

**DEVELOPMENT OF SECOND GRADERS' BASIC VOCABULARY
USING TEACHER-CREATED MATERIAL**

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ABSTRACT

Development of Second Graders' Basic Vocabulary

Using Teacher-Created Material

This study presents the different materials created and applied by the teacher of English in the second grade of the Liceo Femenino Mercedes Nariño School, with the purpose of promoting the learning of English basic vocabulary. This study was developed under the parameters of action research and a pedagogic implementation that tried to determine the advantages and disadvantages of material created and adapted by the teacher from the necessity of the students and the curriculum of the school to introduce students in the English language. The activities implemented with the materials helped students to participate actively in the classes developing their vocabulary in the English language around the fundamental topics in second grade along with motivating students to be involved in the classes. Finally, the document proposes some recommendations for the teachers to develop the classes from the creation of their own pedagogical material.

Keywords: teaching English, vocabulary learning, vocabulary instruction, materials, activities, motivation, and task.

RESUMEN

Desarrollo de Vocabulario Básico en Estudiantes de Grado Segundo Utilizando Material Creado por el Docente

Este trabajo de grado presenta diferentes materiales creados e implementados por el docente de inglés en el grado segundo del Colegio Liceo Femenino Mercedes Nariño, con el fin de promover el aprendizaje del vocabulario básico del inglés. Este estudio se desarrolló bajo los parámetros de la investigación acción y una implementación pedagógica que buscó determinar las ventajas y desventajas que puede tener el material creado por el docente a partir de las necesidades de los estudiantes y del currículo del colegio para introducir a los estudiantes en la lengua inglesa. Las actividades implementadas con los materiales favorecieron a que las estudiantes participaran activamente en las clases desarrollando su vocabulario en la lengua inglesa alrededor de temas fundamentales en segundo grado, además de motivar a las estudiantes a contribuir en las clases. Finalmente, el documento propone unas recomendaciones para que los docentes desarrollen las clases a partir de la creación de su propio material pedagógico.

Palabras clave: enseñanza del inglés, aprendizaje de vocabulario, instrucción de vocabulario, materiales, actividades, motivación y tarea.

RESUMEN ANALITICO EN EDUCACIÓN - RAE

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2. Descripción	
<p>La presente monografía en calidad de trabajo de grado presenta los alcances e impactos logrados en la implementación de materiales creados y adaptados por el docente para desarrollar el vocabulario básico de la lengua inglesa en estudiantes de segundo grado (203 - jornada tarde), del colegio Liceo Femenino Mercedes Nariño, cuyo estudio fue realizado a partir de la investigación acción de carácter cualitativo. Los resultados de la investigación se obtuvieron en diferentes periodos comprendidos entre la fase de observación en el aula hasta las prácticas asistidas y autónomas. Este proyecto buscó dar un primer acercamiento de la lengua inglesa a estudiantes entre 6 y 8 años a través de materiales alternativos creados y adaptados por el docente de inglés a partir de las propias necesidades de esta población, para así, tener materiales pedagógicos contextualizados en situaciones familiares para los estudiantes. Durante la implementación de los distintos materiales se planeó desarrollar el vocabulario básico en inglés abarcando, en una medida inicial, las cuatro competencias lingüísticas para que de este modo los estudiantes reconocieran un glosario elemental de esta lengua desde sus habilidades comunicativas.</p>	
3. Fuentes	
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4. Contenidos

El cuerpo de la presente monografía se compone de seis capítulos. El primero capítulo describe los contextos externo e internos, presenta un problema a partir de un diagnóstico de aspectos lingüísticos, socio-afectivos, cognitivos y culturales para plantear la formulación de la pregunta de investigación junto a los objetivos general y específicos.

En el segundo se revisan antecedentes y se construyen bases teóricas para la investigación al definir conceptos en torno a: el vocabulario, como base fundamental en el aprendizaje de una lengua extranjera; la instrucción de vocabulario y los métodos de enseñanza-aprendizaje de inglés; material autentico, desde el diseño y adaptación de materiales pedagógicos para acercar a los estudiantes al inglés como lengua extranjera; aprendizaje por tareas, para alcanzar logros académicos a través de trabajos objetivos; y aprendizaje significativo a través de un entorno atractivo para el estudiante para facilitar su proceso académico.

En el capítulo tres la revisión de la metodología de investigación-acción de naturaleza reflexiva y cíclica, del enfoque cualitativo y contextual, de los roles de investigador y docente, y de los instrumentos de recolección de datos representan la validez y veracidad del diseño metodológico

de esta investigación. Adicionalmente se incluyen unas consideraciones éticas con relación a los participantes y la investigación.

En el capítulo cuatro, se presenta el planteamiento del problema junto con la propuesta de intervención caracterizada por los métodos implementados, enfoques y estrategias pedagógicas proyectadas a llevar a la práctica pedagógica los problemas y conceptos teóricos propuestos en los capítulos anteriores. De igual forma, para esta intervención se describe un cronograma a corto y largo plazo a través de sesiones planificadas para desarrollar las actividades propuestas a partir de objetivos inmediatos correspondientes al cronograma de la institución, esto, teniendo en cuenta los parámetros léxicos allí propuestos.

En el quinto capítulo se realiza el análisis de la información obtenida a través de los diferentes instrumentos de recolección de datos tales como notas de campo, entrevistas, artefactos, grabaciones y encuestas, exponiendo los resultados estudiados e interpretados, de los cuales se evidencia la eficacia y falencias en la implementación de materiales creados por el docente para desarrollar vocabulario correspondiente a temas específicos a partir del programa institucional desarrollado en el colegio.

Por último, en el capítulo seis se muestra de forma general las conclusiones de los procesos investigativos desarrollados con la población, de lo cual se evidencia el impacto de la implementación de material auténtico del docente creado a partir de las necesidades inmediatas de los estudiantes con respecto al desarrollo efectivo del vocabulario básico en inglés como su primer acercamiento a esta lengua extranjera. De igual forma, se mencionan algunas recomendaciones para docentes que planeen desarrollar vocabulario a través de materiales creados por ellos mismos.

5. Metodología

Esta investigación se realizó bajo los parámetros de la investigación acción y se desarrolló en el Colegio Liceo Femenino Mercedes Nariño, con un grupo de 36 estudiantes de grado segundo de básica primaria (jornada tarde), con una edad promedio entre los 6 y los 8 años. La investigación acción basa su proceso en: el diagnóstico, el plan de acción, la implementación y la evaluación, hasta lograr un aprendizaje específico. Los instrumentos que se utilizaron para la recolección de datos fueron: encuestas, diarios de campo y trabajos de los estudiantes (artefactos). Las etapas más importantes durante el proceso de investigación fueron las llevadas a cabo durante la implementación de la propuesta de investigación.

6. Conclusiones

La presente investigación reveló que es posible desarrollar el vocabulario básico en inglés en estudiantes de segundo grado (203) a través de materiales pedagógicos alternativos creados e implementados por el docente en el aula. Diseñar y construir materiales pedagógicos a partir de las necesidades inmediatas de los estudiantes teniendo en cuenta sus intereses, permitió acercar el inglés como lengua extranjera a las niñas de una forma amigable y familiar para que el léxico desarrollado fuera acorde a sus experiencias internas y externas del aula. De igual forma, se pudo evidenciar que el aprendizaje por tareas puede servir en cierta medida para implementar materiales en clase, sin embargo, se evidenció inconvenientes en la implementación de esta metodología debido a algunas características de esta población mencionadas en el trabajo.

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CHAPTER 1

Contextualization

This chapter is proposed to present relevant and detailed information about some aspects like the institutional and local context, the institutional population observed, and the diagnosis that allowed the formulation of the research question to be analysed at the classroom including the presentation of the results of the application of the data collection instruments and the delimitation of the main needs of the students in regards to their English learning.

1.1 External Context

This study was carried out in the Liceo Femenino Mercedes Nariño located at Caracas Avenue # 23-24 in San Jorge South, which is part of the locality Rafael Uribe Uribe #18 of Bogota city. The neighbourhood is mostly composed of residences although it is common to find business there. Thus, the educational institution is surrounded by small shops, such as bakeries, grocery stores, butcher's, hairdressers, miscellaneous and drugstores. In addition, the institution has good means of transport for the school population (students, teachers, administrative, etc.) such as the Transmilenio station (Restrepo) and the "1ra de Mayo" Avenue. These provide mobility in case a student cannot count on the school route service.

This locality has some amusement and social function areas, such as the Chiguaza gully, the Molinos-gully Park, Bosque San Carlos urban park, part of the Albina channel and Entre Nubes Park, 6 sport centres, 2 coliseums and 2 stadiums. Further to consider is that the Liceo Femenino Mercedes Nariño is one of the most important of the 52 public schools of the locality. (Secretaria Distrital de Planeación)

There are some insecurity problems that affect the locality and therefore the neighbourhood. According to a study that El Espectador journal did, there are three different problems such as robbery, homicide and car theft, and the residents of this neighbourhood assert that the insecurity has grown with the large homeless population that surrounds the Liceo Femenino Mercedes Nariño School.

1.2 Internal Context

The institution facilities are divided in four areas: the administrative building, the cultural and sports open areas, the high school building, the elementary school and pre-elementary school building. The school zone is located at the main entrance of the school with a large green area and has 31 classrooms, a practice arena for sports and leisure activities, a theatre, basketball courts, a laboratory of chemistry, physics, biology, and a small dining room (cafeteria), where meals are sold to teachers and students. In addition, the school has a chapel in which all students may attend. There is a language laboratory where students have their English and French classes, besides the possibility of practice in their leisure time.

This school counts on preschool education in kindergarten, and has school levels from first to eleventh grade in two shifts (morning and afternoon). Most of the teachers of

the primary school have bachelor degrees only, and some of them are currently studying a master of education. There is a teacher reunion every week to discuss academic issues of the school. Some teachers of the afternoon shift work with the students during the school time only, due to some of them work in a different institution in the morning shift, therefore these teachers do not offer extra classes.

1.3 Population

This research takes place in the second grade (203) which had been previously observed and studied during the first months of this research when it was first grade (103). This group is part of the afternoon shift and is composed of 36 girls aged between 6-7 years. These girls belong to social strata roughly one to three (understand strata as the economic capacity of Colombian families where 1 is the lowest stratum and 6 is the higher one). Although the classroom is big, the number of girls for that closed area is not enough, so it seems to be overcrowded. The classroom has a side full of windows well illuminated and it has a quite old white tile roof. Every student has her own chair and desk which allows them a proper development of the activities in the classroom.

In spite of the low economic resources of the students' families, it is common to see financial differences of the student's materials and supplies such as the condition of their backpacks, pencil cases, clothes, among others. The main problem of the financial resources of these families is the fact of sending the student to school with insufficient nutrition, most of the times with minimal lunch or without anything. Nevertheless, the District has a social-care nutrition program within public schools and also provides in this

institution supplies of snack every day for the students. Although this fact does not resolve the problem above, it improves the alimentary possibility of many students of low strata.

These students had had the same homeroom teacher since first grade and at this point, they continue with the same in second grade. The homeroom teacher has organised the room in groups of six desks, so when classes are being carried out, the students have to work in groups for all subjects. These groups are named as teams and each team is named after a letter of the alphabet, for example, Team A, Team B, Team C, etc. (Appendix 1 / Field Note N° 1-3). As the room is divided in groups, it seems that the room is smaller than it actually is. The organisation of these groups is to enhance the teamwork of the students and to develop communication skills in the room. In front of the room the teacher has her own desk and next to it there is a closed shelf with school supplies like books, temperas, glue, markers, among others.

