DEVELOPMENT PROGRAM FOR ELEMENTARY SCHOOL TEACHERS TO FACILITATE LEARNING AND TEACHING OF ENGLISH IN A PUBLIC SCHOOL

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“Being collegial means being willing to move beyond the social facade of communication, to discuss conflicting ideas and issues with candor, sensitivity, and respect”

Carl D. Glickman, Renewing American’s School

INTRODUCTION

This research is framed on the importance of implementing an elementary teacher’s development program based on Task Based Learning for elementary teachers who have to teach all subjects including English, even if they don’t know the language and the way to teach it. The study emerged from the researchers’ interest in exploring and finding strategies to teaching English and methodology in order to make teachers help students acquire this language. In fact, this research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support experienced educators who promote an English environment in elementary levels in a public school in Tenjo.

Globalization has been strengthening friendly relationships between countries. This promotes the imperious need of communicating in one language for better intercultural exchange in terms of economic, political, social and cultural issues. In order to provide students with the necessary tools to encourage communicative awareness, teachers must “have an ability to organize and prepare meaningful classes, be sympathetic with the students, dynamic and creative” Harmer (1998)
Teachers should recognize the students’ English weaknesses, in order to begin implementing the development of basic communication skills as namely, listening, writing, speaking and reading with the intention of exchanging ideas and information with others, in diverse fields.

The Ministry of Education has established proficiency levels that students must develop at school (beginner, basic and pre-intermediate), naturally with the help of educators using methodologies that allow learners to attain the program’s objectives. It is expected that by year 2019 Colombian school students will have reached, by completion of their academic program, at minimum, the pre-intermediate (B1) level.

Taking into account the General Law of Education, researchers have found a contradiction between the article 21-M and the decree 3020 of December 10/2002, Article 11 which states, “Pupils per teacher: For the placement of teaching staff, the following point of reference will be kept in mind: The average number of students per teacher, in the territorial entity will be a minimum of 32, in urban areas, and 22 in rural areas. Preschool and basic primary education should be one teacher per group”

In Tenjo, Cundinamarca, few opportunities for teacher’s development in English and didactics have been offered to primary school teachers and as a result the great majority has not received the appropriate academic training to proficiently teach a foreign language to children. In 2008, Dr. Monica Cuellar Pineda and Gran Colombia University launched a program in Bogotá. This program was named
“Programa de Formación para el Fortalecimiento del Inglés”, Distrito Capital Bilingue (English Development Training Program, Bilingual Capital District), where certified English instructors trained teachers from public schools in Bogota, in order to improve English teaching abilities. The problem was teachers in Tenjo were not notified about the program; therefore teachers did not take advantage of the course. In fact, in the years that “Colombia Bilingue” has existed teachers from Tenjo, have not been offered any English training courses.(Annex 1).

Evidence was gathered to demonstrate that elementary public school teachers in Tenjo do not have the experience or knowledge to teach English to children, such as a survey (Annex 2) which was applied to 27 elementary in service teachers from Enrique Santos Montejo School. Results from this survey showed they have not taken English courses and they don’t know the methodology to teach the language, however they were forced to do it.

Ten teachers volunteered after a meeting they had with the researchers and the principal. They became aware of the problematic situation in teaching English in elementary school. They also recognized the potential solution if teachers enrolled in a training program focused on English language and Task based learning methodology to teach English to their students.

In order to explore this problem and obtain enough evidence on that, the 10 volunteer teachers were diagnosed with an entry test evaluating the four abilities.(see annex 13) They had 110 minutes to fulfill and answer the questions. It
was found that the average score of all teachers in grammar was 48%. The second aspect in the exam was reading comprehension, with 10 questions about a simple text about three known places and activities. The average score of all teachers was 46%. The third aspect was writing, trainee teachers had to produce a simple paragraph about themselves expressing their full names, age, nationality, place of birth, favorite music, food animal; phone number address and profession. The fourth aspect of the exam was listening. 10 questions about personal information, the average score of the group was 44%.

To reinforce the evidence for the problem, the researchers applied a quick placement test. Teachers were given 60 minutes to develop it and the results showed that seven teachers were placed in level A1 and 3 teachers in level A2. (Annex 14) By means of these analysis researchers could deduce that teachers are not well prepared to teach English to their children, however in the survey they expressed their desire to establish a safe and stimulating environment for students to learn English, to learn at least the commands, vocabulary and routines. Therefore they asked for training in a good methodology for them to teach it in a proper way.

The school has an English Program that covers all grades from 1st to 11th which includes: Area identification and teachers, hours per term, rationale, mission and vision, Standards and competencies, Contents and Resources, activities and methodology and Evaluation criteria. Based on this institutional program and its
objectives, researchers selected Task Based Learning, because this methodology allows students to use the target language for a communicative purpose in order to achieve an outcome.

For approximately ten months, those ten elementary teachers attended, after work, the required classes. They received 5 lesson plans contained in a module, TBL introduction to the course, where they learned English and how they could model what they had learned in their classes.

An interview with the Principal of the Institution (Annex 3) revealed that, although the Secretary of Education with the “National Bilingualism Program” asks for an English level according to the standards, it does not provide the specialized education to the elementary teachers in order to achieve those English levels. The result is that elementary school teachers see themselves forced to teach English. In essence, the government emphasizes the need to prepare the teachers, but it does not provide teachers the tools and economic resources to do the job.

The fundamental contradiction strives on the fact that the before-mentioned regulation compels the teaching of a foreign language, demands high quality standards of proficiency but at the same forces teachers who don’t speak English to teach it. Logically, if elementary school teachers do not receive the respective academic training in the foreign language instruction, how can they be expected to teach English; and, how can they be forced to satisfy the proficiency standards prescribed by the Secretary of Education? Ultimately, it is the students who suffer
the painful consequences of faulty teacher’s preparation in this “universal” language.

In short, the research problem is: The necessity of enhancing elementary school teachers in a teacher’s development program for English Learning and teaching, because affected teachers from Tenjo, Cundinamarca, have rightfully voiced their grievances: they have not received the academic preparation in Language and didactics to teach English to children, but are expected to do it effectively. Reflecting upon the problem addressed in this research, considering the context in which it would be implemented, the students’ needs, the school program and carrying out the corresponding literature review, allowed the researchers to select a methodology (Task Based Learning) which is relevant to the participants’ needs, encourages the development of skills necessary for the successful completion of real-life tasks and creates appropriate environments to help students develop the communicative abilities.

In this way, the research question is: How may the implementation of a Teachers’ Development Program on TBL facilitate learning and teaching of English in a public school? The object of study of this research is “teachers’ development”, and the field of action is Teachers’ Development for elementary English teachers at a public school. The general objective proposed is to find out how the implementation of a task-based learning program for elementary school teachers contributes to the English learning in a public school in Tenjo. In order to reach the
general objective we found necessary to formulate the following **specific objectives:**

- To identify the theory about teachers’ development for teaching English to children, and task-based learning as a guide to design the elementary school teachers’ program.
- To Design a task-based learning program for elementary teachers, based on English language and teaching methodology.
- To implement the task-based learning program for elementary teachers based on English language and teaching methodology.
- To evaluate the task-based learning program for elementary teachers based on English language and teaching methodology.

To accomplish each one of the said objectives, we found it necessary to establish the following scientific tasks.

- Identification of the theory about teachers’ development, teaching English to children, and task-based learning as a guide to design the elementary Teacher program.
- Designing a task-based English learning program for elementary teachers based on English language and teaching methodology.
- Implementation of a task-based English learning program for elementary teachers based on English language and teaching methodology.
- Evaluating how the implementation of a task-based learning program for elementary teachers impacts the English learning.
Researchers designed a chronogram with both classroom and virtual activities related to the English learning and teaching methodology. Researchers also designed five lesson plans according to what elementary teachers suggested was important to know and to practice with their students. Each lesson plan has language practice for teachers using *Face2face* elementary education materials and methodology through task-based learning.

Those activities were developed during ten months. The methods and techniques researchers used to collect, organize, and analyze data were based on *qualitative* perspectives, which made the analysis more prevalent before, during and after the project. To carry out this investigation, *Action Research*, under the model offered by Cohen & Manion was chosen, as it provided the steps needed to observe the achievement of the goal.

Teacher development took place through a mentoring approach which aims to go beyond the traditional training approach. The course aimed to help teachers explore and reflect on their own professional practice and develop new approaches for themselves. Teachers were not taken out of school for training; instead the researches visited the school to find out about the context and local needs and to help teachers find their own solutions. Thus, the most important contribution in carrying out this project is to facilitate the professional development of teachers, in such things as attitude, knowledge, skills, and English instruction classroom practices.
CHAPTER I

1. LITERATURE REVIEW

1.1 PREVIOUS WORK ON THE TOPIC

Hernandez (1998) developed a research study about a pedagogical proposal to teach English to children in primary public schools in Colombia. There were no trained English professionals doing it in that segment of the public school system. Consequently, the affected children kept ignorant in this most important area.

This study proposed a permanent English development, which included methodology and effective pedagogical strategies and it was focused on stimulating the learning abilities of the school students. The research question was *what should be an effective and economic pattern to train teachers from public schools in Colombia to teach English in elementary school?* The methodological design was based on ethnographic and experimental research.

One consequence of the research was the growth of more permanent approved and IDEP sponsored English trainers. Thanks to this research, some universities launched a post-degree program focused on teaching English in elementary schools. Lastly, this research participated in ASOCOPI (1998) thereby giving important input in teaching English and training elementary school teachers.

On the other hand, Cardona, Frodden and Rubiano (1997) participated in the COFE project which was the result of a complementary agreement concerning technical cooperation for improvement in the teaching of English, which concluded...
in June 1997, and involved the governments of the United Kingdom, Northern Ireland and Colombia.

The main objective traced from the project was to design and implement a permanent training program which included praxis, theory and assessment procedures. COFE began to promoting change in language programs in Colombian universities. It grew through several phases within a cyclic process of implementation and development (baseline survey, expanding the scope in the regions, updating university teachers, and forming sub teams).

The evaluation of the project was provided by external, internal, and insider perspective. Some results from the evaluation were the substantial changes implemented in the various curriculums as compared to baseline studies (1991, 1994 and 1995) and the changes and innovations on different aspects of the curriculum in more than half of the universities involved in the study.

The most relevant conclusions were departments should make provisions for the development of their teaching staff in order to certify them as teachers educators and researchers, and systematic evaluation schemes should be established in order to nourish the curriculum.

In the same way, Cardenas (2004) developed a study about the nature of the research done by English teachers in a continuing education program. The research described how, after learning via permanent training, teachers have
injected their schools, with fresh perspectives and self-reflections. Subsequently, they have been prompted to do their own research. The methodology utilized in this research was a qualitative and interpretative case study, where the collected data was taken from PTT (1998-1999 and 2000-2001) in order to identify both the impact where they worked and their perceptions as researchers-teachers.

This study concluded that teacher’s concerns included how they could improve teaching English (methodology, language performance and resources), how during their practice, they could reflect upon the English learning process in their students, and how they could promote changes in the English practices.

_Calvo (2008)_ made a diagnosis study about the training of permanent teachers in Colombia. The study clearly showed that teacher-formative schools (“normales”) spent time on teaching methodology and pedagogical strategies that involve future teachers. This study compared how different universities prepare students (pre-service teachers) to be responsible, aware about what they are going to be, how they trouble shoot and propose solutions in a critical and reflexive manner. Finally, the study demonstrated a new trend in the training; this trend being a joint practice, in a real context, in order to promote a reflective and continuous remake about their experience as teachers.

Finally, _Cuellar (2008)_ made a proposal with some colleagues about an English teachers development program in 4 schools located in Bogotá based on what Gran Colombia university has been doing since 2005 “Formar formadores en el
“El siglo XXI, el inglés se toma Bogotá”. This program traced as a main objective: To implement in the educative system English methodologies and learning practice environment through the language teaching.

The proposal was designed to pre-school, elementary and high school teachers from different disciplinary areas where teachers needed to develop English competences and communicative abilities in this language.

The proposal methodology was teaching English based on the Common European Framework of Reference A1 – A2 – B1 – B2 to 300 teachers from DEBORÁ ARANGO, SALUDCOOP NORTE, CUNDINAMARCA Y JOSÉ MANUEL RESTREPO schools located in Bogotá. The English classes were teaching in the schools with 4 guide teachers from Gran Colombia University during two years. The results were important to the Plan Sectorial de Educación because teachers made big changes in their schools; they tried to put into practice all that they have been learning with the guides’ teachers from Gran Colombia University and it fostered an English environment in these public schools helping to promote what Education system was asking EL INGLÉS SE TOMA A BOGOTÁ.
**Theoretical constructs**

The theoretical support for the study focuses on three main constructs: Teachers development, teaching English to children and Task Based Learning. These will guide the researchers to design and apply a pedagogical strategy in a teacher’s development program that would contribute to their English proficiency and teaching methodology.

**1.2 TEACHERS DEVELOPMENT (TD)**

The Colombia Bilingual Program has been focusing on fostering English as a communicative language, with which the population can communicate with people from other countries in order to enlarge their cultural, economic and social relationship with them where English is spoken as a mother tongue or second language.

To achieve what Ministry of National Education has planned, Colombia has adopted (from the European Reference Framework) Standards to follow sequences to reach each English level in the school. As a result, each grade should complete a language proficiency level, with the expectation that by the time they finish the eleventh grade, students will be able to communicate and understand English at a B1 proficiency level. The standards have been organized into three references (linguistic, pragmatic and sociolinguistic competences) then into listening and reading corresponding to comprehension abilities and writing and
speaking corresponding to production abilities that complete the English proficiency level along the English school classes.

Teaching English demands that teachers know how to teach the subject matter. They should not only have a satisfactory English proficiency, but also methodologies that promote a successful learning of the language. However, the Secretary of Education, at program initiation in 2007, evaluated the teachers from public schools and found a dismal English Proficiency. Only 10% of the teachers reached the B1 level. Consequently, in order to improve communicative and linguistics teacher’s competence levels, Secretary of Education formed an alliance with some universities and languages institutions to obtain from them the desired training for the elementary and secondary school teachers.

Development means change and growth. Teacher development is the process of becoming ‘the best kind of teacher that we personally can be. Underhill (1986) Teachers are regularly asking themselves “How can I improve as an educator?’ ‘How can I enjoy my career?’ ‘How can I feel that I am truly helping my pupils to learn?’ They are constantly thinking about ways of self-developing as professionals. They acknowledge that it is possible to change both the way they teach and the preconceptions that they have had about teaching and learning.

Teacher development draws on the teacher’s own inner resources. It is centered on personal awareness of the possibilities for change, and of what influences the
change process. It builds on the past, because recognizing how past experiences have or have not been developmental helps identify opportunities to changing the present and future. It also draws on the present, in encouraging a fuller awareness of the kind of teachers they are. It is a self-reflective process, because it is through questioning old habits that alternative ways of being and doing are able to emerge. Head and Taylor (1997).

On the other hand, Bell and Gilbert (1994) describe that teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, the teachers are developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing.

They also describe what they consider to be key features of the teacher development process:

- The input of new theoretical ideas and new teaching suggestion.
- Trying out, evaluation, and practice of these new theoretical and teaching ideas over an extended period of time in a collaborative situation where the teachers are able to receive support and feedback, and where they are able to reflect critically.

Those key features are important in terms of personal, professional and social development because the result will impact not only the teacher but all the community where he performs.
Finally, Richards and Farrell (2005) state that teacher development generally refers to general growth not focused on a specific job. It serves a longer–term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers. It often involves examining different dimensions of a teacher’s practice as a basis for reflection.

**Characteristics of Teachers’ Development (TD)**

Although development can happen in many different ways, it seems that certain core characteristics emerge when teachers are asked what Teacher Development is. Rossner (1992) was interested in finding out what these characteristics were and states:

- It is about dealing with the needs and wants of the individual teacher in ways that suit that individual. The needs may be many and diverse – from confidence-building to language awareness or technical expertise.

- Much of TD is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to fight a feeling of jadedness and also to develop their careers as well as themselves.

- TD has to do not only with language teaching or even teaching: but also with language development (particularly for teachers whose native language is not English), counseling skills, assertiveness training, confidence-building, computing, meditation, and cultural broadening. Rossner (1992)
1.3 ENGLISH TEACHERS DEVELOPMENT PROGRAMS

The National Bilingual Program (2007) launched an English teaching program in order to certify educators as capable grammar school English teachers. It is worth mentioning that effective English teaching development programs should include some important basic components namely, teaching objectives, teachers´ role, and teacher learning process Cardenas (2010). This means that in order to teachers learn successfully, guide teachers should apply the andragogy principles on their development programs.

