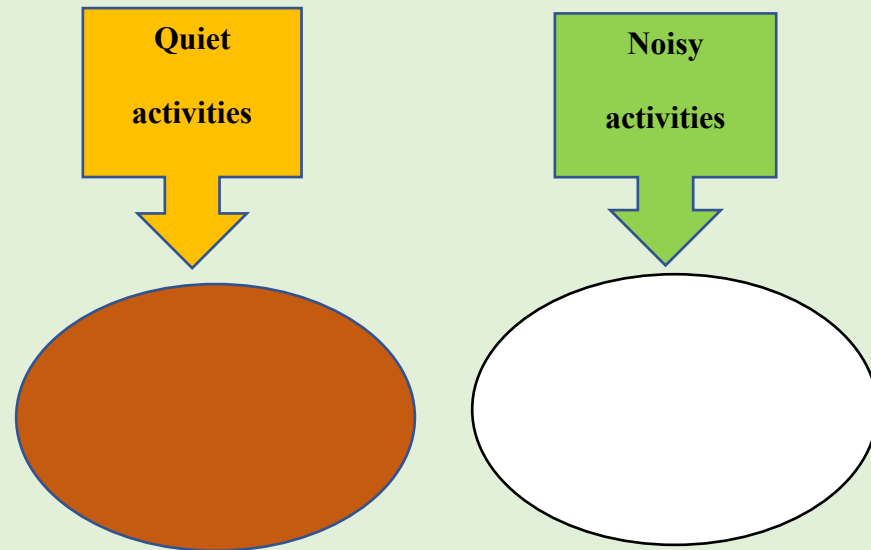
Worksheet 4.4: ACTIVITIES TO TEACH LISTENING

1. Instructions	**Activity:**
2. Moving out	
3. Put up your hand	**a.** In groups, divide the listening activities into QUIET ACTIVITIES AND NOISY ACTIVITIES and discuss with the teacher answering the question:
4. Mime stories	
5. Drawing	*What listening activities can improve my teaching practice?*
6. Identifying exercises: Listening for information	
7. Listening for the mistakes	
8. Put things in order	
9. Questionnaires	
10. Listen and color	
11. Filling in missing information	
12. Listen and repeat activities	
13. Rhymes	
14. Songs	
15. Creating and telling stories	**b.** In pairs, look for a listening activity that can be done with your students and share it with the whole class.
16. Videos	

Quiet activities

Noisy activities

Worksheet 4.5

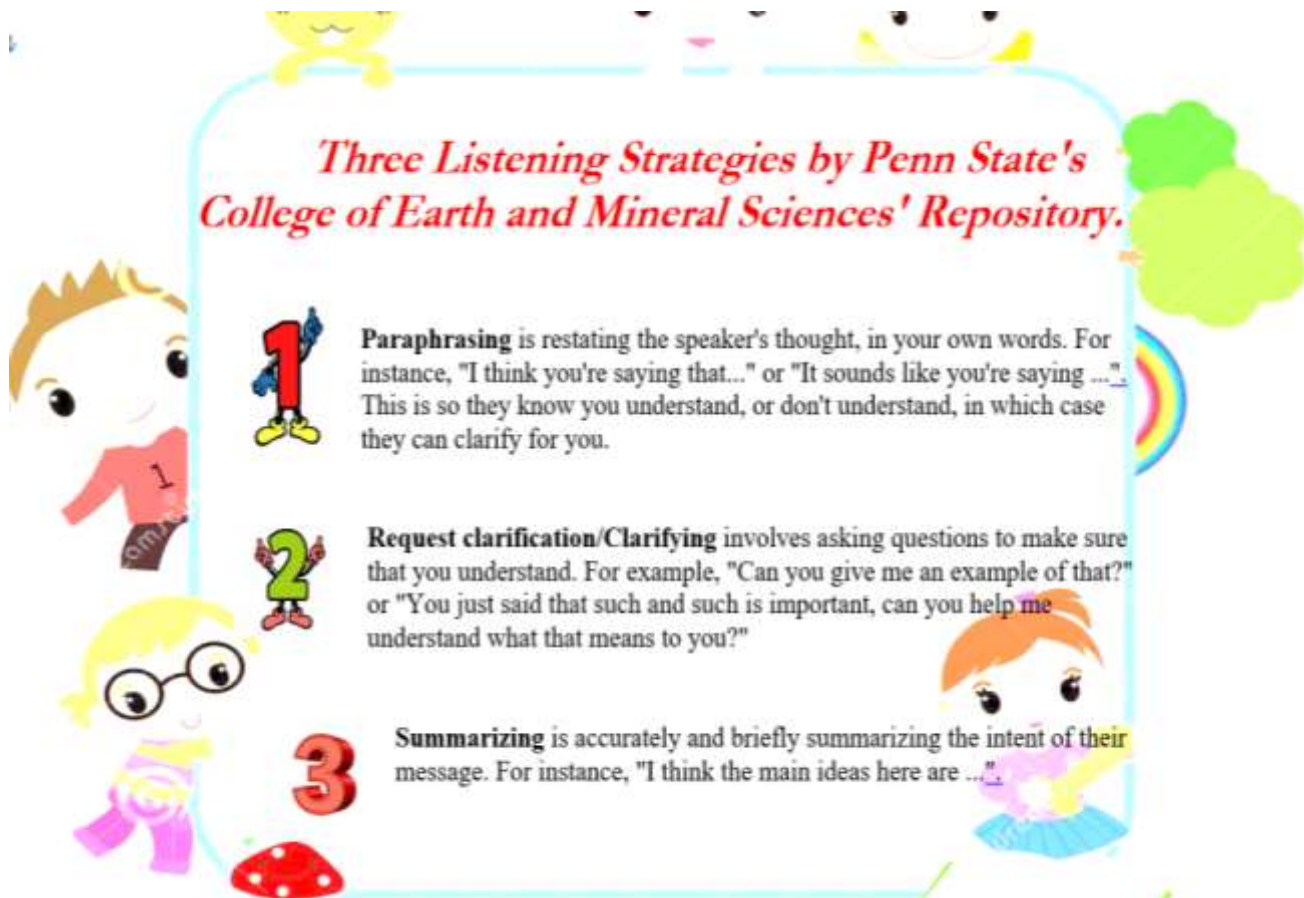***PREREADING!***

*Observe the poster **"3 listening strategies" by Penn State's College of Earth and Mineral Sciences' Repository.***

Then answer the question orally:

"What strategy on the poster called

your attention the most? Why?"

Three Listening Strategies by Penn State's College of Earth and Mineral Sciences' Repository.

1 **Paraphrasing** is restating the speaker's thought, in your own words. For instance, "I think you're saying that..." or "It sounds like you're saying ...". This is so they know you understand, or don't understand, in which case they can clarify for you.

2 **Request clarification/Clarifying** involves asking questions to make sure that you understand. For example, "Can you give me an example of that?" or "You just said that such and such is important, can you help me understand what that means to you?"

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Worksheet 4.6

WHILE AND POST-READING!

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g. In groups, write a summary of two listening strategies assigned by the teacher. Use keywords.

h. Prepare a short presentation about the article. Answer the question **"Why is it important to teach listening to elementary school kids?"**

i. Present and discuss your summaries of the reading with the teacher and the whole class. Based on the text do the following activities:

j. Write a summary of each paragraph. Use keywords.

k. Prepare a short presentation about the text. Answer the question **"Why is it important to teach listening to elementary school kids?"**

l. Present and discuss your conclusions about the reading with the teacher and the whole class.

Here are 10 Teaching Strategies to Increase Your Student's Listening Skills (and, consequently, their learning) by Marie Amaro.

1. Focus On Teaching The Skill Of Listening (yes those A.C.R.O.N.Y.M.S do help). Break the skill into identifiable components for students and then practice, role play, make posters and dramatize scenarios. Use positive reinforcement to help with this and/or reward students for using the skill appropriately.

Group 1	2. Model Good Listening For Your Students. So often we are thinking about our response to a student rather than listening to them. Use the 'counseling' skill of rephrasing or restating what students say to enhance your listening. Ask students to restate their or others' points of view. Insist on one person speaking at a time either in whole class discussions, paired, or group work. Demonstrate the skill to the class by drawing their attention to your listening with younger grades, having older grades deconstruct what effective listening looks like, sounds like, and feels like.
Group 2	3. Get To Know Your Students. Find out about their interests, hobbies, music, sport, families, etc. Kids will listen more to teachers they feel are interested in them and know them. In high school, where you may teach up to 150 students use memory tricks, refer to school photos or take notes so you can use the knowledge in your conversations with students. See some of our articles on how to build relationships with students. 4. Use Reflective Listening… …to defuse tricky situations. Saying 'Joey I can see you are upset (disappointed, frustrated, sad) validates a student's feelings, provides the language to describe the feelings, and can help to reduce the intensity of the feelings allowing the student to move forward. Listening to students can give you insight into their state of mind.
Group 3	5. Give Students A Voice… …about the issues that impact them, i.e. their learning, their assessment, their classroom, and their school values students need to feel heard and understood. They will more readily accept the status quo if they feel they have been heard. What About Student Voice? 6. Get Everyone's 'Voice In The Room'. Allow students to speak at the beginning of class by having a "check-in". You could use this as an orientation to the lesson e.g in Maths, everyone thinks of the highest number they have seen today, or as an emotional check-in e.g.use a color to describe how you are feeling.
Group 4	7. Talk Less. As a general rule, kids can effectively listen for about half their age in minutes, so for a child of 10, that's about 5 minutes, for a 15-year-old, that's about 7.5 minutes! Mix up the activities in the classroom so that they are talking, writing, moving, and listening in a variety of ways. Here are more ideas on how to use variety in the classroom. 8. Use 'Cold Calling. Have you noticed that it is usually the same 4 or 5 students who answer questions?

	Introduce cold calling (no hands up), where any student may be expected to answer a question or explain a concept to the class. Dylan William has a simple strategy of writing students' names on paddle pop sticks and then randomly drawing out the name of the lucky person who gets to answer. If you would prefer a more high-tech system, find a list of randomizer apps here. To ensure students feel safe to 'have a go', develop a culture of risk-taking in your class by encouraging thinking rather than expecting the 'correct' answer. Not sure about how to develop a positive class culture? See 6 Ways to build positive classroom culture.
Group 5	9. Listen And Learn From Students About Their Behaviour. What is their behavior trying to communicate? Listening to what students think and feel about the tasks they are asked to complete and the way they are being taught can give you clues as to your effectiveness as a teacher and how you could change things to more effectively support student learning. John Hattie cites feedback to teachers as having one of the highest effects on student achievement. 10. Listen To Parents. Parents are the child's first teachers and you can glean valuable knowledge from them. Use parent-teacher interviews as fact-finding missions and be prepared with questions as well as comments. One of the biggest challenges we face as teachers can be listening to parents with whom we don't see eye to eye.

METHODOLOGY WORKSHOP Nº 5: TEACHING SPEAKING TO CHILDREN

Topic: Strategies to learn speaking in English!	**Approach:** TBL
Methodological purpose: In-service teachers will learn some strategies to teach speaking to children through the TBL approach.	
Speaking strategies: **Interpersonal** (Cooperating and roleplaying) **and Linguistic** (Conversational patterns, practicing, and using context).	

MOMENTS

PRETASK

ALTERNATE ENDINGS!

      Use your imagination to come up with two sentences in simple present that summarize an alternate ending to the stories/tales on the flashcards (a – d). <u>**See worksheet 5.1.**</u> Follow the example below:

1

- *EXAMPLE: The Little Red Riding Hood and the fox are very good friends.*

A

B

C

D

2

SPEAKING OUT!
In pairs, present to your classmates your alternate endings to the stories above.

TASK

3

Pay attention to the presentation about *"learning strategies to teach speaking to children"* by David Nunan (1999).

4

DISCUSS!
Based on the PowerPoint presentation answer the questions below. Do not forget to hand in your answers to the teacher:

a. *What did you learn from the presentation?*
b. *What aspects would you like to know in depth?*

Interpersonal	
Cooperating	Sharing ideas and learning with other students Example: Work in small groups to read a text and complete a table.
Role-Playing	Pretending to be somebody else and using the language for the situation you are in Example: You are a reporter. Use the information from the reading to interview the writer.

Linguistic	
Conversational Patterns	Using expressions to start conversations and keep them going Example: Match formulaic expressions to situations.
Practicing	Doing controlled exercises to improve knowledge and skills Exercise: Listen to a conversation, and practice it with a partner.
Using Context	Using the surrounding context to guess the meaning of unknown words, phrases, and concepts.

Through the pupils

The teacher knows what his or her pupils can do, so he or she says: 'Listen to me, please. Maria can swim. Peter can sing. Miriam can ride a bike. Paula can whistle. Carlos can draw.' The sentences should be true and accompanied by the appropriate actions and sounds.

Using a mascot

One of the most successful ways of presenting language to young children is through puppets or a class mascot. Having 'someone' familiar constantly on hand with whom you can have conversations about anything and everything is a wonderful way of introducing new subjects and new language to young children. For example, if you use a teddy as your mascot, you can use Teddy to ask questions. Pupils can ask through Teddy : 'Teddy wants to know . . .' You can present dialogues with Teddy as your partner.

Read carefully the text about "activities to teach speaking to children" *by Scott and Yterberg*. **See worksheet 5.2.**

Drawings

You can use very simple line drawings on the board, like these from Andrew Wright's book *Visual Materials for the Language Teacher* (Longman 1976):
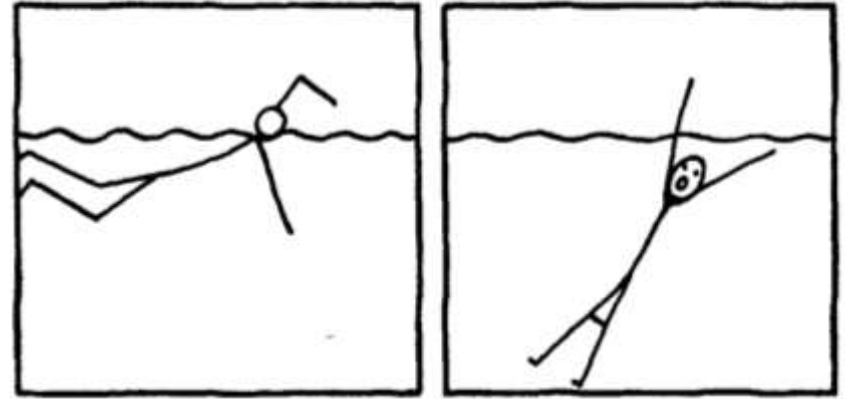
Taken from SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts.

THE STRATEGIES CROSSWORD!

6

o.   Look at the clues then complete the crossword with the strategies used to teach speaking to children by Scott and Ytreberg. **See worksheet 5.3.**

p. Share your answers with your classmates in a semicircle presentation.

Horizontales

1.   They can be masks or bags with holes for the eyes.

5.   Activities that offers little chance to students to make a mistake.

8.   In this kind of practice, language is usually oriented by a textbook.

9.   A familiar object that students can use to talk to.

10. Another way to nominate students.

Verticales

2.   Outlines, shapes.

3.   Children feel free to speak about any topic.

4.   Teamwork

6.   Conversations that permit students to practice speaking.

7.   Sketch to base a conversation.
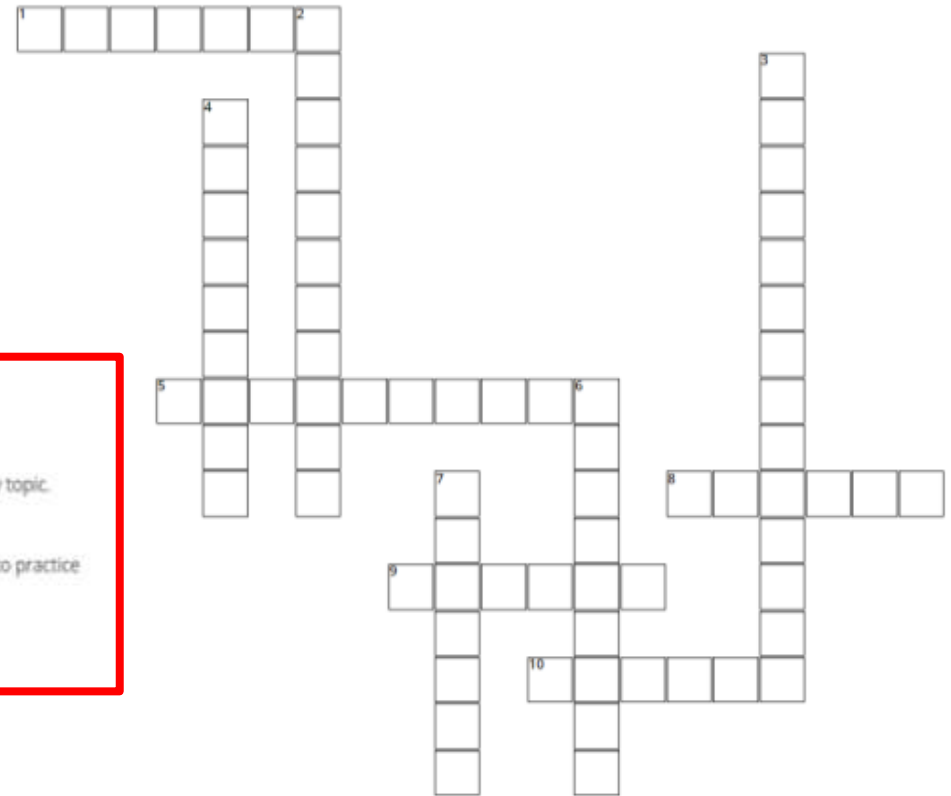
7

LET'S WRAP-UP

     In groups of three, debate the questions below. Then write your answers on **worksheet 5.4.**

i.   What language skill can be worked with the warm-up activity "**Alternate endings"?**

j.   Would you use the same activity in one of your classes? Why?

k. How often do you teach speaking to children?

l.   Have you done something similar in your classes of English? Explain.

m.

8

    Present the main conclusion of the discussion to the whole class.

9

LET'S CREATE!

    Based on the text, do the activities below:

a.   Come up with two activities to teach speaking to children in a future English class. Design the material you might need.

b. Apply one of the activities with the rest of the class. Then, give a short conclusion about the reading and the activity.

AN AWESOME INTERVIEW!

10

In pairs, interview each other in Spanish. First, ask your partner the questions below. Then tell him/her your answers. Write down the answers **on worksheet 5.5**.

a. What activities of speaking did you like the most to implement with your students?
_____

b. How can the methodologies studied today improve your teaching practice of English?
_____

c. Did you learn something new in this methodology workshop?
_____

d. Give at least one conclusion of today's session.
_____

11

Contrast/compare your opinion with your interviewee's answers in a short paragraph that you will present to the whole class.

REFERENCES

SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts.

NUNAN DAVID (1999) Second Language Teaching and Learning, Oxford University Press.

Worksheet 5.1

1. ALTERNATE ENDINGS!

Use your imagination to come up with two sentences in simple present that summarize an alternate ending to

the stories/tales on the flashcards (a – d). Follow the example below:

- *In an alternate ending, The Little Red Riding Hood and the fox are very good friends.*

A

B

C

D

2. SPEAKING OUT! In pairs, present orally your alternate endings to the stories above.

Worksheet 5.2

Read carefully the text about "teaching speaking to children" *by Scott and Yterberg.*
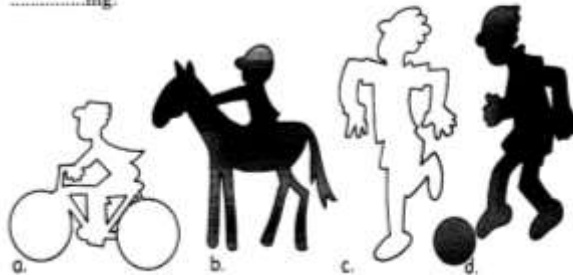
Telling the time

Pupil A asks: What's the time? Pupil B answers: It's ....

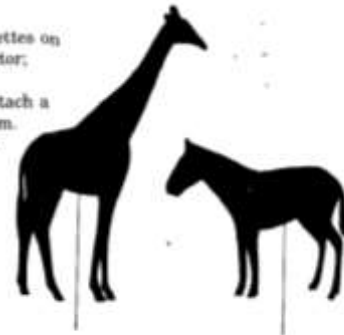One o'clock   Half past seven   A quarter to two

What's he/she doing?