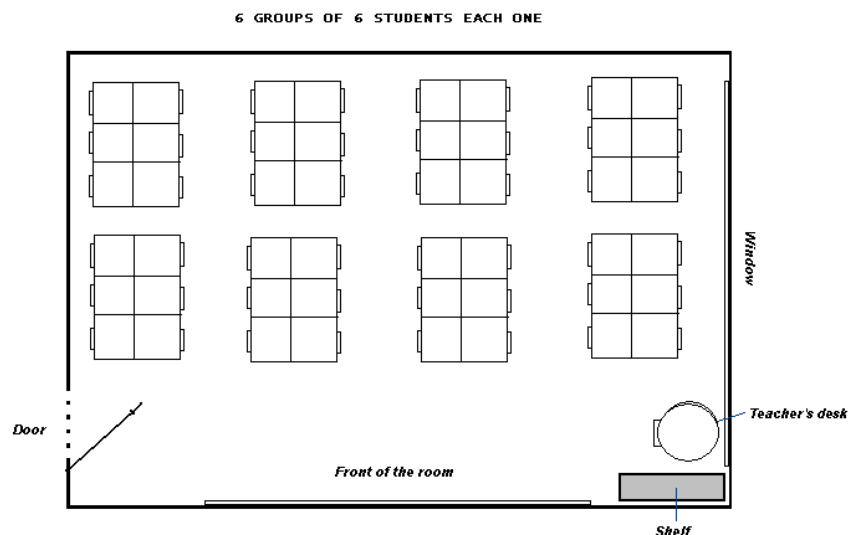


Figure 1. Classroom student's distribution

Thanks to the organization of the classroom, the students tend to be friendly with others and share belongings among them. The homeroom teacher has more control of the

whole group and can easily develop the class because in this way the students of each group are responsible for the cleanliness of the room, the respect and the silence of their classmates when necessary. All this is possible because each group has a leader and this leader changes week to week, so all of the girls must be disposed to follow instructions of the teacher and the leader. In addition, the leader of each group is supposed to take care of the order in each team. This student is supposed to help the teacher with the distribution of the material in the classroom and the collection of the snack before the break.

It is possible to see that the students of grade 203 have good abilities of sharing moments and information among them. This implies that during school time they develop social skills and construct their interpersonal relations based on the activities built up in the school work. The homeroom teacher helps in this process and shows the importance of being related with others explaining that these relations are the base of the social structure (Appendix 2 / FN N°2 L22). Also, the homeroom teacher allows the girls to express their feelings and thoughts during the classes permitting them to take their most valuable object (a toy) and take care of it during school time. All students take advantage of this possibility and most of them carry their best doll or toy to school. It is evident that all these features have allowed the growth of the socio-emotional personality in the students.

During the observation of several classes it was possible to identify some characteristics related to the development of the cognitive process of the students. Based on the topics, the girls attempted to relate the contents of the class with their life experiences showing a particular interest in it when they found the relation content-experience (Appendix 3 / FN N°3 L12). Highlighting this aspect helps to assess the effectiveness of the use of materials that involve the experiences of the students and it is more likely to attract

student's attention if the content of the class is something that they appreciate. In the same example of Appendix 3, the teacher gave detailed information to the students about a specific topic -cave art- at the end of the class. When the girls started the next lesson, they showed assimilation of the topic exposed in the previous class. This case illustrates how the students systematise the information and build the new knowledge through experiences.

1.4 Diagnosis and Statement of the problem

Although this project was supposed to be based on the observation of an English class, it was impossible to do it because in the observation phase of this research the students had not taken any English class until that moment. So, it was considered taking into account the most relevant aspects concerning the communicative skills in the different classes that had been observed (Spanish, Arts and Social Studies), and according to the information collected, it was possible to develop the proposal of this project. In the following pages, the reader must have in mind that this course had two teachers during the first observation phase; the homeroom teacher who was in charge of all subjects but arts, which was taught by the arts teacher.

It is important to clarify that the students of grade 103 did not know the process of handwriting yet and they barely were recognizing the graphemes of the Spanish lexis until that moment. Although the homeroom teacher gave short dictations to the students, syllable per syllable, they did not understand any of the words because it seems that they had not had the necessary practice of the reading and writing skills (Appendix N° 1 / FN N°1 L27). On top of this, the students were just following instructions and the content of the class was not being significant; the students were not associating the lexica that they were learning

with texts according to their ages and school level, and nor the content was being related with things of their context or their environment.

There were some relevant aspects that also involved the lack of the handwriting practice; primarily, the fact that there was no parental accompaniment of the students in their learning process during the time that they were not at the school, for example with homework. Sometimes the girls arrived at school and had not done their homework or it was incorrect. According to the survey, only 56% of them were helped by their families with the homework (Appendix N° 6- Question 6). This means, that the assistance for the academic issues was not being carried out effectively, even though during the parents' meeting in the first two-month period this issue had been highlighted as important. According to the survey information, some girls received help for their assignments from their parents or relatives, people who have secondary or university studies (34.8%), and some other students were those who evidenced a lack of assistance from their families (65,2%).

Some research about the early literacy in infants in ages around 4-5 and in the childhood in ages around 6-7 have shown the importance of an assistance from the parents in the learning literacy process of the children, throughout reading of tales, explanation of the alphabet and overall a constant monitoring of the school process at home (Morrow, 2001). Although it is essential the cooperation of the families in the students' learning process, it seems that some families were not following this initiative and the monitoring to the children was not strict. According to the survey conducted with the students only 46% of the families had the habit of accompanying the learning process of the students throughout reading and the support with homework (Appendix N° 6 / Q 2 & 6). After

analysing the survey results, it could be stated that there were some kind of connections between the education level of the parents and the monitoring of the learning process.

When the students were in the arts class, they tended to focus on the work they had to do and enjoyed the activities proposed by their arts teacher. Although sometimes it was difficult to draw the attention of the students because they were not paying attention, the teacher could catch their concentration through interesting topics for the students related to movies, series, or their life experiences. This strategy used by the teacher allowed seeing how important the real context is, what let the students understand a new topic through something they already knew. The relation that students established with their previous knowledge and the new information that they were receiving permitted them to take ownership of the knowledge and not just store it in their memory.

The students showed interest in the activities where they had to participate and not just receive the information. As it was possible to see in the arts class, the pupils followed instructions and cooperated among them trying to complete the activities proposed (*Aspect 1*). The teacher had to be imperative when the instructions were given; he tended to explain step by step the activities to the students so that they could understand him and the students tended to be attentive when he spoke loudly (Appendix N° 3/FN N°3 L12). Most of the times, this was a frequent students' attitude because they knew that after the activities of the art class they would keep with the result of their work as a reward for their effort during the lesson (a material class product like an origami figure, an art painting, or something similar) (*Aspect 2*). Although the art teacher seemed to be grumpy during the class, the students knew that they could talk and be friendly with him at the end of the class'

activities, because being like that was the best way that the students develop consciously the class and understand its content (Appendix N°5 / FN N°5 L19).

In the Spanish and Social Studies classes carried out by the homeroom teacher, she used to develop the class with guides. This mentor explained the content of the guides to the students describing to them the process they had to do. However, she did not use the text of the guides to practice the reading among the students but she just read and explained it. The use of guides was usually worked for developing contents or activities exploring a specific topic of the class, but besides that, the guides should develop the linguistic competences of the students, taking advantage of the texts that composed them as well (*Aspect 3*). Although the content of the guides worked during the observations were about literacy, the teacher did not focus exactly on the literacy contents but she did it with the manual contents. For example, the proposed task in a guide was to understand the use of the letter G when it is fricative /g/ or occlusive /x/, however the teacher focused on the colours and the decoration of the manual parts of the guide and avoided the development of the linguistics aspects (Appendix N° 5 / FN N° 5 L24).

Thus far, it was possible to understand how the language learning process was developed in grade 203 in a general view. Firstly, it was notorious that the English class was not relevant at the beginning of the academic year in the first grade of this School and for that reason this subject is not part of the timetable of the course. Secondly, the literary process was not being carried out according to the regulation of the language basic standards established by the Colombian Ministry of Education (MEN for its Spanish initials), because in the first 6 months of first grade, the students should be developing a textual production and comprehension in the native language (in this case Spanish), which

should allow achieving and improving textual interpretations of readings in the last 6 months of the academic year of this grade (MEN, 2006). Finally, the linguistic abilities and the environment in the classroom was not being totally used to develop the knowledge of their native language taking into account the social behaviour of the students and the context where they should have a learning progress. From these three facts mentioned above, this work plans to develop the research project focusing on the introduction and development of English as a second foreign language on base of vocabulary taking advantage of the Aspect 1, Aspect 2 and Aspect 3, to initiate students in a language different to their native one.

1.5 Research Question

What could be the possible impact of the implementation of materials created and adapted by the teacher to initiate and develop basic English vocabulary in second graders of the Liceo Femenino Mercedes Nariño School?

1.6 General Objective

- To determine the convenience of the application of materials created and adapted by the teacher to develop basic English vocabulary in second graders through Task Based Learning Approach (TBL).

1.7 Specific Objectives

- To identify the possible impact of the use of material created and adapted by the teacher when initiating students in English language.
- To recognise the advantages and disadvantages of using TBL in second graders.

CHAPTER 2

Theoretical framework

According to the research question, this research project is focused on the development of basic English vocabulary in second graders through the implementation of materials created and adapted by the teacher on base of the pedagogical methodology called Task Based Learning Approach (TBL). In order to follow this proposal project properly, it is important to mention the different elements and theories that structure the main features of this research explaining the way they will be implemented.

2.1 Vocabulary

It is important to clarify that even in these days there is not existing any accurate definition for this term, however most linguistics agree with the fact that the word “vocabulary” may be defined as the knowledge about the words and the stored information they have –meanings (Beck & McKeown, 1991). Bearing in mind this general idea, it is possible to say that any person who know the meaning of the words has integrated this knowledge in his brain in a “virtual box” which is used by his linguistic function; in words of Nation (2001), there is a relationship between the knowledge of the words and the language use and these two elements are complemented by themselves. For instance, think about the following two facts: 1) in a conversation a person who is aware of the meaning of the words he is using integrates the *vocabulary knowledge* (VK) and is conscious of the place where these specific words fit in his speech enabling his *language use* (LU); 2) at the

same time, this person uses the words in a linguistic structure (LU) requiring a selection of words from the virtual box he has in his brain to express what he wants to say, therefore this person must have a store of words where to select from causing the need of increasing the amount of words in his lexis (VK) during his life.

As it is exposed above, Nation (2001) states how vocabulary knowledge is important to integrate the person in social context when using language to communicate his ideas through oral or printed expressions using words. Knowing the concept of the words facilitates the individual to produce his expressions, reason why it is vital for each person to know the words in the spoken and written way remembering the multiple definitions the words may have. The more words one individual knows more effective his communicative capacity will be. When we are learning a *Second Language* (L2) or a *Foreign Language* (FL) our brain has to process new information concerning to the grammar, pronunciation and other elements that are constituted by the L2/FL rules, notwithstanding it is not clear yet if there are rules to follow to learn and develop new vocabulary but memorisation.