Knowles (1984) defines andragogy as the art and science of helping adults learn and as a result he proposes five principles that are going to be described:

Figure N°1 Andragogy principles in learners´ teachers´ development program. Knowles (1984) Pont (2003)
Motivation

It is important to point out that trainee teachers resist learning when they feel others are imposing information, ideas or actions on them Fidishun (2000). For that reason, guide teachers should foster the trainee teachers’ internal motivation to learn.

Motivation is the starting point to engage trainee teachers to develop any English program. Setting up a graded learning program that moves from more to less structured, from less to more responsibility and from more to less direct supervision, at an appropriate pace that is challenging yet not overloading for the trainee teachers, developing rapport with the student to optimize their approachability and encourage asking of questions and exploration of concepts.

It is important showing interest in the student's thoughts and opinions. Actively and carefully listen to any questions asked, providing regular constructive and specific feedback (both positive and negative) and encourage use of resources such as library, journals, internet and other department resources.

Objectives that trainee teachers could achieve

Trainee teachers become ready to learn when "they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems" Knowles (1980). Guide teachers should provide meaningful learning experiences that are clearly linked to personal and fieldwork goals as well as assessment and future life goals.
Having into account that trainee teachers decide to take a develop program, guide teachers should go step by step guiding all that they need to achieve each objective. The objective should be according to what they are learning and what they are able to do.

**Previously knowledge**

Trainee teachers like to be given opportunity to use their existing foundation of knowledge and experience gained from life and applying it to their new learning experiences. Guide teachers should find out about their interests and past experiences (personal, work and study related), assist them to draw on those experiences when problem-solving, reflecting and applying reasoning processes, facilitate reflective learning opportunities and assist trainee teachers to examine existing habits based on life experiences and "move them toward a new understanding of information" Knowles (1980)

**Autonomy and considerable period the time**

Giving trainee teachers the opportunity to have experiences when they have to do tasks or workshops in their self-time is the way of they realize that the results of a development program is more effective, another point is that guide teachers should plan the program according to the time that trainee teachers have, because they have another responsibilities that need their attention as school, family and any extra jobs. On this research project researchers asked them about the available time that they could have in order to attend and achieve all the development program goals.
English development program goes deeper in terms of understanding the process, roles, decisions, theories, styles of teaching and learners perceptions in the classroom. Trainee teachers who are taking English development programs execute different teaching practices, reflect and reach analysis. They are examining values and principles. The most important in teacher development is that trainee teachers are constantly reflecting about what they are doing in the classroom. They go beyond personal, individual and collective reflection and self-observation in order to improve the English teaching process. Richards and Farrell (2005)

Some conceptualizations of teacher learning are important as andragogy principles are relevant because those principles draw the teacher as a human being that requires motivation, opportunities, time and help to achieve objectives. Those concepts determine what roles trainee teachers play when they decide to take development programs. According to Richards and Farrell (2005):

- Teachers learning as skill learning.
- Teachers learning as a cognitive process.
- Teacher learning as personal construction.
- Teacher learning as reflective practice.

Trainee Teachers involve cognitive, personal and reflective practice in order to affect not only the learning skill, but also the professional development. As a result,
teachers are open to learn, put into practice and recognize when they need to change what they are doing in their classrooms.

Moreover, English developing programs have two perspectives related to the teacher: Individual and Institutional perspective. Individual relates to the teacher’s own personal goals as subject matter knowledge, pedagogical expertise, self-awareness, understanding of learners, of curriculum, of materials and career advancement. The institutional perspective conceived teachers cognizant of the school needs. Thus, teachers have “trace” goals as institutional development, career development and enhanced levels of students learning. Richards and Farrell (2005) stated that when teachers have the opportunity to access development programs, they carry out knowledge, acknowledgment, credibility and competence from other teachers that prefer teaching in the same way.

Trainee Teachers that are taking development programs related to their English methodologies and competences could contribute to their schools in the form of collegiality, research, site-specific information, curriculum initiatives and instructional initiatives. Joyce (1991), called these characteristics the five dimensions of institutional improvement where schools are taking advantage of what teachers are learning in order to create research, new curriculum proposals and new initiatives with the aim to improve English learning in the school.

- Inquiry. Asking questions about one’s own teaching practices and seeking information needed to answer these questions
- Self-appraisal. Assessing one’s teaching and development on the basis of evidence from oneself and others the ability to critically reflect and a desire to analyze oneself to determine one’s strengths and weakness
- Experience. Personal experience becomes the basis and stimulus for learning
- Personal construction. Meaning is personally constructed by the learner
- Contextualized learning. Learning takes place in a particular context and social setting and is socially constructed, learning depends on the ability to set short and long-term Richards and Farrell (2005)

When trainee teachers self-direct what they want to learn and put in practice, ask themselves what they are doing in their practices, think about their class experiences and try to contextualize their learning process, succeed in their teacher development program.

There is a wide variety of methods and procedures to developing with trainee teachers. Richards and Farrell (2005) consider the following activities could be carried out in teachers’ classes. The activities they propose go through individual level from institutional level.
<table>
<thead>
<tr>
<th>INDIVIDUAL</th>
<th>ONE TO ONE</th>
<th>GROUP – BASED</th>
<th>INSTITUTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-monitoring</td>
<td>Peer coaching</td>
<td>Case studies</td>
<td>Workshops</td>
</tr>
<tr>
<td>Journal writing</td>
<td>Peer observation</td>
<td>Action research</td>
<td>Action research</td>
</tr>
<tr>
<td>Critical incidents</td>
<td>Critical friendship</td>
<td>Journal writing</td>
<td>Teacher support groups</td>
</tr>
<tr>
<td>Teaching portfolios</td>
<td>Action research</td>
<td>Teacher support groups</td>
<td>Teacher support groups</td>
</tr>
<tr>
<td>Action research</td>
<td>Critical incidents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table N° 1 Activities for teacher development Richards and Farrell (2005)

Teachers’ development programs, as Cardenas, Gonzales and Alvarez (2010) concluded, are the appropriate way to develop and improve teachers’ competences not only in language learning, but also in methodological strategies. These include teachers’ support groups, where teachers can share their own experiences carrying out methodological, academic, social and cultural solutions. Finally, development programs change the teacher role to a research and reflection promoter about what schools are doing to improve English teaching and what the rest of the teachers are able to do to change the deficiencies.

1.4 TEACHING ENGLISH TO CHILDREN

After reading about the Teachers’ Development Program it is important to point out how teachers could involve children in learning English. In the program, teachers will recognize how young learners learn a foreign language and how the teacher’s role in the classroom is crucial to English language learning.
Researchers teachers work with Scott and Ytreberg (2009), Harmer (1999) and Hearn (2003) where at first is proposed a table with the purpose of knowing clearly what children can do at their level according to their ages, then understanding the VAK learning styles and finally a description about what teachers can do with their children in class based on each skill (listening, writing, reading and speaking).

<table>
<thead>
<tr>
<th>CHILDREN FROM FIVE TO SEVEN YEARS OLD</th>
<th>CHILDREN EIGHT TO TEN YEARS OLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about what they are doing</td>
<td>They are competent users of their mother tongue and they are aware of the main rules of syntax in their own language.</td>
</tr>
<tr>
<td>Tell about what they have done or heard</td>
<td>Understand abstracts</td>
</tr>
<tr>
<td>Plan activities</td>
<td>Understand symbols (beginning with words)</td>
</tr>
<tr>
<td>Argue for something</td>
<td>Generalize and systematize</td>
</tr>
<tr>
<td>Use logical reasoning</td>
<td></td>
</tr>
<tr>
<td>Use their imagination</td>
<td></td>
</tr>
<tr>
<td>Use a wide range of intonation patterns in their mother tongue</td>
<td></td>
</tr>
<tr>
<td>Can understand direct human interaction</td>
<td></td>
</tr>
</tbody>
</table>

CHARACTERISTICS

<table>
<thead>
<tr>
<th>CHILDREN FROM FIVE TO SEVEN YEARS OLD</th>
<th>CHILDREN EIGHT TO TEN YEARS OLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>They know that there are rules to be obeyed</td>
<td>Their basic concepts are formed</td>
</tr>
<tr>
<td>Understand situations more quickly than language used</td>
<td>They can tell the difference between fact and fiction</td>
</tr>
<tr>
<td>Use language skills before they aware of them</td>
<td>They ask questions all the time</td>
</tr>
<tr>
<td>Physical world</td>
<td>They rely on the spoken word</td>
</tr>
<tr>
<td>They are very logical</td>
<td>They are able to make decisions about their own learning</td>
</tr>
<tr>
<td>Short attention and concentration span</td>
<td>They know what they like and what they do not like</td>
</tr>
<tr>
<td>There is not a line from what is real and what comes from imagination</td>
<td>Begin to question the teacher´s decisions</td>
</tr>
<tr>
<td>They are very self-centered so they are happy playing or working alone</td>
<td>They are able to work with others and learn from others</td>
</tr>
<tr>
<td>They understand in their own terms</td>
<td></td>
</tr>
</tbody>
</table>

28
They cannot decide what to learn
They love to play
They are enthusiastic and positive about learning everything depends on what teachers are planning to teach

Table N°2 Adapted from Teaching English to children Scott and Ytreberg (2009)

Considering what children’s age-related capabilities are and their main foreign-language learning characteristics, it is crucial to understand that they have different learning styles. Fleming (2003), states that human beings receive all outside information in different ways using their visual, auditory and kinesthetic senses. Logically, not everybody learns in the same way and trainee teachers must keep this in mind if they see some students learning by listening to, and memorizing the English lyrics of popular song, while others need a more traditional setting, to learn.

Figure N°2 VAK LEARNING STYLES, Fleming quoted by Hearn (2003)
Being a language teacher carries a lot of responsibility. Students develop some skills, depending on their learning styles and learn in an easier or complex way. Teachers must know what to teach and how to teach it. They must also know their students and find ways to make them learn effectively.

At the beginning, teachers who were taking the development English program got scared because they did not know how to teach the language and how successful they would be in the classroom. Harmer (1999), Scott and Ytreberg (2009) and Hearn (2003) coincide in the following:

- Firstly, appreciate yourselves as teachers and realize that you are working with human beings. So here, recognize the importance of the relationship between the teacher and the student, as Harmer (1999) points out “… the character and personality of the teacher is a crucial issue in the classroom…” a good teacher cares more about what students are learning and how they interact with the language.

- Helping students feel secure. As Scott and Ytreberg (2009) affirm: “If children feel secure, they can be encouraged to become independent in learning a language.”

- Harmer (1999) and Scott and Ytreberg (2009) wrote about class management and atmosphere both suggested that the abilities, attitudes, proximity, appropriateness, movement, contact, audibility, variety and
conversation help to improve student learning and promotes confidence and motivation.

- The arrangement of the classroom depends on what the teachers propose to do in their classes. For example: separate tables, circle, horseshoe, or orderly rows. Teachers decide the student grouping use: whole class, group work, pair work or solo work.

- It seems that the most important tool to teaching English is its use in the classroom Harmer (1999) and Scott and Ytreberg (2009), because students are involved not only in language learning, but also in putting it into practice. As Scott and Ytreberg (2009) suggest, teachers must try to speak English as much as possible with the use of mime, acting, puppets and by any other means in order to get their meaning across.

- Harmer (1999) addresses the necessary elements for a successful language learning classroom, in which students will be motivated, exposed to language and given chances to use it. The Teachers English Development Program is focused on motivation as a means to teach English in grammar school, learn and practice the language, handle some methodologies and related teaching techniques, recognizing the program teachers’ suggestions.

Harmer (1999) and Scott and Ytreberg (2009) worked into the four English abilities in order to guide English teachers to teaching English in any level and in any student age. Researchers summarized the following information into a table by means of listening, reading, writing and speaking.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>Listening activities let the student hear different varieties and accents. Is the main method of exposing students to spoken English. Provides students pronunciation, rhythm, intonation, pitch and stress. Play different kinds of tape to the students: conversations, announcements, telephone exchange, interviews and stories.</td>
<td>Listening is the skill that children acquire. What children hear is their main source of the language. It is important to say things clearly and repeat as necessary. Not overload children when teachers are working on listening tasks. Listening activities will wake children up, make them move about, create movement or noise. Teachers can choose to create either calm or an active environment, depending on the intention.</td>
</tr>
<tr>
<td>PRINCIPLES</td>
<td>• The CD player is just as important as the audio device. • Preparation is vital. • Once will not be enough. • Students should be encouraged to respond to the context of a listening, not just to the language. • Different listening stages demand different listening tasks. • Good teachers exploit listening text to the full.</td>
<td></td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td><strong>Listen and Do</strong> (moving about, Put hands up, Mime stories, Drawing) <strong>Listen for Information</strong> (identifying exercises, listening for the mistake, putting things in order, questionnaires, listen and color, filling in missing information) <strong>Listen and Repeat</strong> (rhymes and songs)</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>Listening to Stories  (tell stories, create oral stories)</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Reading** provides good models for English writing  
Reading provides opportunities to study language: vocabulary, grammar and punctuation.  
Provides a balance between the authentic material and students’ capabilities and interests.  
Students will be able to scan and skim a text.  
**PRINCIPLES**  
Reading is not a passive skill  
Students need to be engaged with what they are reading  
Students should be encouraged to respond to the content of a reading text, not just to the language  
Prediction is a major factor in reading  
Match the task to the topic  
Good teachers exploit reading texts to the full  
| It is the second main source of language. The printed word becomes the main source of expanding and strengthening the language.  
Books open up other worlds to young children.  
The approaches to reading are phonics, look and say, whole sentence reading and language experience approach.  
**ACTIVITIES**  
Reading a story from a book  
Reading a class story  
Reading text based on the child’s language  
Reading familiar nursery rhymes or songs  
**Techniques**  
Silent reading, reading aloud, books reviews, introducing new books and reading cards. |
| WRITING | Teaching writing includes reinforcement, language development, learning style and writing as a skill. The type of writing depends on their age, interest and level. Invite students to write in different styles ie: postcards, letters, narrative compositions, mails, reports, advertisements and poems. **Correcting writing** Avoid over correction Use writing symbols Write comments at the end of a piece of written work | Writing for children is not always easy. Try to make children´s writing meaningful from the start, with the emphasis on content. Gentle correction Writing is useful, essential, integral and enjoyable. **ACTIVITIES** Controlled writing activities Straight copying Matching Organizing and copying Delayed copying Copying book Dictation Fill in exercises, Free writing activities, Pre – writing activities Vocabulary charts, Pictures descriptions, Letters and stories. |
| Students use any and all the language at their command to perform some kind oral task. Rehearsal: Getting students to have a free discussion (role –play) Feedback: Students are trying to | Speaking is perhaps the most demanding skill for the teacher to teach. Finding the balance between providing language thorough controlled and guided |
SPEAKING

use all any language they know. Provides feedback for both teacher and students

Engagement: Good speaking activities can and should be highly motivating.

Many speaking tasks (role – playing, discussion, problem-solving) are intrinsically enjoyable in themselves.

**Correcting speaking**

No interrupting during the speaking activities. When students finish teacher should correct in a collective manner without singling out students. When the activity has finished, teachers ask the students how they thought it went before giving their teachers feedback.

activities and at the same time letting them enjoy natural talk. The challenge is presenting new language orally: (sentences should be true and accompanied by appropriate actions and sounds)

Using a mascot, drawings and puppets.

Controlled practice (telling time, describing actions)

Dialogues and role play really work

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*Table N°3 Teaching English to children Scott and Ytreberg (2009)*

To conclude, there are some important points to highlight:

- Scott and Ytreberg (2009) focused their theory on children, and Harmer (1999) centered on any student, it is very important to note that the teacher’s role on teaching any of the English skills at any age is relevant to success in learning a foreign language.
Activities proposed could be used in any age and with any learner. It depends on how teachers are going to involve and engage students to the language. Some activities that are designed for children could work on young learners and adults.

Authors have strong feelings about how educators should correct students in their learning process.

Tools used to teach English are within perfect reach. Everything is possible in terms of methodology.

Teachers have to keep in mind that each skill does not work as an isolated part of the language. English language works as a whole. Reading, writing, speaking and listening are the elements that foster, involves and engages students to learn a foreign language. “Successful language learning classroom depends on a judicious blend of subconscious language acquisition (through listening, reading, writing and speaking, for example) and the kind of the study activities” Harmer (1998)

Finally, teaching English to children requires instructors that foster language learning, using activities that respond to the students’ needs. The most important is how children learn a new language. Teachers must be creative, resourceful, reflexive and critical about their own teaching process, in order to improve English learning in the school.
1.5 TEACHING ENGLISH TO ELEMENTARY TEACHERS

It is important to highlight that teaching English to teachers carries relevant aspects to create a successful English learning atmosphere. Based on Graham and Walsh (1996) guide teachers must understand the trainee teachers and their motives for attending English classes. In order to understand them guide teachers should know about that all trainee teachers have life experiences, sharing experiences makes the content of the class practical and relevant to daily living. Motivation, trainee teachers for the most part are highly motivated. They attend class of their own free choice usually at some personal and financial sacrifice. Occasional absences are due more for family obligations rather than a lack of motivation.