Pupil A asks: What's he/she doing? Pupil B answers: He's/she's ....ing.

a.   b.   c.   d.

Silhouettes

You can use silhouettes on the overhead projector; they can be given movement if you attach a piece of wire to them. (another of Andrew Wright's ideas).

Puppets

Puppets don't need to be more than masks, and these don't have to be complicated. They can just be paper bags with holes for eyes.

Role play

Another way of presenting dialogues is through role play. In role play the pupils are pretending to be someone else like the teacher, or a shop assistant, or one of their parents, etc. For young children you should go from the structured to the more open type of activity.

1   Beginners of all ages can start on role play dialogues by learning a simple one off by heart and then acting it out in pairs. With the five to seven year olds you can give them a model first by acting out the dialogue with Teddy, and getting the pupils to repeat the sentences after you. With the older children you can act it out with one of the cleverer pupils.

Pairwork

First let's look at some pairwork activities. Remember that quite a lot of pairwork activities can be done very simply in class by making half the class turn their backs to the teacher/overhead projector/blackboard, and making sure that all the pupils who have their backs to you have partners who are facing you. In that way, you can give information to the half of the class facing you, and they then have to pass it on to those who cannot see the teacher/overhead projector/blackboard.

1 With older children working in pairs, give one pupil map A and the other map B. Pupil A explains to Pupil B where the various places are, or Pupil B can ask where the places are. This is a restricted free exercise in that the vocabulary and language structures are limited, but that's how it should be. Don't give pupils exercises which are so free that they don't know where to start or can't cope linguistically.

Whole class activities

In these activities all the pupils get up and walk about. Inevitably, they tend to be a bit noisy, and if you have more than thirty pupils in your class, you should split them into smaller groups.

1 The first activity is a matching activity. Make cards which are similar, but a little bit different.
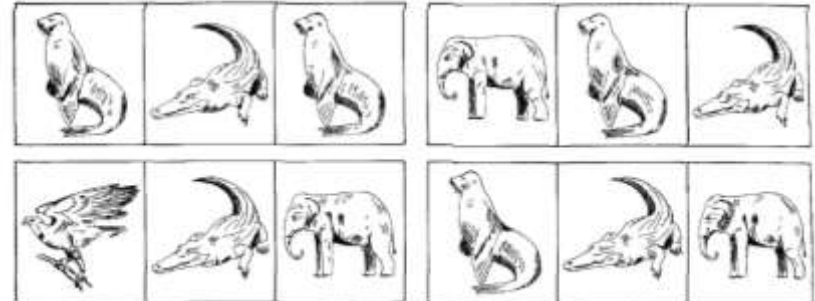
Groupwork

There are lots of examples of groupwork throughout this book, but here are two which are easy to arrange, fun to do, quite easy to organise and which concentrate on oral work.
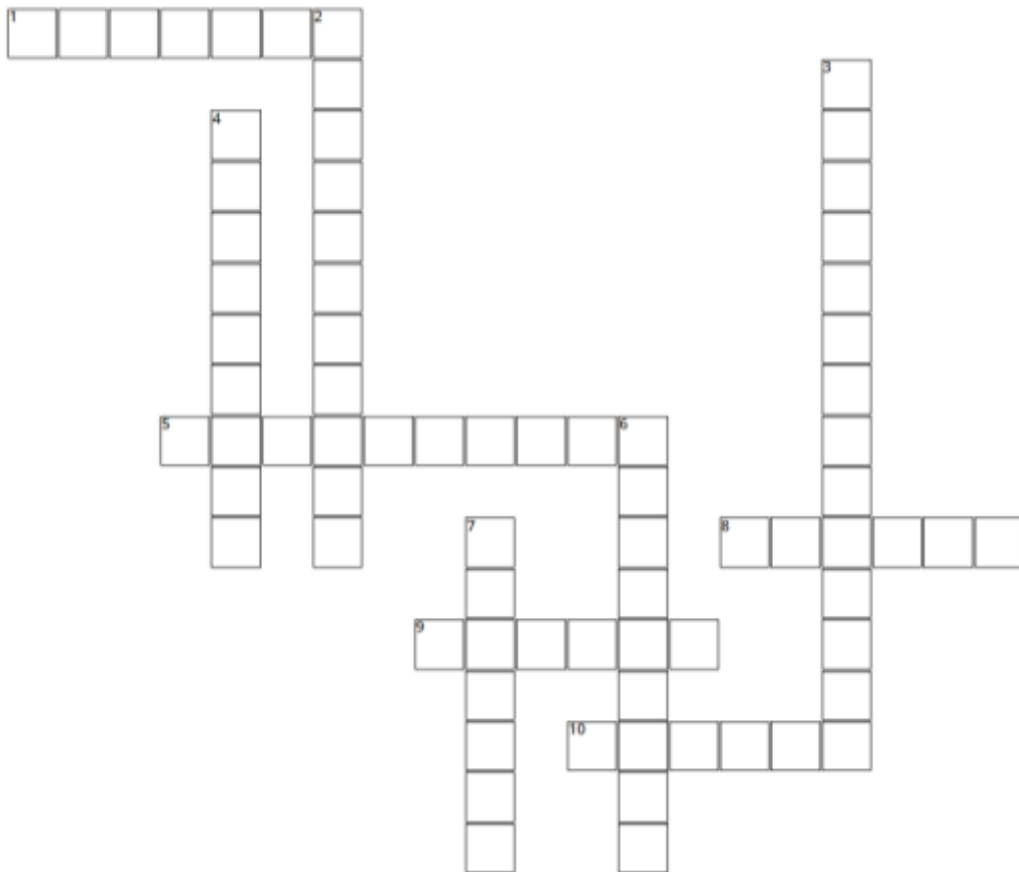
1 Take any picture story from your textbook or workbook, copy it, cut it up and give one picture to each member of the group.

Worksheet 5.3

1. **THE STRATEGIES CROSSWORD!**

Look at the clues then complete the crossword with the speaking strategies seen in class by Scott and Ytreberg.

Horizontales

1. They can be masks or bags with holes for the eyes.

5. Activities that offers little chance to students to make a mistake.

8. In this kind of practice, language is usually oriented by a textbook.

9. A familiar object that students can use to talk to.

10. Another way to nominate students.

Verticales

2. Outlines, shapes.

3. Children feel free to speak about any topic.

4. Teamwork

6. Conversations that permit students to practice speaking.

7. Sketch to base a conversation.

Worksheet 5.4

LET'S ANALYSE!

In groups of three, debate the following questions. Then write your answers below.

n. What language skill can be worked with the warm-up activity "**Alternate endings"?**

_____

o. Would you use the same activity in one of your classes? Why?

_____

p. How often do you teach speaking to children?

_____

_____

q. Have you done something similar in your classes of English? Explain.

_____

_____

Worksheet 5.5

AN AWESOME INTERVIEW!

1. In pairs, interview each other in Spanish. First, ask your partner the questions below. Then tell him/her your answers. Write down the answers.

a. What activities of speaking did you like the most to implement with your students?

_____

b. How can the methodologies studied today improve your teaching practice of English?

_____

c. Did you learn something new in this methodology workshop?

_____

d. Give at least one conclusion of today's session.

_____

Compare your opinion with your interviewee's answers in a short paragraph that you will present to the whole class.

METHODOLOGY WORKSHOP Nº 6 TEACHING READING TO CHILDREN

Topic: Strategies to learn reading in English!	**Approach:** TBL
Methodological purpose: In-service teachers will learn some strategies to teach reading to children through the TBL approach.	
Reading strategies: **Extensive reading** (skimming) **and Intensive reading** (scanning).	

MOMENTS

PRETASK

LET'S MAKE READING FUN: *Treasure Hunt!*

1

In groups, look for some hidden clues in different places of the school. Then read them out and find a hidden present for you.

- *CLUES:*
  A. I am the room where scientist love to discover new things. (LABORATORY)
  B. I am the place in which technology lets students be connected with the world. (SYSTEMS ROOM)
  C. I host students to feed them whenever they are hungry. (CAFETERIA)
  D. I am the office where students' and teachers' personal information is carefully saved and updated. (ADMINISTRATION OFFICE)
  E. I am the place where you keep clean and fresh. (RESTROOM)
  F. I am the biggest room of the school where students meet in civic acts (AUDITORIUM)
  G. In the breaks, students walk around this place while chilling out. (YARD)
  H. I am the place where some students have lunch under strict cleaning norms. (SCHOOL RESTAURANT)
  I. This is the room where you grade your students' notebooks. You keep your stuff there too. (TEACHERS' ROOM)
  J. You are very close to finding the treasure! Way to go! I am one of the classrooms of the biggest students in the school. Guess who I am. (ELEVEN 2 CLASSROOM).

2 K. You did it! Congratulations you read well in Englis
LET'S REFLECT!
In pairs, discuss the question below. Then present your conclusion to the class.
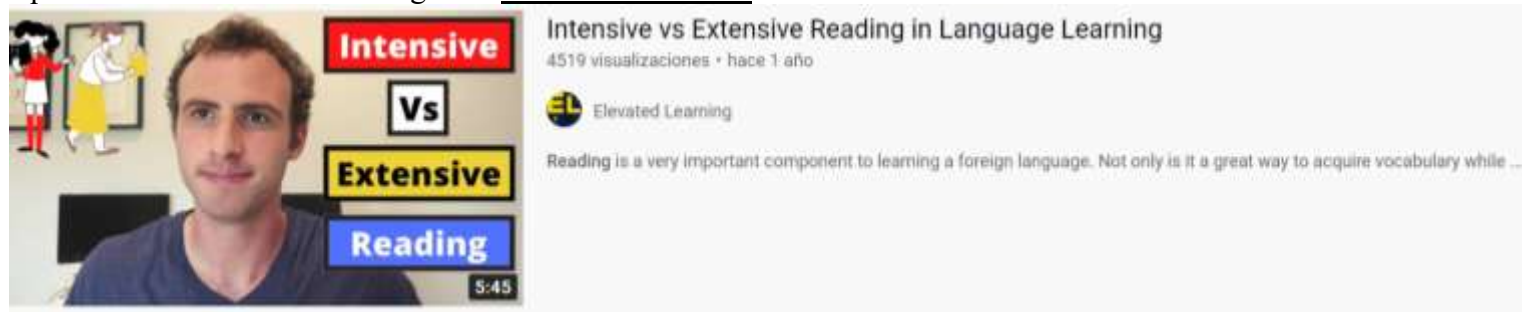- As a reading activity to break the ice, how did you like the *"Treasure Hunt game"?* Why?

Note to Self: Pay Attention

TASK

3 **THEORIZING!** Pay attention to the video about *"learning strategies to teach reading to children"* by Jeremy Harmer (2008) and answer the questions below while listening to it. **See worksheet 6.1.**

Intensive vs Extensive Reading in Language Learning
4519 visualizaciones • hace 1 año

Elevated Learning

Reading is a very important component to learning a foreign language. Not only is it a great way to acquire vocabulary while ...

a. What is one of the main characteristics of **Extensive reading**?
_____

b. Do you pay a lot of attention to grammar, accuracy, and, specific details in Extensive reading?
Yes _____ No _____ Why? _____

c. What is the *Intensive reading approach about*?
_____

d. Do you pay a lot of attention to grammar, accuracy, and, specific details in Extensive reading?
Yes _____ No _____ Why? _____

e. What IS one advantage and one disadvantage of *Extensive reading*?

ADVANTAGE: _____

DISADVANTAGE: _____

f.   What are: <u>one advantage and one disadvantage</u> of **Intensive reading?**

ADVANTAGE: _____

DISADVANTAGE_____

4   Read carefully the text about "Techniques to teach reading to children" *by Scott and Yterberg.* <u>**See worksheet 6.2.**</u>

Introducing new books

There are different ways of introducing new books to the pupils. Ideally, at the five to seven stage you should read all new books to the whole class, but there isn't usually time for this. However, a new book should not just appear. You can:

a) show the pupils the new book and tell them what it's about.
b) look at the cover of the book and try to work out with the pupils what it might be about.
c) read them an amusing or interesting bit from one of the books.

THE EMPEROR'S NEW CLOTHES

Suddenly they heard a little boy's voice:
"But the Emperor isn't wearing any clothes!"
"Don't be stupid!" the boy's father said.
"But he hasn't got any clothes on," the boy said.
"The boy's right," a woman said.
"Yes, he's right!" a man said. "The Emperor hasn't got any clothes on."
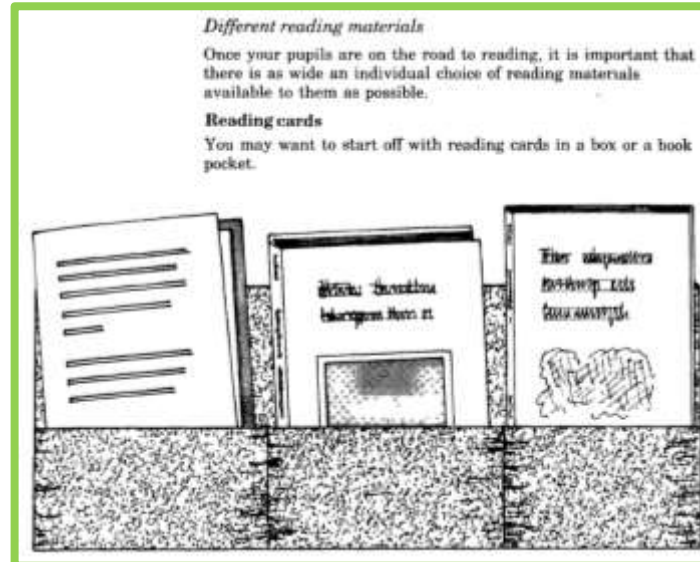
Reading aloud

Let us now move on to look at various reading techniques. When we went to school, most of the reading done in class was reading aloud. Reading aloud is not the same as reading silently. It is a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, especially with beginners in a language.

Different reading materials

Once your pupils are on the road to reading, it is important that there is as wide an individual choice of reading materials available to them as possible.

Reading cards

You may want to start off with reading cards in a box or a book pocket.

Silent reading

Reading aloud can be a useful skill to have in the classroom, and one which teachers make good use of, but silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that all your pupils will love books, but a positive attitude to books and reading from the beginning will help. Make as much use of your English corner as possible (see page 12): have print everywhere, put up jokes on the notice board, give your pupils messages in writing, try to give them their own books, even if it is only a sheet of paper folded over to make four pages, make books available to them, and listen to what they are saying about their reading. Use the textbook to concentrate on conscious language development, but let your pupils read books for understanding and for pleasure.

Taken from
SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts.

Building up confidence

- Some children are natural readers and will want to read books as soon as they can, but you should spend some time building up confidence with the whole class about silent reading. Give them all a story that they have listened to before and give them, say, two minutes to see how far they get. Talk about the story with them in the mother tongue after they've read it. Clear up any difficulties. The emphasis is on the content and the language shouldn't be a stumbling block. Let them finish the story at their leisure.
- Give pupils only half the story, and discuss what happens next in the mother tongue. See how many different endings are possible, then let them read the rest of the story to see if they were right. From the beginning encourage this type of anticipating. Good stories put the reader in the mood of wanting to know what happens next.

5

THE STRATEGIES WORDSEARCH!

   a. Based on the reading, look for the hidden words about the learning strategies and techniques used to teach reading to children by Scott and Ytreberg. **See worksheet 6.3.**

b. Share your answers with your classmates in a semicircle presentation.

S	E	I	N	S	I	N	G	G	S	D	I	N	S
K	O	S	T	O	L	R	N	S	G	N	S	R	N
I	D	C	S	D	S	E	E	O	I	F	C	C	K
M	N	O	D	S	M	A	T	I	D	I	A	S	R
M	S	N	D	A	M	D	A	I	A	D	N	N	R
I	K	F	C	N	D	I	N	E	E	C	N	I	F
N	O	I	A	K	K	N	O	N	R	N	I	O	I
G	O	D	O	L	S	G	E	S	T	B	N	D	L
S	B	E	T	R	I	A	E	T	N	D	G	A	N
M	B	N	C	I	T	L	L	O	E	N	T	A	S
T	R	C	A	T	G	O	E						
I	G	E	R	O	I	U	E						
L	T	C	D	N	G	D	I						
R	E	I	S	I	N	T	A						

READINGALOUD
CARDS
SKIMMING
BOOKS
SCANNING
SILENTREADIG
CONFIDENCE
STORIES

6

LET'S WRAP-UP

In groups of three, debate the questions below. Then write your answers on **worksheet 6.4.**

   r. Which of the ways of reading are familiar to you?

   s. Were you taught to read in English using one of those techniques?

   t. How do you teach your students reading?

   u. Would you use the same activity in one of your classes? Why?

7 Present the main conclusion of the discussion to the whole class.

LET'S CREATE!

8

a.   Choose a text that your students might like.
b.   Come up with two activities to teach reading to children in a future English class.
c.   Apply one of the activities with the rest of the class.
d.   Write a personal conclusion on the "English reading graffiti wall" which is about the positive outcomes of today's class.

REFERENCES

SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts.

HARMER, J (2008) How to teach English. Pearson.

Worksheet 6.1

THEORIZING!

Based on the video about ***"learning strategies to teach reading to children"*** by Jeremy Harmer (2008), answer the questions below while listening to it.

3. What is one of the main characteristics of **Extensive reading**?
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4. Do you pay a lot of attention to grammar, accuracy, and, specific details in Extensive reading?
Yes _____ No _____ Why? _____

5. What is the ***Intensive reading approach about***?
_____

6. Do you pay a lot of attention to grammar, accuracy, and, specific details in Extensive reading?
Yes _____ No _____ Why?

_____

7. What are: <u>one advantage and one disadvantage</u> of ***Extensive reading***?
ADVANTAGE: _____
DISADVANTAGE:

_____

8. What is <u>one advantage and one disadvantage</u> of **Intensive reading?**
ADVANTAGE: _____
DISADVANTAGE:

_____

1

Worksheet 6.2

Read carefully the text about "Techniques to teach reading to children" *by Scott and Yterberg*

Reading aloud

Let us now move on to look at various reading techniques. When we went to school, most of the reading done in class was reading aloud. Reading aloud is not the same as reading silently. It is a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, especially with beginners in a language.

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Suddenly they heard a little boy's voice:
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"Don't be stupid!" the boy's father said.
"But he hasn't got any clothes on," the boy said
"The boy's right," a woman said.
"Yes, he's right!" a man said. "The Emperor hasn't got any clothes on."

Different reading materials

Once your pupils are on the road to reading, it is important that there is as wide an individual choice of reading materials available to them as possible.

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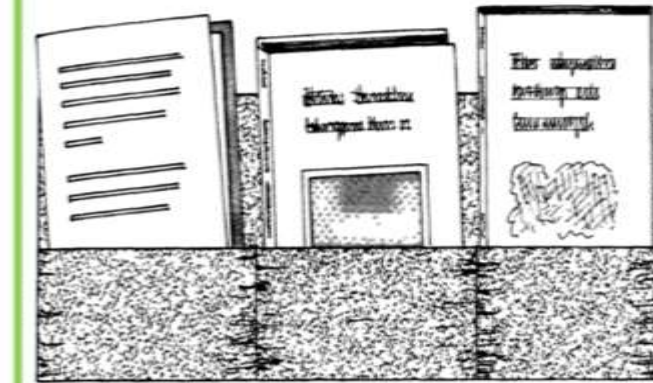
Taken from SCOTT AND YTREBERG (1994) Teaching English to Children, Longman Education Texts.

Worksheet 6.3

THE STRATEGIES WORDSEARCH!

q. Based on the reading, look for the hidden words about the learning strategies and techniques used to teach reading to children by Scott and Ytreberg.

r. Share your answers with your classmates in a semicircle presentation.