On base of the possible misunderstanding between foreign language and second language it is important to clarify these concepts regarding to the classroom situation to avoid confusions in the following pages. On the one hand, *English as a Second Language* (ESL) is a term used when learners, who are no-native English speakers, are integrated in a social context where English is the dominant language, e.g. those students from Colombia, Japan or Brazil who for any circumstance go to live in or visit England or Australia, take English classes in these countries where English is the official language; in this case, students need to learn English for an immediate necessity of communication due to the fact that they have an ample exposure to an English speaking culture, and moreover, if they are

part of a classroom where mixes of cultures occur and are presented by also including probably native English speakers. On the other hand, *English as a Foreign Language* (EFL) is a term used when learners take English classes in a context away from an English speaking country, i.e. some Colombian students taking English classes in a classroom in Bogota; in this case, students share a culture and most of them the Spanish language, and aside of the classroom they have an insignificant exposure to English, reason why they might think that learning English is not a priority for them. This second term (EFL) is the most appropriate for this research due to the context that involves the study population of the project; hence it is essential from now on fathoming it.

2.1.1 Vocabulary acquisition & vocabulary learning

First of all, there is an important difference between acquisition and learning, and moreover when it refers to a second or a foreign language. Most of linguistics agrees that without vocabulary language is not well or non-developed. Lewis relies on this idea and stated that “Lexis is the core or heart of language” (1993, p.89), so it seems that language acquisition and learning have totally deep-seated the vocabulary. Krashen & Terrell (1983) proposed the learning methodology called The Natural Approach in which they try to explain the difference between acquisition and learning; on the one hand, they said that acquisition is a subconscious process that results in fluency while, on the other hand, learning is a conscious process that involves learning rules and structures. In the same publication, Krashen quotes himself and proposes that there are three elements presented in the second language acquisition: one of them is the *filter*, that concerns to the way the learner is influenced by the social context and how he reacts in different environments;

another element is the *organiser* which sets the arrangement of the learner's language system according to the language structures he learns; and the last element is the *monitor* which refers to the conscious process the learner does to correct his speech according to his age (Krashen, 1979).

One of the approaches of this research project is the development of basic vocabulary, reason why it is vital to focus on vocabulary knowledge and how young learners acquire it, moreover in EFL. Due to this fact, this study emphasised in two theories about language acquisition where vocabulary knowledge is the cornerstone of them:

Firstly, this study was based on the *Communicative Language Teaching* theory that is focused on the learner's language competence. In this theory it is fundamental to integrate the learners into the target language through activities, materials and meaningful environments where they need to be able to use the target language and be aware of the importance of learning it enriching their knowledge in this process (Altenaichinger, 2003). Besides, this study was also based on the *Cognitive Approach* theory which refers to the knowledge unconsciously recollected by the learner about the features of the target language through the exposure that leads the understanding of the context. After a prudent time of collecting words (VK) learners should be able to recall the language automatically to integrate their language skills in their utterance (Skehan, 1998).

The Communicative Language Teaching theory is independent of the Cognitive Approach theory; nonetheless these theories are co-related at some point within the classroom due to the background each theory entails. During the learning process of EFL, students are part of the class that involves multiple characteristics of the language

(pronunciation, syntax, graphemes, etc.) and they are unconsciously learning these components while they are active elements of the communicative scene in the classroom, just for the fact of being listening to the teacher or for repeating a song or the teacher's words –drilling-. Class by class students are exposed to the target language and using recycling lexis lets them increase and incorporate their foreign language vocabulary knowledge (understand recycling lexis as the re-use of words already learnt).

2.1.2 Vocabulary instruction

All the information concerned to the vocabulary is strictly linked to the communication and the way how it is established in the society, what means that somehow oral and printed words are established by each culture and its language. Halgunseth (2009) indicates that there are two ways how children learn a second and a foreign language:

First of all, when children are in their early ages under three years, they are naturally exposed to their native language at home, at pre-school or with their parents' relatives or friends, facts which can influence their assimilation of their mother tongue, process that is known as the *simultaneous second language learning*. If the child is exposed to two different languages at the same time in this context, he/she will learn both of them simultaneously but will focus more on the language he/she is more exposed to (Tabors, 2008). Apart of this, the other process that Halgunseth (2009) proposes is the *sequential language learning environment* that presents the child as an individual who already speaks his mother tongue but is exposed or introduced to a foreign language. According to Halgunseth, the sequential learning is not related to any age factor, but it can be stimulated

by elements such as context or motivation. Halgunseth (2009) suggests the following four stages:

“Stage 1: *Home Language Use*: Children might refuse to use their native language even though others do not understand them;

Stage 2: *Silent Period*: Children can hardly speak but rely on nonverbal communication. It is argued that the younger the child is, the longer the silent period might last;

Stage 3: *Telegraphic and Formulaic Speech*: At this stage the child will start to speak in the target language but only using short phrases or repeat the words of others;

Stage 4: *Productive Language*, children construct their own sentences. Those sentences might be very basic and incorrect but with time they will improve.”

(p. 6)

In this research project, the sequential language learning environment process was taken into account, bearing in mind the four stages previously mentioned that somehow helped to analyse the information obtained in the classroom during the application phase of this study. As it is important in any class, it is a must to develop the topics in a way that students comprehend the contents, and due to this, it is essential that students integrate in each class the repetition of the vocabulary as much as possible through class activities or out of the room. The stages proposed by Halgunseth are not only presented during the classes but also in other contexts where the learner may interact with others using the words already learnt. During the application phase of this study some activities were created, which helped evidencing distinctive elements betwixt receptive vocabulary and productive vocabulary whether it were in written or spoken way.

2.3 Authentic Created Material

Nowadays, there are a lot of resources that all teachers may use in regards of Teaching English as a Foreign Language (TEFL). It is possible to find a huge variety of webpages, programmes or coursebooks that teachers can adopt to use in their classes, but it is considered that sometimes these materials do not fit utterly with the full necessities the students have. For this reason, it is at times necessary to implement these materials with adaptations that afford a good development of the topic of the class and in other times it is necessary to create new or implement alternative materials to reinforce the topics of the course.

When a teacher decides to create his own material, he decides to recognise the student's needs that require the design of appropriate material for the class. This fact gives the advantage to the class participants (teacher and students) to simulate real contexts where communication can be the essence of the class involving all students in the activities with the target language. According to Brosnan (1984), there are some common advantages when using authentic created material:

- This helps to reinforce students' relationship with the world, giving a context for themselves.
- It is a valuable source of language input. The students are not only exposed to the teacher's language, but also other ones.
- It increases motivation in students to learn.
- It makes students aware of the practical benefits of being able to use language in real world.

There is a huge type of authentic created material that can be designed with different resources and can be used with every language skill as independent or some skills combined. Some of these materials might be photographs, slides, newspapers, postcards, cartoons, soap operas, articles or even real objects (realia). Working with authentic materials brings a lot of benefits within the classroom. It allows the teachers to show language in use, which is very useful for teaching purposes.

Having the material ready for the class is not the only thing the teacher must worry about previously to the lesson. When a teacher wants to implement any activity with or without materials, he/she must be aware about what is going to be the content of the class. It means the substance of the curriculum he/she is carrying out, and how this input is going to be developed during the class. Additionally, it is necessary to propose a syllabus where most of the important elements of the coming class are included. Kearsley and Lynch (1996) attempted to explain with the following words, what a perfect syllabus is:

A syllabus outlines the goals and objectives of a course, prerequisites, the grading/evaluation scheme, materials to be used (textbooks, software), topics to be covered, a schedule, and a bibliography. Each of these components defines the nature of the learning experience. Goals and objectives identify the expected outcomes and scope of the course as determined by the instructor or course designer, restricting the domain of knowledge for the learner. (p. 87)

According to this, using a syllabus allows the teacher to create an organised and sequenced learning progress, where most of the elements of teaching are presented. However, having a syllabus does not mean that all the planned elements will be taught due to the multiple variables found into the classrooms. An important fact with the

syllabus is that the teacher attempts to fulfil all the goals proposed but does not worry if everything was carried out.

Both, syllabus and materials must be the most valuable tools for the teachers after knowledge. Preparing the class might create an idea of what is going to be the students' outcome, but it relies on how the income was introduced by the teacher during the class and after it. Thus far, the creation of materials and how they had to be implemented based in a syllabus served as a pillar for this research, and moreover the most programmes were based in vocabulary.

2.4 Task-Based Learning Approach & Meaningful Learning Approach

The Task Based Approach (TBA) is a didactic model originated from the need of teaching and learning a foreign language using the linguistic interaction in a communicative way. Due to this, the communicative competence is fostered through different techniques which allow students to work on contextualised situations that drive them to be spontaneous when expressing their ideas towards a topic. The topics worked on TBA are immerse in context situations and must always be sequenced with a learning goal; the students have to be able to take decisions on their own process.

The way how teacher's materials developed basic vocabulary in students of this project was with the implementation of Task-Based Approach TBA. This research took advantage of this approach regarding the collected data that showed a strong interest of the studied population to the instruction of different disciplines within the classroom. As this research was with Spanish speakers, the lesson's contents were strictly in English in order

to develop the first approach to an environment where English lexis was a necessity to communicate within the classroom. This research project wanted to stimulate English awareness integrating materials created and adapted by the teacher assimilating the topics to the syllabus of the first and second grades in the Liceo Femenino Mercedes Nariño. In addition, this research attempted to provide a meaningful way in which students could use the learnt knowledge in any scenery based on other contexts in and out of school (Collins, Brown, & Newman, 1989). It is necessary to clarify that the development of this research was only one hour a week and the use of this task-based approach somehow facilitated the application of the necessary instruments to develop and find an answer to the research question.

With this research project it was expected to create a meaningful environment where students could feel comfortable to develop their knowledge in EFL. This could be possible enabling the students' interests which were an important part of the activities that they carried out in their classes. For this reason, the meaningful learning approach is one of the theories that structured the project with the one mentioned previously. "Children learn deeply when they are asked to design and create an artefact that requires understanding and application of knowledge" (Chang, Sung, & Chen, 2002, p. 51). The population of this research has already developed some information at the school about different disciplines and can use the previous knowledge to create new ideas and new knowledge to use in their lives (Appendix N°4 / FN N° 4 L36).

According to Ausubel, "an articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure"

(Ausubel, 2002, p. 46). Some of the aims of this research project were focused on the English language contents through the meaningful learning approach that consisted in adapting the new knowledge to the previous knowledge of the students related to different topics learnt in the earlier classes at school (recycling lexis). Besides that, it was important to create an environment where students could interact in a comfortable way to stimulate their learning process. This research attempted to develop the meaningful learning approach with different tasks (TBA) with useful material which allowed students to get the knowledge in a significant way.

2.5 State of the art

In a general panorama, the development of vocabulary in young learners has been studied in different works. In the research *Teaching Young Learners English Vocabulary with Reading-Based Exercises in a Real Classroom Situation* by Qing and Ching Ha (2015), the authors investigated how pupils learn vocabulary according to some conditions they proposed in a reading programme: at first, they planned reading as a receptive exercise while, secondly they intended the reading as a receptive and productive learning exercise. The result that the authors obtained was that involving both receptive and productive exercises enable more vocabulary apprehension to young learners instead of doing receptive exercises only. Additionally, they suggested that vocabulary should be assessed according to acceptable collocations instead of sentence writing which relies on the possibility of lacking in the grammar development. In concord with this, this research attempted to focus on the development of basic English vocabulary avoiding the teaching of the language structure through grammar.

Regarding some research about the development of vocabulary instruction, Annisa Awaludin (2013) reported some procedures in her research *Techniques in Presenting Vocabulary to Young EFL Learners*. In this study, the author looked for techniques that a teacher of young learners can use when presenting the meaning and form of vocabulary, which resulted in applying multiple techniques depending of the reason of the class. The findings were that when a teacher presents the word meaning, it uses to be with the employment of real objects which comprised the use of pictures, realia and demonstration, while the teacher presents the word form employing the graphic form merely throughout drilling, phonetic transcription or spelling the words. According to Awaludin, both the meaning and the form are strictly connected and it is necessary to explain each one to the young learner for a good retention of vocabulary.