Then, immediate goals trainee teachers usually have very specific and immediate goals. They are not looking forward to some long-range academic achievement; rather they need English today to get better job opportunities. Self-concept many trainee teachers are afraid to return to school for a variety of reasons. They lack the uninhibited enthusiasm of small children. The undereducated adults, in particular, are convinced that they cannot learn or are too old to learn. Graham and Walsh (1996)

FORMAL EDUCATION AGE

Adult education classes generally attract students of widely ranging ages.

- Often students in their late teens will be taking the classes in order to get into GED or vocational classes.
• Young adults may be taking classes because they need to speak and write English to get a good job.
• Middle-aged adults frequently take classes to improve English skills for promotion in their jobs or to change careers.
• Older retired individuals may be taking the classes now that they finally have time.

The wide range of ages suggests that guide teachers need to use a wide variety of activities in the classroom in order to reach all of the trainee teachers. It also suggests that guide teachers often be most effective by grouping students and doing many activities in the small groups. Age is one natural way to group people.

Graham and Walsh (1996)

MOTIVATION

The motivation of trainee teachers may fall into a broad-spectrum distribution.

• Guide teachers will have students who are very eager to learn English so they can move on to other classes or they can advance in their employment.
• Having students who are required (by their employer, by some social assistance program, etc.) to attend to classes but who do not really care about English at all. Some may be motivated to learn every possible detail about every aspect of English. Others may only want as much language as is necessary to do a particular job.
• Exploring what students really want. Regardless of the motivation adult students come with, genuine concern for the student, an enjoyable class
and a sense of progress will increase motivation once the students are there. Graham and Walsh (1996)

NATIVE LANGUAGE BACKGROUND
Because immigration laws and refugee patterns shift frequently, the native language backgrounds of students may be as varied as their ages or as homogeneous as a regular English class. The native language backgrounds of the students can affect teaching about as much as any other single factor. Some languages are more similar to English than others. These similarities can be in vocabulary, grammatical structure, or sound. The languages might also share our alphabet. Teaching people with these language backgrounds is easier than teaching those with language backgrounds less similar to English. Even though it may be more difficult to teach people English when their native language is extremely different from English, it is not impossible. Many of these students become very fluent in English. Graham and Walsh (1996)

NATIVE CULTURE
One of the most surprising things for many teachers is the influence that the native culture has in the classroom. Students come with their native cultural view of:

- What a guide teacher should say and do.
- What should happen in any kind of classroom
- How a language should be taught. Graham and Walsh (1996)
Why trainee teachers enroll in the ESL classes

Adult learners attend ESL classes because they choose to, not because they have to. If the class fails to satisfy the need that has motivated them to come, they will simply stop coming.

Some of the major motivating forces for the students in the class are the following:

**Survival**
They realize that learning English is essential to satisfy their most basic physical and social needs. They must speak it in order to get food, clothing, shelter, medical attention, as well as to participate in social and political institutions.

**Job Enhancement**
In many instances they need to be able to speak English in order to get better job or be promoted in the school. Sometimes they have a job but need better English skills in order to keep the job or to advance in their employment. Graham and Walsh (1996)

**Social Interaction**
Some trainee teachers attend ESL classes for social reasons. They enjoy meeting and getting to know new people, and the ESL class is a place where they can fulfill those needs. One thing in general to remember about adult students is that they are much more likely than younger students to come with specific purposes for their learning. They are more likely to know what they want to learn and why they want to learn it. Graham and Walsh (1996)
About the Language

Graham and Walsh (1996) highlight the importance about the language use in the class and they called the successful second step because trainee teachers become aware of how English is used. Even though guide teachers probably have spoken English for years (maybe even all life) and have been taught the language formally in school, guide teachers may not be aware of many of its aspects that give non-native speakers a hard time. Very often the things that give learners teachers the hardest time are things that come most naturally to a native speaker.

Teaching is a challenge when guide teachers try to teach what is correct in English; most people believe that there is a very definite set of English rules which produce will correct English. In reality, this is not true. A better question to ask is, "What is appropriate English?" The answer to that question depends on many things:

- The relationship of the speakers (e.g., good friends speak to each other different than an employer speaks to employees).
- The situation in which the communication takes place (e.g., people have to provide different kinds of information when talking over the telephone than when talking face-to face).
- The topic of the communication (e.g., you may speak differently in telling a joke than you would in discussing a math principle), etc.

Teaching to trainee language teachers will help them achieve their goals appropriately. Graham and Walsh (1996)
Vocabulary problems

The problems that ESL trainee teachers have with vocabulary usually depend on the native language backgrounds. Many languages have words that are similar in sound and meaning to English words. These kinds of words are called cognates. They are some of the easiest words to learn, and guide teachers can use them initially to help students increase their English vocabulary rapidly.

To really understand words, trainee teachers have to know:

- What they mean.
- What other words they are used with.
- Which situations they are used in.
- What the social consequences of their use can be (e.g. saying "scram" has different social consequences from saying, "Please leave."). The best way to make sure that students know these things about vocabulary is to teach the vocabulary through use in realistic situations. If the situation is clear, the meaning and use of the vocabulary item also becomes clear.

Teaching vocabulary through lists often results in trainee teachers knowing how words are pronounced and what one meaning of a word is, but they really do not know how to use the words correctly. Graham and Walsh (1996)
Grammar problems

Word order

In English, word order is more important than it is in many other languages. Very often ESL students produce sentences that sound strange to the native's ear because the order of the words in the sentences is wrong. The basic pattern for English statements is SUBJECT-VERB OBJECT(S)-PLACE-TIME. Sentences do not have to have all of these parts, but if all of the parts do occur, they most likely will occur in this order. If a sentence has both a PLACE and a TIME, one of these is frequently moved to the front of the sentence.

A change in basic sentence order can make an English sentence nonsensical or make it mean something completely different. Graham and Walsh (1996)

Verbs

There are several problems that ESL speakers have with English verbs. Basically, however, the English verb system is fairly simple (more simple than most Western European languages but a little more complicated than most Oriental languages). Here are some of the problems trainee teachers have:

Present tense

The present tense in most language refers to actions that are taking place in the present. In English, this is not really true. We use present tense to refer to actions that are habitual, repeated, or always true. (E.g. the sun rises in the East; I get up every day at 6:00 a.m.; we celebrate Thanksgiving in November). English uses
present progressive (present continuous) to express actions that are taking place in the present (e.g., I'm reading a teacher training manual; I'm teaching an ESL class; you’re preparing to take your GED). Graham and Walsh (1996)

Future tense

The most common future tense in English does not use WILL as you may have been taught. The most common future tense is produced with the expression GOING TO (e.g., I'm going to eat . . .; he's going to show us how . . .; we're going to study . . .). You should remember also that in everyday speech this GOING TO expression is pronounced "gonna" and that it is not incorrect to say it that way as long as it is understood. Graham and Walsh (1996)

Two-Word Verbs

Some actions in English are expressed by phrases that consist of a verb and a preposition or adverb. The action is not expressed by the verb alone. For example, GET means 'to obtain, to acquire, to receive, etc.' while GET OVER means 'to recover from an illness,' and GET UP means 'to arise from a reclining position.' There are hundreds of such phrases in English. They are a problem for ESL students because they are often not listed in the dictionary in a separate form and their meaning is hard to find. A good textbook will probably teach many of these two-word verbs, but if yours does not, guide teachers should teach them as they arise naturally in the classroom (for example, HAND IN your papers). Besides not appearing as separate entries in the dictionary, these two-word verbs present one
other problem. Some of them must have their two parts together in a sentence while others may have their parts separated by other things in the sentence.

Graham and Walsh (1996)

Important things to know about pronunciation

As a teacher, the most important thing to know is what factors influence whether the pronunciation is correct or not. Using pronunciation as a model when guide teachers want trainee teachers to produce the sounds correctly, sometimes can give them more help if guide teachers are aware of what produces the differences. Here are some of those aspects: voicing, mouth, tongue and lip position, stress and rhythm and intonation. During the practice guide teachers will help trainee teachers to improve their pronunciation. Step by step trainee teachers will realize that is practice and they can learn in order to teach in their English classes with their children. Graham and Walsh (1996).

1.6 MICROTEACHING

Microteaching is a teacher training technique first developed by Dwight W. Allen and his colleagues at Stanford University in 1963. Microteaching is a strategy that can be applied at various pre-service and in service stages in the professional development of teacher Allen and Ryan (1969). Since its conception in the 1960s, micro-teaching has been used with success for several decades now, as a way to help teachers acquire new skills. It has become an established teacher-training procedure in many universities and school districts. In the original process, a
teacher was asked to prepare a short lesson (usually 15 to 20 minutes) for a small group of learners who may not have been her own students. This was videotaped, using VHS. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching. They were trying to find out what had worked, which aspects had fallen short, and what needed to be done to enhance their teaching technique.

A distinctive aspect of this approach is the opportunity provided for immediate and individual feedback, often augmented by the use of video records. It helps to make a more realistic link between theory and practice, and it allows the process to be repeated to a similar group so that improvements can be discussed and worked on. The process is then repeated and expanded throughout the program, incorporating with it a small teaching unit to provide some feel for continuity. Thus, Yule et al. (1983) comments that micro-teaching is a successful, analytical milieu because of its precision, its simplicity, its low pressures, low threats and the fact that it encourages experimentation, can also be easily replicated and is controllable.

Micro-teaching in this project, is mainly on the practice of teaching in which a number of trainees are involved. The thinking behind it is that a trainee teacher
should be guided to practice with a smaller number which may be gradually increased as his/her competence increases. The teacher training procedure is geared towards simplification of the complexities of the regular teaching-learning process. Class size, time, task, and content is scaled down to provide optimal training environments. The guide teachers demonstrate the certain teaching techniques to be practiced. This may be live demonstration, or a video presentation of the skill. Then, the group members select a topic and prepare a lesson of 20 minutes for elementary teachers. The student teacher then has the opportunity to practice and evaluate his/her use of the skills. Practice takes the form of a 20 minute micro-teaching session in which 10 to 15 student teachers are involved.

Brown (1998) reports how certain aspects of micro-teaching have helped to address the issue of serious shortages of English teachers where unqualified teachers were put in intensive short term programs and were sent to schools to teach while attending weekend classes. It is through micro-teaching that in-service teachers acquire relevant knowledge, methods and skills for successful experiential teaching. While some strategies and methods have come and gone, incorporating micro-teaching experiences into trainee teacher education programs is still strong and alive in the 21 Century Benton -Kupper, (2001).

Bell (2007) describes micro-teaching as the common practice of having student teachers in educational method courses “teach” a lesson to their peers in order to gain experience with lesson planning and delivery. He insists that micro-teaching is
a system of controlled practice that makes it possible to focus on specific teaching behaviors and practice teaching under controlled conditions. Micro lessons are great opportunities to present sample “snapshots” of what/how you teach and to get some feedback from colleagues about how it was received. It’s a chance to try teaching strategies that the teacher may not use regularly. It’s a good, safe time to experiment with something new and get feedback on technique. Micro-lesson study as an aspect of micro-teaching which according to Fernandez and T., (2006) is a cooperative learning experience which intends to challenge prospective teachers’ thinking about teaching and learning, and to encourage their connection between theory and practice.

Recent research findings (Scriven, 2009; Brookhart, 2010; Hosp, 2010; Voltz et al., 2011) confirms that micro-teaching is effective in helping pre-service teacher to improve in set induction, multiple frames of reference, and observation skills. In general, it has been found that there is a high correlation between micro-teaching performance and subsequent teaching performance. In short, trainee English teachers are recommended the use of the method in English teacher education because of its advantages.

It can be seen that Feedback in micro-teaching is critical for teacher-trainee improvement. It is the information that a student teacher receives concerning his attempts to imitate certain patterns of teaching. The built-in feedback mechanism in
micro-teaching acquaints the trainee with the success of his performance and enables him/her to evaluate and to improve his/her teaching behavior.

1.7 TASK BASED LANGUAGE LEARNING

Researchers have focused their teachers’ development program on Task Based Learning with the main purpose that trainee teachers in their classroom model what they have learned in the program using TBL methodology at Enrique Santos Montejo School in elementary levels. Researchers based their TBL theory mainly on Nunan (2004) and Willis (1996) arguments.

Willis (1996) highlights some researchers and practitioners definition about what a Task is:

- Nunan (1989) “A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form”

- Willis (1996) “tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”

- Skehan (1998) “ A task is an activity in which meaning is primary, learners are not given other’s people meaning to regurgitate, there is some sort of
relationship to comparable real word activities, task completion has some sort of priority and the assessment of the task is in terms of outcome”

- Bachman and Palmer (1996) “we define a language task as an activity that involves individual in using language for the purpose of achieving a particular goal or outcome in a particular situation”

According to those task definitions, researchers have found that Task is an activity where students use the target language for producing and achieving a communicative goal. It means that a task (in our context) means having the students interact, comprehend, manipulate and produce, using the language that they are learning, while recognizing that the meaning is more important than the form.

Although Nunan and Willis argued about meaning and form, researchers believe that if students are involved in completing a task, they will ask for more of what they need to achieve it. In other words, while students are developing each activity they will find new words and structures that in time, and with practice, they will learn to use correctly.

Task based Learning has principles and practices as Nunan (2004) showed:

- A needs-based approach to content selection.
• An emphasis on learning to communicate through interaction in the target language.

• The introduction of authentic texts into the learning situation.

• The provision of opportunities for learners to focus not only on language but also on the learning process itself.

• An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.

• The linking of classroom language learning with language use outside the classroom.

Those principles demonstrate that TBL promotes interaction with the target language, allows students to use authentic material, experiences, and classroom work which fosters the use of the language outside it.

**TOPICS TO TASKS Willis and Willis (2007)**

Everything in the trainee teachers’ environment can be used to facilitate learning a language. Guide teachers know what topics to use. The trainee teachers get excited and motivated when they discover that their own experiences and world knowledge are important from which to build meaning. Researchers designed a diagram in order to know what Topics to Tasks carry on.
Selecting topics

Selecting topics seem to be easy, but guide teachers have to find suitable topics for tasks that engage the trainee teachers. Guide Teachers should find topics that:

- Are featured in the Students´ English textbook
- Typically appear on examination papers or in oral tests
- Are present elsewhere in the school curriculum
- Are of topical or seasonal interest
- Are often used in casual conversations or in social settings
- Students´ want to be able to talk with foreigners away from the classroom or e-mail pen pals.

It is important that guide teachers ask teachers for topics or allow them to choose from a topic list. “Many teachers have reported that giving learners a chance to choose their own topics has significantly enhanced learner engagement” Willis (2007)
Generating task from a topic

After a guide teacher selects the topic, he should generate a task or a list of tasks from it. It depends on what he/she plans to do with the chosen subject. Willis suggested the task that a teacher could use after choosing the main topic. The diagram taken from Willis (2007) shows the tasks that could generate the topic.

![Diagram](image)

*Figure N°4 Doing Task Based teaching. Topics Willis and Willis (2007)*

Each task could involve activities that help the teachers to comprehend, produce, manipulate and interact with the target language.

Researchers organized a table where each task suggests some activities for each one in order to put into practice in the English classes.
<table>
<thead>
<tr>
<th>TASKS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
</table>
| **LISTING**  
Student list words or a short list of phrases. Depends of the level it could be more complex. | **Brainstorming**  
**Fact – finding**  
**Games based on listing**: quizzes, memory challenges and guessing games |
| **ORDERING AND SORTING**  
Variety of cognitive processes including sequencing, ranking and classifying. | **Sequencing** (example. stories)  
**Rank ordering** (example. holidays destination)  
**Classifying** (example: Food)  
**Games based on classified** sets (ex. Odd words out) |
| **VISUAL SUPPORT: CHARTS, TABLES, MIND-MAPS**  
Help learners to process and organize information in a more structured way. | |
| **MATCHING**  
Suitable for all levels. It suits beginners who need lots of exposure before having to speak | **Listening and matching**  
A graded sequence (from easy to more challenging)  
**Reading and matching** (labeling objects, short text to pictures, words to jumbled definitions) |
| **COMPARING AND CONTRASTING: FINDING SIMILARITIES OR DIFFERENCES**  
Allow student to compare and find out differences between pictures, readings, videos or listening | **Comparison task**  
**Games**: find the similarities or differences (spot the difference, find someone, things in common)  
**Matching**  
**Finding similarities and differences** |
| **PROBLEM SOLVING**  
Invite learners to offer advice and recommendations on problems. | **Problem–solving** (mini–tasks: listing, comparing)  
**Starts with a problem** (text, video, listening)  
**Prediction**  
**Problem–solving games and puzzles** (logic problems)  
**Analysis of real situations**  
**Analyzing hypothetical situations**  
**Reasoning**  
**Decision making** |
| **PROJECTS AND CREATIVE TASKS**  
Normally done on a collaborative basis, spread over a longer time. Project oriented lessons. | All of these creative projects are mini-tasks organized into a sequence. |
The aim of the task generator is to help to find different kinds of tasks on topics of the teachers’ choice. Finally, Willis (2007) proposed a figure where the taxonomy of task types is clearly explained.