Worksheet 6.4

S	E	I	N	S	I	N	G	G	S	D	I	N	S
K	O	S	T	O	L	R	N	S	G	N	S	R	N
I	D	C	S	D	S	E	E	O	I	F	C	C	K
M	N	O	D	S	M	A	T	I	D	I	A	S	R
M	S	N	D	A	M	D	A	I	A	D	N	N	R
I	K	F	C	N	D	I	N	E	E	C	N	I	F
N	O	I	A	K	K	N	O	N	R	N	I	O	I
G	O	D	O	L	S	G	E	S	T	B	N	D	L
S	B	E	T	R	I	A	E	T	N	D	G	A	N
M	B	N	C	I	T	L	L	O	E	N	T	A	S
T	R	C	A	T	G	O	E	R	L	D	N	S	R
I	G	E	R	O	I	U	E	I	I	N	U	O	I
L	T	C	D	N	G	D	I	E	S	N	A	E	I
R	E	I	S	I	N	T	A	S	O	N	L	I	D

READINGALOUD
CARDS
SKIMMING
BOOKS
SCANNING
SILENTREADIG
CONFIDENCE
STORIES

LET'S WRAP-UP

1. In groups of three, debate the questions below. Then write your answers below.

a. Which of the ways of reading are familiar to you?

----

b. Have you been taught to read in English using one of those techniques?

----

c. How do you teach your students reading?

----

d. Would you use the same activity in one of your classes? Why?

----

2. Present the main conclusion of the discussion to the whole class.

_____

way to
go!

Appendix 6 – LANGUAGE WORKSHOPS AND WORKSHEETS

LANGUAGE WORKSHOP Nº 1: I AM AN EMBERA CHAMÍ BOY/GIRL

CEFRL Level A-	Cross-curricular topic: Health and Life	Indigenous principle: Autonomy	Skills/subskills: Listening, Speaking, Reading, and Writing. Vocabulary and grammar.

COMMUNICATIVE OBJECTIVES:
- To communicate inside the classroom using vocabulary and expressions to communicate
- To give and ask for personal information
- To greet and say goodbye
- To introduce yourself

CONTENTS		
VOCABULARY	*GRAMMAR*	*FUNCTIONS*
Saying hello and goodbye! *Classroom vocabulary*	*- Verb to be* *- Simple present* *- This/that/those/these*	Introducing yourself Greetings Saying goodbye Communicating inside the classroom

MOMENTS

1

Listening: **THE HELLO AND GOODBYE SONG!** Watch and listen carefully to the video. Then, sing with your partners the hello and goodbye song Hello & Goodbye Song - Greetings Songs for Preschoolers - Lingokids - YouTube

a

Vocabulary tip:
Take a look around the classroom and read some classroom expressions. Then do the exercise on **worksheet 1.1.**
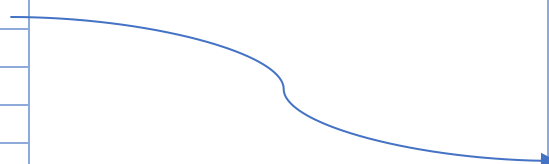

Goodbye everyone!

Could you repeat, please?
Can I help you?
Whose turn is it?
What's the English for .... ?
Can I have a .... ?
It's my/your turn.
I am thirsty.
Speak more slowly, please!
What should we do?
I'd like ....
Can you spell it, please!
I don't know.
Anything else?
What does .... mean?
I don't remember.
Congratulations!
I don't understand.
Lucky you!
Can I answer the question?
May I go out?
I'm the winner!
May I go to the board?
May I come in?
You're welcome.
Can I be the first?
Here you are.
Just a moment.
Help me, please!
I've finished!
Be careful.
color+blank

TASKS

Reading: In English, people use the following expressions to say hello. Read them and match the greetings with the responses correctly. **See worksheet 1.2.**

	Greeting		Response
i	Hi	a	Very well, thank you. And you?
ii	How do you do?	b	Hello / hi
iii	How are you doing?	c	Good to see you too.
iv	What's up?	d	How do you do?
v	Hello	e	Nothing much.
vi	How are you?	f	Good Morning / afternoon / evening
vii	Good Morning / afternoon / evening	g	Alright. How about you?
viii	Good to see you	h	Hi / hello

Simple present: Complete the questions with the missing words on the right. Follow the example. **See worksheet 1.3.**

QUESTIONS		MISSING WORDS
What's your -------?		Live
Where are you ------?		Study
What do you ------?		Brothers and sisters
What's your ------?		From
Where do you ------?		Name

3

Do you have any --------?		Favorite color	
Where do you -------?		Pets	

b

GRAMMAR TIP!
The verb to be.
Activity: Fill in the blanks with the correct form of the

I am – You are – She is – He is – It is – We are – You are –

verb to be. **See worksheet 1.4.**

1. I _____ a student.

2. She _____ a nurse.

3. He _____ a doctor.

4. They _____ books.

5. It _____ a chair.

6. You _____ a teacher.

7. We _____ students.

8. He _____ fat.

9. Suda _____ tall.

10. The bird _____ small.

11. I _____ a student.

12. She _____ a girl.

13. He _____ a boy.

14. I _____ tall.

15. The elephant _____ big.

.

3 *Speaking:* With a partner, prepare a short conversation in which you answer the questions above with your information. Use the expressions in exercise 1.

4 **NAME CHAIN GAME!** Sit in a circle, the participants will rotate a ball, when the teacher says stop, the person with the ball will introduce himself or herself.

Writing: **LET'S OBSERVE!** In groups of 5, observe and choose one of the following photographs:

POSTING! Design a poster to present the picture you chose. Use the following expressions to introduce your creation to the class.

Hello - Good morning / good afternoon, my name is, I am an Embera chamí boy/girl, I am indigenous.

REFERENCES: Ministry of Education. Suggested Curriculum and Basic Learning Rights for transition and primary school level, 2018.

LANGUAGE WORKSHOP Nº 1:

I AM AN EMBERA CHAMÍ BOY/GIRL!

LANGUAGE WORKSHEETS Nº 1

Worksheet 1.1

Vocabulary tip:

Take a look around the classroom and read some classroom expressions. Then practice them with a partner in a short dialogue.

1

Worksheet 1.2

Reading: In English, people use the following expressions to say hello.

Read them and match the greetings with the responses correctly. Follow the example:

	Greeting		Response
i	Hi	a	Very well, thank you. And you?
ii	How do you do?	b	Hello / hi
iii	How are you doing?	c	Good to see you too.
iv	What's up?	d	How do you do?
v	Hello	e	Nothing much.
vi	How are you?	f	Good Morning / afternoon / evening
vii	Good Morning / afternoon / evening	g	Alright. How about you?
viii	Good to see you	h	Hi / hello

Worksheet 1.3

PRESENT SIMPLE

Complete the questions with the missing words on the right.

Follow the example.

QUESTIONS		MISSING WORDS
What's your ——?		Live
Where are you ——?		Study
What do you ——?		Brothers and sisters
What's your ——?		From
Where do you ——?		Name
Do you have any ——?		Favorite color
Where do you ——?		Pets

Then, share your answers with the rest of the class.

2

Worksheet nº 1.4

The verb to be.

I am – You are – She is – He is – It is – We are – You are

<u>*Activity:*</u>

Fill in the blanks with the correct form of the verb to be.

1. I _____ a student.

2. She _____ a nurse.

3. He _____ a doctor.

4. They _____ books.

5. It _____ a chair.

6. You _____ a teacher.

7. We _____ students.

8. He _____ fat.

9. Suda _____ tall.

10. The bird _____ small.

11. I _____ a student.

12. She _____ a girl.

13. He _____ a boy.

14. I _____ tall.

15. The elephant _____ big.

.

LANGUAGE WORKSHOP Nº 2 MY BODY/MY TEMPLE

CEFRL Level A1	Cross-curricular topic: Health and Life	Indigenous principle: Autonomy	Skills/subskills: Listening, Speaking, Reading, and Writing. Vocabulary and grammar.

COMMUNICATIVE OBJECTIVES:

- To describe her/himself and others
- To express the daily routine
- To talk about likes and dislikes

CONTENTS

VOCABULARY	GRAMMAR	FUNCTIONS
Physical descriptions Members of the family Adjectives Parts of the body Daily routines Talking about likes and dislikes	- Simple present - Possessive adjectives - Adverbs of frequency	Describing yourself and others Introducing your daily routine Talking about likes and dislikes

MOMENTS

1

Listening: THE SIMON SAYS SONG!

Listen carefully and sing the "Body Parts Song for Kids - This is ME! by ELF Learning taken from
https://www.youtube.com/watch?v=QkHQ0CYwjaI.

Then, listen and follow the commands on the SIMÓN SAYS song (e.g. Simon says, Simón says, always do what Simon says: touch your nose, touch your head, touch your shoulders!).

a

Vocabulary tip:
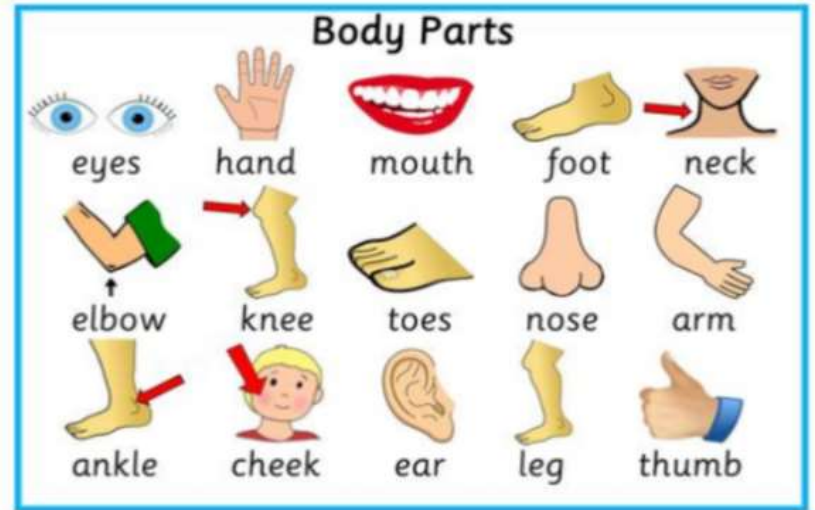Take a look around the classroom and read the following parts of the body. **See worksheet 2.1.**

	ear
	arm
	eye

Face

Hair

Body Parts

eyes	hand	mouth	foot	neck
elbow	knee	toes	nose	arm
ankle	cheek	ear	leg	thumb

3

b

Practice!

Rearrange the letters to discover the words. Use the definitions.

1. nisk [　　　　] (The sun can burn this.)

2. hutom [　　　　] (You put food in this.)

3. rase [　　　　] (You listen with these.)

4. tehet [　　　　] (You chew with these.)

5. eson [　　　　] (You smell with this.)

6. dabl [　　　　] (When you have no hair on your head.)

TASKS

2

Pre-reading:
MY FAMILY TREE!
Create a poster with your family tree using the pictures and names of your relatives. Then complete the sentences below. **See worksheet 2.2.**

The father of my mother is my grandfather. His name is:
_____

The mother of my mother is my grandmother. Her name is:
_____

The father of my father is my grandfather. His name is:
_____

The mother of my father is my grandmother. Her name is:
_____

My mother's name is: _____

My father's name is: _____

My sisters and brothers' names are:
_____

My name is: _____

I LOVE MY FAMILY!

READING: A FRIEND'S EMAIL.

3 Read the email sent by Jonathan about his family description, and answer TRUE or FALSE to the statements below. **See worksheet 2.3.**

About my family!

Dear Marta,

I'm going to tell you about my family. I live with my little sister, mum, and dad. We live in San Lorenzo indigenous community, where I was born and grew up. San Lorenzo is a beautiful indigenous community located in the coffee region of Colombia. My grandfathers and grandmothers already passed. Inside the indigenous culture, they are known as the ancestors of the family.

My dad's name is Pablo. He's from Manizales, Caldas and he speaks Spanish, English, and French. When he was young, my mother went to Manizales to study medicine, and they met there. A few years later, my dad married my mum. He works as a French teacher. He's very tall −much taller than my mum− and athletic. He's got short brown hair and brown eyes.

My mum's name is Ana. She's an indigenous woman from San Lorenzo. She's quite short, and she's got long curly brown hair and brown eyes. She works as a doctor at the hospital close to our home. She can speak French too!

MY FAMILY TREE

Grandmother Grandfather Grandmother Grandfather

Mother   Father

Me   My Brothers and Sisters

My sister Julia is 18 years old, and she's got the same color of hair and eyes as my father. She loves playing the piano and dancing. She's very talented, and she would like to be a professional musician.

I've got short brown hair like my dad, and brown eyes like my mom. We all love playing board games together on Friday evenings, and we always have *tamales*. Our favorite game is Monopoly. Oh, I almost forgot…we've also got a pet cat, Pinky. She's all white and has got a lot of furs. She likes sleeping on me.

Write back soon. Please, tell me about your family too.

Love,

Jonathan

4   **Read the statement and circle TRUE OR FALSE!**

1. Jonatahn was born in Manizales.
   a. True
   b. False

2. His parents both speak more than one language.
   a. True
   b. False

3. They got married in San Lorenzo.
   a. True
   b. False

4. Jonathan's mother is a lot shorter than his father.
   a. True
   b. False

5. She doesn't work far from home.
   a. True
   b. False

6. Jonathan's sister's got blue eyes.
   a. True
   b. False

7. Jonathan's sister works as a musician.
   A. True
   B. False

8. Jonathan's hair is the same color as his mother's.
   a. True
   b. False

9. On Fridays, they always eat the same thing.
   a. True
   b. False

10. San Lorenzo is a coffee producer region.
    a. True
    b. False

c

ADJECTIVES TO DESCRIBE PEOPLE

Observe the adjectives to describe people in English.

Practice! Then complete the descriptions of the indigenous family below. Follow the example. **See worksheet 2.4.**

a. The girl is young and has <u>a round face</u>.
b. The boy has a round face and_____.
c. The parents have well-built bodies and _____.
d. The grandfather is old and has_____.

DESCRIBING PEOPLE

AGE — young, Middle-aged, Old

BUILD — well-built, plump, thin, fat, slim

HEIGHT — Short, Medium-height, Tall

EYES — blue eyes, brown eyes, small eyes, big round eyes, oval eyes, wears glasses

FACE — Round, Oval, Square, Long

NOSE — straight nose, hooked nose, long nose, small nose, turned-up nose

MOUTH — large mouth, small mouth

LIPS — full lips, curved lips, thin lips

EARS — large ears, small ears

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7

5

***Speaking:* DESCRIBING YOURSELF!**
In groups, talk for five minutes about your physical description. Using the parts of the body the adjectives learned today.

SUMMARIZER

and

6

***Writing:* DESCRIBING YOUR FAMILY!**
Write an email to a friend. Describe your family following Jonathan's email in exercise 3 as an example.

POST-TASKS

REFERENCES: Ministry of Education. Suggested Curriculum and Basic Learning Rights for transition and primary school level, 2018.

LANGUAGE WORKSHEETS Nº 2

LANGUAGE WORKSHOP Nº 2:

MY BODY/MY TEMPLE!

LANGUAGE WORKSHEETS Nº 2

Worksheet 2.1

Vocabulary tip:

Take a look around the classroom and read the following parts of the body.
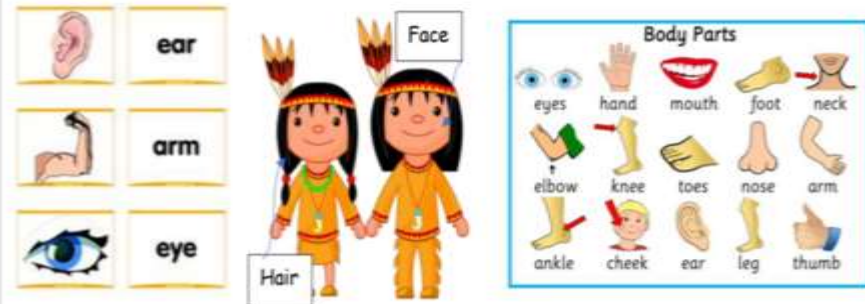
ear

arm

eye

Face

Hair

Body Parts

eyes   hand   mouth   foot   neck

elbow   knee   toes   nose   arm

ankle   cheek   ear   leg   thumb

Practice!

Rearrange the letters to discover the words. Use the definitions.

1. nisk [____] (The sun can burn this.)

2. hutom [____] (You put food in this.)

3. rase [____] (You listen with these.)

4. tehet [____] (You chew with these.)

5. eson [____] (You smell with this.)

6. dabl [____] (When you have no hair on your head.)

Worksheet 2.2

Pre- reading:

MY FAMILY TREE!

Create a poster with your family tree using the pictures and names of your relatives. Then

complete the sentences below:

The father of my mother is my grandfather. His name is:

_____

The mother of my mother is my grandmother. Her name is:

_____

The father of my father is my grandfather. His name is:

_____

The mother of my father is my grandmother. Her name is:

_____

My mother's name is: _____

My father's name is: _____

My sisters and brothers' names are:

_____

_____

My name is: _____

I LOVE MY FAMILY!

MY FAMILY TREE

Grandmother Grandfather Grandmother Grandfather

Mother Father

Me My Brothers and Sisters
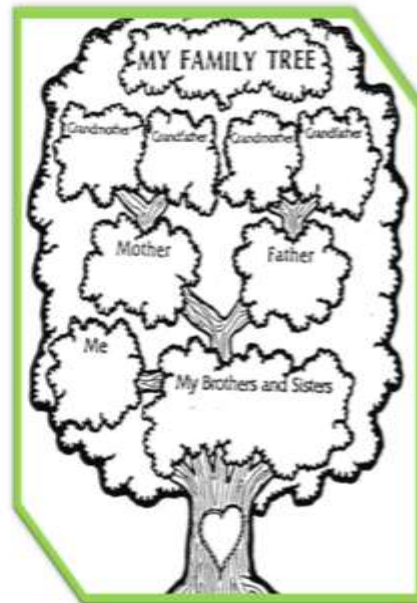
Worksheet 2.3

READING: A FRIEND'S EMAIL.

Read the email sent by Jonathan about his family description, and answer TRUE or FALSE

to the statements below.

About my family!

Dear Marta,

I'm going to tell you about my family. I live with my little sister, mum, and dad. We live in San Lorenzo indigenous community, where I was born and grew up. San Lorenzo is a beautiful indigenous community located in the coffee region of Colombia. My grandfathers and grandmothers already passed. Inside the indigenous culture, they are known as the ancestors of the family.

My dad's name is Pablo. He's from Manizales, Caldas and he speaks Spanish, English, and French. When he was young, my mother went to Manizales to study medicine, and they met there. A few years later, my dad married my mum. He works as a French teacher. He's very tall –much taller than my mum– and athletic. He's got short brown hair and brown eyes.

My mum's name is Ana. She's an indigenous woman from San Lorenzo. She's quite short, and she's got long curly brown hair and brown eyes. She works as a doctor at the hospital close to our home. She can speak French too!

My sister Julia is 18 years old, and she's got the same color of hair and eyes as my father. She loves playing the piano and dancing. She's very talented, and she would like to be a professional musician.

I've got short brown hair like my dad, and brown eyes like my mom. We all love playing board games together on Friday evenings, and we always have tamales. Our favorite game is Monopoly. Oh, I almost forgot...we've also got a pet cat, Pinky. She's all white and has got a lot of fur. She likes sleeping on me.

Write back soon. Please, tell me about your family too.

Love,

Jonathan

Read the statement and circle TRUE OR FALSE!

1. Jonathan was born in Manizales.

   a. True

   b. False

2. His parents both speak more than one language.

   a. True

   b. False

3. They got married in San Lorenzo.

   a. True

   b. False

4. Jonathan's mother is a lot shorter than his father.

   a. True

   b. False

5. She doesn't work far from home.

   a. True

   b. False

6. Jonathan's sister's got blue eyes.

   a. True

   b. False

7. Jonathan's sister works as a musician.

   A. True

   B. False

8. Jonathan's hair is the same color as his mother's.

   a. True

   b. False

9. On Fridays, they always eat the same thing.

   a. True

   b. False

10. San Lorenzo is a coffee producer region.

    a. True

    b. False

Worksheet n° 2.4

Vocabulary tip!

ADJECTIVES TO DESCRIBE PEOPLE

1. Observe the adjectives to describe people in English.

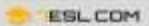2. **Practice!** Then complete the descriptions of the indigenous family below.

Follow the example.

a. The girl is young and has <u>a round face</u>.

b. The boy has a round face and _____.

c. The parents have well-built bodies and _____.

d. The grandfather is old and has _____.