On-going with the way of how young learners learn vocabulary, some research have been involved not only with the quantity of words they learn or they need to learn in their early years, but they also emphasise on the frequency of the words they must be exposed to. For instance, Alexiou and Konstantakis (2009) studied how important it is to involve young learners of about 7 to 10 years in new vocabulary concerning the lexis included in five English coursebooks, which have in their content an amount of words of the British National Corpus (BNC). According to the results of this study, it was revealed that the topics and the proper vocabulary of the coursebooks tend to fail due to the large variety of thematic areas of their content what causes not only the use of frequent but also infrequent vocabulary that can confuse young learners in their learning process, although these coursebooks were created according to the learners' ages. The current research took into account this judgement to implement alternative materials instead of following the

coursebooks that in most of the cases integrate the same vocabulary but do not consider the learners' contexts apart from their ages.

On based of the previous research, it is necessary to mention the influence of other factors that involve the learning of a foreign language. One of the most important factors is the motivation as a form of promoting students' knowledge processes in their lives. According to the thesis *Developing ESL Listening: Promoting Students' motivation* created in Indiana University of Pennsylvania, Motlhaka (2012) argues that cooperative activities promote a non-threatening environment helpful for learning. The author mentions that the use of student questions to promote communication from diverse perspectives is a significant motivational tool that permits to enhance students' motivation through the development of EFL listening. This was possible thanks to the incorporation of students' preferences and their integration in the development of the activities; they liked to build their knowledge.

In the research project developed by Ana Barrera in 2005, the researcher demonstrated that there are several pedagogical aspects in the task-based approach that enrich the oral production in young learners who are immersing in the learning of a foreign language. In this research the activities were carried out through categories that articulate personal techniques that students develop when they tried to communicate instant messages in a foreign language. Having in mind the techniques used in that research, it was a good help to implement and adapt some of the activities proposed by the researchers using TBA but with elements and materials pertinent for the research population of this project (Barrera, 2005).

All these researches mentioned in the previous paragraphs allowed addressing the isolated topics in a study unity that was integrated in this research. One of the most relevant aims of this project is the development of an environment where motivation is the entrance to English language and this may be possible if the activities are implemented through an active participation of the students by means of materials that can be attractive to the students.

In 2005 Jennifer McCann of University of Wisconsin-Stout stated in her research project that the teacher is the responsible one of creating developmentally appropriate lessons and teacher-made materials for young children as a population that the teacher should already know. Nevertheless, the author noticed that doing this required a lot of time, but in long term it would benefit the students and the teacher himself. One of the purposes of that project was to implement teacher-created material that students could use to acquaint the topics of the class using only their hands to experience with glue, scissors and other stationary. The advantage for this population was that the same University of Wisconsin-Stout donated or helped the teacher to acquire the necessary raw material for the researcher project (McCann, 2005).

This research project has been assembled based on the different orientations and perceptions of the study previously exposed, considering the outcomes that the researchers found in their studies. Notwithstanding, the main focus of this research is the development of the English basic vocabulary in second graders using materials targeted to be helpful for each class. The main subject of this study is essentially to determine the convenience of the application of materials created and adapted by the teacher based on students' needs to develop the vocabulary they are supposed to know in second grade according to the school

syllabus, which makes this research different to the other ones mentioned in this chapter, due to the two single-mindedness of the study: 1- development of basic English vocabulary using 2- material created and adapted by the teacher.

CHAPTER 3

Research design

In this chapter it is mentioned the type of research and the methodology to develop the objectives proposed in chapter 1. This part will facilitate the understanding of the methodological approach, the units of analysis, explaining the presentation of the methodological strategies.

3.1 Methodological approach

This project was planned to be based on *Action Research* (AR). According to Kemmis (1991) action research is “a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out” (Kemmis, 1991:57). Teachers must recognise all students with their differences and the uniqueness of each one, improving his practice as a teacher and reflecting about it. Due to this, the action research methodology was the best alternative to use for the aims of this project, because it permitted the teacher to be involved and be an active part of the research analysing multiple factors presented in the study population.

It is important to highlight that the development of the student’s basic vocabulary in English was measured according to their process and progress with qualitative data, but not

with quantitative data, by the fact, that qualitative data allows to obtain information with a more realistic approach to the real student's needs. Notwithstanding, it is important to clarify that there are some numerical data in this project to describe some aspects of the population, while not the student's process and progress.

3.2 Instruments for data collection, analysis and validity

All the information obtained during the observation and implementation phases are valuable for the action research. Doing action research does not mean just writing about what the teacher think is reliable or not, but also collecting data and get conclusions from the information obtained is the central element of AR. As this project was based on the action research methodology, it was required to use some research instruments such as field notes, surveys, semi-structured interviews, and audio recordings that provided relevant information to triangulate the data collected. These instruments are described below:

3.2.1 Field notes

As Burns (1999) said, the field notes are “descriptions and account of events in the contexts which are written in a relatively factual and objective style, (...) generally includes reports of nonverbal information, physical setting, groups, structures and records of conversations between the participants” (p. 87). The field notes include the description and events during the class development, considering every aspect that occurs in the context where the teacher and the students are. This instrument was used in this research due to its utility in the observation and implementation process having in mind the descriptive information observed such as actions, conversations, behaviours or settings, and the

reflective information such as the overcome ideas, reflections, doubts, questions that grew during the classes. Some samples of the fields notes adopted in this research are available in the appendix list at the end of the document.

3.2.2 Surveys

Burns (1999) conceives the surveys as “an alternative form of data collection to interviews (...) involved predetermined questions presented in written form and thus they also assume adequate literacy skills on those surveyed” (p. 129). One of the advantages of the surveys is that with them is possible to get a variety of information quickly, no matter if they are designed with closed-response (yes/no/sometimes, etc.) or open-ended questions (self-explanation of students’ answers). Thanks to the surveys, it is possible to identify weaknesses and strengths in students related to their knowledge and skills, providing information about their perception of the class, the materials and the activities and even more their progress about the class. There are two samples of the surveys applied to the research population worked in this study.

3.2.3 Semi-structure interviews

According to Bernard (1998), a semi-structured interview is a list of questions and topics that need to be covered during a conversation, usually in a particular order, and these are often preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions. It is very important avoiding the mistake of doing many questions in the same interview, instead of it, it is

recommended few questions using open-ended answers while taking notes or recording the detailed information provided. This instrument was useful to this project due to its applicability with the study population of the research, because with this it was possible to obtain a lot of information that was unlikely to obtain with the survey. In some cases, this instrument could be supported through audio recordings due to its utility to capture conversations, interactions, and interviews applied to the students.

These instruments have been selected due to their usefulness for data collection and the applicability in triangulation, which is a process of relating different sources of data, in order to verify the consistency of the facts or to establish their trustworthiness trying to account for the inherent biases (Bogdan & Biklen, 1998). This triangulation has three perspectives: a) the homeroom teacher's perspective (by an interview); b) the perspective of individual pupils (by questionnaires); and c) the perspective of a third party (by observation) who is the English teacher as well.

The use of the data triangulation allowed achieving the objectives of this research, taking into account the four perspectives; with their contradictions and their discrepancies (Altritcher, 1993). Thanks to this triangulation, it was possible to interpret the different views of the problem and it permitted to obtain the information about the learning process necessary to achieve the objectives and evaluate them to make the pertinent corrections for further applications. After some implementation of the instruments, it was possible to recognise the different perspectives related to the implementation of the activities to develop the English basic vocabulary in the study population and also it allowed the researcher to interpret whether these activities were pertinent or not for this population.

3.3 Ethical Considerations

The development of this research project was based on two aspects stated by Burns (1999). On the one hand, the students and their relatives were informed about the purpose of this research through a consent letter indicating the privacy of the results, the no-relation between the results of the research with the students' grades and their anonymity (Appendix N°7). On the other hand, as a part of the responsibility aspect, ~~the~~ institution members such as the teachers and the coordinator were asked for the permission to develop this research explaining to them the general aspects of this project, such as the objectives, the procedures and the methodology to be used with the students.

CHAPTER 4

4.1 Posed problem

The main issue this research turned out was the development of basic English vocabulary through material created and adapted by the teacher which attempted to help students of second grade (203) at Liceo Femenino Mercedes Nariño with the learning of basic English vocabulary. During the learning process different students had had difficulties when they were learning new vocabulary of the different disciplines (mathematics, science, Social Studies), despite the fact that their classes had been developed in a context where Spanish was the only language used in the classroom. This problem was evidenced from the analysis of field notes with the evaluations and participation done in class, which pointed to the need of implementing new teaching strategies to raise much more significant semantic memory in the apprehension of vocabulary to enhance their linguistic, pragmatic and sociolinguistic competence. The previous problem was treated with the application of several strategies and plans that provided evidences whether the materials created and adapted by the teacher were pertinent or not when working in the classroom with Task-based approach in second graders of this School.

4.2 Pedagogical intervention and timeline

This project was framed within the qualitative research in the Action Research category (AR). From this, Lewin’s model was taken as reference to understand the characteristics of the intervention of this research. This author proposes the AR as a process of spiral phases where each one of these is composed by planning, action-observation and the evaluation of the action results (Hernandez & Garcia, 2000).

The Lewin’s spiral phases that were considered in this intervention are the *planning* and the *action*. In the planning there were two proposals to work as follow:

The first proposal is the *Long term planning*: in this there were concepts stipulated in the school’s curriculum for first and second graders. This plan was realised each month with specific topics according to the curriculum and it was divided in weeks. At the end of each month there was a test for the students of the progress they had made. It is important to bear in mind that in the first semester of the second grade it was reinforced the same topics viewed in the previous academic year but increasing the amount of vocabulary pertinent for this course level. Therefore, the next data table shows the programme planned that attempted to be adopted during the course:

Table 1
Long term planning

LONG TERM PLANNING	February TOPIC	March TOPIC	April TOPIC
Week 1	Numbers from 1-60	Parts of the city	Actions (jump, run, eat, sleep, etc.)
	Time (hours & days)	Professions and jobs	Actions in places
Week 2	Time (days and months)	Where is? (using the city and jobs)	Daily routines
	My school (parts of	Where is? (using family members,	Alphabet (spelling your name)

	the school)	house, school and city)	
Week 3	Household objects	Clothing (using professions, jobs and family members)	What's this? My teacher (subjects at the school)
Week 4	Review of the month (survey)	Review of the month (survey)	Review of the month (survey)

The top chart is an example where a description is being made of the topics developed each month, and where for each topic there were two to three weeks in the classroom. With the implementation of the 40x40 shift in the previous district administration (ongoing in 2016), most of the classes last 50 minutes only at the Liceo Femenino Mercedes Nariño, so the design of the lesson plans depended on the time given by the school to this research. The topics presented in the above chart and some others that are presented in the document, were focused on different contents according to the curriculum of the second grade in this School.

The second proposal is the *Short term planning*: this was designed after the long term planning. Here, every single aspect presented in the long term planning related to the content of each month is described more substantially with the contents to be developed according to the concepts or the new vocabulary, the materials or resources, the activities, the evaluation and the skills contained in each class, e.g.:

Table 2
Short term planning

MARCH				
TOPICS	MATERIALS	ENGLISH VOCABULARY	TARGET WORDS	ASSESSMENT
The city	Cardboard boxes	Parts of the city	Hospital, park, bus station, house, fire station, police station, street.	To relate some objects with some images using simple phrases.
	Printed images			
	LEGO	Transports	Bus, car, train, boat, plane, bicycle, skateboard, motorcycle.	
Clothing	Pictures	Parts of the body	Body, head, hair, hands, legs, foot, neck, arms, bottom, chest, back.	To recognise the specific parts of the body where clothes must be, and understand the name of the common clothes used by the student.
	Coloured pencils	Clothes		
	Posters	Put on / take off		
	Fluffy toys		Trousers, jacket, shorts, bra, panty, dress, scarf, boots, t-shirt, tennis.	