Researchers have found that from projects and creative tasks, elementary school teachers can work on different activities to complete tasks. In other words, when teachers develop projects, they cover all types of tasks hoping to motivate students to learn and use the target language in different situations and contexts.
At this point, the researchers decided to work on “topics to tasks” using project and creative tasks by means of the taxonomy of tasks types, as, adopted from the task based learning framework of Willis (1996) in order to organize the sequence of the tasks to achieve.

**THE TASK BASED LEARNING FRAMEWORK**

Willis (1996) organized the stages of tasks into: pre-task, task preparation, task-realization and post – task. Researchers decided to adopt it and design a diagram for better understanding of the task cycle.

![Diagram of Task Based Learning Stages](Figure N°6 Task Based Learning Stages Willis and Willis (1996))
Pre – task

After the guide teacher chooses the topic, he explores it with the trainee teachers and highlights useful words and phrases. It is, at this stage, that the chosen material will need to be related to the task. In preparing for the task achievement the teacher will need to consider how the chosen piece of material will be exploited. It is up to the guide teacher to decide how much language work he/she thinks will be needed by the trainee teachers, but it is necessary to remember that pieces of material are used as pre-task lead-ins and post tasks.

• Material exploitation: using a picture/text etc. to lead into the topic
• Brainstorming: making a list; comparing ideas; sharing experiences
• Activating language: eliciting and providing vocabulary.

Task – preparation

This has been separated from the Pre-Task phase used by Willis to emphasize the importance of preparing learners thoroughly, rehearsing the task where necessary in order to recycle the language and familiarize trainee teachers with the context as much as possible. If the previous stage involved brainstorming words connected with the topic, this stage could have learners discuss their feelings about it (and prepare their arguments for a debate), or organize their ideas for a leaflet in order to draw peoples’ attention to the issue. Learners prepare their own input for task:

• Planning a report
• Practicing role-play

• Writing a questionnaire to be administered

• Thinking of issues in a debate

• Brainstorming necessary language

• Activating language: eliciting and providing the necessary language

**Task – realization**

The two previous stages prepared trainee teachers both in methodology and linguistically for the task. In this part of the cycle the task is performed, displayed, recorded and conducted as either a large or small group with the focus on successful realization of the task.

Trainee teachers produce/perform/present their tasks:

• Producing a poster

• Performing a role-play

• Having a debate

• Producing a leaflet

• Giving a presentation
Post – task

Post-Task has specific sequence steps to be followed:

Language focus

While the task is being carried out, the teacher may wish to make notes on the language: could any vocabulary be added? Were there any structures that caused misunderstanding or confusion? Were there any phrases which could have been expressed differently? Could any of the language have been used more effectively? E.g. made less abrupt, more persuasive etc.? After the task has been completed, participants may wish to look at the material once more to gain a better understanding of the language, to look at structures, difficult/unusual vocabulary etc.

Feedback and evaluation

Teacher may wish to conduct a feedback session to discuss the success of the task and consider suggestions for improving it. Participants may wish to discuss such issues as working together, performing in a group, reactions to the topic, amount of language input, things they enjoyed doing, things they didn’t enjoy and so on. Evaluation of the task will provide useful information for facilitators when planning further tasks.
Reflection upon task realization

• Was it useful?

• Was it enjoyable?

Language reflection

• Further exploitation of material for language

• Error correction

• Reflection by learners

All the previous concepts and considerations were essential as both a theoretical foundation, and guide for the application with regards to the issues we reflected upon in our work. An academic interpretation of teacher development was the starting point in the educational process; next came teaching English to children and teaching English to adults as important considerations, and finally Task Based Learning which embodied an order and sequence for pedagogical action grounded on theory.
CHAPTER II

2. INSTRUCTIONAL DESIGN

This instructional design deals with two principal features; the pedagogical strategy and the instructional phase. The pedagogical strategy includes the explanation of the general and specific objectives of the pedagogical intervention, the definition of its pedagogical dimensions and the detection of its relationship with the research question. The instructional phase, involves the recognition of students’ profile in their experience, the exploration of their communicative abilities, the interpretation of task as a concept, the selection of task issues, and the implementation of the pedagogical strategy.

The pedagogical strategy was built by the researchers based on:

- The elementary English program from the school
- Learning perspectives from the program following Richards and Farrell (2005) guidelines
- Task Based Learning stages from Willis (1996)

The intervention was carried out along the second semester of 2012 and the first semester of 2013. After researchers discussed with the school principal, what they had gathered, they presented a proposal to be applied in the institution based on English language and TBL methodology. This proposal clearly demonstrated the
problem in Elementary levels at Enrique Santos Montejo public school, limitations and goals, objectives, contents, lesson plans, methodology to be applied, resources, schedules and researchers’ tutorials to elementary teachers.

After receiving an acceptance letter from the principal of the school (Annex 9) to offer the Elementary teachers the opportunity to participate in the program, the researchers arranged a conference to present the program (lesson plans, objectives, methodology and schedule) to the potential participants. When the meeting finished, the interested elementary teachers filled the registration form and the consent letter. (Annex 10)

Ten teachers volunteered to participate. The first meeting with them was on the 25th of July, before beginning to work on the first module. Teachers completed two surveys. The first one questioned their learning perspectives from the program following Richards and Farrell (2005) guidelines: expectations on topics, researchers’ teachers’ support, realistic goals, colleagues to work with and experiences in professional development. (Annex 11)

The second survey was about andragogy principles, as proposed by Knowles (1984) and Pont (2003): motivation, previous knowledge, achievable objectives, in order to give the participants through a successful teachers learning. (Annex 12)
Researchers took into consideration to plan the program these authors because they work on the learning perspectives as expectations on topics, researchers’ teachers’ support, realistic goals, colleagues to work with and experiences in professional development, on the other hand, motivation, previous knowledge, achievable objectives, in order to give the learners teachers a successful learning. It is important to point out that working with these authors learners teachers develop a skill learning, cognitive process, personal construction and continuous reflection.

2.1 Pedagogical Strategy

In this research, TBL was utilized as a pedagogical strategy to observe and analyze the results of enhancing the communicative and teaching skills of ten elementary teachers. Elementary teachers took a diagnostic English test in order to know what the English level was (Annex 13) then they received the module file that contained 5 lessons plans to be developed during the program and extra material to work. At the end of the program they took an internal school final English test in order to know what the English level achieved (Annex 14)

Each lesson plan was developed on Mondays and Wednesdays; Fridays were a tutorials’ open–day. The format covered: 1. Language focus (functions and notions). 2. Task Based Learning stages Willis (1996) focuses on the main topic. 3. Self-assessment of the process and a general reflection Cohen and Manion, (1985) about what they did, found and learned, in each experience
The module had each lesson plan worked with them and complementary material as Copies from Face2Face, the book chosen by the researchers to teach English language to teachers. Additionally, (according to the topic), copies from Clapping Time students’ textbooks and workbooks for elementary levels were used. All of these were chosen by the researchers because of the activities and projects there contained, which allowed teachers develop the comprehension and production skills in their classes using task-based learning.

To prepare their classes and use them as model, according to the subject, webpages and printable worksheets from the Internet were used, a practical guide and a framework for Task Based Learning from Willis (1996). A tutorial session was a 30-minute one-on-one meeting with one of the two researchers to talk about one (or more) of the assignments for modeling their classes. The goal of any tutorial session intended to leave with a plan that will help teachers take their work to the next level. When they left a tutorial session, they should be able to go home and get right down to drafting with stronger ideas or revising to produce a good lesson plan.

2.2 Objectives of the pedagogical strategy

General Objective
To develop, implement and evaluate lesson plans focused on the task-based language learning approach to enhance communicative and teaching skills in elementary English teachers.
Specific Objectives

✓ To create a learning environment that allows communicative interaction among participants in English as a foreign language (EFL).
✓ To make participants aware of the strategies they may use to plan and implement their own classes through Task Based Learning methodology.
✓ To provide participants with language input resources in the foreign language that may help them teach English to elementary levels.

2.3 Contents of the pedagogical strategy

The framework to carry out the pedagogical strategy is stated in terms of Willis´ Task Based Learning (1996) pattern. Willis (1996) designed a figure that summed up what Task Based Learning is: a methodology that fosters the permanent use of the target language, where skills are developed and the teachers’ role is to work on engagement input and students’ outcome.
In terms of this study, trainee teachers worked using TBL as the methodology that they modeled with their own pupils and as researchers used with them to teach the English language.

**Post-task** was the stage where teachers made their own reflections about their performance as learners and as teachers in their classes.

- Language focus
- Feedback and evaluation
- Reflection upon task realization
- Language reflection
2.4 Methodology of the pedagogical strategy

The methodology implemented along the pedagogical strategy was centered on Richards and Farrell’s (2005) concepts, to determine what roles teachers play when they decide to take development programs.

- Teachers learning as skill learning.
- Teachers learning as a cognitive process.
- Teacher learning as personal construction.
- Teacher learning as reflective practice.

Apart from making continuous reflections on issues related to English language teaching through task-based learning in elementary levels (which was the researchers’ main concern), the trainee teachers had the opportunity to have tutorials with the researchers. They asked for help about task stages, planning a class, doubts about English language (pronunciation and grammar) and they had the chance to share their experiences and ask for advice about what they were doing in the classroom.

Through the program, teachers became aware of their role as elementary teachers in the school. Although they did not know enough English and TBL methodology, they did their personal construction and a reflective practice during the program.
2.5 Activities of the pedagogical strategy

During the current methodology of the intervention, many activities were carried out in order to make trainee teachers aware of the utilization of task-based methodology in the classroom.

As a premise of the study, trainee teachers learned English language using the same methodology that they modeled in their classrooms. They continuously worked on TBL using the topics chosen as important and according of what students needed to learn.

Researchers considered the topics of primary interest to elementary students (Annex 15) in order to engage trainee teachers in the learning English process. As a result, trainee teachers chose five topics (Annex 16) that were the core of each lesson plan. Some of the activities are listed below, in accordance with the Task Based Learning stages. Researchers attempted to utilize all activities recommended in the TBL taxonomy. Thus, trainee teachers learned each one and at the end of the module, they decided which activity from the taxonomy will engage their students. See lesson plans (Annex 17)

This table shows the chronogram followed in the instructional design.
<table>
<thead>
<tr>
<th>LESSON Nº 1</th>
<th>DATE</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>MY SCHOOL</td>
<td>July 25/2012</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>7 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>August 15</td>
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</tr>
<tr>
<td></td>
<td>August 22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August 24</td>
<td>TASK: “My ideal school”</td>
</tr>
<tr>
<td></td>
<td>August 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September 5</td>
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<tr>
<td></td>
<td>August 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>August 26</td>
<td>Tutorials</td>
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<tr>
<th>LESSON Nº 2</th>
<th>DATE</th>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>MY FAMILY AND ME</td>
<td>September 10</td>
<td>TASK: “My lovely family”</td>
</tr>
<tr>
<td>7 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>September 12</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>September 14</td>
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<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>MY BODY AND CLOTHING</td>
<td>October 15</td>
<td>TASK: “A greatest fashion show and caring our body”</td>
</tr>
<tr>
<td>7 hours</td>
<td></td>
<td></td>
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<td></td>
<td>October 17</td>
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<td>November 5</td>
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<td>October 20</td>
<td>Tutorials</td>
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<tr>
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<tr>
<td></td>
<td>February 22</td>
<td>Tutorials</td>
</tr>
<tr>
<td>LESSON Nº 5</td>
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<td>ACTIVITY</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>ANIMALS AROUND ME</td>
<td>March 4/2013</td>
<td>TASK: “An amazing zoo”</td>
</tr>
<tr>
<td>7 HOURS</td>
<td>March 6</td>
<td></td>
</tr>
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<tr>
<td></td>
<td>March 22</td>
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CHAPTER III

3. DATA ANALYSIS

3.1 Results

Field notes

With each lesson, researchers wrote their observations on elementary teachers' processes. The field notes included personal impressions and subjective interpretations. After reading what they observed and reflecting upon their subjective interpretations, researchers selected the topics based on Richards and Farrell (2005) and Knowles (1984) i.e: motivation, effort, anxiety, personal construction, autonomy, cognitive process (English progress) and their reflective practice.

By means of the field notes researchers could document every single behavior, attitudes, language use, and interaction which took place in the classroom during each of the implemented lessons plans and the tasks’ phases. While in the process, researchers realized that in the planning phase of the task the teachers only used chunks of language and the vocabulary learned in the previous lessons in order to make group decisions. The rest of the time, they switched to their mother tongue to get their messages across. In this regard, they employed “False friend” words; these are words in the target language which look or sound as if they have the same meaning as some similar words in the learners’ mother tongue but do not. Furthermore, they asked for help either from classmates or the teacher when they did not know how to say some words in the target language and while
working in groups they usually asked the teacher for clarification of the task. Finally, researchers noticed that giving the whole class a general explanation of the task was not enough. Guide teachers asked some trainees to tell them what they were expected to do, and they did it so perfectly; but when they were planning the task they got confused, in spite of knowing what they had to do. Guide teachers also circulated within the group giving support to encourage better outcomes of the task.

At the beginning of the program, the teachers showed a positive attitude to attend and participate. In order to know about their reflections and perceptions during the lesson and suggestions for the next one, at the end of each lesson learners teachers answered some questions (Annex 18) using what they answered and what researchers teachers observed, the program gave them what they really wanted. Results were summarized as follows:

Regarding the first question how did you feel in the lesson? In the first session trainee teachers answered they felt nervous, anxious because they did not know how to speak in English and how their classmates saw them when they were trying to do it. On the other hand, they felt motivated because they were learning English a new methodology and the most important they were improving their performance. In the rest of the lessons they expressed happiness and confidence because they were making progress.

The second question reads: what did you learn? And the majority of trainee teachers answered they were learning methodology TBL, grammar (verbs,
adjectives, simple tenses, and adverbs of frequency), vocabulary, chants and reading strategies.

In the third question: **From 1 to 5 assess your performance in this lesson and explain why.** Trainee teachers marked 2 or 3 in the first two lessons, because they believed that their performance could be much better if they attended to the class or to the tutorials in a proper way, but in the other three modules they marked 4 or 5 because they followed all the instructions, fulfilled all the activities and practiced a lot before presenting the final task.

The fourth question asked trainee teachers **what were the negative and positive aspects in this lesson?** Trainee teachers pointed out three negative aspects and four positive aspects for the sessions: Seven teachers argued that few time was given to complete the final task, however they realized that they had too much work in the school and as a consequence they could not achieve the final task in an excellent way. The second aspect was lack of vocabulary when modeling the classes and the third one was cohesion and coherence when writing.

Trainee teachers found as positive aspects: the classes were dynamic because guide teachers were doing activities such as singing, drawing, speaking and reading. They pointed out that classes were interesting because they learned something new that would help their children in their English learning process. Guide teachers gave trainees confidence and they felt that guide teachers were
friendly. One of the reasons to continue with the program was the pleasant environment to learn English and methodology.

Regarding the last question: **What do you suggest for the next lesson Topic**
Trainee teachers were timid at the beginning because they realized they did not have too much knowledge to suggest, but after the second session they started to propose nice activities based on their teaching experience. Those tasks encouraged trainees to learn and practice, they agreed that it was when they had to use their mother tongue to get their messages across or when they spent too much time discussing how to do a task. Once researchers have analyzed the outcomes of this instrument form, they address the results of the second instrument.

**Surveys**

**Second survey**
In the middle of the program, researchers applied a second survey in order to check how the process was going on. It was applied when trainee teachers were working on the third module (Body and clothing).

1. **What you have learned along the program?**
The trainee teachers had learned about school, family and body vocabulary, and some grammar uses There is-are, articles a-an, present simple, present progressive and modal can – cannot. They presented problems in listening and
reading. They realized that they needed to practice a little bit more at home and take time to improving.

2. Do you consider that your language level has been improving?

Seven trainee teachers said that their English level had improved because they had more vocabulary, they could introduce themselves and they knew grammar uses to put into practice in their classes.

3. Do you consider that all you have been learning is useful in your English classes?

The 80% of the trainee teachers said the program is useful in their professional practice because it provides access for teachers to be personally and professionally excellent in the classroom through the latest teaching methodologies and updating their own English language and cultural skills. The 20% of them considered that is not useful because they do not have time to practice, school does not have any material and resources. They believe that learning English is not easy when they are old.