Good Luck

LANGUAGE WORKSHOP Nº 3: A DAY INSIDE MY INDIGENOUS COMMUNITY!

CEFRL Level A1	**Cross-curricular topic:** Peace and living together	**Indigenous principle:** Unity	**Skills/subskills:** Listening, Speaking, Reading, and Writing. Vocabulary and grammar.
COMMUNICATIVE OBJECTIVES: - To describe your daily routine. - To understand specific details in a short conversation about someone else's daily routine. - To talk about my indigenous community			
CONTENTS			
VOCABULARY	*GRAMMAR*		*FUNCTIONS*
Daily routines *Action verbs*	*- Simple present* *- Adverbs of frequency* *-What, when, who*		*Describing your daily routine* *Describe someone else's daily routine* *Describe the frequency of the actions*

MOMENTS

1

Brainstorming: **ACTIONS I DO EVERY DAY!**

Do the activities on **worksheet 3.1** about the daily routine.

2

Listening:
Listen and observe the video "***Every Day***"!

My Daily Routines

LIST OF VERBS

get up | wash my face | brush my teeth | get dressed
have breakfast | go to school | study in class | go home
have lunch | do my homework | play computer games | listen to music
watch cartoons | have dinner | take a shower | go to bed

3

True or False: Answer while you listen.

a. The boy first takes a bath.   *True____ False____*

b. The boy brushes his teeth every day.   *True____ False____*

c. The boy does not ride a bike every day. *True____ False____*

d. He finishes the day going to bed.   *True____ False____*

4

Pre-reading: **FILL IN THE GAPS!**

Read Julia's daily routine and fill in the gaps **with**

the expressions on the table. See worksheet 3.2.

PLAY	BRUSH MY TEETH
GET UP	GO TO THE PARK
GO TO SCHOOL	HAVE LUNCH
GO TO BED	HAVE BREAKFAST
HAVE DINNER	GET DRESSED

Julia's daily routine.

Hello. I am Julia. I _____ early, at 7. I _____ in the bedroom – my favourite green sweater. I _____ in the kitchen, I like orange juice and a sandwich for breakfast. I _____ in the bathroom. My teeth are white! I _____ at 8. At school I _____ – rice and tomatoes and some chicken or fish. After school I _____ and _____ with my friends – Kate and Mary.

I _____ at 7. I eat salad.

I _____ at 8.

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5

Reading: Read Andres' Daily Routine, and answer the statements below. **See worksheet 3.3.**

3

A DAY IN MY COMMUNITY!

My name's Andres and I am 10 years old. I live in the indigenous community of San Lorenzo. I live with my mother and we are very united and proud of being Embera. I study at San Lorenzo school and I love my school.

From Monday to Friday, my day starts very early. I always get up at 6:00 and I take a bath for 20 minutes. Then, I get dressed and comb my hair. At 06:30 a.m. I have breakfast, I usually have an arepa and a coffee. After that, I walk to school.

At 9:00 a.m., I always have a snack and at 11:00 I usually have lunch at my school with my classmates and teachers. They are wonderful people who have a good sense of humor, and they are good friends too. At 12:30 I finish classes and I go home.

In the evening, I watch TV for a while and I do my homework. I like to go to bed, around 9:30 p.m.

On weekends, I always visit my grandparents who live in another indigenous community.

I LOVE MY LIFE INSIDE MY COMMUNITY!

6   **Based on Andres' routine answer the following questions. Then, share them with the group to check them.**

- What does he usually have for breakfast?

- Where does he have lunch?

- Is he proud of being indigenous?

- Who does he have lunch with?

- What days does he go to his grandparents' house?

- At what time does he usually go to sleep?

Speaking: **ROLE PLAY!**
In pairs,   present your Daily
routine inside your community. Use the expressions on the picture.
Follow the example below.
Speaker1: Hello, I am Juan. ***I get up*** at 6 am…

Writing: **DESCRIBING YOUR ROUTINE!**
Write about another person's (mother, father, friend) daily routine.
Follow the example:
- Hello, my friend is… he gets up at …. he brushes his teeth and he …

brush my teeth	exercise	get dressed
go to school	go to sleep	make lunch
play a game	play soccer	play an instrument

REFERENCES: Ministry of Education. Suggested Curriculum and Basic Learning Rights for transition and primary school level,

2018.

LANGUAGE WORKSHEETS Nº 3

Worksheet 3.1

1. **Observe "The list of verbs of my daily routine".**
2. **Answer the following questions.**

a. What do you usually do in the morning?

_____

_____

b. What do you usually do in the afternoon?

_____

_____

c. What do you usually do in the evening?

_____

_____

d. What do you usually do at night?

_____

_____

My Daily Routines

LIST OF VERBS

1

Worksheet 3.2

Read Julia's daily routine and fill in the gaps

with the expressions on the table.

PLAY	BRUSH MY TEETH
GET UP	GO TO THE PARK
GO TO SCHOOL	HAVE LUNCH
GO TO BED	HAVE BREAKFAST
HAVE DINNER	GET DRESSED

Julia's daily routine.

Hello. I am Julia. I _____ early, at 7. I _____ in the bedroom – my favourite green sweater. I _____ in the kitchen, I like orange juice and a sandwich for breakfast. I _____ in the bathroom. My teeth are white! I_____ at 8. At school I _____ – rice and tomatoes and some chicken or fish. After school I _____ and _____ with my friends – Kate and Mary.

I_____ at 7. I eat salad.

I_____ at 8.

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Worksheet 3.3

Read the text "***A Day Inside my Community".*** Then answer the questions below.

A DAY INSIDE MY COMMUNITY!

My name's Andres and I am 10 years old. I live in the indigenous community of San Lorenzo. I live with my mother and we are very united and proud of being Embera. I study at San Lorenzo school and I love my school.

From Monday to Friday, my day starts very early. I always get up at 6:00 and I take a bath for 20 minutes. Then, I get dressed and comb my hair. At 06:30 a.m. I have breakfast, I usually have an arepa and a coffee. After that, I walk to school.

At 9:00 a.m., I always have a snack and at 11:00 I usually have lunch at my school with my classmates and teachers. They are wonderful people who have a good sense of humor, and they are good friends too. At 12:30 I finish classes and I go home.

In the evening, I watch TV for a while and I do my homework. I like to go to bed, around 9:30 p.m.

On weekends, I always visit my grandparents who live in another indigenous community.

I LOVE MY LIFE INSIDE MY COMMUNITY!

Based on Andres' routine answer the following questions. Then, share them with the group to check them.

- What does he usually have for breakfast? [_____]

- Where does he have lunch? [_____]

- Is he proud of being indigenous? [_____]

- Who does he have lunch with? [_____]

- What days does he go to his grandparents' house? [_____]

- At what time does he usually go to sleep? [_____]

LANGUAGE WORKSHOP Nº 4: THIS IS MY INDIGENOUS COMMUNITY!

CEFRL Level A1	Cross-curricular topic: Environment and society	Indigenous principle: Culture	Skills/subskills: Listening, Speaking, Reading, and Writing. Vocabulary and grammar.
COMMUNICATIVE OBJECTIVES: - To describe your school and your community - To say where you live - To talk about your entourage			
CONTENTS			

VOCABULARY	*GRAMMAR*	*FUNCTIONS*
Parts of my school *Parts of my community* *Animals* *Embera traditions*	*- Adjectives* *-That, this, these, those* *-There is, there are* *-Where, Who, What*	*Describing my school and my indigenous community* *Describing animals of my territory* *Describing my indigenous culture*

MOMENTS

Pre-speaking: **LET'S OBSERVE AND DISCUSS!**   **A**

1 Watch carefully the following pictures a - e. **See worksheet 4.1.**

B   **C**   **D**   **E**

2 *Speaking:* In groups of three discuss the questions below.
   a. How do you call the places in the pictures?
   b. What are the characteristics of each place?
   c. What activities do people do in each place?
   d. How can people take care of each place?

3 Share your answers with the whole class.

a

Vocabulary tip:
Look at the flashcards about the parts of the school.

SCHOOL RADIO STATION

RESTROOM/BATHROOM   CLASSROOM   YARD

SYSTEMS ROOM   SCHOOL RESTAURANT

b

Practice!
Look for the hidden words in the wordsearch. Then write a sentence about your school and share it with the class.

See worksheet 4.2.

a. Systems room
b. School restaurant
c. Principal's office
d. Yard
e. Radio station
f. Classroom

g. Restroom

"My school is _____".

4

Listening:
Watch the video "Introduction of my town" and take notes.

5

MY COMMUNITY PLACES!
List the places in your town. Then pronounce with the teacher. Follow the example below. **See worksheet 4.3.**

In my indigenous town San Lorenzo,
- This is the POLICE OFFICE
- _____
- _____
- _____
- _____

6

Reading: **MY COMMUNITY!**

My Indigenous Town – San Lorenzo by Kevin Rodriguez,

Kids vocabulary - Town - village - introduction of my town - educational video for kids

supermarket

police office

Here are a police office and a supermarket.

1:07 / 2:40   Desliza hacia abajo para ver más detalles

I live in San Lorenzo. It's a small indigenous town in the Northwestern municipality of Riosucio, Caldas. It is in the center of Colombia, more exactly in the coffee region. It has great mountains and is the best place to walk and get acquainted with the Embera culture. The sacred hills give you peace. There are lots of animals to see, such as birds and insects. My favorite places are two: The Pasmí waterfalls and a sacred place called Salty water or "Agua Salada".

I love San Lorenzo because there are twenty-one indigenous communities with diverse cultures and gastronomy. I am sure that wherever you go, you will be given something to eat.

If you like to study the water and nature, you can go to the highest mountains in the territory and camp there to meet the real wildlife. Inside the communities, there are community meeting points that are called "thinking or spiritual centers" where indigenous people can meet and talk about community issues.

If you like animals you can also visit the different farms that the Embera people have and see lots of different fish and cows, horses, etc. You can also go horse riding in the communities. There are "*traditional trapiches*" where brown sugar paste is produced. It is a really sweet experience. Come and see for yourself.

7   **Read the statement and answer the multiple choice statements!**
<u>See worksheet 4.4.</u>

Read the statement and answer the multiple choice statements!

1. Kevin writes about:
   a. The weather in San Lorenzo.
   b. Places to visit in San Lorenzo.
   c. Economy in San Lorenzo.
   d. History of San Lorenzo.

2. Where is San Lorenzo located?
   a. In the coast of Colombia.
   b. In a mountain region of Colombia.
   c. In the southern part of the country.
   d. Near the indigenous Wayú of Colombia.

3. Kevin's one favorite places in San Lorenzo is called:
   a. The bitter water
   b. The salty water
   c. The sour water
   d. The sweet water

4. The amount of communities San Lorenzo has is:
   a. 12
   b. 20
   c. 21
   d. 2

5. A characteristic of embera inhabitants when hosting a person is:
   a. They offer food
   b. They smile
   c. They remain silent
   d. They go to the spiritual center

6. What is the name of the place where the brown sugar paste is produced?
   a. Holly sugar place
   b. Sacred hill
   c. Traditional trapiche
   d. Pasmi waterfall

7

8

DRAWING MY COMMUNITY!
In groups, draw the main places of your community.

9

Writing: **DESCRIBING YOUR ENTOURAGE!**
Write a blog to a friend describing your school and your community. Then share the general aspects of your written production with the class.

REFERENCES: Ministry of Education. Suggested Curriculum and Basic Learning Rights for transition and primary school level, 2018.

INSTITUCIÓN EDUCATIVA SAN LORENZO

LANGUAGE WORKSHOP N° 4: THIS IS MY INDIGENOUS COMMUNITY!

WORKSHEETS N° 4

INSTITUCIÓN EDUCATIVA SAN LORENZO

Worksheet 4.1

Pre-speaking: **_LET'S OBSERVE AND DISCUSS!_**

1. Watch carefully the following pictures a - e.

A

B   C   D

Worksheet 4.2

Practice!

Look for the hidden words in the wordsearch. Then write a sentence about your school and share with the class.

```
E K E C I F F O S L A P I C N I R P U X
D V S O K S J V S U U W Y C K Z H T Z I
O N F J K V P O M O O R S M E T S Y S J
W N W U K B L M Y K K M O O R T S E R Y
D A X A S W V B L O M Q L I M P B I I I
N T S I N O I T A T S O I D A R H M P F
Z X A K C Z N Y N V M U O M Y P N Z E N
Q N A N N C J Z A D G M T R L K X X J X
Y K Y V W M G B R Z I F P W S D Y T H G
G Y O Y O H Q E R I D R Y V B S H U Y Y
C X A K V P W X L P P D E E F Z A R C D
N Y C J F K F X Y V R F H O J W M L P P
W I C H Y W W L S U C Q X P M M Y A C A
V Y I H T N A R U A T S E R L O O H C S
E X J Y C Z I J B G A L E S C K T Q V Y
O G L N V H Z H E E B K H B C F R N U D
J N U Z P N V R U O F S K S N S J M Z M
E P S M F D W G F Q Y A R D W H I S B W
P O O U Z O T O S K P O K P Y R P S F T
J M V S O W P K I A H E F S Z V L I L E
```

a. Systems room

b. School restaurant

c. Principal's office

d. Yard

e. Radio station

f. Classroom

g. Restroom

"My school is

_____

_____

_____

Worksheet 4.3

MY COMMUNITY PLACES!

List the places of your own town. Then pronounce with the teacher. Follow the example below.

In my indigenous town San Lorenzo,

- This is the POLICE OFFICE

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

2

Worksheet 4.4

Read the statement and answer the multiple choice statements!

1. Kevin writes about:

   a. The weather in San Lorenzo.

   b. Places to visit in San Lorenzo.

   c. Economy in San Lorenzo.

   d. History of San Lorenzo.

2. Where is San Lorenzo located?

   a. In the coast of Colombia.

   b. In a mountain region of Colombia.

   c. In the southern part of the country.

   d. Near the indigenous Wayú of Colombia.

3. Kevin's one favorite places in San Lorenzo is called:

   a. The bitter water

   b. The salty water

   c. The sour water

   d. The sweet water

4. The amount of communities San Lorenzo has is:

   a. 12

   b. 20

   c. 21

   d. 2

5. A characteristic of embera inhabitants when hosting a person is:

   a. They offer food

   b. They smile

   c. They remain silent

   d. They go to the spiritual center

6. What is the name of the place where the brown sugar paste is produced?

   a. Holly sugar place

   b. Sacred hill

   c. Traditional trapiche

   d. Pasmi waterfall

3

LANGUAGE WORKSHOP Nº 5: I BELONG TO A MULTIETHNIC COUNTRY!

CEFRL Level A1	Cross-curricular topic: Environment and society	Indigenous principle: Culture	Skills/subskills: Listening, Speaking, Reading, and Writing. Vocabulary and grammar.
COMMUNICATIVE OBJECTIVES: - To describe your country - To talk about your surroundings - To talk about Colombian traditions			
CONTENTS			

VOCABULARY	*GRAMMAR*	*FUNCTIONS*
Colombian states *Colombian ethnic groups* *Colombian expressions*	- *Personal pronouns* - *Possessive adjectives* - *There is/there are/there isn't/there aren't*	*Describing my country* *Describing Colombian traditions*

MOMENTS

1 *Pre-writing: LET'S OBSERVE AND WRITE!*

Observe the map with the Political Division of Colombia.

In groups, complete the table by matching the numbers on the map (1 – 32) with the words in the table. **See worksheet 5.1.**

2 Then use the vocabulary to describe 10 cities orally, For example:

- In Bogota, **there are** many people
- **There are** 32 Departments in Colombia.

Nº	Department (Colombian state)	State Capital
1	CUNDINAMARCA	BOGOTÁ D.C
2		
3		
4		
5		
6		
7		
8		
9		

3

Follow the example below:

Place 1

Name: Tayrona National Park.
Location: Santa Marta Sierra Nevada
Activities: For those who seek seclusion and relaxation, the Park offers magnificent beaches and the relaxing panorama of an intense blue ocean. Lung diving, Hiking, Archeology, Wildlife, Wildlife Observation, Environmental Education, Bird Watching, Photography, and Video, among others.

Highlights: Tayrona National Natural Park is considered a Nature Sanctuary because of its rich fauna and flora and is part of the Sierra Nevada de Santa Marta. If you love adventure, the sea, and the contemplation of beautiful landscapes and do not want to overlook any detail so that your trip or stay is perfect, this is the guide for you.

TASKS

4

Look at the following pictures (A - G) to complete the sentences. **See worksheet 5.2.**

A	B	C	D

E

F

G

⑤ LET'S PRACTICE!

A. They are W ___ ___ ___ people who live in LA GUAJIRA.

B. She is known as a "N ___ ___ ___ ___ P ___ ___ ___ ___ ____ ___ ____ ____ A". She usually works in Cartagena de Indias.

C. The AR ___ ___ ___ ___ ___ indigenous live in the snow mountain range of Santa Marta, Colombia.

D. The carnivals in CH ___ ___ ___ are conceived as a tribute to the ***negro*** race.

E. People who live in Bogotá are culturally named R ___ ___ ___ S.

F. People who are from BOYACÁ DEPARTMENT are called B ___ ___ ___ ___ ___ ___ ___ ____ ___. They are well known for the historical background of Colombian civilization.

G. E ___ ___ ___ ___ ___ CH ___ ___ ___ is one of the indigenous communities Colombia has especially in the coffee region.

⑥ *Speaking*: MY COUNTRY CULTURES!

List 10 characteristics of Colombian culture by using **THERE IS / THERE ARE.** Then, present them orally to a friend. Follow the example ***a*** and ***b.***

a. In Colombia, **there is** a beautiful river called CAÑO CRISTALES**. b.** In Colombia, **there are** many indigenous communities.

1. _____   6. _____
2. _____   7. _____
3. _____   8. _____
4. _____   9. _____
5. _____   10. _____

7

Reading: **THIS IS MY COUNTRY!**

Did you know that?

Colombia is a multicultural country, gifted with natural and breathtaking diversity; talented, kind people; and hidden gems. As a result of its history, this unique country has revolved around the traditions of different ethnic groups that have enriched the culture, sounds, art, languages, and flavors that make this beautiful nation today. In Colombia, you will also find diverse species of fruits, cacao, and handcrafts representing the regions.

Quick facts…

- *Geographical location*

Colombia is strategically located between the Andes, the Amazon, and the Caribbean and Pacific Oceans

- *Music scene*

Bogotá is part of UNESCO's Creative Cities of Music and the country has more than 1025 folk rhythms and 157 genres

- *The coffee*

Colombia produces one of the most delicious coffees in the world. UNESCO declared Colombia's 'Coffee Cultural landscape' as a World Heritage

- *Biodiversity*

Colombia is the second most biodiverse country in the world

Taken from Colombia Pavilion | Expo 2020 Dubai

8

Reading comprehension:

Based on the text answer the questions below. **See worksheet 5.3.**

1. Why does the author consider Colombia a rich country?
   _____

2. How would you describe Colombian people?
   _____

3. What is one of the main results of the Colombian historical background?
   _____

4. Are the same fruits and handcrafts the same in all the country?
   _____

5. Where is Colombia located?
   _____

True/False   Read the statements below. Then answer true or false based on the text.

1. Bogotá is part of UNESCO's Creative Cities of Music.   **True ___ False ___**
2. Colombia has less than 1025 folk rhythms.   **True ___ False ___**
3. Colombian music genres are 157.   **True ___ False ___**
4. Colombia's 'Coffee Cultural landscape will become a World Heritage by UNESCO. **True ___ False ___**
5. Colombia is the first most biodiverse country in the world.   **True ___ False ___**

9   Share your answers with the class.

10

Pre-listening: Match with the same color each word and its definition. **See worksheet 5.4.**

WORDS	DEFINITIONS
Hips	A musical instrument is made of a hollow body covered at one or both ends with a tightly stretched skin that is struck to produce sound.
Remain still	A tall grass, Saccharum officinarum, of tropical and warm regions, has a stout, jointed stalk, constituting the chief source of sugar.
Drums	splendid in appearance; beautiful.
Maracas	The part on each side of the body where the thigh bone meets the pelvis.
Rhythm	A group of performers on various musical instruments, including esp. strings, winds, and drums, who play music together.
Wrap	To stay immobile
Orchestra	movement with a regular pattern with a beat or accent that occurs at fixed times.
Gorgeous	To enclose or cover in something wound or folded about.
Sugarcane	A gourd-shaped rattle filled with seeds or pebbles and used as a rhythm instrument.