One of the aims of this research was to integrate the different topics seen in first grade (recycling). For that reason, during each month, there were topics with repeated contents and these helped to introduce another theme for increasing student's vocabulary.

The previous proposal was developed according to the curriculum established by the school for the first semester of the year 2016. With the development of the planning phases, it was possible to organise the intervention with the syllabus during the whole semester, because with this, there was a structure to follow during each session to implement with the population, class by class.

The sessions were explained according to a *lesson plan* in which a detailed description of the course was given about the instruction for each class. Each lesson plan

detailed the subject to be approached in the class, the goals to develop the learning in the students, the way how these goals can be reached, and a method to recognise if the goals have been reached by students.

4.3 Lesson plan sample

Following, there is an example of one of the lesson plans that applied on 2015-II and 2016-I (I-first semester, II-second semester):

Table 3
Lesson plan sample

TOPIC: Parts of the house	Grouping	Time
Learning outcome		
In this lesson the main goal will be that the students identify the different parts of the house and the common materials this structure is made of.		
Activities		
<u>Opening / Activity 1</u>		
When this lesson begins, the teacher will call out the students to name the objects he is showing with his hands. If the students do not remember the corresponding name of the objects the teacher will help them with this. Then, the teacher must mention what each object is for and will relate the classroom items e.g. “the sharpener is to use with the pencil” or “the notebook is to write with the pencil”. This activity is to reinforce the previous topic of the class. <i>(Syllabus: Pencil case and room objects)</i>	NO	10 min.
<u>Activity 2</u>		
The teacher will give to the students some papers with the image of a house with the external and internal parts visible. On the board, the teacher must have the same image of the copies but in a large size for the		

students view. Then the teacher must reference the corresponding parts of the house indicating what part he is referring to with his hand (if it is necessary it could be possible to repeat several times the name of each part).

NO

20 min.

While the teacher is doing the presentation of the parts of the house, the students should repeat loudly and point out on their copies the part the teacher is talking about and repeating the name of the part (the teacher must tell them to identify what part he is referring to). Then students must write the same way the teacher does on the board.

The parts of the house to talk about will be: the living room, the dining room, the kitchen, the bathroom, the bedroom, the terrace and the garden; outside walls, roof, windows, doors, stairs.

Activity 3

In this part, the students must colour each part of the house with the colour the teacher says e.g. “colour the kitchen pink”. The idea of this part is to reuse the previous topic about the colours and relate the contents seen in the class.

Closure / Activity 4

NO

10 min

To finish this lesson, the teacher will ask the students to keep their belongings in their backpacks to sing a house song (in this case it won't be necessary to copy the lyrics because the idea is to recognize the general idea of the parts of the house).

The idea of this activity is that all students sing the song using their hands to clap for the rhythm. The teacher must sing with the students simultaneously helping them to improve their pronunciation. At the same time the teacher sings, he/she must show the part of the house the songs is referring to; for this, the teacher must take out the parts from the image taped

NO

10

on the board.

Resources

Papers with the parts of the house for each student and a large image to clip on the board. (Internal and external)



Large images of each part of the house (internal)



4.4 Possible impact

With the application and the results of this research it was planned to initiate the students' English learning process as a foreign language at the Liceo Femenino Mercedes Nariño School. After analysing the lack of English language in the curriculum of the first

and second grade of this school, it was possible to evidence the necessity of the creation of some strategies that let the students have a wider approach to English.

The use of different activities that involve vocabulary facilitates the comprehension of a foreign and second language in young learners (Miroslaw, 2011). This research aimed providing an approach to English as a foreign language in second graders of this school, stimulating their early literacy and orality through activities that might ease a better comprehension with the creation of an environment, where children can be autonomous with the learning of vocabulary in a language different to their own. With the use of games for English learning, it is possible to increase the interest in students to learn a new language at the ages they are (Wright, 2006). This represents exactly one of the goals proposed in this research with the activities that accompany the created materials. If students enjoy the way how they are learning something new, it is possible to create a significant learning where the topics are internalised by the children.

Likewise, implementing the task-based approach with materials created and adapted by the teacher according to the students' needs might enable students to understand the new vocabulary in English, moreover if the area where the class is developed is pleasant for them. In this decade, adapting the resources of the class to the student's needs could be a technique to use at school if we as teachers want to obtain better results with the pupils learning, taking into account their learning styles and their self-esteem. This could be achieved if teachers paid more attention to the student's interests, their skills, their social relations, their outgoing, etc. All this would be possible if classes were more enjoyable for the learners through what they like the most: interaction (using language in the different ways).

CHAPTER 5

Analysis and interpretation of results

This Chapter will describe the analysis of data followed by a discussion of the research findings relating them with the research question that guided this research project. Data were analysed to identify, describe and determine the possible impact of the implementation of materials created and adapted by the teacher based on the students' needs found in the observation phase of this research. Koshy and Cresswell (2011) stated that analysing data must be the most important subsequent step during the final moments of the research process because with this it is possible to evidence the elements that create the coherence of the answers which resolve the research question. So, in this chapter it will be explained the analysis of this research and the outcomes after applying the design of the project.

5.1 Analytical process

It becomes important to analyse and interpret the collected data from field notes, artefacts and surveys accurately, therefore this process was carried out according to the analytical process proposed by Burns (1999) for qualitative researches (action research in this case as it was mentioned in chapter 3). Burns proposed five analysing steps which are explained as follows in accordance to this research:

5.1.1 Assembling data

This step consists in collecting data, and while this process is ongoing, the researcher must reflect on the obtained information and detail it. Furthermore, it is important for the researcher to revise the initial question and go deeper into the analysis. During this study the researcher has been organising and classifying the information in different digital files to have an organised access to the collected information. Every instrument for data collection was classified according to its type: folder of surveys, folder of field notes, folder of tests, etc. This system allowed doing an easier review of the collected data.

5.1.2 Coding the data

In this step, the researcher starts doing the categorization encoding all the collected data in order to identify patterns to analyse. While categorisation is emerging, it is possible to identify which instruments used for collecting data can be coded qualitatively or quantitatively. In the current research, the author mentions the appendix section where related the following categories that were established during the observation and implementation phases of the research relating the collected data with the research question for a more precise analysis. In the following chart it is detailed the categories and subcategories on base of the research question:

Table 4
Categories and subcategories extracted from collected data and analysis.

RESEARCH QUESTION	CATEGORIES	SUBCATEGORIES
What could be the possible impact of the implementation of materials created and adapted by the teacher to initiate and develop the basic vocabulary in English in second graders of the Liceo Femenino Mercedes Nariño?	<i>1. Influence of materials on vocabulary learning</i>	* Use of graphical material * Vocabulary learning * Connexion between vocabulary and real context
	<i>2. Influence of meaningful activities to motivate vocabulary learning</i>	* Using English basic vocabulary for enjoyment * Extrinsic motivation emerged from classes (During and after the class)

5.1.3 Comparing the data

During this step, the researcher compared the categories in the sets of data, in order to see if there are repeated patterns or ideas obtained with the instruments for data collection to structure the elements to be compared within the organised information.

5.1.4 Building interpretations

This is the third and last step to follow in qualitative research, and it consists in connecting and articulating relations, concepts, patterns and behaviours to redefine personal hypothesis emerged from the observation phase and the definition of the problem.

Bearing in mind that the *coding data step* is already done (5.1.2 - categories and subcategories chart), it was planned to compare the collected data with the categories and subcategories previously proposed in this chapter (Table 4).

5.2 Findings

Influence of materials on vocabulary learning

Young Learners (YL) learn new vocabulary items related to their early experiences and organise these items in different concepts. It is common that in schools, teachers teach vocabulary associated with nouns firstly, due to the fact that nouns are words that can be easily represented and featured. Notwithstanding, nouns are not the only elements that can be taught in YL's classes because language is huge and involves more elements such as verbs, adjectives, adverbs and lexical fields. Linse (2005) proposed two different ways how YL learn and appropriate new vocabulary:

- The formal way, which means teaching the meaning of the word and the ways how YL discover its meaning.
- The informal instruction, which means that YL learn new words with no rules or systematic approaches.

Both of the ways must be taken into account when teaching a foreign language because both can structure the YL's cognitive skills and open the door of new possibilities for the YL to learn words and use them to increase their vocabulary (Linse, 2005).

In the classroom, the teacher ought to create materials that lead students to discover new words, it means, producing activities with materials that help students to learn new

useful vocabulary items associated with their real context. This strategy well-structured and implemented could benefit students if it is used Linse's theory: on the one hand, teaching the words giving direct meaning to them; and on the other hand, teaching how to abstract the meaning of the words through context or contextual clues.

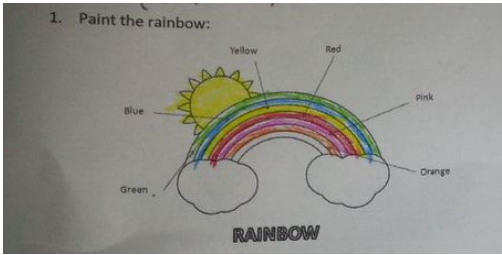
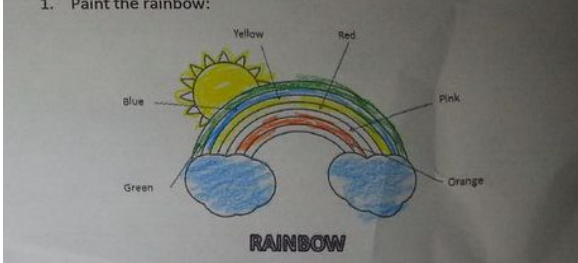
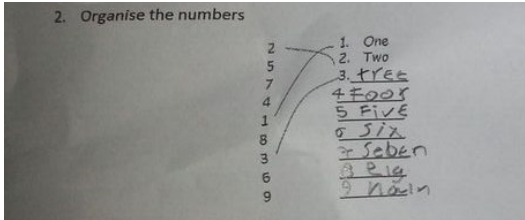
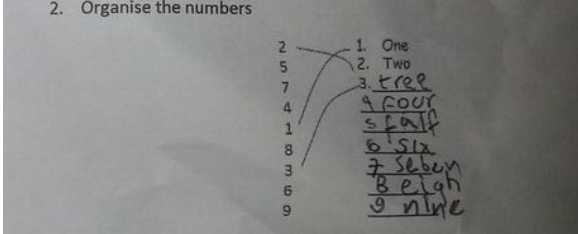
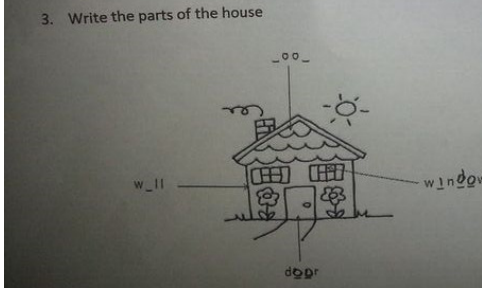
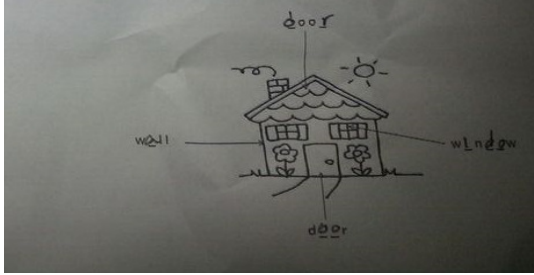
Here is where the subcategory *use of graphical material* is involved. It was detected that in the classroom these students had decoration on the walls and furniture that could be used as reference to support the class, but also the materials and the activities created by the teacher. In this case, the researcher created material in the first classes associated to lexical fields in which words are classified in specific groups that can be organised according to their relationships such as colours, animals, days of the week, food, jobs, etc. (Trier, 1931). For example, one of the classes consisted in recognising the colours of the different elements into the classroom, and according to the way how the word was pronounced, the students had to point out the object in the classroom with the colour the teacher was referring to repeating the word he said. During this part it was reinforced basically the listening skill to introduce the writing skill for the next class and then it was proceeded to involve this listened vocabulary with the material created by the teacher (Appendix N°7 / FN N°16). In this case, the introduction of a new material to work with was something that motivated students to participate in working in their own creation (painting with watercolour) the teacher's rubber stamped on the notebook, what is related with the second category proposed.