4. Do you believe that children like the methodology that you are applying in class? The 80% of the trainee teachers found some children are outgoing and sociable and can learn a language quickly because they want to communicate and TBL helps them to develop communicative skills. They are not worried about making mistakes. Trainees suggested extending the program, because more time
was needed to practice each lesson. They explained that the school responsibilities did not give them sufficient time to complete all the tasks.

**Third survey and Group discussion**

At the end of the program, researchers and trainee teachers answered the last survey and discussed it prior to concluding the program. This discussion provided the researchers the contributions and pedagogical implications in elementary levels in the school.

- Trainees have the constant attention of the guide teacher so they can listen to and speak more English than they might in a group situation.
- Trainee teachers can contribute to classes more and feel part of the learning process by bringing material like books, songs, articles to class.
- Their strengths and weaknesses are addressed more consistently and fully without the competition of other trainees for the teacher’s time.
- They can become better learners through teachers training with their guide teacher.
- According to the Task Based Learning, learners acquire language best through the task development. This means that the teacher adapts their language to the level of the student and in classes the amount and type of input can be maximized by the teacher to benefit the student.

However, trainee teachers said it can be difficult to measure progress without guide teachers, after finishing the course. There can be a lack of individual
practice time after the training course. They might not have the same “sink in time” as they would have in training. This can go against the acquisition of language, especially if teachers do not give enough restricted practice of new language and students do not absorb the language as effectively as they would if they had more time to reflect and process input in a class where the teacher might be more comfortable and self confident.

**Video class**

At the end of the program elementary trainee teachers from the program modeled what they practiced. They prepared and implemented the lesson plan N°1: *My Ideal School*. Researchers utilized an observation form with 15 items and evaluated the process (Annex 19)

Trainee teachers modeled the lesson plan about “My ideal school”

**Weaknesses**

Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. This was the negative aspect because the teacher in charge did not use brief commands. It means this is an aspect to work on.

**Strengths**

The activities developed by the teacher (brainstorming, games, comparisons, matching and problem solving) promoted learning and fostered respect and friendship among diverse groups of students. Peers learned to depend on each
other in a positive way for a variety of learning tasks. Trainee Teacher was careful with pronunciation, materials and methodology.

At the end of the program trainee teachers took a final English test in order to know the language progress. The results of the exams, were compared with those of the diagnostic test to measure possible progress:

<table>
<thead>
<tr>
<th>No</th>
<th>Names</th>
<th>Grammar 20</th>
<th>Reading 10</th>
<th>Writing 10</th>
<th>Listening 10</th>
<th>Total 50</th>
<th>Average</th>
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<tr>
<td></td>
<td></td>
<td>Diag. Ex</td>
<td>Final Ex</td>
<td>Diag. Final</td>
<td>Final</td>
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<td></td>
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<td>12-60%</td>
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<td>21-120%</td>
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<td>11-55%</td>
<td>15-75%</td>
<td>6-60%</td>
<td>9-90%</td>
<td>24-180%</td>
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<tr>
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<td>Diaz Claudia Patricia</td>
<td>9-45%</td>
<td>18-80%</td>
<td>4-40%</td>
<td>8-80%</td>
<td>22-140%</td>
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<td>4-40%</td>
<td>29-58%</td>
<td>20%</td>
</tr>
</tbody>
</table>

![Graph showing language progress comparison]
At the beginning and at the end trainee teachers took a quick placement test in order to know the language progress. The results of the exams, as the internal school English test were compared with those of the pre-test to measure possible progress:

All trainee teachers demonstrated significant progress in different language skills and sub skills. Although they must continue their learning process, results show that the training program was effective.
Researchers conclude that in terms of practice, elementary English teachers were implementing what they had been practicing. Although they needed more time to practice, they were confident because they felt that they have been learning English and methodology; they studied and did their best. It was important to receive feedback from the researchers and colleagues.

Although we have said that TBLL is a source for embryonic development of oral interactions and facilitates inter-personal relationships, and that teachers' self-selected tasks increased oral interaction, there are still some obstacles in the path of speaking skills. The misunderstanding of the task to be performed dealt to problems which promote uncertainty on the participants about what they are supposed to be doing. Even though instructions take up a very small portion of the lesson time, they are crucial. The necessary information needs to be communicated clearly and quickly, courteously but assertively to the trainees. For this project time was a limitation because of teachers' responsibilities at the school.

3.2 RESULTS ANALYSIS

The data analysis was done following the rules of the grounded approach where according to Denzin and Lincoln (1994) the theory arises from the data gathered to identify constructs, categories and relationships established among them. Researchers first collected the data during a complete year, and transcribed some video recordings, comments on teacher-researcher's field notes and self-assessment. Then researchers examined some issues, revised the video transcriptions, and analyzed both the field notes, and the survey to identify patterns.
and recurrences. Finally researchers organized the information and employed the color-coding technique to identify each one of the conversational routines in the interaction to unify the recurrent patterns bearing in mind their relation with the theory and the suggested research question.

After that, researchers contrasted the information gathered, taking into account all: the methodology, the supporting theory and the research question, in order to draw conclusions.

Researchers used three types of triangulation strategies: the methodological, the theoretical and the practical. In the methodological triangulation, researchers assembled the data through field notes, video transcriptions and survey. The theoretical triangulation allowed them to study the data through different perspectives such as explicit instructions on how to accomplish the task cycle and the different types of tasks, selections of the task by the students-teachers, the conversational routines and interaction skills. And in the practical triangulation, researchers performed their teacher-researchers role. Most importantly, the data gathering, and use of the instruments and analysis, revealed emerging patterns and recurrences.

**Research Categories**

Researchers set up four categories to answer the research question, as shown in the table below. How may the implementation of a teacher development program on TBL contribute to the English proficiency and teaching methodology?
<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>SAMPLES</th>
<th>THEOREUTICAL SUPPORT</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers development carries on an active involvement before, during and after the program.</td>
<td>“Trainee teachers are working hard on lesson plan N°1; they are trying to complete the final task: My ideal school using what they have been learning. They are motivated and they are doing a great effort to do the best. The main grammar use (there is/are) goes slowly but they are doing as they can, they try to correct by themselves. They bring appropriated material in order to complete the final task…” (Annex 4)</td>
<td>Development generally refers to general growth not focused on a specific job. It serves a longer – term goal and seeks to facilitate growth of teachers’ understanding of teaching themselves as teachers. Richards and Farrell (2005) Andragogy principles in teacher’s development programs emphasize on how teachers show motivation, attitude, effort and autonomy. Those principles are the basis of a successful English development programs. Knowles (1984) Pont (2003)</td>
<td>Researchers Field notes</td>
</tr>
<tr>
<td>2. Teachers’ role took importance when they decided to take development programs.</td>
<td>“Trainee teachers gains students attention about the topic, they plan the class according to TBL stages” “Trainee teachers realized that they need to enrich their English vocabulary because when students ask for some meaning, they do not know what to answer” “Trainee teachers prepare all the materials that they need to involve the students” “Trainee teachers at the beginning were nervous because it was the first time that they put into practice with their students; researchers noticed that they did a great effort and it seemed that they really enjoyed what they were doing” (Annex 4)</td>
<td>Some conceptualizations of teacher learning are important because draw the teacher as a human being that requires motivation, opportunities, time and help to achieve objectives. Knowles (1984) Pont (2003) According to Richards and Farrell (2005): teacher’s roles are important when they decide to take development programs. Those roles are: Teachers learning as skill learning, Teachers learning as a cognitive process, Teacher learning as personal construction and Teacher learning as reflective practice.</td>
<td>Video class practice</td>
</tr>
<tr>
<td>3. From the Teachers development program two perspectives emerge related</td>
<td>“I think that during the program, I learned English and a methodology that is useful not only in English but in other subjects”</td>
<td>Individual goes to the teacher’s own personal goals as subject matter knowledge, pedagogical expertise, self-awareness,</td>
<td>Field notes, Final survey and group discussion</td>
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</table>
to the teacher: individual and institutional

If the school provides us time, materials and qualified teachers to improve our role in the classroom, certainly we participate.

when school worries about our learning, cognitive process and personal construction, we realized that we are important to the school.

I´m proud of what I did during the program, it really contributes to my learning process and realized that never is too late to learn.

sometimes I got angry, when I received my feedback but then I realized that reflection on what I was doing help me to recognize that I do not know everything and as colleagues we can help each other to impact much better our classes.

We did not feel to be doing the task just to get a mark, but to have fun. Most of them said that they felt self-confident and comfortable.

4. TBL increases oral interaction, reduces anxiety and facilitates interpersonal relationships

in the first question of the self-assessment (What I liked the most about the realization of this task was) most of the agreed that they liked because it was a group task in which they had to trust on each other in order to perform the task in front of the class. Besides, they argued that it was a good idea to ask each group what they had thought to prepare to avoid repeat techniques. Finally, they said they liked because the other groups were not self-fish and shared the materials and customs.

understanding of learners, understanding of curriculum and materials and career advancement. Richards and Farrell (2005)

The institutional perspective conceived teachers in terms of the school needs, so teachers have trace goals as institutional development, career development and enhanced levels of students learning when teachers have the opportunity to access to development programs they carry out knowledge, acknowledgment, credibility and competence from other teachers that prefer teaching in the same way. Richards and Farrell (2005)

Deci (1975) as cited in Brown (2007), considers that "intrinsically motivated activities are ones for which there is no apparent reward except the activity itself". That is to say, that people seem to engage in the activities for their own sake and not because they (the activities) lead to an extrinsic reward. On the contrary, intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

In general, students who are motivated tend to be more self-reliable, have more possibilities to build good self-image and lower their levels of anxiety; are more likely to succeed in language acquisition Krashen (1985)

Teachers field notes, surveys and video.

Designed by Jenny Charry and Miguel Espitia
According to category number one, *Teachers development carries on an active involvement before, during and after the program (although elementary teachers do not have the expertise on teaching English to children)*. Researchers found that trainee teachers tried to participate and did their best. Some modules were difficult because they required more English, but teachers recognized they were improving their proficiency. Motivation, attitude, effort, personal construction and autonomy were the basis of the program. Training allowed trainees to keep up with developments in the TEFL field (i.e. going further than basic training). New knowledge was acquired and applied in the classroom. This in turn helps the school stay ahead, when teachers have new goals to work towards, they have increased motivation which is obviously a bonus for the institution. Teachers liked being trained, because sessions were meaningful, good quality and ongoing, and it can be a reason for motivated teachers to work which is always a good point for a school. The following transcriptions taken from the teacher's field notes, video recordings and the self-assessment illustrate the previous statements:

*Task: MY IDEAL SCHOOL*

We could realize that when students teachers were doing the task that they selected by themselves they got more interested in doing their best, they took time making decisions on a better way what to do and how to do it, each time they wanted to perform.  
*(Source: teacher-researcher’s field notes)*

*Task: My lovely family*

S3: we have …pensate,… in a good family…  
S1: I propose …to…. compare …royal families…  
S5: and …the members?  
S2: eh…pa… father…mother…son…daughter…  
S3: I… like the …cuñada ….  
S1: We …have…to decide the role of each one.  
*(Source: video transcription. Task: Preparing a family tree)*
In the second category, *Teachers role gained value when they decided to enroll in a development program*. When elementary teachers filled the registration form, automatically their role changed. They accepted the challenge “teaching English to children” by means of a program where they learned English and TBL methodology. Throughout the program, elementary teachers changed their role: when they changed into learners doing a cognitive process, then when they had to practice and complete tasks doing a personal construction and finally when they reflected about their performance in the class doing a reflective practice. As a result, they improved on their personal and reflective practice because they realized the importance of professional growth and accept that as colleagues, reflections enrich their teaching work.

In the self-assessment most of the students agreed saying that they enjoyed the task and felt relaxed because they had the chance to choose it and that gave them more opportunity to use their creativity to accomplish the task. They said that they did not feel like doing the task just to get a mark, but to have fun. Most of them said that they felt self-confident and comfortable.

We could realize that the students were more comfortable doing the tasks they selected, they could play with their imagination in terms of the costumes, instruments, how to act, and staff like that. When they performed in front of the class they seemed without anxiety, instead of that they seemed to be passionate with the activity. Furthermore, they looked for more additional information.

*(Source: teacher’s field notes. Task: performing)*

The third category, *From the Teachers development program emerge two perspectives related to the teacher; individual and institutional:*

Individual relates to the teacher’s personal goals as subject matter knowledge, pedagogical expertise, self-awareness, and understanding of learners,
understanding of curriculum and materials and career advancement. The institutional perspective works on teachers in terms of the school needs, so teachers have trace goals as institutional development, career development and enhanced levels of students learning. When teachers have the opportunity to access to development programs they carry out knowledge, acknowledgment, credibility and competence from other teachers that prefer teaching in the same way. Researchers noticed that trainee teachers felt proud of what they were doing; because they were working on their professional development and realized that sharing and exchanging knowledge and experiences with their colleagues is meaningful. Conversely, the school principal expressed his gratitude to the elementary teachers because he acknowledged their great effort toward improving the children English process and positive impact. The excerpts below evidenced the issues previously explained.

S18: we …have…to… be in the class punctual..eh
S22: we… have to say…teacher how can I say…confiar el uno en el otro…
T: trust on each other
S22: …we have to trust on each other because were are a group.
T: Yes, because, a group should be strong
(Source: Video recording. Task: Organizing a broadcast news)

In the first question of the self-assessment (What I liked the most about the task) most of them agreed that they liked the task because it was a group task in which they had to trust on each other in order to perform the task in front of the class. Besides, they argued that it was a good idea to ask each group what they had thought to prepare to avoid repeat techniques. Finally, they said they liked because the other groups were not self-fish and shared the materials and customs
(Source: Self-assessment. Task: Preparing a broadcasting in a zoo)

The fourth category: TBL increases oral interaction reduces anxiety and facilitates inter personal relationships. It shows that trainee teachers enhanced their
interaction skills as a consequence of being intrinsically motivated and self-confident during all phases of the task cycle. It was a result of negotiating and letting them choose the kind of tasks they would like to develop from a list suggested by the teacher-researcher. The tasks they liked the most were solving problems and creative tasks, because they felt free to do them at their own pace to perform in front of the class. The excerpts below evidenced the issues previously explained

“These tasks aimed at helping students uncover awareness tasks, rather than merely presentation activities”. “This view gives learners the possibility of discovering and even filling their knowledge gaps by themselves, but always relying on the teacher’s mentorship to guide their learning process and provide them with support and feedback where/when necessary.” (Source: teacher-researcher’s field notes)

S4: we liked the activity because the teacher give us the opportunity of selection the task, we have to pensate more for do a good work.
S1: I liked the task because we can select the activity by that I feel we have use most our imagination to create the ideal school
S2: We liked the task because we can make decision in the group to have the best idea of the school. (Source: video transcription)

In this study trainees were asked to solve problems and creative tasks and these two factors generated a friendly classroom environment in which participants interacted, to some extent, more freely and openly. Besides that, the dual role of the teacher as facilitator and researcher, aided them to create better relationships and perform better tasks. As trainees interacted planning and performing the tasks, their communication took place in both the target language, mainly using the vocabulary learned, and the mother tongue, specially to pronounce words from English into Spanish. This was seen in the self-selected tasks the students performed, in which they searched for further information to complement the issue dealt with in the EFL class. Most interestingly, shy trainee teachers felt more motivated and confident to express their points of view within their groups.
4. CONCLUSIONS

After having finished the development of this research study, and addressing the main objective, researchers can draw the following conclusions which have been extracted primarily from different sessions of the study.

- The pedagogical strategy elicited from the participants an important and continuous concern about what school and teachers could do in order to improve English competences in elementary levels. First, Task-Based Language Learning is an instrument that facilitates embryonic development of students’ oral interaction. Second, the students’ tasks played a key role in the enhancement of their oral interaction skills, especially during the planning phase. Third, individual’s conversational routines such as asking opinions from third parties, clarification from the instructor, indicating uncertainty about comprehension, and taking turns or interrupting, greatly contributed to enhance oral interaction in the EFL classroom. Additionally, workgroup, mutual support for decision making in planning the task, the conceptualization of the task cycle and the types of tasks also added to the development of student’s oral interaction.

- A teacher development program contributes to proposing, creating, reflecting and generating changes in the professional practice. It also contributes in terms of individual perspective, teacher’s own personal goals as subject matter knowledge, pedagogical expertise, self-awareness,
understanding of learners, understanding of curriculum, materials and career advancement.

- Moreover, this research study also allowed trainee teachers to notice that the use of task-based learning, promoted interaction in the EFL classroom and empowered the students to utilize the target language in a more real environment. The tasks also helped them become more active participants when working in groups, particularly in terms of expressing their ideas or asking for those of others. The tasks led teachers to work cooperatively and gave them both individual and group responsibility. In this study, the participants were encouraged to assume roles and duties as they make decisions when planning the task; they are also given the chance to broaden maximize their learning as they interact and listen to different opinions while planning or performing the task.