11

LET'S SING!
Listen to the song *"Yo me llamo cumbia in English".*

12

FILLING IN THE GAPS!

Complete the lyrics of the song with the words that you hear. **See worksheet 5.5.**
    Then sing the song with the class.

Worksheet nº 5.5

- *Fill in the gaps with the words you hear.*

My name is la cumbia

I am the queen wherever I go

And there aren't _____ that can remain still wherever I am

I have brown skin compared to the leather of this, my _____

And my _____ are a pair of maracas kissed by the sun (x 2)

And inside my throat I have a fine _____ given by My Lord

A canut of millo smell of tobacco, aguardiente, and rum.

Put on my mochila light on the candle, _____ is on, and wrap in the moon

REFERENCES: Ministry of Education. Suggested Curriculum and Basic Learning Rights for transition and primary school level, 2018.

LANGUAGE WORKSHOP Nº 5:

I BELONG TO A MULTIETHNIC COUNTRY!

LANGUAGE WORKSHEETS Nº 5

Worksheet 5.1

LET'S OBSERVE AND DISCUSS!

1. Watch carefully the map with the Political Division of Colombia.

2. In groups, complete the table by matching the numbers on the map (1 – 32) with the words in the table.

DIVISIÓN POLÍTICA DE COLOMBIA

Nº	Department (Colombian state)	State Capital
1	CUNDINAMARCA	BOGOTÁ D.C
2		

Worksheet 5.2

Pre-speaking: Watch the following pictures (A - G). Then do the activities below.

ET'S PRACTICE!

Based on the pictures, complete the sentences with the missing letters.

A. They are W ___ ___ ___ people who live in LA GUAJIRA.

B. She is known as a "N ___ ___ ___ ___ P ___ ___ ___ ___ ___ ___ ___ ___A".

She usually works in Cartagena de Indias.

C. The AR ___ ___ ___ ___ ___ indigenous live in snow mountain range of Santa

Marta, Colombia.

F. People who are from BOYACÁ DEPARTMENT are called B ___ ___ ___ ___

___ ___ ___ ___ ___. They are well known for the historical background of

Colombian civilization.

G. E ___ ___ ___ ___ ___ CH ___ ___ ___ is one of the indigenous communities

Colombia has especially in the coffee region.

Speaking: MY COUNTRY CULTURES!

List 10 characteristics of Colombian culture by using **THERE IS / THERE ARE.**

Then, present them to a friend.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Worksheet 5.3

Reading comprehension:

Based on the text answer the questions below:

1. Why does the author consider Colombia is a rich country?
   _____

2. How would you describe Colombian people?
   _____

3. What is one of the main results of the Colombian historical background?
   _____

4. Are the same fruits and handcrafts the same in all the country?
   _____

5. Where is Colombia located?
   _____

True/False

a. Read the statements below. Then answer true or false based on the text.

1. Bogotá is part of UNESCO's Creative Cities of Music.
   True ___ False ___
2. Colombia has less than 1025 folk rhythms.
   True ___ False ___
3. Colombian music genres are 157.
   True ___ False ___
4. Colombia's 'Coffee Cultural landscape will become a World Heritage by UNESCO.
   True ___ False ___
5. Colombia is the first most biodiverse country in the world.
   True ___ False ___

b. Share your answers with the class.

Worksheet 5.4

Pre-listening: Match with the same color each word and its definition.

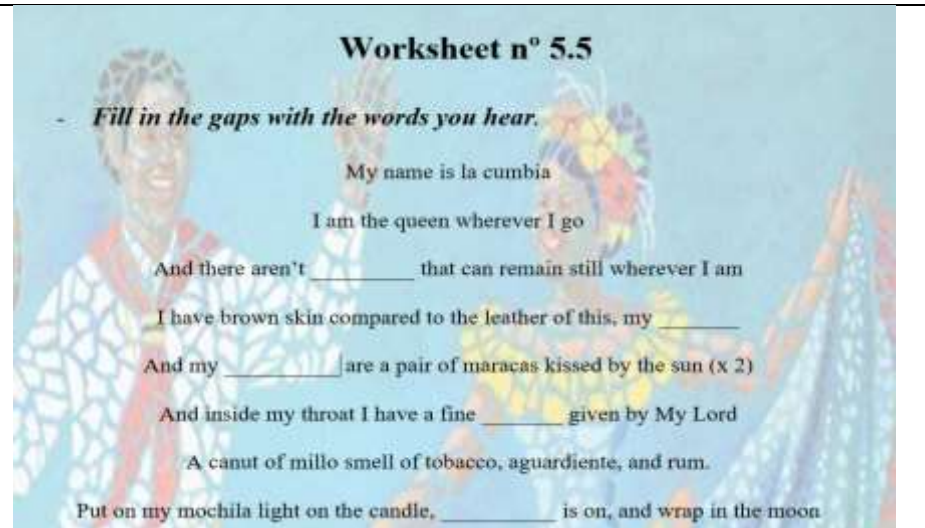| WORDS	DEFINITIONS
Hips	A musical instrument made of a hollow body covered at one or both ends with a tightly stretched skin which is struck to produce sound.
Remain still	A tall grass, Saccharum officinarum, of tropical and warm regions, having a stout, jointed stalk, and constituting the chief source of sugar.
Drums	splendid in appearance; beautiful.
Maracas	The part on each side of the body where the thigh bone meets the pelvis.
Rhythm	A group of performers on various musical instruments, including esp. strings, winds, and drums, who play music together.
Wrap	To stay immobile
Orchestra	movement with a regular pattern with a beat or accent that occurs at fixed times.
Gorgeous	To enclose or cover in something wound or folded about.
Sugarcane	A gourd-shaped rattle filled with seeds or pebbles and used as a rhythm instrument.

3

Worksheet nº 5.5

- *Fill in the gaps with the words you hear.*

My name is la cumbia, I am the queen wherever I go, and there aren't _____ that can remain still wherever I am, I have brown skin compared to the leather of this, my _____ And my _____ are a pair of maracas kissed by the sun (x 2)

And inside my throat I have a fine _____ given by My Lord

A canut of millo smell of tobacco, aguardiente, and rum.

Put on my mochila light on the candle, _____ is on, and wrap in the moon with the pretty stars the sound of my _____ (x 2)

Since I am the queen, I am courted by a fine _____. I'm loved with a piano then comes a saxo hear a clarin, and the whole _____ makes up a party here around me and I am la Cumbia the sexy girl and _____ happily (x2)

I am from the _____ Caribbean beaches of my country, I'm from Barranquilla, from Cartagena I am _____ here. I'm from Santa Marta, from Monteria _____ to me. I am from Colombia beautiful _____ that's my country. (x2)

"My beautiful Colombia, nation of _____, writers, musicians and _____. Nation of flowers, coffee, _____, and love. I loved you yesterday, I love you today and I'll always love you. God _____ you Colombia, God bless you forever".

I am from the _____ Caribbean beaches of my country, I'm from Barranquilla, from Cartagena I am _____ here. I'm from Santa Marta, from Monteria _____ to me. I am from Colombia beautiful _____ that's my country. (x3)

LANGUAGE WORKSHOP Nº 6: I AM A GLOBAL CITIZEN!

CEFRL Level A1	Cross-curricular topic: A Global Village	Indigenous principle: Territory	Skills/subskills: Listening, Speaking, Reading, and Writing. Vocabulary and grammar.

COMMUNICATIVE OBJECTIVES:
- To describe some countries
- To talk about global cultures
- To identify different nationalities
- To discuss different cultures

CONTENTS

VOCABULARY	*GRAMMAR*	*FUNCTIONS*
Countries and Nationalities *Wh's words*	- *Personal pronouns* - *Possessive adjectives* - *The verb be: Interrogative and negative*	*Describing my favorite country* *Describing foreign cultures*

MOMENTS

1

2

Pre-speaking: CHECKING MY GENERAL KNOWLEDGE!
Observe the country-shaped flags. Then, look for each country in the wordsearch and list them in the table (1 – 16). **See worksheet 6.1.**

Speaking:
In groups of three, watch the video ***"Cultures around the world"*** from https://www.youtube.com/watch?v=CcZvAL-eO4s. Then, do the activities below (a – b):

a. Pointing each flag, ask a friend the following questions:
What is the name of this country? What is its nationality? Follow the example below to answer correctly:
- It is ***France*** and the people are ***French***.

b. Based on the video come up with a characteristic of ten countries from the wordsearch in activity 1. Follow the examples below:
- In **France,** people like ***"The baguette".***
- In **Argentina,** people dance ***"tango".***
- Hamburgers are very popular in _____.

3

Summarizing! Present the ten characteristics of each country to the class.

```
S A V S G C F E
S D L X L T R I
D A Z E A R A N
K N B N G P N D
B A F F U O C I
T C Q Y T L E A
S I B P R A H I
C P D P O N H G
R Y D R B Q U S P A I N P D A T
O G E R M A N Y E K R U T U X Z
M A U V V A R G E N T I N A Z W
A A D O S V Z K B H G U S K D V
N R J U N I T E D K I N G D O M
I B F R H I R E L A N D Q R W C
A D H N E D E W S U K R A I N E
S S B O U S A L I Z A R B G I T
```

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

SUMmarize It
Shorter than the text
Use your own words
Main ideas only

4

**Pre-reading:** Look at the flags to answer the questions. Use the words in the box. **See worksheet 6.2.**

| Italy - Spain - England - Germany - France - China - Japan - America - |

🇺🇸	Where do you live?	🇩🇪	Where is your family from?
	_____		_____
🇮🇹	What is the name of this country?	🇫🇷	Where is the Eiffel Tower located?
	_____		_____
🇪🇸	Where do you study?	🇨🇳	Where did covid-19 originate?
	_____		_____
🇯🇵	Where do Samurais and Ninjas come from?	🇬🇧	Queen Elizabeth II is from…
	_____		_____
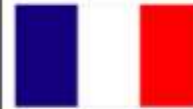
5 *Reading:* Read the letter about an international club. Then do the activities on **worksheet 6.3.**
AN INTERNATIONAL ENGLISH TEACHERS CLUB!

Dear Camila,

Welcome to the International Teachers Club located in Spain. It's for English teachers and friends around the world who want to meet new people and have new experiences.

I am Joseph and I'm twenty-nine years old. I am an American teacher who coordinates the club in Europe.

What to do in the club?

All participants highlight something about their country, including myself.

For example, I always prepare hotdogs for my foreign friends in the club.

I want to introduce my friends: Martina, Pepe, Kate, Dunya, Mary, Paul and Bernd who are already members of the Club.

Martina is from Italy. She's thirty and she loves pizza and pasta. Pepe is Spanish. He's the youngest teacher at 22 years. He likes dancing flamenco. Kate and Mary are twins from Great Britain. They are twenty-seven years old and they are extremely polite and punctual. Dunya is from Japan. She's twenty-five and she is a perfect representation of Japanese beauty. She is stunning. Paul is French and he's thirty-two. He is from Paris; France and he loves to recommend what-to-do activities in France. Bernd is from Germany and he is thirty-eight years old. He loves sports and beers.

How about you Camila? Tell us something about your country.

Enjoy the club!

Regards,   Joseph.

Adapted from: countries-and-nationalities-exercises-and-key.pdf (wordpress.com)

6

Reading comprehension:
Based on the text complete the information chart below. Follow the example. **See worksheet 6.4.**

NAME	AGE	COUNTRY	NATIONALITY
Joseph	29 years old	USA	American
Martina			
Pepe			
Kate			
Dunya			
Mary			
Paul			
Bernd			
You _____			

7

Reordering words
Order the words and write questions. Then, answer them according to the text about an international teachers' club. Follow the example.

A.   Japan Dunya from is – <u>Is Dunya from Japan? Yes, she is.</u>

B. Paul is German - _____? _____.

C. The twins are France from - _____? _____.

D. Eight Bernd old is years - _____? _____.

E. Martina Italy from is - _____? _____.

F. Kate is French - _____? _____.

8

Check your answers with the class.

9 **Pre-listening:**

Complete the sentences with the words in the cloud. There is one extra word. The first sentence is done for you. **See worksheet 6.5.**

Example: <u>Mexican</u> food is spicy but delicious.

a. I am María and I am _____ Spain.

b. Harnaaz Sandú is the current Miss Universe. Where _____ she from? She _____ India.

c. Angela Merkel is an influential _____ politician.

d. _____ is also known as the country of the anime.

e. _____ is the biggest country in South America.

LET'S LISTEN!

10 Listen to 10 short conversations. Then tick on the country you hear and write down the que... ...mple 1. **See worksheet 6.6.**

BRAZIL –

GERMAN – FROM –

~~MEXICAN~~ - IS –

6

11

1.

Where are you from? I'm from

2.

3.

4.

12

Group checking!
Check your answers with the class.

Pre-writing: THE COUNTRIES I WANT TO VISIT!

In groups discuss the following questions:
a. What do you think about traveling abroad?
b. What are the 5 countries you would like to visit the most? Why?

13

Writing:

Observe the pictures (A- H) and write a paragraph (five sentences) to describe them.
Follow example A. **See worksheet 6.7.**

A. Laura Pausini is from ***Italy***, she is ***Italian.*** She is a famous singer, she likes pasta. She speaks more than three languages. She is 47 years old. She has one daughter.

B. They are from _____ and we call them _____.
_____

C. La Oreja de Van Gogh is a famous <u>Spanish</u> band.
They are from _____.

D. Riyo Mori is the second miss universe from her country, <u>Japan.</u>

She is _____.

E. Bayern Munich is a football team from <u>Germany.</u>
   They are _____.

F. The Louvre Museum is located in <u>France.</u> In the
                                    world, it is
                                    known as a _____.

G.   The Great Wall of <u>China</u>. It is
   _____.

H. Queen Elizabeth II is from Great Britain.
She _____.

Post-writing:

14

Design a poster with the most important information about your favorite country. Then present it and place it around the school.

Include the information below:

- **Name** _____
- **Location** _____
- **Flag** _____
- **Capital city** _____
- **Main places to visit** _____
- **One interesting thing about this country**
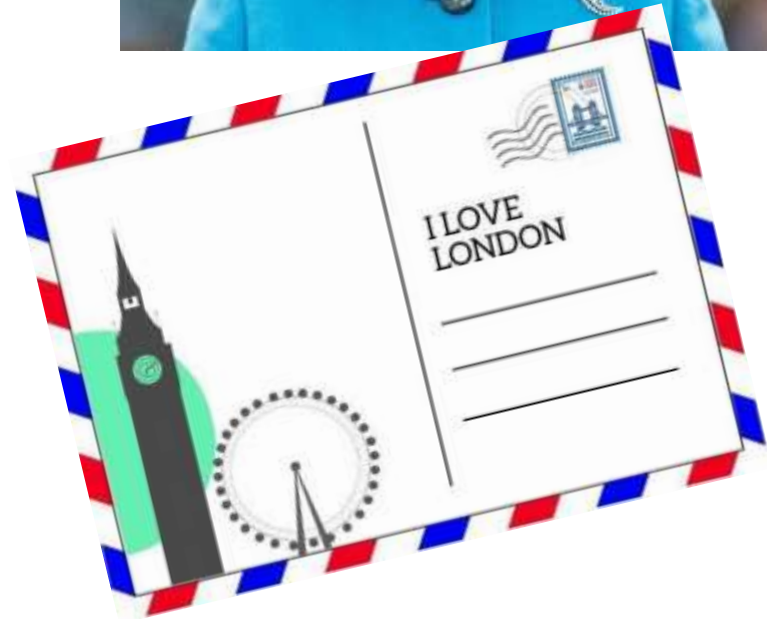
_____

REFERENCES: Ministry of Education. Suggested Curriculum and Basic Learning Rights for transition and primary school level, 2018.

LANGUAGE WORKSHOP Nº 6:

I AM A GLOBAL CITIZEN!

LANGUAGE WORKSHEETS Nº 6

Observe carefully the country-shaped flags. Then, look for each country in the wordsearch and list them in the table (1 – 16).


```
S A V S G C F E
S D L X L T R I
D A Z E A R A N
K N B N G P N D
B A F F U O C I
T C Q Y T L E A
S I B P R A H I
C P D P O N H G
R Y D R B Q U S P A I N P D A T
O G E R M A N Y E K R U T U X Z
M A U V V A R G E N T I N A Z W
A A D O S V Z K B H G U S K D V
N R J U N I T E D K I N G D O M
I B F R H I R E L A N D Q R W C
A D H N E D E W S U K R A I N E
S S B O U S A L I Z A R B G I T
```

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

2. In groups, come up with a characteristic of each country.

Follow the examples below:

- In this country people like *"The baguette"*.

- In this country, people dance *"tango"*.

3. **Speaking:** Present the characteristics of each country to the

class. Then ask:

What is this country? What is its nationality? For example:

- It is **France** and people from there are called **French**.

Worksheet 6.2

Pre-reading: Look at the flags to answer the questions.

○ Use the words in the box.

Italy - Spain - England - Germany - France - China - Japan - America -

Where are you from? _____	where are you from? _____
Where are you from? _____	Where are you from? _____
Where are you from? _____	Where are you from? _____
Where are you from? _____	Where are you from? _____

2

Worksheet 6.3

LET'S PRACTICE! Observe the pictures and complete the sentences (A- H) Follow example A_

A. They are from <u>AMERICA</u> and we call them <u>AMERICAN</u>.

B. Laura Pausini is an artist from I __ __ __ __.

She is __ __ __ __ __ __ __.

C. La Oreja de Van Gogh is a famous S_____ band.

They are from __ __ __ __.

D. Riyo Mori is the second miss universe from her country.

J __ __ __ __.

She is __ __ __ __ __ __ __.

E. The Bayern Munich is a football team from G __ __ __ __ __ __.

They are G __ __ __ __ __.

F. The Louvre Museum is located in F __ __ __ __ __.

In the world. it is known as a F __ __ __ __ __ icon.

G. The Great Wall of CH __ __ __ is one of the Seven Wonders in the modern world.

It is a CH __ __ __ __ __ pride.

H. Queen Elizabeth II is from

G __ __ __ __ __ B __ __ __ __ __ __.

She is the E __ __ __ __ __ monarch who has been on the throne the longest, over 70 years.

Worksheet n° 6.4

- **Reading:** Read the letter about an international club. Then do the activities on

AN INTERNATIONAL ENGLISH TEACHERS CLUB!

Dear Camila,

Welcome to the International Teachers Club located in Spain. It's for English teachers and friends around the world who want to meet new people and have new experiences.

I am Joseph and I'm twenty-nine years old. I am an American teacher who coordinates the club in Europe.

What to do in the club?

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For example, I always prepare hotdogs for my foreign friends in the club.

I want to introduce my friends: Martina, Pepe, Kate, Dunya, Mary, Paul and Bernd who are already members of the Club. Martina is from Italy. She's thirty and she loves pizza and pasta. Pepe is Spanish. He's the youngest teacher with 22 years. He likes dancing flamenco. Kate and Mary are twins from Great Britain. They are twenty-seven years old and they are extremely polite and punctual. Dunya is from Japan. She's twenty-five and she is a perfect representation of Japanese beauty. She is stunning. Paul is French and he's thirty-two. He is from Paris; France and he loves to recommend what-to-do activities in France. Bernd is from Germany and he is thirty-eight years old. He loves sports and beers.
How about you Camila? Tell us something about your country.

Enjoy the club!

Regards,
Joseph.

Adapted from: countries-and-nationalities-exercises-and-key.pdf (wordpress.com)

- Based on the text complete the information chart below. Follow the example.

NAME	AGE	COUNTRY	NATIONALITY
Joseph	29 years old	USA	American
Martina			
Pepe			
Kate			
Dunya			
Mary			
Paul			
Bernd			
You _____			

- **Reordering words**

Order the words and write questions. Then, answer them according to the text about an international teachers' club. Follow the example.

a. Japan Dunya from is – Is Dunya from Japan? Yes, she is.

b. Paul is German - _____?
_____.

c. The twins are France from - _____?
_____.

d. Eight Bernd old is years - _____?
_____.

e. Martina Italy from is - _____?
_____.

f. Kate is French - _____?

4

Worksheet n° 6.5

- **Pre-listening:**

Complete the sentences with the words in the cloud. There is one extra word.