Figure 2. Rubber stamp (painted with watercolour)

Apart from teaching English basic vocabulary through alternative materials separately of the board, the researcher found the importance of working along with the initial development of skills as it is necessary for an English class. Richards (2005) affirmed that there are two factors when determining what the materials will look like and how they will work, “one is the theory of language and the language use reflected in the materials, and the other is the theory of language learning on which materials are based” (p. 65). What the teacher intended with this activity was to approach students with the reading of signs presented in the classroom, not the strictly linguistic signs but the graphical signs to understand how students were perceiving their context and how they might conceptualise it through physical material (watercolour), an alternative element for them. Here, it was possible to evidence how students enjoyed getting involved in learning English where they were part of the same activity with some different supplies out of their pencil cases.


Table 5. Survey-quiz

Student A	Student B	Interpretation
<p>1. Paint the rainbow:</p> 	<p>1. Paint the rainbow:</p> 	a
<p>2. Organise the numbers</p> 	<p>2. Organise the numbers</p> 	b
<p>3. Write the parts of the house</p> 		c

The table above is a sample of one survey-quiz applied to the group, students had three different tasks to do: the first part consisted in interpreting the written words and according to the word students had to colour the respective space provided (*a: presence of reading skill to understand a written text*). The second part of the survey-quiz consisted in understanding the signs (digit numbers) for students to write the particular name of each digit in words (*b. presence of writing skill assigning names to the signs*). And finally, the

third part of this instrument consisted in filling in gaps to complete words related to the vocabulary worked in the previous class based on images (*c. reading and writing skills are part of this exercise: on the one hand, students had to read uncompleted words and had to infer which letters corresponded in each gap by writing*). This instrument was created with the purpose of seeing the three different methods used by the students to fulfil each task proposed:




- Reading the word to relate it with a signifier e.g.

Word	red	yellow	green
Signifier			

- Understanding the sign to write the corresponding name (numbers) e.g.

Sign	1	2	6
Written name	One	Two	Six

- Inference of corresponding letters in a word previewing the signifier

Signifier	Incomplete name	Corresponding word
	- w _ n _ _ w	w i n d o w
	d _ _ r	d o o r
	_ o o _	r o o f

During the following classes, all the vocabulary of the colours and the contents of other classes were reused what benefitted students to retain more information instead of just learning vocabulary one day and leave it apart out of the following sessions. Here, the

incorporation of vocabulary was evidenced when students could remember some words with simple questions:

Teacher: Do you remember the colours of Colombian's flag?

Students: Qué? What? (already know the meaning of 'what')

Teacher: (Showing Colombian's flag) Do you remember the colours of Colombian's flag?

Students: Sí, sí. Como la flor de la pared. Yellow, blue, red. (relating the colours of a classroom decoration previously integrated in the class)

(Appendix N°7 / FN N°16).

Something particular of the activities in which students were involved is the fact that they showed more interest when the activities contained material they had to interact with in an active way different of writing (Appendix N°7 / FN N°16). It seems that graphical materials enhanced student's credibility with the class because students connected what the teacher incorporated with the materials they interacted with.

During the classes in which contents were about places (the house and the school), the materials worked with were toy structures made of carton (similar to the Fisher-Price toys). It was possible to evidence the enthusiasm the students had when the teacher was building the structure of the house and when it was finally made there was a bilingual interaction:



Figure 3. House of carton (Class: parts of the house)

Students: Yo tengo una casa así de muñecas (several students)

Teacher: This is a house (pointing out it)

Students: Entonces es una “house” de muñecas (students laughed)

Teacher: Yes, this is a toy house – dolls house (showing a Barbie doll and sitting it into the carton house)

(Appendix N° 6/ FN N°14)

When the teacher was explaining the different parts of the house with the big cardboard house in front of the classroom, the students were working in groups using a sample of the house sketch plan designed by the teacher. While the class was ongoing, some students were relating their house to the sketch plan they were working with:

Student 1: Mi casa tiene 2 “bathrooms”

Student 2: La mia tiene 5 “bedrooms”

Student 3: La mia tiene 3 “bedrooms”

Student 1: Mmm... Pero yo vivo en el quinto “floor”

(Appendix N° 6/ FN N°14)

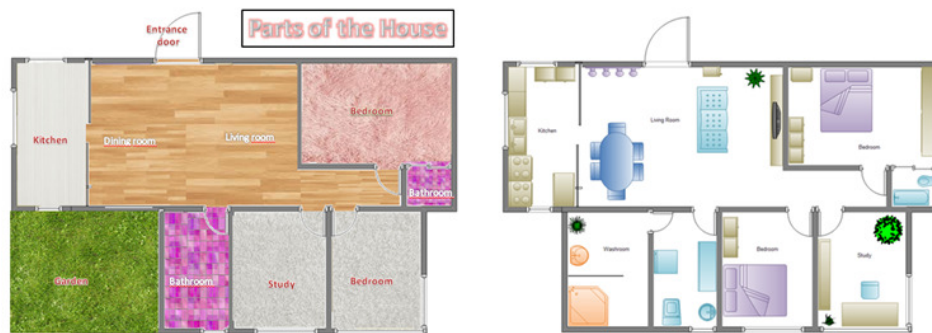


Figure 4. House sketch plans (Class: parts of the house 2)

Despite students were using their native language, they could connect the learnt words with the current topic and, at the same time, they were *connecting the new vocabulary with their real context*. According to Ellis (2001), this process is an intrinsic strategy used by the teacher to help students to remember the meaning of the words, activating their prior knowledge to create connections with the new words they need to learn. This method is proclaimed by Ellis as the LINCING vocabulary strategy which is followed by these steps:

1. List the parts (*categorising the words*)
2. Identify a reminding word (*calling of the meaning*)
3. Note a LINCING story (*connecting the word with the context*)
4. Create a LINCING picture (*helping the meaning to be assumed*)
5. Self-test (*relating the word with multiple contexts*)

In the previous class of the parts of the house, there were some detailed words about that topic with some flashcards and students were allowed to keep them with the condition of sticking them on their notebooks. In the second session about “parts of the house” (Appendix N°6 / FN N°14), few students were proud because some of them were

able to remember the words previously worked and they could answer the questions the teacher asked to the class. Also, the other students started to remember the activity worked in the previous class and started answering the questions correctly. This fact showed how students could incorporate vocabulary items helping them to comprehend better the activity (when know some of the words of the content of the class) and it leads the teacher to infer how reincorporating concepts let students learn the target vocabulary more easily (Ellis, 2001).

Meaningful activities to motivate vocabulary learning

Taking advantage of the population gender, it was possible to implement some activities where materials were easily accepted by all the students (girls). In the class “Parts of the face” the teacher taped a large black and white image on the board of a well-known cartoon called Pepa Pig. This image was the face of the cartoon only and the task of this activity consisted in painting (making up) that face. All the students wanted to go to the board but the teacher just selected some students in a random way but giving all of them the opportunity to participate. As the class was divided in lines this day, the teacher organised a competition where the winner team obtained extra points if the group leader hit the target part of the face correctly. Each line of students was a team and in this opportunity girls showed an *extrinsic motivation* in which they wanted to succeed in teams to obtain a reward for the academic period (as this kind of competitions were developed in some few classes, it is possible to infer how extrinsic motivation is part of this sort of activities), that in words of Bénabou and Tirole (2003), “this extrinsic motivation shows the individual’s or group desire to perform the task for its/their own sake to obtain contingent rewards” (p. 132), aspect that is presented in most classrooms. Every student who went to the board

painted specific parts of the face taking into account the part specified by the teacher (the teacher touch a part of his face and pronounce this part, then he said the colour he wanted Pepa Pig's face was painted with) (Appendix N°8 / FN N°18). All students showed really interest in this activity because it was familiar for them to make-up someone else and apart of it, they stated it was funnier because the activity was done with all their classmates.

When the second part of this class started, all students were confused because they did not find the relation between the previous activity with the new one. In this occasion, they had received an incomplete sketch and they did not make out who the character was. While the teacher mentioned what they had to do, they were learning words different to the target vocabulary of the class (parts of the face) such as geometrical concepts (point, line, circle, etc.). When this session was almost to finish, students realised that the sketch they were drawing was another well known character called Phineas of the cartoon Phineas & Ferp; all students shouted enthusiastically who the character was and started to reinstate the written words on this face relating the words mentioned in the first part of this session followed by the instructions of the teacher. In this occasion, it was evidenced how motivation remains as an important factor in the activities (Motlhaka, 2012)

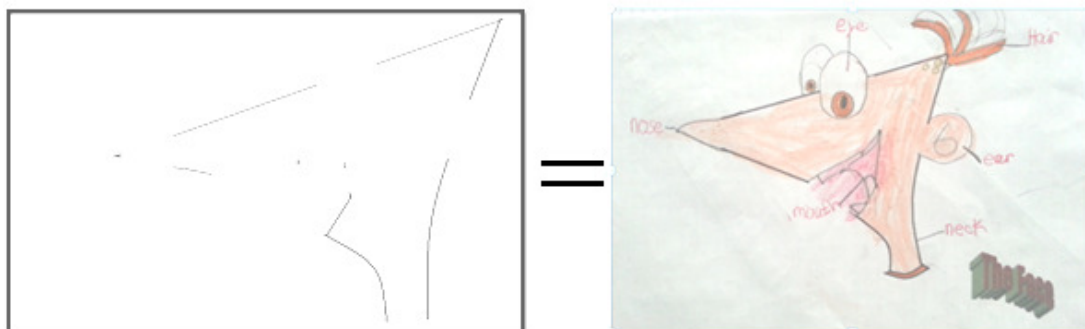


Figure 5. Face sketch (Class: Parts of the face)

In a similar line, and taking into account the entire study population, when the students were asked in a survey about the materials used in the English class and if they believed whether these materials were helpful or not in their own learning process, nearly all of them answered that these materials were helpful for learning process. Also, students related the vocabulary they thought was useful for their daily life according to the instructions the teacher gave them while they were doing this questionnaire:

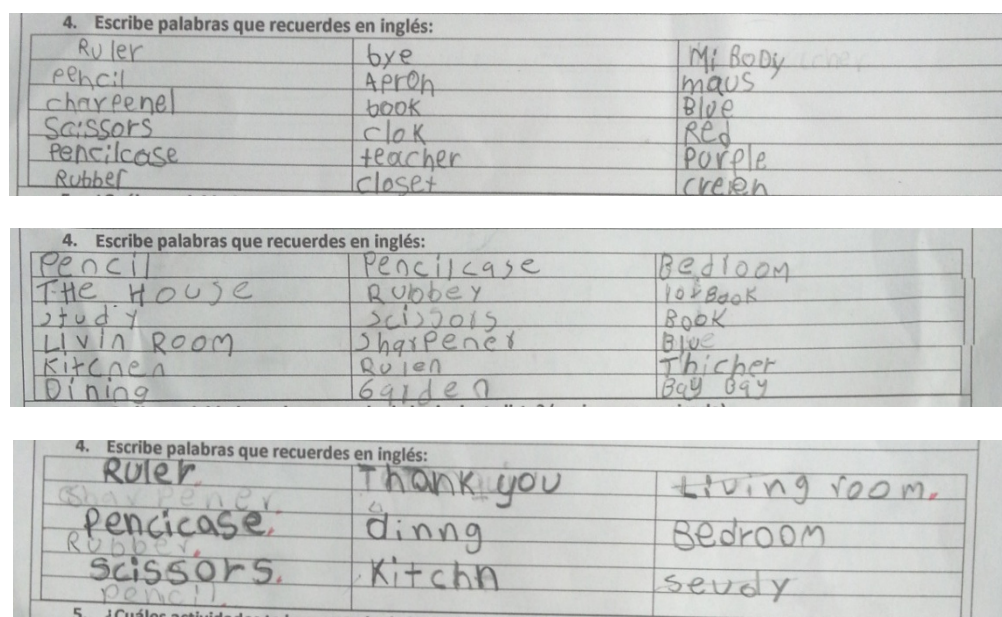


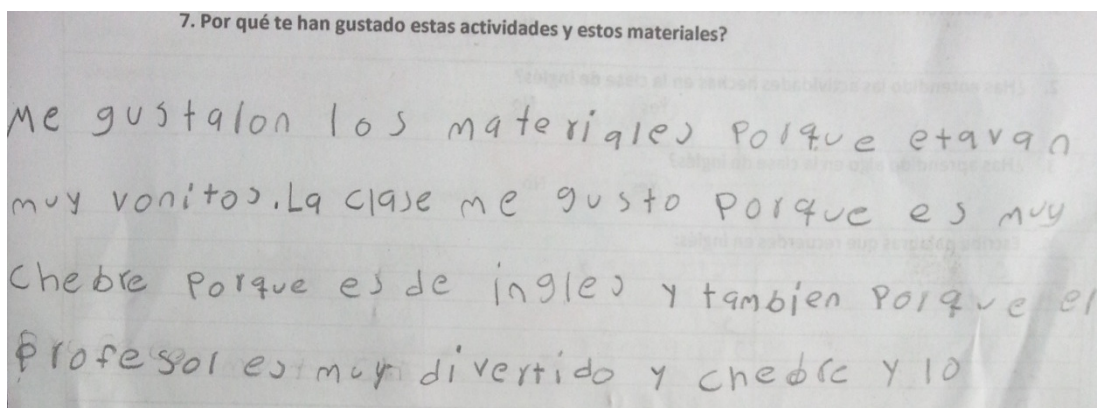
Figure 6. Question 4 - Perception questionnaire

These elements show the words the students have incorporated and saved in their English vocabulary irrespective of the spelling mistakes evidenced. Although students had an hour to complete the questionnaire, they spent almost the whole class to answer all questions due to the fact that they were not used to writing even in Spanish class. However, it was possible to evidence that the reuse of words help students to reinforce their memory but they were not still able to produce or recreate sentences previously worked in the English class. In addition, this vocabulary learnt led students to improve their production of

language (speaking and writing) when they practice in the activities of the class or the homework.

To sum up, and taking into account the elements previously presented (use of sketch, drawings, cardboard structures, and related with the implementation of activities), it is possible to affirm that material that integrates visual contents played an important role for vocabulary learning as it let students make relations that may allow them understanding the input language of each class. Stevick (1986) stated that using visual materials helps students to establish relations between the elements perceived by the senses and the concrete language expressions either spoken or written, something that this research project has been implementing during the current study.

Besides of the vocabulary learnt by the students, the questionnaire implemented in this case let them give their perception about the class and how they liked the materials implemented in each session. In the following images, students gave a basic idea of how they had liked the materials and the activities they had in the English class.



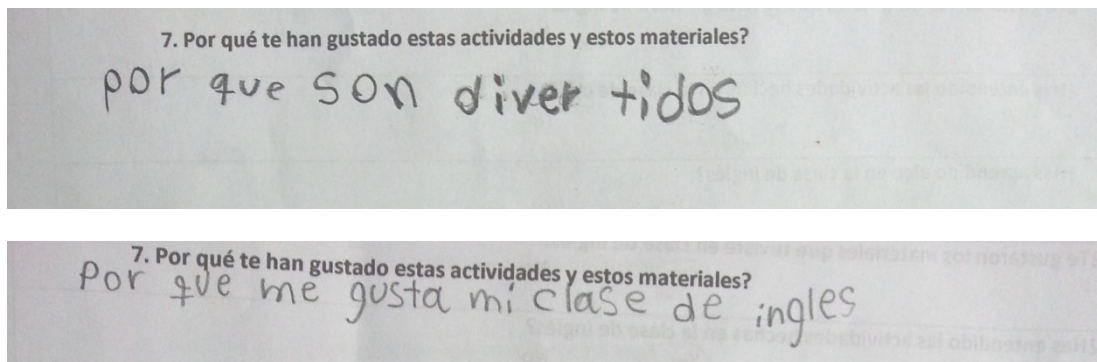


Figure 7. Question 4 - perception questionnaire

As it is shown, in the first example the student answered the question explaining that she likes materials because she thinks they were beautiful, and then she gave the explanation of why she liked the English class. In this particular case, it is notorious that the physical materials that the students used played an important role in helping students to shape their behaviour to the activity and how the students develop the tasks of the class (Drew, 2004). It is necessary to explain that, although the students had enough time to answer the questionnaire, it was still difficult to express themselves in the written way even if they were writing in their native language (Spanish). That is why it is possible to see that these questions were not answered properly in the last two examples provided.

Likewise these elements, the homeroom teacher provided her perception of the class and gave the third element that allows analysing the complete data with triangulation. Following there is the translation of some fragments of the interview applied to the homeroom teacher (Appendix N° 9 / Audio-recorded interview).

Researcher (R): Have you seen a progress in the students related to the English class?

Homeroom teacher (HT): Yes, they like to show me their notebooks or the copies they have. (...) They use to be happy after your class and they teach me some words they know.

R: What kind of words do they teach you?

HT: Objects of the classroom, they tell me their clothes, the numbers and the colours.

R: In the classes where you have been presented, how do you like the materials used to teach?

HT: (...) I like them; they are nice and easy to understand for the girls. I like the fact that girls do not have just to write, they can participate with each other. (...) However, sometimes these activities promote disturbance.

The answers provided by the homeroom teacher showed the interaction the students have with her after each lesson. On the one hand, students presented to the teacher what they had learnt and tried to teach her the meaning of the new words they saw in the class (integration of English vocabulary in contexts different to the English class), and besides, according to the answers of the teacher, it seems that students were enthusiastic during and after the English class. On the other hand, the homeroom teacher asserted that the materials used in the English class were appropriate to integrate the contents of the class as well as integrate students' participation, fact that was possible from the creation of materials according to the students' ages and context.

5.3 Triangulation of data

The triangulation of data is a process of relating different sources of data in order to verify the consistency of the facts or to establish their trustworthiness trying to account for the inherent biases (Bogdan & Biklen, 1998). This triangulation has three perspectives: a) the homeroom teacher's perspective (by an interview); b) the perspective of individual pupils (by questionnaires); and c) the perspective of a third party (by observation) who is

the English teacher as well (researcher). In the next table, there is the integration of the main ideas detailed in this chapter and how they are related through the triangulation.

Table 6.
Triangulation of data

Category	Head Teacher (homeroom teacher)	Students	Researcher	Triangulation
<i>Influence of materials in vocabulary learning</i>	<p>The English teacher brings materials that students like. These materials help them to understand the vocabulary of the class.</p> <p>If materials are attractive to the children they involve to the class actively</p> <p>They like to have their favourite cartoons in these activities because they</p>	<p>The English class is nice and students enjoy developing the activities with the material provided by the teacher.</p> <p>Students like the fact they have their own material and can participate to develop the activity related to the material.</p> <p>Students have learnt some vocabulary and remember it</p>	<p>It is possible to evidence students relate their daily lives with the vocabulary they have learnt.</p> <p>Although students are not having a grammar input, they are appropriating the words and reuse them every class.</p> <p>Students are always working with materials taking advantage they must share some of the</p>	<ol style="list-style-type: none"> 1. Students and HT coincidence the like of using material created by the researcher. 2. When material is eye-catching it is more likely to draw students' attention. 3. It easier to incorporate vocabulary if students are familiarised with the contents of the materials.

	know them.	although there is wrong spelling in writing.	things they have to do.	
<i>Influence of meaningful activities to motivate vocabulary learning</i>	<p>The girls like to participate and even more when there is competition.</p> <p>When they have to paint or drawing they enjoy the class.</p> <p>They tend to be happy after English class and more when they have to compete</p>	<p>Students are integrated in all activities and participate when they are using materials brought by the teacher or have to create their own one.</p> <p>If each student is using her own material they participate actively.</p>	<p>Developing activities that accompany the materials is the most important thing during the class. Activities must be joyful to keep students participating during the whole class or the most part of it.</p>	<ol style="list-style-type: none"> 1. Activities where students have to move or create something are very attractive to students. 2. Doing competitions during the class help students to work in groups. 3. Students output is evidenced when they have to show their knowledge on the board or in front of the class.

Table No. 3

At this point, it is possible to establish that most of the objectives set for this study were accomplished as it is possible to establish that English students' vocabulary had been

improving since the beginning of the project, and even more when vocabulary was related to student's day life. The methodology used here had been helping students to appropriate the vocabulary using the reading and writing skills correlated with speaking in a less grade.

CHAPTER 6

Conclusions

As the main goal of the present study was to determine the convenience of the application of materials created and adapted by the teacher in second graders through Task Based Learning Approach (TBL), after concluding the research process which entailed observing, diagnosing, and implementing, the following conclusions can be drawn from the findings this study produced.

Creation of materials in base of students' necessities according to the contexts and the relations of the contents of each class with students' daily life helps to build activities that involve students in familiar topics where vocabulary can be easily practiced to be used and appropriated by students. This relies on how materials are attractive to the students and how the activities are developed to relate and apply the materials with the contents of the class in every session.

The use of materials created by the teacher is a practical resource to be used in the classroom that helps to develop students' vocabulary from their lives and likes. When the likes of the students are part of the planning of each material, it is very likely that students be familiarised with the contents during the class because all or part of the materials are prepared from those things that the teacher knows can be a very good attention grabber.

A successful class not only relies upon how materials are attractive to students but also depends on how materials are applied to draw students' attention and keep them

participative. It is necessary to relate the materials with every part of the class, involving all students in activities that incentive the participation of the students for understanding the content of each class.

The creation of printed material let students fulfil some tasks where can be integrated their reading and writing skills. Using this sort of material can be a tool for the teacher to observe how pupils incorporate the literacy in English language. Reusing elements of different materials applied during the classes are links that help students to remember some words and how they are written; even if they do not know the exact word they approach to the real written form.

The use of materials that include visual images or objects plays an important role into the students' vocabulary learning process. Relating drawings, sketch and movements to language utterances or written text, even the single words, helps students to recall easily the vocabulary they are exposed to as, on the one hand, using language communicatively and, on the other hand, relating one language element to the another one.