- When teachers realized the importance of taking English development programs where they could improve their personal and professional role, they became aware of how supportive they are in the student’s English learning process.
• This research study made a great contribution not only in the school, but in the town. The school principal was appreciative of the teachers’ concerted efforts and asked the Secretary of Education to extend the program and applied it in another Tenjo schools.

• Finally, researchers truly consider that this research has improved teachers’ pedagogical practice because as they implemented the task-based language learning in the teachers training sessions, they learned to be more reflective and resourceful and gained confidence in the creation of innovative learning experiences.
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YOUNG, M; RAPP, E and MURPHY, J Action research: enhancing classroom practice and fulfilling educational responsibilities. Journal of Instructional Pedagogies
APPENDICES

Letter from secretaria de Educación de Tenjo, Cundinamarca
(Annex 1)

Departamento de Cundinamarca
Municipio de Tenjo
Secretaria de Educación y Cultura

LA SUSCRITA SECRETARIA DE EDUCACION DEL MUNICIPIO
DE TENJO CUNDINAMARCA

CERTIFICA

Que una vez revisados los archivos que reposan en esta Secretaría no se encontró documentación referente a capacitación en Inglés que se haya dictado a los docentes de las Instituciones Educativas del Municipio de Tenjo.

La presente se expide en Tenjo Cundinamarca a los Veinte (20) días del mes de Septiembre del año Dos Mil Doce (2012).

Atentamente,

ELIZABETH TELLEZ FAJARDO
Secretaria de Educación y Cultura

[Signature]

“HONESTIDAD, CAMBIO Y RESULTADOS PARA LA PROSPERIDAD” Página 94 de 94
Calle 9°. No. 2 – 17 Teléfonos 8648242 – fax 8648242
ostenjo.com
Con la intención de INCREMENTAR el aprendizaje del inglés en los niños, el área de inglés pretende diseñar un programa e implementar una formación a los docentes titulares. Cordialmente le solicitamos responder de manera los siguientes interrogantes.

Nombre____________________________________  grado donde labora_________

Títulos Académicos: __________________________________________________________

1. ¿Está bajo su responsabilidad la asignatura de inglés?
   Sí___    No___

2. ¿Posee usted un programa de la asignatura?
   Sí___    No___

3. ¿Ha tenido alguna preparación académica en inglés?
   Sí___    No___

   Si su respuesta fue afirmativa especifique cuales y en donde_____________________

4. ¿Ha presentado examen para clasificación en nivel de inglés?
   Sí___    No___

   Si su respuesta fue afirmativa escriba su nivel alcanzado_____________________

5. ¿Cree tener suficiente fluidez para enseñar inglés?
   Sí___    No___

6. ¿Considera que necesita una mejor preparación?
   Sí___    No___

7. ¿Aceptaría participar de dicha preparación?
   Sí___    No___

8. ¿Conoce metodologías recientes para enseñar inglés en primaria?
   Sí___    No___

Si su respuesta es afirmativa escriba qué metodología y cómo se aplica en la clase
INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO

El área de Inglés de la institución, preocupada por la necesidad de mejorar el aprendizaje del Idioma en los estudiantes, se propone llevar a cabo un programa de preparación para los docentes de primaria quienes orientan la asignatura en este nivel. Con tal motivo queremos hacerle algunas preguntas al respecto.

1. Nombre y cargo que desempeña.

2. Experiencia en el manejo de la educación.
   ¿Cuál ha sido su formación y experiencia como conductor de la educación?

3. Concepto de la necesidad del aprendizaje del inglés.
   ¿En qué porcentaje considera la enseñanza del inglés como una necesidad de los habitantes de Tenjo?

4. Importancia de MEJORAR la enseñanza del inglés a nivel de los niños de primaria.
   Los niños adquieren con más eficiencia una lengua extranjera, considera Usted ¿qué es suficiente la preparación que están recibiendo actualmente los que cursan el nivel de primaria?

5. Conceptuar sobre el conocimiento que poseen los docentes de dicho nivel.
   ¿Considera que los docentes del nivel de primaria, tienen la preparación eficaz para la enseñanza del inglés?

6. Opinión sobre la posibilidad de diseñar un programa de preparación de docentes teniendo en cuenta la experiencia didáctica que ellos poseen. El área de lengua extranjera propone el diseño de un programa de formación de docentes de primaria, complementando los conocimientos didácticos que poseen, exprese su opinión al respecto.

7. Compromiso que tendría con dicho proyecto.
   En su calidad de autoridad educativa, ¿aceptaría la posibilidad de permitir los espacios, físicos y de tiempo, además de contribuir a los gastos que implique el proyecto?

8. Comentarios generales.
   Exprese otros comentarios y o condiciones que crea conveniente al respecto

La entrevista será grabada para luego ser analizada y canalizada en beneficio de la investigación.
Temario

Análisis de los resultados de rendimiento académico en la Institución en el área y en particular en el grado sexto.

Una vez presentados los informes generales de rendimiento de los estudiantes en el área se precisa que el 25% presenta un promedio alto de alcance de acuerdo a las competencias requeridas por parte del área de inglés del colegio.

El 35% de los estudiantes alcanzan un promedio medio en alcance de acuerdo a las competencias requeridas por parte del área de inglés del colegio.

El 40% restante muestra un nivel bajo de acuerdo a las competencias requeridas por parte del área de inglés del colegio.

Se establecen como causas principales:

1. Al llegar al grado sexto los estudiantes no poseen la preparación básica para continuar con un proceso de aprendizaje.
2. La intensidad horaria de 4 horas en los grados 6°, 7°, 8° y 9° pero de 3 horas en 10° y 11° no son suficientes para que al salir de la Institución les permita un manejo significativo del Inglés.
3. No hay docentes específicos de enseñanza del Inglés en primaria.
4. La intensidad horaria en este nivel es demasiado insuficiente.
5. Los docentes no tiene la preparación académica específica.

Los estudiantes que ingresan al grado 6° y que en su mayoría, 85% aproximadamente provienen del ciclo de primaria de la Institución, traen como deficiencias:

1. No poseen dominio sobre el vocabulario básico: familia, elementos del salón, saludos y numeración.
2. No siguen instrucciones ni comandos.
3. No utilizan los pronombres.
4. No identifican el verbo to be en oraciones.
5. La pronunciación en las pocas expresiones que usan no es la adecuada.

Recomendaciones

1. Es necesario incrementar la intensidad horaria en todos los ciclos.
2. Se nome docentes de Inglés para el ciclo de primaria.
3. Es indispensable la capacitación permanente de los docentes de la básica primaria, ya que son los responsables de enseñar el idioma en ese ciclo.

Sólo si se desarrollan o se tienen en cuenta las recomendaciones emitidas se podrá incrementar el aprendizaje de la lengua extranjera. Si se tiene en cuenta que se ha demostrado por pedagogos que los niños tienen una capacidad mayor para adquirir lenguas se requiere que lo expuesto sea atendido con prontitud.

Para dar constancia de loa anterior se firma:

Luz Mila Mora Quintana
Bertha de la Rosa Morales
Clara Bernal
José Miguel Espitia Q.
Sample of the researcher’s teachers field notes

(Annex 4)

INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO
TENJO – CUNDINAMARCA
TEACHERS ENGLISH DEVELOPMENT PROGRAM

<table>
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<th>Día</th>
<th>Mes</th>
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<th>Ciudad</th>
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Field note N°_____
**Teacher’s diary N° 14**

### Autonomous Work

**ANIMALS**

This topic was chosen by them. They are working on the first topic, looking at their material that makes up the unit, reading activities involving words and pictures. They enjoyed listening to what students knew about animals. They listened to songs (names of the categories - Animals everywhere). The final focus was on how they can take care of animals.

Using pocket teachers wanted to know how they take care of their animals using models, such as “I have a pet dog.”

This task is not only about animals but also their personal responsibility and self-reliance.

Amelia Carranza: Se que me pediste más de lo necesario, aquí solo tengo listas sobre animales.
VIDEO CLASS OBSERVATION FORM

Trainee – teacher ______________________________________________

Reseacher teacher ______________________________________________

Date of observation ____________________________________________

<table>
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<th>Behaviors Associated with Effective Learning</th>
<th>Weak</th>
<th>Satisfactory</th>
<th>Strong</th>
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<tbody>
<tr>
<td>1. Gains student attention about the topic and activities.</td>
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<tr>
<td>2. Uses pre – task activities.</td>
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<td>3. Involves the students in the activities.</td>
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<td>4. Guides students to do the activities to task preparation</td>
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<td>5. Provides help and support to Students.</td>
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<tr>
<td>6. Uses appropriate activities and examples.</td>
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<td>7. Provides support to task realization.</td>
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<td>8. Uses appropriate materials and visual aids.</td>
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<td>9. Cares about the classroom arrangement.</td>
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<td>10. Gives students clear and accuracy indications.</td>
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<td>11. Develops the post tasks.</td>
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<td>12. Gives students appropriate feedback.</td>
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<tr>
<td>13. Follows all the steps of TBL by Jane Willis(1996)</td>
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<tr>
<td>14. Respects and takes into account student’s opinion and suggestions.</td>
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<tr>
<td>15. Teaches appropriate topic based on the students’ age.</td>
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General comments
Sample of the First Survey  
(Annex 6)  
INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS  
MONTEJO  
TENJO – CUNDINAMARCA  
FORMACIÓN PERMANENTE DE DOCENTES  

SURVEY (Beginning of the program)  

Conteste cuidadosamente las siguientes preguntas:

1. ¿Qué espera de este curso?  
   ________________________________________________________________  
   ________________________________________________________________

2. ¿Cree usted que aportará sobre su quehacer diario como docente?  
   ________________________________________________________________  
   ________________________________________________________________

3. ¿Cómo se siente al iniciar un curso de lengua extranjera para enseñar inglés, teniendo en cuenta nivel de lengua?  
   ________________________________________________________________  
   ________________________________________________________________

4. ¿Cree que con las pautas dadas en el curso, podrá impactar de manera positiva sus clases de inglés?  
   ________________________________________________________________  
   ________________________________________________________________

5. ¿Cuáles expectativas tiene del programa que iniciará?  
   ________________________________________________________________  
   ________________________________________________________________
Conteste cuidadosamente las siguientes preguntas:

1. ¿Qué ha aprendido hasta ahora en el programa?

________________________________________________________________________

2. ¿Conslena usted que ha mejorado su nivel de lengua?

________________________________________________________________________

3. ¿Cree usted que lo aprendido hasta ahora le ha sido útil para aplicarlo en sus clases de inglés?

________________________________________________________________________

4. ¿Cree usted que los estudiantes han respondido bien a la nueva metodología que está aplicando en clase?

________________________________________________________________________

5. ¿Tiene usted alguna sugerencia y/o comentario que hacer para mejorar el programa que se está llevando a cabo en la institución?

________________________________________________________________________

"QUIEN SE ATREVA A ENSEÑAR NUNCA DEBE DEJAR DE APRENDER"
SURVEY (At the end of the program)
Teacher’s discussion

Conteste cuidadosamente las siguientes preguntas:

1. ¿Considera usted que lo aprendido en este programa, fue útil para su proceso de formación como docente?

2. ¿Considera usted que este programa basado en Task Based Learning contribuyó para su proficiencia en inglés y metodología de enseñanza?

3. Cree usted los procesos de formación docente en la institución basados en lengua y metodología, mejora los procesos de aprendizaje de los estudiantes?

4. ¿Quisiera usted continuar con el programa de formación para mejorar sus procesos académicos y profesionales en el área de inglés? ¿Cuáles?

5. ¿Qué puede usted reflexionar y concluir de este programa que se llevó a cabo durante este año en la institución?
Tenjo, Cundinamarca, Junio de 2012

Licenciados
José Miguel Espitia
Jenny Fernanda Chary López
Gestores de la propuesta

Después de leída la propuesta y con base a la exploración de la situación encontrada en la institución. Cuentan con todo nuestro apoyo como institución para iniciar el programa de capacitación con los docentes de primaria, en términos, de disponibilidad de espacios de la institución educativa, recursos (foioccopias, grabadoras y salón de audiovisuales) y horarios.

Cuentan con todo lo que requieran para llevar a cabo la capacitación, pues sabemos que los docentes de primaria estarán agradecidos por ayudarlos en mejorar su nivel de inglés y metodología, para que de este modo puedan transmitir lo que han aprendido con ustedes a los estudiantes de primaria.

Míi gracias por su incondicional colaboración para que los procesos de la institución mejoren cada día.

Atentamente,

Héctor Méndez
Rector
Registration form and consent letter from the teachers
(Annex 10)

INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO
TENJO – CUNDINAMARCA
FORMACIÓN PERMANENTE DE DOCENTES

FORMATO DE INSCRIPCIÓN
INGLÉS Y DIDÁCTICA PARA PRIMARIA

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<td>Privado</td>
<td>Distrital</td>
<td>Cargo</td>
</tr>
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<td>Año</td>
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</tr>
<tr>
<td>¿Ha estado usted en cursos de FPD?</td>
<td>Sí ☐</td>
<td>No ☐</td>
<td>¿Cuáles?</td>
<td></td>
</tr>
<tr>
<td>Ciudad y año</td>
<td></td>
<td>Entidad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Está interesado en realizar el curso: inglés y didáctica en Primaria?</td>
<td>Sí ☐</td>
<td>No ☐</td>
<td>¿Por qué?</td>
<td></td>
</tr>
<tr>
<td>¿Dispone del tiempo y dedicación para realizar el curso?</td>
<td>Sí ☐</td>
<td>No ☐</td>
<td>¿Por qué?</td>
<td></td>
</tr>
<tr>
<td>¿Cuáles cree usted que son los beneficios de participar en el curso?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OBSERVACIONES y/o SUGERENCIAS</th>
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<td>________________________________________________________________________________</td>
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<td>________________________________________________________________________________</td>
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<tr>
<td>________________________________________________________________________________</td>
</tr>
</tbody>
</table>

Al diligenciar y entregar el formulario tanto el colegio como nosotros damos por hecho que está interesado en participar en el curso de formación docente: inglés y didáctica de primaria. Esperamos contar con usted pues de ello depende que el curso esté disponible para dar inicio.

Firma Docente – estudiante
C.C
INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO
TENJO – CUNDINAMARCA
FORMACIÓN PERMANENTE DE DOCENTES

"QUIEN SE ATREVA A ENSEÑAR NUNCA DEBE DEJAR DE APRENDER"

CARTA DE CONSENTIMIENTO
CONSENT LETTER

Querido Docente:

De antemano le agradecemos a usted por la participación voluntaria al programa de formación en lengua y didáctica del inglés para los niños de primaria de la institución; es importante que usted sepa que toda la información que se tome para direccionar nuestro proyecto de investigación de maestría "A teacher development programme for elementary teachers as a way to contribute the english learning at a public school", será confidencial, protegerá su identidad y no será utilizada para fines distintos a los conocidos por usted con anterioridad.

Solicitamos firmar este formato de consentimiento si está de acuerdo con los fines y condiciones expuestos en la conferencia de invitación que hubo para participar del programa de formación en lengua y didáctica del inglés para los niños de primaria de la institución, que se llevó a cabo el día viernes 22 de Junio de 2012.

De esta manera, requerimos, además, su autorización para recolectar datos, haciendo uso de recursos como: experiencias escritas, videos, fotografías y cuestionarios, que se realizarán durante el programa de formación.

Agradecemos su entera colaboración,

Lic. Jenny Fernanda Charry López
Lic. José Miguel Espitia Quiróga

Gestores del proyecto de investigación de maestría.