The first sentence is done for you.

Example: Mexican food is spicy but delicious.

BRAZIL –

GERMAN – FROM

– MEXICAN – IS –

a. I am Maria and I am _____ Spain.

b. Harnaaz Sandù is the current Miss Universe. Where _____ she from? She

    _____ India.

c. Angela Merkel is an influential _____ politician.

d. _____ is also known as the country of the anime.

e. _____ is the biggest country in South America.

Worksheet n° 6.6

LET'S LISTEN!

Listen to 10 short conversations. Then tick on the country you hear and write down

the questions and the answer. Follow example 1.

Where are you from? I'm from Italy.

9.

10.

Group checking!

Check your answers with the class.

INSTITUCIÓN EDUCATIVA SAN LORENZO

Name of the research project: THE IMPACT OF A PDP ON ELEMENTARY SCHOOL TEACHERS' ENGLISH PERFORMANCE AT AN INDIGENOUS PUBLIC SCHOOL

Objetivo: "Encuesta dirigida a docentes del nivel Transición y Básica Primaria de la Institución Educativa San Lorenzo – Riosucio Caldas con el fin de explorar aspectos relacionados con sus prácticas pedagógicas en la enseñanza del idioma inglés como lengua extranjera".

Nota: *Responda las siguientes preguntas con honestidad. Recuerde que su identidad será protegiday los datos aquí recolectados se usarán únicamente con fines investigativos. Los resultados que arroje la presente investigación se le darán a conocer al finalizar todo el proceso.*

Pregunta:	Respuesta:
Nombre: Dirección de correo electrónico	-
1. Alguna vez, ¿Ha estudiado inglés?	YES: 6 NO: 6
1.2 Si la respuesta a la anterior pregunta fue afirmativa, responder: DÓNDE, CUANDO Y POR CUÁNTO TIEMPO.	In different places: 6 I have not studied English before 6
2. ¿Con cuál de los siguientes propósitos ha estudiado inglés alguna vez?	Como un requisito específico: 9 No he estudiado inglés: 3
3. ¿ Cuál de las siguientes actividades implementa con más frecuencia en sus clases de inglés?	Canciones en inglés: 5/12 Explicación de gramática: 2/12

	Diálogos: 2/12
	Exposiciones: 1 /12
	Juego de roles: 2/12
	Repetición de pronuciación: 8/12
	Actividades de vocabulario: 10/12

4. HABILIDADES EN EL IDIOMA INGLÉS	
4.1 ¿ Como calificaría su nivel de desempeño en el HABLA (SPEAKING) del idioma inglés?	None: 2, Low: 10, Basic: 0, Intermediate: 0, Advanced: 0
4.2 ¿ Como calificaría su nivel de desempeño en la ESCUCHA (LISTENING) del idioma inglés?	None: 1, Low: 10, Basic: 1, Intermediate: 0, Advanced: 0
4.3 ¿ Como calificaría su nivel de desempeño en la ESCRITURA (WRITING) del idioma inglés?	None: 3, Low: 9, Basic: 0, Intermediate: 0, Advanced: 0
4.4 ¿ Como calificaría su nivel de desempeño en la LECTURA (READING) del idioma inglés?	None: 2, Low: 8, Basic: 2, Intermidiate: 0, Advanced: 0
4.5 ¿ Como calificaría su nivel de conocimiento de VOCABULARIO del idioma inglés?	None: 1, Low: 9, Basic: 2, Intermidiate: 0, Advanced: 0
4.6¿ Como calificaría su nivel de conocimiento de GRAMÁTICA del idioma inglés?	None: 2, Low: 10, Basic: 0, Intermidiate: 0, Advanced: 0

EXPERIENCIA AL INTERIOR DEL AULA	
5. ¿Cómo se siente enseñando inglés?	Frustrado-preocupado-ansioso: 4 Motivado: 8
6. ¿Considero que mis estudiantes disfrutan el aprendizaje del ingles ?	Poco: 11 Bastante: 1

7. Uso el inglés para comunicarme con mis estudiantes	Nunca: 1 Casi Nunca: 5 Algunas veces 6 Casi Siempre: 0 Siempre: 0
8. Tengo una metodología definida para orientar mis clases de ingles.	Nunca: 1 Casi Nunca: 3 Algunas veces: 6 Casi Siempre: 2 Siempre: 0
9. Creo tener un buen manejo del ingles:	Reading:4 Writing: 2 Speaking:2 Listening:1 Vocabulary:3 Grammar: 0
10. METODOLOGÍA	
a. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Traducción]	Nunca: 0 Casi nunca: 0 Algunas veces: 5 Casi Siempre: 3 Siempre: 4
b. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Transcripción]	Nunca: 0 Casi nunca: 0 Algunas veces:3 Casi siempre:6 Siempre:3
c. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Videos]	Nunca: 0 Casi nunca: 0 Algunas veces:2 Casi siempre:5 Siempre:5
d. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Lectura]	Nunca: 0 Casi Nunca: 2 Algunas veces:5 Casi siempre:5 Siempre:0

e. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Diálogos]	Nunca: 1 Casi Nunca: 2 Algunas veces:6 Casi siempre:3 Siempre:0
f. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Elaboración de escritos en inglés]	Nunca: 1 Casi Nunca: 3 Algunas veces: 6 Casi siempre:2 Siempre:0
g. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Canciones en inglés]	Nunca: 0 Casi Nunca: 1 Algunas veces: 6 Casi siempre:2 Siempre:3
h. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Enseñanza de gramática]	Nunca: 1 Casi nunca: 0 Algunas veces:8 Casi siempre:3 Siempre:0
i. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Vocabulario (matching, pictures, definitions, etc)]	Nunca: 0 Casi nunca: 0 Algunas veces: 5 Casi siempre:6 Siempre:1
i. Frecuencia con la que implemento las siguientes actividades para la enseñanza del inglés. [Repetición de pronunciación]	Nunca: 0 Casi nunca: 0 Algunas veces: 1 Casi siempre:7 Siempre:4
j. ¿Qué otra actividad usa para enseñar inglés?	Games: 5 Dictionary use: 1 Pupils, crosswords. Slideshow Word searches, posters, audio: 5 Pruebas saber: 1
COMENTARIOS ADICIONALES	

12. ¿Qué sugerencia tiene para mejorar el proceso de enseñanza y aprendizaje del inglés en el colegio?	Teaching training in Efl: 12
13. ¿Estaría interesado en recibir un programa de desarrollo profesional para mejorar el proceso de enseñanza y aprendizaje del inglés?	YES: 12
14. ¿Qué materiales usa para enseñar inglés?	Workshops: 6 Flashcards: 3 Songs: 2 Dictionary: 1
15. ¿Qué nivel de importancia usted le da a la elaboración de materiales para la enseñanza de inglés?	It is very important to create EFL material: 12
16. ¿Cuál considera que es el material o recurso más importante para alcanzar las metas trazadas en las clases de inglés? ¿Por qué?	Technological aids: 9 Games: 1 Printed material: 2
17. Si tiene algun comentario adicional por favor escríbalo.	Teaching training in Efl: 12

Muchas Gracias por su tiempo y sinceridad.

Es de gran valor para el propósito de esta investigación, su ayuda. ¡Hasta pronto!

Appendix 2 - CLASS OBSERVATIONS

Place and Date: Institución Educativa San Lorenzo, Riosucio Caldas August, 2021

Diagnostic stage: Exploring elementary school EFL teaching practices at Institución educativa San Lorenzo in Riosucio, Caldas.

Observer: Daniel Esteban Giraldo Tapasco

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Objective: These journal logs will be recording information about the kind of practices elementary school teachers in San Lorenzo school have in the EFL teaching experience.

ENTRIES

ENTRY # 1

Date: August 9th, 2021   **Place:** Simón Bolívar headquarters   **Participants:** One elementary school teacher and ten students in 5th grade.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
All the students wear a mask. The teacher started the class at 7 am greeting in English. She says *"Hello, good morning"*. Students did not answer anything. The teacher mentions the date in English and says in Spanish that today's topic class will be the seasons of the year. She makes a first activity counting in her fingers and applauding. Students repeat what the teacher pronounces. The teacher says: *"One finger, two fingers, three fingers"*, and so on until ten. After counting until ten, everyone in the classroom applauds. Then, the teacher displays four pictures on the board and in Spanish explains what people usually do in each season.	Students are conscious of self-care and biosafety. The teacher is aware of the importance of greeting in the target language to start the class, but if students do not know how to answer in English, that could mean that they do not know how to answer a greeting in English. The teacher uses icebreakers to permit the participation of students in	In naturalistic approaches to language teaching, there is an emphasis on immersion of the learner in the L2 and the teacher provides abundant opportunities for exposure to the target language	~~T uses L2.~~ No answer by Ss. T uses L1 ~~Gamification.~~ T uses L1 ~~Total physical response.~~	

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Students are asked to say what they observe in each picture. The teacher tells students to repeat the words: "Summer, winter, spring, and autumn".	a game that involves movement.	(e.g., Krashen & Terrell,1983).	Use of materials.
She continues saying: *"Attention the question what is the season?"* While showing the pictures to the class she asks: *"what season is it?"* Students answer the correct word in Spanish.	There is planning for implementing materials such as flashcards.	The total physical response approach helps students to do a relationship between the movement and what the teacher explains.	Ss L2 repetition.
	There is no adaptation of the main topic to the real setting of the students.		Need for TEFL training
The teacher continues asking in Spanish: *"¿cuál falta? Ahora ustedes van a salir al tablero listo? Entonces vamos a armar dos equipos y un equipo le hace un dibujo al otro equipo en el tablero y el otro equipo debe adivinar qué estación es"*. The teacher asks students to repeat the pronunciation of each Word several times and asks in Spanish a student to draw but no student came forward.	There is no knowledge about the structuration of questions by the teacher. The teacher uses Spanish as a support to give instructions to the students since she does not probably manage the English language very well.	There is a lack of foreign language competence (José L. Estrada-Chichón and Milagrosa Parrado-Collantes Universidad de Cádiz, España, 2020)	Ss use L1. T uses L1 Ss L2 repetition. T uses L1 No answer by Ss.
The teacher says in Spanish: *"Yo voy a hacer el dibujo y entonces ustedes adivinan porque no me puedo quedar esperando toda la mañana a que un estudiante salga al tablero. Estan muy tímidos hoy"*. The teacher draws some elements on the board and asks in Spanish the students to guess the season using the question: what season is it? Some students answer in Spanish *"primavera profe, Verano"*...	However, she is not very clear since students did not understand the instruction as they seem confused and lost in the activity.		
The teacher says in Spanish: *"Falta una estación, ¿cuál es?"* A student answers in Spanish: *"Invierno profe"*.	The teacher does the activity herself to optimize the time of the class.	The Amount, Purpose, and Reasons for Using L1 inL2 Classrooms by Juliane C. de la Campa Langara CollegeHossein	Teacher developing the activity.
After guessing the words, the teacher asks students to repeat the four seasons saying: *"Niños, Repeat winter, summer, autumn, spring"*.	Students tend to understand what the teacher explains in		T uses L1 T frustration.
She continues asking in Spanish about elements that people use in each season. *¿Qué usamos en invierno? Una bufanda, un gorro, hay nieve, una pala para sacar la nieve, en verano qué usamos, vamos a la playa, usamos una pantaloneta, un sombrero etcétera.*	Spanish but there is still confusion.		Ss use L1.
The teacher continues with another activity and she says in Spanish: *"Niños, ahora deben hacer una lista de todos los*			T uses L1

elementos que usamos en cada estación y en la Tablet vamos a traducir. Deben escuchar la traducción de cada palabra ¿entendido?". No one answers. A student asks in Spanish: *¿Profe cómo hacemos la lista, en un cuadro?* The teacher answers in Spanish: *"Cómo tu quieras, aunque yo voy a hacer el cuadro mejor para que se entienda mejor. Si lo quieren hacer como el del tablero está bien o si lo hacen hacia abajo está bien. Pero recuerden hacer la actividad completa y escribir este título que está en el tablero":* The season of the year – vocabulary of the weather. *Después van a traducir del español al inglés.* The teacher checks one student's activity. She says in Spanish outloud to all the group: *"Recuerden que es el vocabulario que ustedes usan en cada estación".* There is no assertive answer to the questions asked by the teacher since students stay silent and they do not give an answer to what the teacher proposes in class. The teacher asks again in Spanish: "*¿Qué les pasa qué no hablan? Hagamos el ejercicio, ¿qué hacen ustedes en otoño?".* Students start answering in Spanish: *"Hojas, miel, hace frio, abrigo, guantes".* The teacher writes on the board the words in Spanish that some students are giving in class. She says: *"¿Ahora si entendieron?"* Students did not answer. The teacher continues saying in Spanish: *"Recuerden que vamos a traducir en las tablets'* One student says in Spanish: *"Que rico las tablets".* The rest of the students continue asking: *"¿Profe y cómo vamos a escribir esas palabras?"* The teacher checks the student's notebook and says in Spanish outloud: *"En ese desorden no lo vas a poder hacer".* Students started to use the tablets to translate the vocabulary that they wrote in the notebook but the class finished. They did not have time to do the activities. The teacher says in Spanish: *"Ya no tenemos tiempo para la próxima clase hacemos la traducción pasemos a la siguiente clase".*	One student learned the word winter and it means that the repetition worked. The use of the mother tongue facilitates the comprehension of students to do an activity. Although the teacher is creative in addressing an activity, students do not always comprehend what she means. The translation is used as the practical part of the class. The absence of answers by the students creates a certain feeling of frustration in the teacher. The use of tablets and technology in the class is an aid for better pronouncing words in English. Students may like the use of tablets in class.	Nassaji, University of Victoria 2009) Developing materials to support the learning of science and language by non-native English-speaking students (Oksana Afitska (2016) Innovation in Language Learning and Teaching, 10:2, 75-89, DOI: 10.1080/1750122 9.2015.1090993) The use of computer technology in foreign language instructions can offer both the EFL teachers and learners some advantages that make the whole	Ss use L1. Ss L2 repetition. T uses L1 T uses L1 Lack of contextualizati on. No answer by Ss Ss use L1. T uses L1 Translation from L1 to L2. T uses L1 No answer by Ss. T uses L1 T frustration. Ss use L1. T uses L1

Description of the event		Interpretation	Reflection from theory	Possible research categories	Other comments
	The way of giving feedback the teacher can block the students' full performance in class. The time is very short for developing all the activities planned by the teacher.	process of foreign language teaching and learning more interactive (Safia Mujtaba Alsied and Libya Mustafa Mubarak Pathan, Department of English Language & Translation Studies, The Faculty of Arts, the University of Sebha, Sebha).	T uses L1 No answer by Ss. T uses L1 T uses technology. Ss use L1. Ss use L1. T uses L1 ~~T confusing L1 instructions.~~ Lack of sufficient time. T uses L1	

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments

The teacher starts the class saying in Spanish: *"Así como hablamos español hay otros idiomas como el inglés que se usa en Estados Unidos y en otros países. Ya hemos visto unas expresiones que ustedes conocen y me van a decir que significan en español. ¿Listos? Empecemos pues. Las expresiones son: Open the notebook, stand up, listen, open the door, and the colors"*. Students immediately answer in Spanish: Abrir el cuaderno, ponerse de pie, abrir la puerta, escuchar y los colores. The teacher says in Spanish: "Ahora vamos a hacer un ejercicio con las manos y los colores que ya hemos visto. Recuerden que ponen al lado izquierdo todos los colores y cuando yo mencione algún color en inglés, ponen ese color al lado derecho. ¿Entendido? The two students answer: *" Si señora"*. The teacher continues saying in Spanish: *"Con la mano derecha toman el color que yo mencione, y lo colocan al lado derecho de ustedes"*. Students immediately do the command. The teacher and students do the same exercise with the colours red, orange, pink, green, purple, violet, blue, white, and black. The teacher gives another instruction in Spanish: *"Ahora en el árbol que está en la esquina del salón les voy a decir: What color is? Y ustedes me responden usando la estructura: is violet, is yellow, is blue y así sucesivamente con todos los colores"*. Next, the teacher says in Spanish: *"Ahora les voy a mostrar los colores y ustedes van a pronunciar en inglés porque yo ya he pronunciado en inglés y ahora les toca a ustedes decir el color pero en inglés"*. The teacher shows the colour and students answer in English. The teacher says: *"What color is ?"* Students say the correct color with no difficulties.	The teacher is aware of the importance of the English language and makes her students conscious of it too. She uses Spanish as an aid to better explain what she means. Students know the commands that the teacher pronounces because they answer with no difficulties to the translations required. The use of Spanish makes her feel more comfortable giving instruction in class and students understand better when the teacher explains in Spanish. There is not enough knowledge to structure questions in English by the teacher. The activities implemented by the teacher are catchy for students since they are repetitive and rhythmic.	The use of English in the class makes the target language 'largely acquired rather than consciously learned, from the message-oriented experience of its use'' (Mitchell,1988, as cited in F. Chambers, 1991, p. 28) From a cognitive perspective, some authors contend that learners who have mastered their L1 are sophisticated cognitive individuals, who invariably draw upon their L1 to make sense of the world, new concepts, and a new language (Butzkamm,	T uses L1. ~~Commands in L2~~. Ss use L1. T uses L1. Ss use L1. ~~Contextualization of content.~~ T uses L1. T uses L1. Need for TEFL training Need for TEFL training T uses L1. Need for TEFL training T uses L1. Ss L2 repetition

The teacher says in Spanish: *"Ahora vamos a aprender como saludar en inglés de la siguiente manera: Hello, good morning y eso significa Buenos días. How are you? ¿Que significa como está usted o cómo estas tu?* *Vamos a repetir esta cancion: Hello teacher, hello teacher, how are you ? how are you?* *Como yo soy la profesora yo les respondo, porque teacher es profesora, entonces yo les digo: Very well thank you , how are you? Y ahí les estoy diciendo que estoy muy bien y les pregunto cómo están ustedes".* The teacher does the exercise and tells students in Spanish that they are doing very well. She emphasizes that the pronunciation is very beautiful, *"Muy bonita esa pronunciación y recuerden que gracias en inglés se dice con la lengua pisada: thank you".* The teacher says in Spanish that bad significa "mal o enfermo" and asks students to repeat the song in different ways. They act out the song of the greetings. After practicing the song the teacher asks in Spanish: *"¿Qué significa la palabra very well?"* Students do not answer anything. The teacher says in Spanish: *"Niños qué pasa ustedes ya saben vamos a ver, very well significa muy b….* Students ansewr in Spanish: *Bien y very bad: muy enfermo".* Teacher says in Spanish: *"No niños, no, bad significa mal. Enfermo se dice de otra forma".* The teacher finishes the class by saying in Spanish: *"Muy bien niños, lo hicieron muy bien pero la próxima clase les vamos a enseñar esta canción a los compañeros porque ya mismo vamos a seguir con matemáticas".*	Concerning the implementation of resources and materials in the surroundings it is evident that they help students to better learn the vocabulary taught by the teacher. The teacher uses the translation with a lot of frequency, and it does not permit students to think about the language itself. Positive reinforcement is implemented by the teacher to encourage them to continue learning. The correct pronunciation of the target language is important for the teacher because she observes and tells students how to do with the word *thank*. There is a misconception about the translation of the word bad and it can affect students' learning later.	1998; Cook, 2001; van Lier,1995). Kaneko(1992) found in a Japanese secondary school EFL context that instructors used L1 to provide explanations and activity instructions, manage the lesson, and build rapport with the students. Management of the target language is crucial to avoid fossilization in students. Training in pronunciation and meanings could help teachers to feel better when teaching.	~~Translation from L1 into L2.~~ T uses L1. T praises Ss. T uses L1. T uses L1. T uses L1. T uses L1. Ss L2 repetition T uses L1. No answer by Ss. T uses L1. T frustration. Ss use L1. T uses L1.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
	There is self-correction by the teacher about the meaning of bad in Spanish but she does not give the translations of *enfermo* in English. It probably means that she does not know the word in the target language. The timeframe for the activities of this class was enough since the teacher accomplished the goals during the set time.	Good planning is key to reaching the traced goals of a class.	T uses L1. T praises Ss. Lack of sufficient time.	