"A teacher development programme for elementary teachers as a way to contribute the english learning at a public school"
Firma de aceptación de los docentes participantes:

<table>
<thead>
<tr>
<th>Nombres del docente</th>
<th>Firma</th>
<th>Cedula</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sonia Guzmán Ruiz</td>
<td></td>
<td>51.837.644</td>
</tr>
<tr>
<td>2 Nancy Fernanda Caucaí Cantor</td>
<td></td>
<td>52.769.447</td>
</tr>
<tr>
<td>3 María Teresa Vesga Martínez</td>
<td></td>
<td>51.580.231</td>
</tr>
<tr>
<td>4 Hilda Fabiola Forero Herrera</td>
<td></td>
<td>51.181.041</td>
</tr>
<tr>
<td>5 Clemencia Romero Antolines</td>
<td></td>
<td>51.244.482</td>
</tr>
<tr>
<td>6 Flor Alba Ballesteros Hernández</td>
<td></td>
<td>41.751.164</td>
</tr>
<tr>
<td>7 Noralba Rodríguez Mesa</td>
<td></td>
<td>26.644.400</td>
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<tr>
<td>8 Claudia Patricia Díaz Espitia</td>
<td></td>
<td>52.067.718</td>
</tr>
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<td>9 Ana Silvia Góngora</td>
<td></td>
<td>20.560.020</td>
</tr>
<tr>
<td>10 Ana Julia Guzmán Prieto</td>
<td></td>
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</tr>
</tbody>
</table>
INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO

TEACHERS ENGLISH DEVELOPMENT PROGRAM

Teachers´perspective according to Richards and Farrell (2005)

Querido Docente

Ante todo queremos agradecerle por hacer parte de este programa y teniendo en cuenta que usted aceptó tomarlo de forma libre y voluntaria. Deseamos que se vincule y haga parte de lo que se propone el programa, para que de esta manera usted sienta que escuchamos sus propuestas y la disponibilidad de nosotros para hacer de este programa una experiencia enriquecedora, para ello queremos que responda las siguientes preguntas:

1. ¿Qué quiere usted aprender en este programa? Recuerde que el programa está enfocado para que usted aprenda inglés y pueda enseñarlo a sus estudiantes de primaria.

2. ¿Qué temas está usted interesado en aprender en el programa?

3. ¿Ha tomado algún programa de formación permanente o conoce algún colega que esté en el programa y que haya tomado alguno?

4. ¿Qué clase de apoyo usted espera de nosotros como orientadores del programa de lengua y metodología?

5. ¿Qué propósito se quiere trazar para lograr cumplir con el programa?

6. ¿Con quienes de sus compañeros le gustaría trabajar?

"QUIEN SE ATREVA A ENSEÑAR NUNCA DEBE DEJAR DE APRENDER"
Querido Docente

Con el ánimo de llevar una experiencia enriquecedora y amena para usted. Conteste honestamente las siguientes preguntas:

1. Si quisiera valorar el nivel de motivación que tiene para iniciar el programa, teniendo en cuenta que 1 es el menor y 5 el máximo. ¿Qué valor le atribuirá a su motivación antes de iniciar el curso?

   □ ¿Por qué?

2. ¿Qué conocimientos tiene de inglés? ¿Cuáles?

   __________________________________________
   __________________________________________
   __________________________________________

3. ¿Cuál sería el objetivo principal que usted quisiera alcanzar al finalizar este programa?

   __________________________________________
   __________________________________________
   __________________________________________

4. De acuerdo con su experiencia, ¿Qué necesita usted aprender a lo largo del programa?

   __________________________________________
   __________________________________________

5. ¿Cuánto tiempo estaría usted dispuesto a trabajar en el programa? ¿Por qué?

   __________________________________________
   __________________________________________

"QUIEN SE ATREVA A ENSEÑAR NUNCA DEBE DEJAR DE APRENDER"
Sample of the Diagnostic test
(Annex 13)

INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO
TENJO – CUNDINAMARCA
FORMACIÓN PERMANENTE DE DOCENTES

ENGLISH DIAGNOSTIC TEST

NAME: ____________________________________________________________ DATE: ____________

GRAMMAR USE

1. ______ name? My name is Sue
   a. What your   b. what are you   c. What’s your

2. ______ from? I’m from India
   a. Where are   b. where are you   c. where is

3. Where are you from? ______ Peru
   a. I am   b. My from is   c. I’m from

4. “Hello, I´m Tom”. ______ Alice
   a. Hi, I’m   b. Hi, she’s   c. Hi, you’re

5. ______ you? I´m 15
   a. How are   b. How old are   c. What old are

6. ______ your sister?
   a. she is   b. is she   c. she isn’t

7. Sue and Tom are tall. ______ blond, too
   a. are   b. they are   c. is

8. ______ my brother. He´s my friend
   a. He isn’t   b. is he   c. his

9. You and Beth are sisters. ______ mother is pretty
   a. our   b. their   c. your

10. Your friends ______
    a. is Sue   b. is Sue and Tom   c. are Sue and Tom

11. My name ______ Paul Jones
    a. is looking   b. is   c. call

12. My friend ______ thrillers
    a. like   b. don’t like   c. doesn’t like

13. Where does your favorite team ______?
    a. is training   b. train   c. trains
14. Mary ______ a little pet
   a. has      b. have     c. is having

15. Antonio Banderas usually _______ the main character in films
   a. plays     b. is playing       c. doesn’t play

16. That film producer _______ for a movie star
   a. is looking      b. looking     c. looks

17. How many milk do you want?
   a. how       b. many     c. milk

18. Is there many soup?
   a. is there    b. many     c. soup

19. Do you want many coffee?
   a. do       b. want     c. many

20. There aren’t some cookies
   a. there aren’t  b. some     c. cookies

READING

Match. Which is the best city for these people?

1. (  ) Jane loves carnivals.
2. (  ) Tim loves sea animals.
3. (  ) Margaret admires Colombian singers.
4. (  ) Mark loves beaches.
5. (  ) Sammy loves adventure.
6. (  ) Daniel likes song festivals.
7. (  ) Cynthia likes Disney cartoons.
8. (  ) Terry likes international airports.
9. (  ) Samantha likes famous buildings.
10. (  ) Fiona does not like hotels near the beach.

Barranquilla is an important city in Colombia and the hometown of Shakira. It celebrates its popular "Barranquilla's Carnival" every year. It has an international airport. It has no beaches near the main hotels.

Viña del Mar is a popular tourist resort in Chile. It has beautiful beaches, mansions and hotels. The Chilean president has a palace there to stay at in summer. Every year in February they celebrate the “Festival de la Canción Internacional”, one of the most famous festivals in Latin America.

Orlando, Florida (USA), is a very popular vacation place for children and adults. Children can enjoy Disney's Magic Kingdom, Epcot Center and Animal Kingdom. Adults can also visit Universal Studios and Islands of Adventures. There are many exciting rides and attractions, especially for adults. Animal lovers can go to Sea World and see animal shows.

WRITING

Introducing yourself. Write a paragraph about yourself (name, age, nationality, place of birth, favorite music, food, animal, phone number, address and profession)
LISTENING

Listen to the following information about Urse and Maria. Match column A with column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ( ) Maria is from</td>
<td>a. 13.</td>
</tr>
<tr>
<td>2. ( ) She's</td>
<td>b. a hot country.</td>
</tr>
<tr>
<td>4. ( ) Maria's last name is</td>
<td>d. It is in the Caribbean Sea.</td>
</tr>
<tr>
<td>5. ( ) Urse's nationality is</td>
<td>e. Switzerland.</td>
</tr>
<tr>
<td>6. ( ) He is from</td>
<td>f. Franco.</td>
</tr>
<tr>
<td>7. ( ) Urse is</td>
<td>g. Yes, it is.</td>
</tr>
<tr>
<td>8. ( ) Cuba is</td>
<td>h. Swiss.</td>
</tr>
<tr>
<td>9. ( ) Where is Urse's country?</td>
<td>i. 15 years old.</td>
</tr>
<tr>
<td>10. ( ) Is Maria's country an island?</td>
<td>j. It is in Europe.</td>
</tr>
</tbody>
</table>

ANSWER SHEET

GRAMMAR

|   |  1 |  2 |  3 |  4 |  5 |  6 |  7 |  8 |  9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| A |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| C |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

READING

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<tr>
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LISTENING

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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>
Sample of the final English test
(Annex 14)

INSTITUCIÓN EDUCATIVA ENRIQUE SANTOS MONTEJO
TENJO – CUNDINAMARCA
FORMACIÓN PERMANENTE DE DOCENTES

ENGLISH FINAL TEST

NAME: ______________________________________________ DATE: ___________

GRAMMAR USE

Read and Complete

1. My name is Sue. _______ _______ your _______?

2. I’m from India, _______ _______ you _______?

3. Where are you from? _____ _____ Colombian

4. Hello! I’m Tom and _____ _____ Alice

5. I’m 16, _______ _______ you _______? Twenty four.

6. ______ your sister? Yes, she is.

7. Sue and Tom are tall and ______ ______ blond too.

8. He isn’t my brother but _____ ______ my friend.

9. You and Beth are sisters, _______ mother is pretty.

10. My friend _______ _______ _______ soap operas they are horrible! , he says

11. Where ______ your favorite team training?

12. Mary ______ a little pet at home.
13. Antonio Banderas usually _______ the main character in films

14. That film producer _______ for a new movie star

15. Is there any teacher here? Yes, _______ _____ one

16. _______ _______ many students here from other countries? Yes, twenty five

17. _______ you study or work? I’m studying.

18. My daddy can’t study because he _________ all day in his office

19. Do you ____________ some drink? Yes, black coffee please.

20. We ______ _________ like coffee, we prefer soda.

READING
Which is the best place for people who…..

Viña del Mar is a popular tourist resort in Chile. It has beautiful beaches, mansions and hotels. The Chilean president has a palace there to stay at in summer. Every year in February they celebrate the “Festival de la Canción Internacional”, one of the most famous festivals in Latin America.

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Which is the best place for people who…..

1. Loves sea animals________________________

2. Prefers adventures________________________
3. Adores walking __________________
4. Admires popular singers_______________________
5. Enjoys great airports _________________________
6. Participates in popular celebration______________
7. Likes swimming_______________________________
8. Prefers hotels far from the beach________________
9. Spends February holidays _____________________
10. Enjoys thematic parks ________________________

WRITING
You are writing a letter to your parents, brothers and sisters and you are going to introduce your wife/husband because they don’t meet her/him. Write a paragraph about her/him (name, age, and nationality, place of birth, likes and dislikes, phone number, physical appearance, address and profession)

LISTENING Listen to the letter and identify the statements as True (T), False (F) or Not mentioned (N)

1. Richard went to school every day. _____
2. He likes going to school ______
3. He goes to bed very late. _____
4. He doesn’t go to school because he gets up late. _____
5. He does his chores in the afternoons. _____
6. He likes seeing films. _____
7. He does his homework on weekends. _____
8. His friends are school students. _____
9. His mother doesn’t know what to do. _____
10. He is going to improve. _____

LISTENING

<p>| | | | | | | | | | | |</p>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH TOPICS LIST TO TEACH IN ELEMENTARY LEVELS

Read, discuss and choose what topics you believe that elementary students will be engaged the most to learn English.

- Loving my Family
- Welcome to School
- Amazing Animals
- Nice Body
- My prefer Clothes
- My House
- Festivities and celebrations
- Talking about people
- Numbers and alphabet
- At the supermarket
- Sports and hobbies
- Wonderful jobs
- Around the city
- Camping trip
- Times to remember
- Go shopping
- A day in my life
- Places to visit
- Amazing bugs
Sample of the selected topics from the teachers

Topics chosen by the teachers
(Annex 16)

<table>
<thead>
<tr>
<th>ENGLISH TOPICS LIST TO TEACH IN ELEMENTARY LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, discuss and choose what topics you believe that elementary students will be engaged the most to learn English.</td>
</tr>
</tbody>
</table>

- Loving my Family
- Welcome to School
- Amazing Animals
- Nice Body
- My preferred Clothes
- My House
- Festivities and celebrations
- Talking about people
- Numbers and alphabet
- At the supermarket
- Sports and hobbies
- Wonderful jobs
- Around the city
- Camping trip
- Times to remember
- Go shopping
- A day in my life
- Places to visit
- Amazing bugs

Estos son los temas que consideramos podemos aprender y llevarlo a nuestras clases, sin embargo sus propuestas también son válidas.

Flor Alba y grupo de Trabajo
Julio 112
Lesson plans
(Annex 17)

Lesson plan N° 1: My ideal school

Main Topic: What does our School have?  Date: August 15 to September 5 2012

Available Time: 7 hours

Topics: school objects, places in the school, people in the school

Contents: classroom items vocabulary, there is/are, quantifiers, numbers and colors.

<table>
<thead>
<tr>
<th>Language focus</th>
<th>Functions: Describing what they find in the school using: there is/are, quantifiers, numbers and colors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Notions: There is/are, school vocabulary, verb to be, a/an, numbers, colors and commands.</td>
</tr>
</tbody>
</table>

Task: Creating my ideal school

Objectives

- To guide trainee teachers in the English use describing what they find in the school.
- To get trainee teachers familiar with the functions and notions needed to carry out their assigned task as using there is/are, quantifiers, verb to be.

Task stages

Pre – task

What to do: In order to present the main topic, guide teachers will present a classroom picture with some vocabulary related to it. Then, trainee teachers will practice the classroom vocabulary using a rhyme “It’s a pencil”. After that, guide teachers will present the main topic there is/are, quantifiers, colors and numbers using the same picture. Learners teachers will work on face2face copies (pag. 3) when they will practice what they have seen in the class.

How to do: Using the classroom picture learners teachers:

1. They will tell about what they find in the picture, they will do it in English because they will use dictionary in order to find the words that they want to express.

2. Making a list on the board they will know to write and to pronounce each word. Guide teachers will work pronunciation.

3. Then using a rhyme “It’s a pencil” while learners teachers are singing, they are matching on the board (pencil word, pencil picture). Here they learn vocabulary: pencil, book, chair, window, pencil case, school bag, whiteboard, lunch box, boy, girl, teacher, playground, notebook, colors,
4. Then Guide teachers present the main topic using examples from the picture ex. In my classroom THERE IS A BOOK. In my classroom THERE ARE colors. Learners teachers will notice how to use each on and finally when learners teachers try to make sentences, guide teachers will explain the uses.

5. Trainee teachers will practice in Face2Face book pg.3 there is/are and quantifiers. Then, in groups they will check their answers and then with the guide teacher.

6. They will receive empty a room, they will listen to what the guide teacher is saying. Ex. In my classroom, there are 5 balls. In my classroom there is a teacher.

**Resources:** classroom pictures, Face2Face copies, copies from the empty room, markers, tape recorder

**Evaluation:** The evaluation is about what they tried to do in the class. Descriptive evaluation about what they did.

### Task - preparation

<table>
<thead>
<tr>
<th>What to do:</th>
<th>Decide what kind of materials trainee teachers are going to use in order to make their ideal schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make a list of what kind of school staff their schools has</td>
</tr>
<tr>
<td></td>
<td>Decide what their ideal school should have or should not have. Make their ideal school using the materials that trainee teachers are going to choose.</td>
</tr>
<tr>
<td></td>
<td>Prepare the oral presentation using… “In my ideal school there is/are or In my ideal school there is not/are not…” putting into practice there is/are, numbers, colors and quantifiers</td>
</tr>
</tbody>
</table>

| How to do: | trainee teachers will make their ideal schools using the materials that they prefer. They will take time in order to finish their work. They will work in groups in order to help each other. Prepare the oral presentation, first by writing what they want to say, second by the correction that the guides teachers could suggest and third by listening to them their oral work in order to correct if they have problems. |

| Resources: | different materials as markers, papers, pictures, glue, scissors, hard – papers and box |

| Evaluation: | The evaluation is about what they did in the process. Descriptive evaluation. |

<p>| What to do: | After they finish making their ideal schools, trainee teachers will practice their oral presentation. Then trainee teachers will get ready to |</p>
<table>
<thead>
<tr>
<th>Task – realization</th>
<th>present.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to do:</strong> trainee teachers will organize the classroom in round table and then each one is going to present their ideal school using what they practice during the classes.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources:</strong> final ideal schools task</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong> The evaluation is about what they did in the presentation. Descriptive evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post – task</th>
<th>What to do: comments on what those schools are ideal for them. Write a little text about what is missing in the school to be the ideal to them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How to do it:</strong> trainee teachers will write using what they practice in the lesson a text about what is missing in the school to be the ideal and then they will share with their classmates.</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers reflection and feedback:</strong> Guide teachers will fill a diary about what they observed in the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation:</strong> The evaluation is about what they did during the lesson. Descriptive evaluation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-teachers assessment of the process</th>
<th>Trainee teachers will answer some questions about their feelings and perceptions in the first lesson. The questions are posed in English but they can answer in Spanish.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did you feel?</td>
<td></td>
</tr>
<tr>
<td>2. What did you learn?</td>
<td></td>
</tr>
<tr>
<td>3. From 1 to 5 assess your performance in this lesson and explain why</td>
<td></td>
</tr>
<tr>
<td>4. What were the positive and negative aspects in this lesson?</td>
<td></td>
</tr>
<tr>
<td>5. What do you suggest for the next lesson. Topic: family?</td>
<td></td>
</tr>
</tbody>
</table>

| General reflection | The general reflection is based on what trainee teachers assess about their performance and guide teachers observe during the first lesson. |
**Lesson plan N° 2: My lovely family**

**Main Topic:** My family and me  
**Date:** September 10th to October 1st /2012

**Available Time:** 7 hours

**Topics:** Vocabulary about family members. Possessive adjectives.

**Contents:** family members, family tree, descriptive adjectives, possessive adjectives

<table>
<thead>
<tr>
<th>Language focus</th>
<th>Functions:</th>
<th>Describing their family, using the possessive adjectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Notions:</strong></td>
<td>The family vocabulary, verb to be, a/an, descriptive adjective and possessive adjectives</td>
</tr>
</tbody>
</table>

**Task:** My Lovely family

**Objectives**

- To guide the trainee teachers in the English use describing how their family is integrated.
- To get the trainee teachers familiar with the functions and notions needed to carry out their assigned task

**Task stages**

**Pre – task**

**What to do:** In order to present the topic trainee teachers will see Simpsons chapter where they will see who is each the family. Guessing game about each family member (Homer picture – word Father). Trainee teachers will bring some family pictures and they will label who is each on using family vocabulary.

**How to do:** Trainee teachers will see the Simpsons video:

1. The video will show all the family members and their corresponding names. They will have the Simpsons pictures and they will write their names while they are watching the video.

2. Trainee teachers will make a matching using the family member picture and vocabulary. (Homer - Father/ Dad). In order to learn family vocabulary.

3. In groups, trainee teachers will draw a family in a big sheet and they will practice vocabulary and “to be”. Ex. He is Peter (Father).

4. Guide teachers will explain the use of the adjectives possessives using the same draws that the trainee teachers made. Ex. He is Peter, his wife is Maria and his son is Luis. His favorite color is blue and his favorite animal is Lion.

5. In order to practice what they are learning, trainee teachers will describe one
<table>
<thead>
<tr>
<th>Task preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to do:</strong></td>
<td>Trainee teachers will choose the family pictures that they will use to do their family album. They will make a draft about what they are going to do in their album using family vocabulary, verb to be and adjective possessives. Prepare their oral presentation about their lovely family &quot;He is my Dad, His name is Rocendo, His favorite color is blue and his favorite TV program is &quot;Don Chucho&quot;... &quot;</td>
</tr>
<tr>
<td><strong>How to do:</strong></td>
<td>Trainee teachers will make their picture album using all the materials that they select, then they will prepare their oral presentation, first by writing then they will practice with the guide teachers, in order to be ready to present. They can take their time to finish their album and to prepare the final presentation.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>cardboards, markers, colors, glue, family pictures.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>The evaluation is about what they did in the process. Descriptive evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task realization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to do:</strong></td>
<td>After they finish making their family album, trainee teachers will practice their oral presentation. Then trainee teachers will get ready to present.</td>
</tr>
<tr>
<td><strong>How to do:</strong></td>
<td>Trainee teachers will organize the classroom in round table and then each one is going to present their family album using what they practice during the classes.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>The final task: familiar album</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>The evaluation is about what they did in the presentation. Descriptive evaluation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post – task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What to do:</strong></td>
<td>comments about feelings and sensations doing the family album. Write a little text about why family is important to them</td>
</tr>
<tr>
<td><strong>How to do it:</strong></td>
<td>Each one does comment about their final task and write about why family is important and then they will real aloud.</td>
</tr>
<tr>
<td><strong>Teachers reflection and feedback:</strong></td>
<td>Guide teachers will fill a diary about what they observed in the lesson.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
<td>The evaluation is about what they did during the lesson. Descriptive evaluation.</td>
</tr>
</tbody>
</table>
| **Self-teachers assessment of the process** | Trainee teachers will answer some questions about their feelings and perceptions in the first lesson. The questions are posed in English but they can answer in Spanish.  
1. How did you feel?  
2. What did you learn?  
3. From 1 to 5 assess your performance in this lesson and explain why  
4. What were the positive and negative aspects in this lesson?  
5. What do you suggest for the next lesson. Topic: body and clothing? |
| **General reflection** | The general reflection is based on what trainee teachers assess about their performance and guide teachers observe during the second lesson. |
**Lesson plan N° 3: Body and clothing**

**Main Topic:**  My body and my clothes  **Date:** October 15 to November 15/ 2012.

**Available Time:** 7 hours

**Topics:** body parts, clothing vocabulary, simple present, present progressive

**Language focus**

**Functions:** Describing clothing using present progressive and how to care our body using simple present

**Notions:** Body and clothing vocabulary, simple present (brush, take a shower, get dressed, eat) and present progressive (wearing)

**Task:** Greatest fashion show and caring our body

**Objectives**

To guide trainee teachers to describe clothing using the corresponding vocabulary and the correct use of present progressive.

To understand the use of simple present through a brochure about “Caring our body”.

**Task stages**

**Pre – task**

- **What to do:** trainee teachers will listen to an English song “Head, shoulders, knees and toes” and “two little eyes” while they are moving and dancing they will realize what the body parts are. Trainee teachers will make a brainstorming about all the body parts that they listen to. Memory game about each body part (leg – picture). A fashion show video, brain storming about what they will see then classify clothing into (elegant, informal, warm and cold places). Trainee teachers will make a lottery game about body and clothing in order to practice.

- **How to do:** Trainee teachers will do:

  1. Learn and sing “head, shoulders, knees and toes” and “two little eyes” after that they will make a brain storming about what they listen to.

  2. Guide teachers will practice body pronunciation using their body then they will see the correct written form and then they will play a memory game (picture - word).

  3. Trainee teachers will make the classmate body using sheets of paper, where they will write the body parts and then they will show to the rest of the class using “Mary has two blue eyes, a big nose and a small mouth...”.

  4. Trainee teachers will see a fashion show video where then they will make a brain storming and classify the clothes between (elegant, informal, warm and cold places).

  5. They will make a lottery using body and clothing vocabulary in order to practice.
| **Task preparation** | Resources: video, songs, cards, markers, colors, board, television and tape recorder.  
| **Evaluation:** The evaluation is about what they will try to do when they are solving each game and preparing the lottery |
| **What to do:** Trainee teachers will prepare a fashion show in groups of 5, where each one is going to parade and tell to the class what he/she is wearing. Then, in the same groups trainee teachers will make a brochure about “Caring our body” using “have to – do not have to”  
| **How to do:** trainee teachers will decide what kind of clothes they will wear, then they will prepare their presentation using “Hi my name is Jenny, I’m 25 years old and I’m wearing elegant clothes as: pink dress, black heels, orange purse and white necklace”  
| 2. Then one trainee teacher of each group will show their brochure about “Caring our body” using the modal have – do not have to. Ex. “You have to take a shower every day – you do not have to sleep too late”  
| **Resources:** clothes, music, markers, hard paper, colors and pictures  
| **Evaluation:** The evaluation is about what they did in the process. Descriptive evaluation. |
| **Task realization** |  
| **What to do:** After they finish organizing their fashion show and the brochure, trainee teachers will practice their oral presentation. Then trainee teachers will get ready to present.  
| **How to do:** trainee teachers will organize the classroom as a catwalk where each one is going to parade using what they practice during the classes. Then, they will present their brochure about “Caring our body”  
| **Resources:** The final task: Greatest fashion show and caring our body  
| **Evaluation:** The evaluation is about what they did in the presentation. Descriptive evaluation. |
| **Post – task** |  
| **What to do:** comments about feelings and sensations doing the fashion show. Write a little text about how doing a brochure about “Caring our body” will be appropriated to work with their children in class  
| **How to do it:** Each group does some comments about the fashion show task and then they will write about how doing a brochure about “Caring our body” will be appropriated to work with their children in class  
| **Teachers reflection and feedback:** Guide teachers will fill a diary about what |
they observed in the lesson.

**Evaluation:** The evaluation is about what they did during the lesson. Descriptive evaluation.

<table>
<thead>
<tr>
<th>Self-teachers assessment of the process</th>
<th>Trainee teachers will answer some questions about their feelings and perceptions in the first lesson. The questions are posed in English but they can answer in Spanish.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. How did you feel?</td>
</tr>
<tr>
<td></td>
<td>2. What did you learn?</td>
</tr>
<tr>
<td></td>
<td>3. From 1 to 5 assess your performance in this lesson and explain why</td>
</tr>
<tr>
<td></td>
<td>4. What were the positive and negative aspects in this lesson?</td>
</tr>
<tr>
<td></td>
<td>5. What do you suggest for the next lesson. Topic: Home?</td>
</tr>
</tbody>
</table>

| General reflection | The general reflection is based on what learners teachers assess about their performance and guide teachers observe during the third lesson. |
### Lesson plan No. 4: Living at home

**Main Topic:** Offering and selling my house  
**Date:** February 4 to February 25 / 2013

**Available Time:** 7 hours

<table>
<thead>
<tr>
<th>Topics</th>
<th>Language focus</th>
<th>Functions</th>
<th>Notions</th>
</tr>
</thead>
<tbody>
<tr>
<td>House parts, describing adjectives, daily routines, there is/are, quantifiers.</td>
<td><strong>Main Topic:</strong> Offering and selling a house using simple present, there is/are, adjectives and quantifiers, <em>can</em> – <em>cannot</em></td>
<td>house vocabulary, simple present (daily routines) and there is/are, quantifiers.</td>
<td></td>
</tr>
</tbody>
</table>

**Task:** House selling fair

**Objectives**
- To guide trainee teachers to describe a house using the corresponding vocabulary and the correct use of there is/are, quantifiers, modal *can* – *cannot*.
- To understand the use of *can* – *cannot* through advantages or disadvantages of buying a house.

**Task stages**

**Pre – task**
- **What to do:** Trainee teachers will bring different parts of the house pictures in order to make a pic collage, where each house place will be labeled and then each part will be pasted. Guide teachers will practice the house vocabulary using the collage that learners will make. Guide teachers will work on two different houses pictures. Trainee will use there is/there are in order to spot similarities and differences between the houses. Then trainee teachers will do a listening, where they have to draw what they are saying. Ex. In the bedroom, there is a pink bed. In the bathroom, there are towels. After that, trainee teachers will make a spider diagram where for each place in the house, they will write what we can find on each place. Ex. Bedroom: bed, night table, lamp etc.

- **How to do:** Trainee teachers will do:
  1. Using the pictures that they will bring, they will make a collage where they are going to know and learn the house vocabulary.
  2. By grouping the pictures, they will practice about new vocabulary that comes from each house part. Guide teachers will be with them all time, working on pronunciation and listening.
  3. As trainee teachers know about there is/there are, they are going to spot differences between two houses. Ex. In picture A, there are three bathrooms but in picture B there are two.
  4. Trainee teachers will practice the vocabulary using a listening activity where they will listen to things that are in each place. They have to draw and write the sentence.
  5. In order to reinforce the house vocabulary, trainee teachers will make
| Task | Preparation | What to do: Trainee teachers will make their houses in pairs using the recyclable material that they have.

How to do: Trainee teachers will decide how their houses are. In terms of how many bedrooms, bathrooms, etc. They have to prepare good arguments to selling their house using Ex. In this house there are five bedrooms, you can sleep in front of the forest. There are not walls, you can see the landscapes.

Resources: recyclable material, glue, scissors, markers

Evaluation: The evaluation is about what they did in the process. Descriptive evaluation. |
| Task – realization | What to do: After they finish making their houses trainee teachers will practice their oral presentation. Then trainee teachers will get ready to present.

How to do: trainee teachers will organize the classroom as a fair with stands where each one is going to show their houses using what they practice during the classes.

Resources: The final task: House selling fair

Evaluation: The evaluation is about what they did in the presentation. Descriptive evaluation. |
| Post – task | What to do: comments about feelings and sensations doing the house fair. Write a little text about how could be the perfect house them

How to do it: Each group does some comments about the house fair task and then they will write about how could be the perfect house to them

Teachers reflection and feedback: Guide teachers will fill a diary about |
what they observed in the lesson.

**Evaluation:** The evaluation is about what they did during the lesson. Descriptive evaluation.

| **Self-teachers assessment of the process** | Trainee teachers will answer some questions about their feelings and perceptions in the first lesson. The questions are posed in English but they can answer in Spanish.  
1. How did you feel?  
2. What did you learn?  
3. From 1 to 5 assess your performance in this lesson and explain why  
4. What were the positive and negative aspects in this lesson?  
5. What do you suggest for the next lesson. Topic: Animals? |
| **General reflection** | The general reflection is based on what trainee teachers assess about their performance and guide teachers observe during the fourth lesson. |
Lesson plan N° 5: Animals around me

Main Topic: An amazing zoo

Date: March 4 to March 25 / 2013

Available Time: 7 hours

Topics: Animals vocabulary, describing adjectives, modals can – cannot, simple present

Language focus

Functions: Describing animals and their environment using simple present, adjectives, can – cannot

Notions: Animals vocabulary, simple present, modals can – cannot.

Task:

An amazing zoo

Objectives

To guide trainee teachers to describe animals using the corresponding vocabulary and the correct use of simple present and can – cannot modal.
To understand the use of simple present through daily routines that animals do in the zoo

Task stages

Pre – task

What to do: Trainee teachers will see Madagascar Movie. Identify the animals that appear in the movie and how they are then trainee teachers will classify the animals into mammals, reptiles, carnivores and herbivores. Game: Guess which animal is? Choosing one of the animals and describe it and the rest of the class have to guess which animal is.

How to do: Trainee teachers will do:

1. Trainee teachers will see the movie Madagascar and they will take notes about the main characters.

2. Then trainee teachers will classify the animals between mammals, herbivores, carnivores and reptiles

3. Trainee teachers will choose one of the animals and they will play the game “Guess which animal is” and the rest of the class should guess.

4. Trainee teachers will make a matching using the animals that they saw in the movie. They will play in pairs to practicing animals vocabulary.

Resources: pictures, movie, DVD, papers and colors

Evaluation: The evaluation is about what they will try to do when they
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Task preparation** | **What to do:** Trainee teachers will make a puppet about their favorite animal using different materials and all class will make the zoo or the forest.  
**How to do:** Trainee teachers will decide which animal make. Then trainee teachers will make their oral presentation using modals, simple present and description. Ex. My animal is Lion. It can eat meat but it cannot eat leaves. It sleeps 5 hours at night. It is big, dangerous and unfriendly.  
**Resources:** different materials, glue, scissors, markers  
**Evaluation:** The evaluation is about what they did in the process. Descriptive evaluation. |
| **Task – realization** | **What to do:** After they finish making their animals trainee teachers will practice their oral presentation. Then trainee teachers will get ready to present.  
**How to do:** Trainee teachers will organize the classroom as a zoo where each one is going to show their animal using what they practice during the classes.  
**Resources:** The final task: An amazing zoo  
**Evaluation:** The evaluation is about what they did in the presentation. Descriptive evaluation. |
| **Post – task** | **What to do:** comments about feelings and sensations doing the house fair. Write a little text about how to help saving animals.  
**How to do it:** Each group does some comments about the animals zoo task and then they will write about how to help saving animals  
**Teachers reflection and feedback:** Guide teachers will fill a diary about what they observed in the lesson.  
**Evaluation:** The evaluation is about what they did during the lesson. Descriptive evaluation. |
| **Self-teachers assessment of the** | Trainee teachers will answer some questions about their feelings and perceptions in the first lesson. The questions are posed in English but |
| process | they can answer in Spanish.  
| 1. How did you feel?  
| 2. What did you learn?  
| 3. From 1 to 5 assess your performance in this lesson and explain why  
| 4. What were the positive and negative aspects in this lesson?  
| 5. What do you suggest for the next lesson. Topic: Animals?  
| General reflection | The general reflection is based on what trainee teachers assess about their performance and guide teachers observe during the fourth lesson.  

Lesson plan N° 1: My ideal school

Trainee teacher’s reflections and suggestions

We would like to know about your reflections and feelings about this lesson and we wonder to ask you the following questions.

1. How did you feel in this lesson?

__________________________________________________________________
__________________________________________________________________

2. What did you learn?

__________________________________________________________________

3. From 1 to 5 assess your performance in this lesson and explain why

__________________________________________________________________

4. What were the positive and negative aspects in this lesson?

__________________________________________________________________
__________________________________________________________________

5. What do you suggest for the next lesson. Topic: family?

__________________________________________________________________

Thank you, enjoy next lesson!!
Sample of the video class observation form
(Annex 19)

<table>
<thead>
<tr>
<th>Behaviors Associated with Effective Learning</th>
<th>Weak</th>
<th>Satisfactory</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gains student attention about the topic and activities.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2. Uses pre – task activities.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3. Involves the students in the activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guides students to do the activities to task preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Provides help and support to Students.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6. Uses appropriate activities and examples.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Provides support to task realization.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Uses appropriate materials and visual aids.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>9. Cares about the classroom arrangement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Gives students clear and accuracy indications.</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Develops the post tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Gives students appropriate feedback.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>13. Follows all the steps of TBL by Jane Willis (1996)</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Respects and takes into account student’s opinion and suggestions.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>15. Teaches appropriate topic based on the students’ age.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

General Comments: Teachers at the beginning were nervous because it was the first time they put into practice with the students. They did a great effort and seemed that they really enjoyed what they were doing.
Good job.