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher starts the class greeting in Spanish: *"Buenos días niños vamos a cantar lacanción de los elefantes"*. She asks the Students in Spanish to repeat after her: *"One elefante se balanceaba sobre la tela de una araña, como la tela si resistía fueron a llamar otro elefante, two elefantes se balanceaban sobre la tela de una araña, como la tela se resistía fueron a llamar otro elefante"*. The teacher adapts the song with the numbers from 1 to 10 and students repeat the song making emphasizing the numbers.	The teacher planned the introductory activity and looked for a song to adapt with some numbers. Although the song is in Spanish, the objective of the teacher was to remind the students of the numbers learned in a previous class.	The adaptation of existing materials in an appropriate way can help teachers to teach a topic. According to Marta Baralo (2005; 378), fossilization is	T uses L1. T uses L1. ~~Adaptation of L1 song.~~ Ss L2 repetition ~~Use of materials~~	

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While the teacher sings, she displays some flashcards with the numbers in English and Spanish.

Then the teacher shows a video from YouTube to teach students how to count in English until 100. The video shows the number, the spelling and the pronunciation and students must repeat the pronunciation. The teacher uses the video to help students repeat the pronunciation. Students are interested in the video although there is one student who does not repeat what the video shows. The teacher makes emphasis on the pronunciation of the number 12 but she mispronounces the word. Students repeat after the teacher: *"Doce en inglés se pronuncia TWELVE"*.

The video shows all numbers and students seem to be absent-minded since they do not pronounce anymore from the number 20 on.

Then the teacher writes on the board: *"Tema Revien number 1 to 100"*. She asks in Spanish to write the title down. *"Escribimos lo que está en el tablero que significa Los números del 1 al 100"*. Then she writes the number, the spelling in Spanish and English, and the pronunciation in parenthesis. The teacher pronounces the number three as "zri". The teacher does the same exercise until 20 since there was not enough time to do more numbers.

The teacher wrote in Spanish the numbers: *"16 as diez y sesis, 17 as diez y siete, 18 as diez y ocho, 19 as diez y nueve"*.

The teacher finishes the class by saying in Spanish: *"Niños la próxima clase seguimos del 20 en adelante porque ya vamos a salir a descanso, guarden todo"*.

There is the creation of materials since the flashcards were handwritten.
Concerning the video implemented in the class, it takes too much time and it is not adapted to the real needs of students since students were passive and their participation in the activity was little. Even though the video calls attention, it must be well addressed if the teacher wants a higher impact on her students.

The teacher does not know the correct pronunciation of the number 12 in English and tells the wrong instruction to the class.

According to the heading written on the board by the teacher, it can be interpreted that the teacher does not know the exact translation and the spelling of the phrase in English.

the mechanism by which a speaker tends to keep in its interlanguage certain items, rules, and linguistic subsystems of its mother tongue with a given object language.

The students are a superficial part of the learning process because without the help of the teacher they will not be able to analyze at what level their interlanguage is and what errors fossilize, (Selinker, Durão 2004).

designed by the teacher.

Ss L2 repetition

T uses technology.

Ss L2 repetition

Students' motivation in the class.

Need for TEFL training

Ss L2 repetition

No answer by Ss.

Lack of guidance by the teacher when watching a video.

Need for TEFL training

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
	The teacher must have fossilization the pronunciation of the number 3 in English. The way of spelling is used by the teacher in Spanish makes me think that she also has fossilization in the spelling of numbers (16 to 19) even in her mother tongue. The time of the English class is not enough to accomplish the number of activities that the teacher had planned.		T uses L1. T uses L1. ~~A direct translation into L1~~. Need for TEFL training Lack of sufficient time. T uses L1. T uses L1.	

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The class is developed under the new school methodology (two grades attended by the same teacher inside the same classroom). The group is composed of ten students subdivided into two subgroups composed of five students each. The teacher started greeting students mainly in Spanish: *"Good*	The teacher recognizes the importance of the English language to start the EFL class.	The use of the audiolingual method to teach English inside the classroom	T uses L1. No answer by Ss.	

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morning, niños, Vamos a iniciar con la clase en inglés. Students do not answer anything. She introduces the topic in Spanish: " Niños hoy vamos a ver los colores y algún vocabulario sobre el clima".

The teacher started playing "agua de limones" and she mentioned a number in English but the rest of the song was in Spanish: "Agua de limones, vamos a jugar, el que quede solo, solo quedará, ¡eh! Formamos grupos de five, de two, de four…"

Then, she continued showing a video about the vocabulary of the weather. Students observed the video and repeated the pronunciation with the help of the teacher. Without volume, students repeated the words mentioned in the video three times. Then, the teacher asked in Spanish for the activities on the guide about the matching exercise and a word search: "¿Quien ya hizo la sopa de letras de la guía y la actividad de apareamiento?" Students answer in Spanish that they had already done the activity.

Then, the teacher says in Spanish that today the English class is going to be a review of colours. The teacher displays some pictures and says "Hoy vamos a repasar los colores con la ayuda de unas paletas, yo les pregunto y ustedes me responden en inglés, ¿de qué color es esta paleta? Repiten después de mi: green, blue, red.

Students answer in Spanish: "Esa paleta es de color brown, pink, blue".

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However, she introduces the topic of the class in her mother tongue because she probably does not speak the language well and to be sure that students understand what she means.

The game implemented by the teacher generates an icebreaking environment and it could be said that such a game is commonly done in class because students already know it by heart.

According to the implementation of the video, students were not encouraged enough to repeat the words mentioned in the clip. The teacher asked them to repeat the vocabulary when she saw that there was no positive answer by students. The activities on the guideline were already completed by students so the teacher had to implement a plan b about the practice of the colours.

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permits students' habit formation in this case through greetings.

The use of L1 can provide students with a valuable cognitive tool (Artemeva, 1995; Hinkel, 1980).

Gamification is the creation of game-like feelings, in non-game situations (Wiggins, 2016).

Gamification is a social construct, which motivates those included to participate in a specific way (Dichev & Dicheva, 2017).

According to Hatlevik et al., (2013), during the last ten years, there has been

</td><td>

T uses L1.

T uses L1.

T uses technology.

Ss L2 repetition

Ss L2 repetition

T uses L1.

~~Gamification.~~

Ss use L1.

T uses L1.

~~Recycling of L2 vocabulary.~~

Ss use L1.

~~L1, L2, and L3 connection.~~

Ss L2 repetition

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The teacher gives another instruction in Spanish: *"Vamos a separar fichas de números por partes iguales, y mientras las separamos, vamos a repetir los números en inglés hasta el 2"*. Students start to count and repeat in English from one to 24 with the help of the teacher. The students must repeat the pronunciation of colours on the cards that the teacher shows and the numbers that they observe. They repeat: *"one blue, two red, three green, etc"*. The teacher says in Spanis: *"Muy bien niños, lo han hecho muy bien"* The English class finishes with a song in Embera about the animals and after pronouncing each animal the teacher pronounces with students the animals in English and Spanish. The teacher finishes the class saying in Spanish: *"La próxima clase seguimos con las guías y todo lo que nos faltó, muy bien niños"*.	Students also knew the vocabulary of the colors and which helped the accomplishment of the activity and motivated students to learn. It made me think that they had already done a similar activity with the colors in class. Concerning the closing sentence by the teacher, I could identify that there is not enough time to develop all the activities planned for this class.	much focus on the place of technology in education. Pourhosein Gilakjani & Sabour (2017) points out that technology has changed language teaching methods, and the application of technology helps learners learn according to their interests. The use of videos in the classroom enhances extrinsic motivation which is described as controlled motivation in self-determination theory (Ross, Perkins, & Bodey, 2016).	Ss use L1. T uses L1. Ss L2 repetition T uses L1. T praises Ss. T uses L1. Lack of sufficient time. T praises Ss.

ENTRY # 5 **Date:** August 31st, 2021 **Place:** Aguas Claras headquarters **Participants:** One elementary school teacher and ten students in 1st grade.				
Description of the event	**Interpretation**	**Reflection from theory**	Possible research categories	**Other comments**
The class was composed of eleven students. The teacher starts the class at 8 am greeting in Spanish by saying: *"Buenos días niños hoy vamos a empezar la clase con una canción que ya hemos visto desde el segundo periodo, la canción de los saludos en inglés, ¿si la recuerdan?* Students do not answer anything. The teacher asks (in Spanish) students to go out of the classroom to visit all the main places of the school and he asks in Spanish the following: *"Niños vamos a salir a dar una ronda por toda la escuela pero se van a manejar muy bien y no se pueden tocar ni quitarse el tapabocas, y cada que yo les diga un lugar en inglés ustedes los repiten, ¿entendido?* Students do not say anything and they see each other and smile. The teacher asks Spanish students if they have questions about the activity. Students do not say anything. The teacher starts saying: *"what is your name? niños esto significa cuál es tu nombre? repitan conmigo, what is your name?"* Then, he asks each student for their name. But students do not answer. The teacher says in Spanish: *"Niños major cambiemos de actividad para que se sientan tranquilos y participen".* While walking around the school the teacher asks students to repeat the words door, window, pencil, bathroom, restaurant, blue, chair, water, students, teacher, and book. After walking around the teacher and students return to the classroom and the teacher asks students in Spanish to repeat after him the words of five pictures of a school, a notebook, a pencil, a teacher, and a boy.	The teacher uses the mother language to be more specific and clearer with students. Another possible option is that the teacher does not know how to give instructions in L2. Students do not answer because they probably do not know the expressions in English to answer what the teacher asks. Another possibility is that they probably feel shy to answer. There is a direct translation from L2 into L1 and it helps the teacher to explain the topic more rapidly. Accompanied by the repetition of the expression, the teacher makes students more conscious of the	Many studies exist which found evidence of the negative influence of L1; therefore, they insist on the use of only the target language for teaching L2. They found that overuse of L1 reduced the learners' exposure to the target language input (Swain & Lapkin, 2000; Turnbull, 2001; Turnbull & Arnett, 2002). According to Lightbown and Spada (1999), the patterns	T uses L1. No answers by Ss. ~~Gamification in L1~~ T uses L1. Ss L2 repetition No answers by Ss. T uses L1. No answers by Ss. ~~Direct translation from L2 into L1.~~	

Then students are asked in Spanish to design the school to be colored. Then he gives a photocopy with the image of a school and students must draw the path from their houses to get to the school. All these instructions were in Spanish. In the end, students were asked in Spanish to say one word in English about the school but no one answered anything. The teacher was forced to give the answers and make them repeat the pronunciation in English. The class finished and the teacher changed the subject saying: *"La próxima clase revisamos lo que aprendimos hoy niños porque no hay más tiempo guardamos todo lo de inglés".* Students do not answer anything.	memorization of an English expression. There is recognition of the environment but there are only isolated pronunciation exercises through repetition. There are also isolated activities with little or cero relation to the English class. There is no effective learning by students. Most of the class students were doing activities such as painting but there was no effective interaction with the L2 which makes that the students not learn the L2 effectively.	transferred from the L1 are the fundamental sources of errors in L2 learning. Similarly, the emphasis on the 'comprehensible input' and 'meaning' by Krashan and Terrel (1983) also demands maximum exposure to the target language in the L2 classroom.	Ss L2 repetition No answers by Ss. T uses L1. T frustration. Ss L2 repetition ~~Teaching vocabulary.~~ T uses L1. Ss L2 repetition T uses L1. T uses L1. T uses L1. No answers by Ss. T frustration.

			The teacher gives answers by himself.	
			Lack of sufficient time.	
			No answers by Ss.	

ENTRY # 6

Date: September 1st, 2021   **Place:** Pasmí headquarters   **Participants:** One elementary school teacher and eight students in 2nd grade.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher starts the class greeting in Spanish. Then she does prayer in Spanish too, the teacher asks for a word in Spanish that makes them grateful: "*Niños ¿ustedes a quien le dan gracias hoy o por quien dan gracias?"*. Students answer in Spanish: " *Por mi mamá, por la Vida, por el día tan bonito, etc"*. Then the teacher starts singing in Spanish a song called "Manzana Verde, Manzana Roja" and asks some commands in Spanish and students must do the movements that the teacher asks. The teacher says in Spanish: *"Niños hoy vamos a ver las partes del cuerpo en inglés que ya vimos en ciencias naturales y nos vamos a aprender una canción"* The teacher plays a video with the parts of the body and students must observe. Students are focused on the video but they do not say anything about the pronunciation of the vocabulary. They only smile with the movements of the bear in the video. Then the teacher	The teacher does not greet in Spanish because students may not understand what she means. The introductory activity could be addressed in l2 to link the usage of the L2 in a daily-life topic. The commands could create a greater impact on students' learning of L2. The implementation of L2 videos reinforces the learning of the language since the teacher may not	Despite the great popularity of the monolingual approach and direct method, it has been studied that L1 could not be excluded from the pedagogy of language education. These later studies prove that without making some or at least minimal use of	T uses L1. T uses L1. Ss use L1. T uses L1. T uses L1. T uses L1. Recycling vocabulary from other subjects.	

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asks in Spanish for a repetition of the vocabulary and she plays the video again. This time students tried to pronounce what they understood. After the video, the teacher submitted a copy of the human body, and students were asked in Spanish to observe and mark the parts of the body that they could identify. Some students said in Spanish: *"Profe esta parte del cuerpo estaba en el video, pero no me acuerdo como se pronuncia; profe esto es cabeza head"* . Two students did not participate and stayed silent during the activity. Then the teacher asks (in Spanish) students to pay attention to another video: *"Niños Vamos a ver otro video con Otras Palabras del Cuerpo en inglés, Vamos a poner mucho atención"* The teacher pauses the video during the class and asks in Spanish students to repeat and touch their eyes, their hair, their back, etc. The teacher played the video three times. After the video, the teacher gave students some pictures and students had to remember the pronunciation in English. Students could remember some words but most of them stayed silent. The last activity was conducted in Spanish as well: *"Niños van a sacar la guía de inglés y vamos a completar la actividad de las partes del cuerpo, allí deben aparear la palabra en inglés con el dibujo que la representa"* Students did the activity but they were asking in Spanish to the teacher for help very often about translations of some words into L2. The teacher finishes the class by saying in Spanish "*Niños ya no hay tiempo así que van a terminar en la casa con la ayuda de los papás y hacemos la ficha siguiente que también es de las partes del cuerpo, como tarea"*.	know the correct pronunciation of the words. The smile of students during the video indicates that they find the clip fun. The teacher makes appropriate use of the video since everyone gets more interested in knowing the pronunciation correctly. The review of vocabulary with a direct translation and a total physical response activity can help students to remember the words more easily. The flashcards help students to practice a visual mode of the vocabulary. The instruction of the activity in L1 helps the teacher be more specific and clear with the instructions.	L1 teaching L2 is very difficult. According to these studies total deletion of L1 in L2 classroom is not appropriate (Schweers, 1999; Larsen-Freeman, 2000; Tang, 2002). When students, especially at the elementary or beginner level, are prohibited to use L1 or forced to use the only target language, they are found unable to communicate and their confusion often lead to great discouragement. They may feel completely confused, alienated, and insecure (Boukella, 2001).	T uses technology. No answer by Ss. T uses L1. Ss L2 repetition. T uses L1. ~~Teaching vocabulary in L1 and L2~~. Ss use L1. No answer by Ss T uses L1. T uses technology. T uses L1. Ss L2 repetition. No answer by Ss T uses L1.

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	Students do not know the translation of some words because they have not internalized the translations properly. There is not enough time to teach all the planned activities.		Ss use L1. T uses L1. Lack of sufficient time.	

ENTRY # 7

Date: September 2nd, 2021 **Place:** Aguas Claras headquarters **Participants:** One elementary school teacher and ten students in 4th grade.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher started the class by saying in Spanish that they will start the English class and she greets them in English: *"Good morning students, How are you?* Students smiled and did not answer anything". The teacher says in Spanish: *"Hoy vamos a ver los números y vamos a hacer un repaso desde el principio ya que he visto que algunos estudiantes no saben los números en inglés bien"*. The teacher shows a video about the pronunciation of numbers from one to twenty and repeated it three times and asked students (in Spanish) to repeat the pronunciation. After that activity, the teacher wrote on the board the spelling of 20, 30, 40, 50, 60, 70, 80, 90, and 100. She followed the explanation given in the video and said to the students in Spanish: *"Para escribir los números del 20 al cien debemos juntar cada decena con los números del 1 al 10 ejemplo: twenty one…"* ¿Entendido niños? No one answered so the teacher says "Bueno deben participar este tema es muy fácil vamos a terminar hasta el 50". And so on until the	The teacher is aware of the importance of starting the English class using the L2 to create interest in students' minds. Students know how to greet in English but they could answer with less automated phrases to make communication more natural. The teacher may use videos to make the class more interesting for students and as a support	Many recent studies, considering the benefits of L1 use, focus more on its productive use and analyze the teachers' and students' perceptions of why and when they find L1 useful in the classroom. Studies by Macaro, 2001, and Tang, 2002 Nation, 2003,	T uses L1. Automated answers. No answer by Ss T uses L1. T uses technology. Ss L2 repetition. T uses L1.	

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
number 50 but she omitted to write the hyphen between these numbers. The teacher said in Spanish that the class time was over and the class finished. *"Niños para la próxima clase seguimos, ustedes van a intentar hacer el mismo ejercicio en casa con los números del 50 al 99 y la próxima revisamos".*	to pronounce correctly the vocabulary she's teaching. The teacher omits some grammatical rules because of a lack of knowledge of them. The class of English is too short for the number of activities that the teacher wants to do and most of the time students were transcribing numbers and were not effectively exposed to the L2 use.	focus on the actual classroom practices and investigate the reasons and amount of L1 use by the teachers and students during the teaching and learning process. Similarly, Dash (2002), Nazary (2008), Prodromou (2002), and Schweers (1999) explore the student and teacher's beliefs and attitudes toward the use of L1 in their practices.	No answer by Ss T frustration. Need for TEFL training T uses L1. Lack of sufficient time.	

ENTRY # 8

Date: September 3rd, 2021   **Place:** Aguas Claras headquarters   **Participants:** One elementary school teacher and ten students in 4th grade.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher starts the class by greeting in Spanish and asking Spanish students for the homework of the last class about numbers from 50 to 99.	The teacher uses L1 and it makes the instructions and intentions of the activity.	Using L1 in foreign language classrooms is	T uses L1.	

The teacher reviews numbers from 1 to 20 in English and asks students in Spanish to repeat out loud the numbers 20, 30, 40, 50, 60, 70, 80, 90, and 100 in English. Students do not remember the pronunciation of the numbers and they tried to guess but there was no assertive answer. Then, the teacher made students repeat numbers and reviewed the homework for all the class on the board She said in Spanish: *"Voy an escribir la forma correcta de Los números faltantes y Los Vamos a pronunciar luego"*. Then, she started to pronounce with the students twice and she proposed the tingo tango in Spanish to make them participate in the pronunciation of numbers. Students were anxious to speak but they could pronounce some numbers. After that, the teacher introduced the numbers from 100 on. She explained in Spanish that in English people mention first one hundred and then the numbers one, two, and three. *"En inglés para decir 101 decimos one hundred one"*. Then she wrote the spelling of the numbers 200, 300, 400, 500, 600, 700, 800, 900, and 1000. She asked in Spanish to write the numbers in the notebook. Finally, the teacher gave a final instruction in Spanish, she wrote a number on the board, and under it, she wrote five options to be analyzed and students were supposed to choose one. No students participated. As there was not enough time, the students were assigned those activities as homework. The teacher finished the class by saying in Spanish that she expected participation in, the next class because today she felt little participation.	Students do not remember the pronunciation learned in the previous class because it was too repetitive and it did not impact them effectively. The review on the board helps the teacher have a more formative assessment and positive feedback if the teacher knows how to address such activity. The teacher does not know how to translate tingo tango into English. That game produces a feeling of anxiety in students because they are not sure about the pronunciation of all the words asked by the teacher. Explanations in Spanish help the teacher be direct and it does not permit students to think in the L2. Multiple choices must be well explained inside the	discouraged by advocates of the TL-only position (Chaudron, 1988; Krashen, 1982; Macdonald, 1993). These advocates contend that students must be exposed to a significant amount of TL input if they want to develop better TL proficiency, so using L1 in the classroom deprives students of that valuable input. However, maximizing the TL use does not and should not mean that it is harmful to the teacher to use the L1 (Turnbull, 2001). Macaro (2005) argues that the avoidance of L1 results in	~~Teacher review of previous concepts.~~ T uses L1. Ss L2 repetition. No answer by Ss. Ss L2 repetition. T uses L1. Ss L2 repetition. ~~Anxiety by students.~~ T uses L1. T uses L1. ~~Multiple choice activities.~~ T uses L1.

	classroom and before letting them as homework, the teacher must rehearse how to answer that kinds of questions to impact more effectively the students' learning process of L2.	increased usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.). This in turn might bring about negative effects in any interaction, making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to complex syntax. Multiple-choice tests, take-home tests, and post-test reviews have all been shown to promote retention learning in previous studies (Haynie,	No answer by Ss. Lack of sufficient time. T uses L1. T frustration.	

| | | 1990a, 1990b, 1991, in press; Nungester & Duchastel, 1982). | | |

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher starts the class greeting mainly in Spanish: *"Good morning niños, ¿cómo están? Recuerden que good morning es buenos días en español"*. Students smiled, saw each other, and did not answer anything. The teacher gave some flashcards to each student with some vocabulary about the parts of the body for students in 2nd grade and other flashcards with the vocabulary of animals. The teacher gives the instruction in Spanish: *"Niños lo que vamos a hacer es observar muy bien esas tarjetas y vamos a dibujar la imagen que nos tocó. Y le escribimos el nombre que ahí aparece en inglés. Al final vamos a mostrar los dibujos a los demás compañeros"*. Students followed the instruction with no difficulty and they spoke in Spanish during the entire activity. The teacher said several times: *"Muy bien niños, good"*. They took about 30 minutes doing it. The teacher showed a video with the pronunciation of the words and asked students to repeat after him twice in Spanish: *"Niños repetimos todos después del video los de quinto dicen los animales conmigo mientras los de segundo terminan los dibujos. Vamos pues los de quinto repetimos bear, rhinoceros, ostrich, zebra, etc"* Then the teacher did the same activity with the students of 2nd grade. The teacher mispronounces most of the words in English.	The teacher is repetitive with the greeting good morning in English but he does not seem to know other options to greet in the L2. Students' silence indicates that they probably don't know how to answer a greeting in the L2. The teacher´s instruction in Spanish facilitates the activity he had planned. Although there are numerous reasons why he does not speak in the L2 I could say that he does not know how to do it. Instructions in L1 make students develop the activity with no constraints.	Drawing can be a helpful tool because it is a rather natural learning approach among children that facilitates the unconscious acquisition of learning materials. Illustrations can serve a motivational function for pupils (Hibbing & Rankin-Erickson, 2003; Hopperstad, 2008; Hoyt, 1992; Seglem &	T uses L1 No answer by Ss. T uses L1. Ss use L1. T praises Ss. T uses technology. T uses L1. Ss L2 repetition. Need for TEFL training	

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Finally, he asked everyone to show their drawings and in Spanish asked students to vote for the best: *"Niños Vamos a elegir el mejor dibujo y lo pronunciamos en inglés".* Students voted in Spanish for one student's drawing and they pronounced the word zebra. In the end, some students asked in Spanish: *"¿Profe y que es una zebra es un caballo con rayas cierto?* The teacher answered in Spanish that it was an animal that did not exist in our entourage but Africa. He explained that in Spanish. The class finished 20 minutes later because the teacher could not finish the lesson plan in one hour".*	Repetition of target language input helps the teacher feel more confident in the pronunciation exercise. The teacher does not know the correct pronunciation of some words and he can create fossilization in students' pronunciation. Students enjoy drawing and the teacher uses that strategy to create a higher impact on students. There is positive feedback and peer review to choose the best drawing. There is no contextualization of animals since students do not know what a zebra is.	Witte, 2009), and drawing pictures can make reading a text a more enjoyable experience. As a result, pictures may increase pupils' positive attitudes toward illustrated texts which may result in more positive attitudes towards reading in general (Hibbing & Rankin-Erickson, 2003). Elliott (2007) found that when pupils knew they would have to draw after reading, they read the text more carefully and paid more attention to what they read.	T uses L1. Ss use L1. T uses L1. Lack of sufficient time.	

ENTRY # 10

Date: September 10th, 2021   **Place:** Aguas Claras headquarters   **Participants:** One elementary school teacher and ten students in 5th grade.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher starts the class saying *"good morning"* and immediately she translates into Spanish *"Buenos días"*. The the teacher says: *"Vamos hoy a iniciar nuestra clase con una canción que se llama hello, hello can you clap your hands, que quiere decir pueden aplaudir con sus manos o puedes tú aplaudir con tus manos"* The teacher starts singing the song in English and tries that all the students repeat but students do not repeat all the lyrics. She continues saying in Spanish: *"Bueno, muy bien hoy vamos a ver el verbo to be pero antes vamos a repasar los pronombres"* The teacher explains what a pronoun is in Spanish: *"Vamos a tener en cuenta que un pronombre como su nombre lo indica es una palabra , el pro es la preposición literalmente lo que vamos a usar en lugar del nombre, imaginemos que tenemos a Daniel, a Ana, y a un gato"* The teacher says in Spanish: *"En lugar de Daniel vamos a decir ÉL, en lugar de Ana vamos a decir ELLA, y en lugar de gato vamos a decir ESO; entonces en el español vamos a decir que los pronombres son YO, TU, EL, ELLA, ESO, NOSOTROS, USTEDES Y ELLOS y en el inglés son I, YOU, HE, SHE, IT, WE, YOU, THEY, vamos a repetir niños conmigo"* The teacher writes all the personal pronouns on the board and tapes some sentences in English and she says in Spanish that she will use them later. She mispronounces the words he, you, they and students repeat the same mistakes made by the teacher. The teacher gives a classification in Spanish of the pronouns as plurals and singulars and explains that I, SHE, HE, IT are singulars and WE, YOU, THE are plurals. *"Deben tener en cuenta niños que los pronombres son plurales y singulares y esa es la base para hablar bien inglés, si podemos entonces observar en inglés no se usa el usted simplemente se utiliza el tú y el usted o sea YOU, con respecto*	The teacher is aware of the importance of using L2 to start the class; however, she translates into L1 every word she mentions in the class. It must be caused by a possible lack of confidence in her students' full understanding of the class. The implementation of the song helps the teacher initiate the class in a very harmonious way however students do not know the lyrics and it becomes a teacher-centered activity uniquely. The use of L1 in the English class is repetitive, and it can be inferred that it is the only way the teacher feels comfortable now of explaining something to students. Although the use of L1 can help in teaching a foreign language, I could	To better teach students L2 the teacher could implement The new World Bank policy approach on LoI, as part of the operationalizatio n of the Literacy Policy Package in support of the Bank's new Learning Target, which is based on 5 principles: - Teach children in a language they understand starting with Early Childhood Education and Care (ECEC) services through at least the first six years of primary schooling. Instruction must be in the	T uses L1. ~~Use of music to introduce the class.~~ Ss L2 repetition. ~~Complex explanations.~~ T uses L1. T uses L1. Need for TEFL training T uses L1. Ss L2 repetition. T uses L1. Need for TEFL training T uses L1.	

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a los pronombres del singular hay otra subclasificación con HE, SHE y IT qué son las llamadísimas TERCERAS PERSONAS ya que tienen unas reglas particulares para ser usadas ".

The teacher asks in Spanish: *"¿Todo está claro niños?"* But no one says anything. The teacher explains in Spanish: *"vamos entonces a seguir despés de este repaso a ver ahora si el verbo to be pero antes miremos estos verbos en inglés to need, to want, to like, to read, to learn, to dance, que en el español serían necesitar, querer, gustar, leer, aprender, bailar y ser o estar. Hay una característica y es que todos llevan el to ".* The teachers mispronounces the words to, like, learn. She continues explaining everything in Spanish: *"La característica en español es que todos terminan en r, que nos quiere decir que todos los verbos que en español terminan con r en inglés inician con to como por ejemplo necesitar en inglés en to need. ¿si me entienden niños, que los noto muy callados y me asusto que no me estén poniendo atención?"* Students answer in Spanish that they do understand. Students are asked to repeat everything. The teacher says in Spanish: *"Niños repitan los verbos conmigo".* The teacher mispronounces some words. The teacher says in Spanish: *" Muy bien niños, lo han hecho muy bien. Ahora vamos a repetir niños, to need es necesitar, to lorn es aprender, to want es querer, to lik es gustar, y ser o estar to be. Vamos a observar en los siguientes enunciados cuantos verbos hay por ejemplo necesito leer más, queremos aprender inglés, queremos bailar salsa, quiero estar contigo y estoy muy cansado. Si miramos la primera necesito leer más y hay un verbo en infinitivo con r y otro verbo que es necesito y ahí ya está conjugado con una persona ¿quien necesita aprender a leer en esta oración? yo. ¿cierto?. En el inglés no podemos omitir el sujeto, así I need to read more. Es decir que siempre debe llevar la persona. En el inglés debemos usar*

see that students are not being exposed to the L2 and consequently they do not make an effort to comprehend the language.

In this class, I could see too many activities at the same time and the teacher probably did not take into a time the length of the class and the learning rhythm of the students since during the whole class time they could only develop the first part of the class.

The zero responses of students when the teacher asks made me think that they do not get what the teacher is explaining, and it causes a certain feeling of frustration in the teacher.

The teacher knows the grammar of the verb to be in the simple present tense, but she is not clear enough with the explanation since she uses

language most students speak and understand best.
- Use a language children understand for instruction in academic subjects beyond reading and writing. Students need to master reading and writing in a broad range of disciplines and all school subjects.
-Introduce an additional language (if desired) as a foreign language with a focus on oral language skills. Students can master two languages in basic education if instruction and sequencing are optimized. -

Grammar translation method use.

T uses L1.

No answer by Ss

Use of too many activities and examples at the same time.

T uses L1.

Need for TEFL training

T uses L1.

T frustration.

Ss use L1

Ss L2 repetition.

Long and confusing L1 explanation.

siempre la persona y a veces no usamos el to pero otras si". The teacher continues explaining in Spanish and students do not give a positive signal of comprehension. They seem to be lost. The explanation of the conjugation in English takes too much class time to the teacher and students do not have time to ask or to do a more interactive activity. The teacher says in Spanish: *"Vamos a analizar la oración quiero estar contigo que en inglés sería I want to be with you y en I am very tired que significa que yo estoy muy cansado"* The teacher mispronounces the words very and tired and students repeat the same mistakes. The teacher says in Spanish: *" La última oración es la misma que la de to be pero ya está conjugado, por lo tanto llegamos a la pregunta de nuestro verbo to be y es ¿cómo se conjuga el verbo to be en inglés? Entonces no diríamos I be si no que sería I am porque es el único verbo que cambia con cada persona así I am, you are , he is, she is … "* The teacher gives the translation of all the conjugation into the Spanish forms of ser o estar. The teacher takes two of the sentences that she has on the board: *"David is very responsable and David is at the office".* She mispronounces the word responsable and office. She says in Spanish: *"Como pueden ver son dos oraciones con el mismo IS pero significa ser o estar, van a escribir todo lo que está en el tablero y la otra semana seguimos porque debemos cambiar de clase. La próxima clase vamos a completar unas oraciones con la forma correcta del verbo to be. ¿Listos? Espero que si me hayan entendido todo.* Students do not answer anything write down every word that is on the board and the class finishes.	too much information and she does not permit her students' participation. Students say that they understand but their lack of participation indicates that they are not getting the information the teacher wants. Repetition of mistakes can create fossilization of mistakes and errors in L2 learning. Explanations in L1 can confuse students since they are at a level that requires more practical exercises to learn the L2. The explanation of the verb to be in L1 can be helpful but it can create confusion in students. The use of extra examples of present simple tense sentences contrasted/compared to the verb to sentence can be inappropriate since	Continue using the language children understand for instruction even after a foreign language becomes the principal LoI. L1 instruction continues to improve L2 performance in important ways even after the L2 becomes the LoI. - Continuously plan, develop, adapt, and improve the implementation of LoI policies, in line with country contexts and goals.	T uses L1. Need for TEFL training T uses L1. Ss L2 repetition. Need for TEFL training Confusing L1 instructions. Students' transcription of L2 examples. T uses L1. No answer by Ss T uses L1. Need for TEFL training T uses L1.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
	students need to learn how to use the verb to be in the first moment. The time devoted to the English class is little to the number of activities and strategies planned by the teacher.		~~Confusing L1 explanations.~~ T uses L1. Need for TEFL training T uses L1. Lack of sufficient time. T frustration. No answer by Ss.	

ENTRY # 11

Date: September 13th, 2021 **Place:** Pasmí headquarters **Participants:** One elementary school teacher and ten students in 5th grade.

Description of the event	Interpretation	Reflection from theory	Possible research categories	Other comments
The teacher starts the class by saying in Spanish that today 's class will be focused on the learning of the verb to be. *"Buenos días niños hoy vamos a destinar gran parte de la clase en repasar y aprender muy bien el verbo to be que significa dos cosas SER Y ESTAR ya que ustedes lo van a usar y necesitar en grado sexto, para ello vamos a basarnos en un video porque debemos aprender bien"*. The teacher	The teacher does not greet in English because she explains directly the main purpose of the EFL class.	Research into dictionary use is the most recent and least developed area within the field of	T uses L1 T uses technology	

starts the class by writing the pronouns and the conjugation of the verb to be in simple present form on the board. She explains in Spanish the grammatical rules of conjugation. *"Mire niños estos son los pronombres personales y esta es la forma en que usamos el verbo to be en inglés. Con I se usa am, con you se usa are…"* The teacher mispronounces the pronouns You, he, she, and they and students repeat what the teacher says. She explains in Spanish: *"Tengan en cuenta que la forma de to be se transforma con cada pronombre y quiere decir dos cosas, ser o estar, ahora ustedes me van a dictar la traducción de cada conjugación respondiendo a mi pregunta, si I significa yo y am es la forma de to be que es ser o estar entonces I AM ¿qué significa? y así sucesivamente"* In a first attempt students did not answer anything and the teacher gave the translation: *"I am significa yo soy o y estoy, ahora vamos con you que significa usted , entonces con el verbo ser o estar que sería… usted …"* A student says in Spanish: "estar profe" The teacher says in Spanish: "*Si pero uno no dice usted estar, si no que debemos conjugar usted está".* The teacher continues with the exercise doing by herself the translations of the table of conjugation with all the pronouns. She says that it means "esa cosa". Then, the teacher asks in Spanish students to take the dictionary: *"Vamos a usar el diccionario y a traducir oraciones usando los pronombres y el verbo to be. Yo les voy a dar un ejemplo de lo que deben buscar, asi, yo soy la profesora, usted es un estudiante, ella es muy responsable, etc."* The teacher writes all the sentences on the board and asks in Spanish students to write them down in order to do translations into English. Students started to use the dictionary with no difficulties but they took too long to find the words. They concentrate and start translating. The teacher praises Students about the ways of using the dictionary and gives recommendation about it: *"Muy bien niños pero recuerden la postura para usar el diccionario, también es importante que usen la primera traducción que les aparece para que no se me enreden".* The class finishes and the students have not finished doing the exercise proposed by the teacher so she asked in Spanish them to finish the sentences at home and they will revise them the next class.	The teacher uses the board as the main aid to review the pronouns and she explains the grammatical rules in Spanish probably because she doesn't know how to do it in the L2. Students repeat what the teacher asks because they see in her the image of enlightenment and knowledge. The teacher asks in Spanish to avoid misunderstanding students. There is still confusion in students between the use of ser and estar and the concept of conjugation since they answer incorrectly to what the teacher asks. There is a misunderstanding of the translation of the pronoun IT in Spanish and students repeat it which can produce a fossilization effect on them. The use of the dictionary in the EFL class takes too much time for the students and the class time can be affected.	dictionary research (Wiegand, 1998, Töpel, 2014). The reason for this mainly lies in the private nature of dictionary consultation (Lew, 2015), which makes it very difficult for studying, both from the technical and the ethical point of view. The additional difficulty lies in the complexity of the issue itself, as the study of dictionary use may take into account different types of users, different types of dictionaries, identification of users' needs and activities, and investigation of their dictionary use skills (Nesi, 2013). In recent years, due to the growing role of modern technologies,	~~Use of the board to teach~~ T uses L1 Need for TEFL training ~~Grammar translation method~~ Ss L2 repetition T uses L1 No answer by Ss. Ss use L1 T uses L1 T frustration. Need for TEFL training T uses L1 ~~Use of dictionary to translate from L1 into L2~~

	There is no motivation for students to use the language in real life.

In the beginning, the teacher mentioned the use of a video but the time was not enough since students still take too long to translate from the dictionary. They could use technology to work on the translation exercises. The exercise of translating from L1 to L2 is not motivating for the EFL class. | research attention has been directed toward the use of electronic or digital dictionaries (cf. Töpel, 2014). | T uses L1

T praises Ss.

Lack of sufficient time.

T uses L1 | |

Justificación: El objetivo de este instrumento es recopilar información cualitativa basada en sus percepciones hacia el inglés a través de una entrevista.

Instrucciones: Responda las siguientes preguntas.

SECTIONS	QUESTIONS	RESULTS
SECTION 1: BACKGROUND	1: ¿Have you ever studied English?	Yes, I have: 9 No, I haven't: 3
	2: If the previous answer was yes, please tell: WHERE- WHEN - HOW LONG	At university as an academic requirement for about 2 semesters about 5 years ago: 10 I have never studied it: 2
	3: What is your opinion about the English language?	English is important: 12
	4: Have you received training in EFL teaching?	A little: 4 None: 8
SECTION 2: PERCEPTIONS	5: ¿How do you feel teaching English at the school level? ¿Why?	Motivated because I learn: 5 Frustrated- frightened because I don't speak the language: 7

	6: ¿How would you grade your level of proficiency in all the skills of the English language?	Low: 4 Basic: 8
	7: ¿How would you grade your students' level of proficiency in the English language?	Low: 3 Basic: 8 Intermediate 1
SECTION 3: ACTIVITIES AND METHODOLOGY	8: ¿What kind of activities do you implement to teach English?	Word searches, crosswords, songs, videos, dictionary use, vocabulary games, and activities: 12
	9: ¿Do you have a defined methodology to teach English?	I don't have any defined methodology: 12
SECTION 4: PROPOSAL	10: ¿What do you propose to the school administration concerning the teaching of English at the elementary school level of your school?	TEFL training: 12
	11: If you have any additional comments, please, mention them.	To work on pronunciation: 2

"Realmente aprecio el tiempo que dedicó a esta entrevista. Me comprometo a utilizar la información obtenida solo con fines de investigación. Les informaré los resultados de este estudio".

MUCHAS GRACIAS.

Appendix 4 – Encuesta a estudiantes

OBJETIVO: Reflexionar sobre las percepciones de los estudiantes de Básica Primaria sobre el aprendizaje del idioma inglés al interior de la Institución Educativa San lorenzo en Riosucio, Caldas.

NOTA: Su identidad será protegida bajo anonimato. La información recopilada será confidencial y sólo se utilizará con fines de investigación. Las respuestas que usted suministre son completamente personales y honestas, por lo tanto no hay respuestas correctas o incorrectas.

INVESTIGADOR: Daniel Giraldo

I.   PERCEPCIONES

1. ¿Te gusta la clase de inglés?

SI   MAS O MENOS   NO

¿Por qué? _____

2. ¿Qué tipo de actividades te gustan de la clase de inglés? ¿Por qué?

3. ¿Qué opinas del idioma inglés?

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II.   USO DE TECNOLOGÍA

1. ¿Con qué frecuencia tu profe usa alguna ayuda tecnológica en la clase de inglés?

Nunca   Casi nunca   Ocasionalmente   Casi siempre   Siempre

III.   CONOCIMIENTO DEL INGLÉS

1. ¿Cómo evalúas tu conocimiento del idioma inglés hablando, escribiendo, escuchando, leyendo, y en vocabulario y gramática?

Necesito mejorar   Regular   Ni bueno ni malo   Muy bueno   Excelente

"Realmente aprecio el tiempo que dedicó a esta entrevista. Me comprometo a utilizar la información obtenida solo con fines de investigación. Les informaré los resultados de este estudio".

MUCHAS GRACIAS.