Motivation is an important element that must be part of the planning of the materials and the activities, because this is the one that links students' behaviour to the class to participate actively and keenly. This element must be incorporated in every class and must involve every student to avoid the fact that students get bored during the implementation of the activities. Students can be extrinsically motivated in different ways, e.g. when all learners of the classroom are integrated and can participate, when activities includes moving around the classroom, when involving competition activities to get a reward, or

letting students to use their toys; this things helped to enhance the intrinsic motivation of some students too.

When applying materials for the first time and/or reused, it is important to follow the aims of each lesson plan to let students fulfil each task of the class as planned. Using task-based learning approach let students practice the contents of each class and, at the same time, helps to the teacher to evidence how the learning process is running in the whole group or in a particular student by analysing how each task proposed is developed.

Recommendations

It is important to enrich the environment of the class with our own intellectual resources as teachers, but this enrichment must be based on the students' needs according to their ages and features. So, it becomes vital the fact that the teacher reflect about the progress of the students and how his methodology is influencing them having in mind their real context.

The homeroom teachers of the school should have the initiative of exploring the English language to involve students since their early years, even if they do it with basic vocabulary. The syllabus of the school does not forbid the integration of English into the classrooms of first or second grades, so, even if the teacher does not know many words in English he/she can use images as suggestopedia method to let students familiarise with the English language.

This is the 21st century and it is well known that English is the most common language around the world currently. For this reason, it is possible to find a large variety of English coursebooks for different audiences that any teacher can adopt in the classroom. By virtue of this, it seems that few teachers are having the initiative of designing or creating new materials apart of those they find in their coursebooks what implies that there are not ideas for innovation in the English classrooms for ESL and EFL. According to this, the author of this research proposes to the reader to take a risk when teaching a new language or any other subjects, but the idea is to design, create and implement no matter what

colleagues think about and how simple the material seems to be; if the teacher knows what students need then he or she should not hesitate about innovate to inspire students in the class.

Finally, a general recommendation of this study is that a teacher can create and implement as many activities as materials in the class instead of use outdated activities/materials from other sources. The teacher should prepare these things stimulating students' motivation letting all of them participate in the class and involving the language skills during the ongoing classes.

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APPENDIX

Appendix 1. Field Note N° 1

UNIVERSIDAD PEDAGÓGICA NACIONAL		
Field note N° 1		
Venue: Liceo Femenino Mercedes Nariño Room: 103	Date: Thursday 26 th of February 2015	Time: 12:30 – 14:30
Objective: Identify the principal characteristics which conform the 103 class		
Observation	Topics or Pre-categories	Commentaries
<p>The pupils arrived in different bashes, even though the start of the class was supposed to be at 12:15. Most of them are carried to the college by their parents, or siblings, which do also assist classes in the same institution.</p> <p>After waiting for the moment in which most of the pupils had finally arrived (12:45) the teacher stood up in front of the class asking for attention and then asking for god’s blessing by praying our father prayer out loud. The girls maintained silent and tried to follow the words.</p> <p>After that, the class started with the content of the subject of Spanish. The teacher started to write the homework they had to</p>	<p>Unpunctuality</p> <p>Religios content</p> <p>Practicing the Reading and writing</p>	<p>As for being a primary level, the teacher does not seem to put importance on the punctuality of their students to raise the responsibility. Furthermore, even though the class started 30 minutes late, the teacher introduced the class with a religious sentence. <i>This aspect might be taken advantage of, trying to bring the English language closer to the pupils by using religion.</i></p> <p>The students just started to understand the Spanish alphabet by sentences explained in syllables which is</p>

<p>do onto the board (using easy and good comprehensible sentences). While doing that the professor emphasised the graphemes and their corresponding phonemes giving the pupils the syllables of the sentence written onto the board.</p> <p>The girls repeated what was written on the board, even if it was the same content which was already supposed to be done in the homework. The professor requested to do so because it is necessary for practicing writing. After they have copied the text into their notebooks, the professor proceeded to dictate a sentence with pauses. However, the pupils had difficulties to recognize the graphemes corresponding to the dictation</p> <p>The teacher asked for doing some examples of the sentences the students just have seen. When she started to revise the work of them, she emphasised the importance of calligraphy and continued by telling them how to write each letter in the proper and correct way. Talking about the calligraphy, the professor changed from the sentence to the letter or syllables.</p> <p>To finish, the professor asked the students for doing paintings related to the meaning of their sentences</p>	<p>of the alphabet</p> <p>Strengthening the Reading and Writing skills</p> <p>Development of calligraphy</p> <p>Relation between the text and the reality</p>	<p>done for understanding the corresponding phonetics and graphemes.</p> <p>The teacher emphasised the importance of a good calligraphy to understand one another. This is a really necessary aspect at the beginning of learning the writing and the pupils opt for practicing trough the technique of “planas” (which is writing the letter, sentence or syllable for several lines to practice them). <i>The professor should suggest the students to write a diary, to try to get away from the traditional line-writing, to a more modern way of learning how to write.</i></p> <p>The fact that there is a relation between a text and an image helps to conceptualize the contents and to do an abstract of the reality of the text. It would be recommendable and appropriate to continue the practice as it strengthens the analytical mind of the girls</p>
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Appendix 2. Field Note N° 2

UNIVERSIDAD PEDAGÓGICA NACIONAL

Diario de campo N° 2

Venue: Liceo Femenino Mercedes Nariño

Date: Friday march 6th of 2015

Time: 12:50 – 13:50

Room: 103

Objective: Identify the relation between the teacher, the students and the content of the class

Observation	Topics or Precategories	Commentaries
<p>The same as the previous observation, the girls arrived in different bashes late to the class, as the beginning was supposed to be at 12:15. Meanwhile the students got to the room, the professor finished eating her lunch on the desk.</p> <p>At 12:45 the professor started asking for the attention using the blessings and all, pupils and teacher started praying the Father our's. Finishing that, the teacher started to talk a while about Mother Mary, the mother of Jesus, and her importance in the catholic world.</p> <p>After that the teacher indicated to take out the notebook for social skills. To start that class, the professor asked the girls whether someone knows why the “día de la mujer” (international women day) is being celebrated. As none of the pupils could explain anything, the teacher continued explaining the commemoration of the historic event of a fire in a textile fabric in New York City on the 8th of march 1911 and the former discriminations done to the women, leded to celebrate this day in order to remember the</p>	<p>Inpunctuality getting to the school/room</p> <p>Religious content</p> <p>Historical approach of the international women's day</p>	<p>It is a good thing that in social skills there are being given explanations about the background of the celebrated days and in that case about the tragedy of workers in a textile fabric in New York City. However, it is relevant if someone is giving explanations like that to lighten up a little more cases, as this was not the only historical case which leded to create the commemoration of the international women's day.</p> <p>Doing an interpretation of what is celebrating and commemorating a historical incident is good when it is being done in classroom. The explanation of the teacher permits that the girls distinguish the feminine of the masculine sex, and leded to do social interpretation in each group of work (the girls found differences between girls and boys in cleaning up, organizing, roughness, vocabulary and others)</p>

<p>importance of the women in society.</p> <p>On the anterior, the teacher emphasised that it is important to be feminine as a woman, which permits the interaction with other women and that it also is important that all human being is being respected. At the same time, she used metaphors relating women to flowers, beauty, the tenderness of the world, the affection and the love. When she finished explaining that, she proceeded to give each pupil a rose-red flower cut in foami (a kind of material which is like foam), so that the students could stick it on their notebooks to improve the design.</p> <p>As the room was divided into 6 groups with 6 members each, each group has had a monitor who was in charge of helping the other members, giving back the materials and to maintain the order of the group. Between all the students of the group, the material to decorate the flowers was shared and they showed the work between themselves to obtain the opinion of the other one</p> <p>Finishing the class, the students were supposed to take food with them to share it with the other in the room to celebrate the international day of the woman. Furthermore, this day they were permitted to take dolls with them so that they could play with them meanwhile they were doing the activity.</p>	<p>Interpretation of a celebration</p> <p>Material of motivation</p> <p>Leadership and comradship</p> <p>Integration of the celebration</p>	<p>The work in groups permits to show the interactions between students – the monitor – and the professor. Literally all are helping between each other and made the feedback of the work possible which everyone has done by using the comments made by the other members of the group.</p> <p>Doing extracurricular work permits the essential integration to socialize. It was good that the girls could choose their food they wanted to take with them and that they had the possibility to take their favourite doll with them and even play and share it. <i>Of these kind of activities there could be taken advantage of in a class of English.</i></p>
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Appendix 3. Field Note N° 3

Diario de campo N° 3		
Lugar: Liceo Femenino Mercedes Nariño Salón: 103	Fecha: Miércoles marzo 11 de 2015	Hora: 12:30 – 14:15
Objetivo: Identificar como es el seguimiento de instrucciones en trabajos individuales por parte de las estudiantes.		
Observación	Temas o Pre-categorías	Comentarios
<p>En la clase anterior, el profesor había proyectado la película <i>La Era de Hielo</i> y les había dejado de tarea a las estudiantes que miraran la película <i>Tierra de Osos</i>. De aquí, el profesor inicia la discusión sobre cuáles eran los hábitos que tenían los seres humanos en cada película y las evidencias que ellos dejaban en la tierra al pasar el tiempo. Como ejemplo muestra imágenes de jeroglíficos que aparecen en algunas escenas de estas películas. Todo esto para dar una introducción a la clase de artes de la temática <i>Arte Rupestre</i>. Las niñas muestran gran interés al relacionar los contenidos de la clase con algo que a ellas les gusta como las películas animadas. Todas aportan ideas para dar estructura a lo que el profesor está explicando.</p> <p>A continuación, el profesor distribuye dos imágenes con jeroglíficos por cada grupo (6 grupos de 6 estudiantes), para que en cada grupo cuenten una historia a partir del contenido de cada imagen. En algunos grupos, unas estudiantes proponen historias y las demás niñas prestan atención. A partir de lo explicado por el profesor sobre las imágenes mostradas en las películas mencionadas, las niñas se basan en relatar su historia de forma similar al contenido de las películas. Una representante de cada grupo expone la historia al resto del</p>	<p>Contextualización de contenidos</p> <p>Material de motivación</p> <p>Creación literaria</p> <p>Expresión oral</p>	<p>Desde esta observación, la jornada 40x40 hará cambios en los procesos académicos y administrativos. Por un lado el cambio de hora de inicio y final de clase variará y habrán distintos profesores con los grados primero. Además, en varias asignaturas los estudiantes de los distintos primeros del colegio se combinarán y no habrá un grupo de estudiantes permanentes durante todo el proceso de la investigación.</p> <p>Por ser la clase de artes, las niñas muestran un gran interés y les gusta participar en las actividades propuestas por el profesor. La forma como el profesor enganchó la temática de esta clase fue llamativa y permitió conectar las películas con las actividades. <i>Podría servir para enganchar algunos videos en inglés cortos.</i></p> <p>Promover la creación literaria por parte del profesor permite hacer conexiones interdisciplinarias entre su clase y otros espacios académicos que tienen las niñas. Esto favorece el aprendizaje de las niñas y refuerza habilidades</p>

<p>salón, y en ocasiones sus compañeras de quipo le ayudan.</p> <p>Después de presentar las historias de los 6 grupos, las niñas deben crear sus propios jeroglíficos en hojas blancas con colores y lápices distribuidos a cada grupo por el profesor. La propuesta del profesor es que pinten las hojas con una textura similar a la de una piedra. Dentro de cada grupo las niñas se comparten los colores para variar el diseño de su dibujo.</p> <p>Mientras las niñas están haciendo la actividad, el profesor pasa por cada grupo asesorando el procedimiento de los diseños mientras le saca punta a los lápices y colores que las niñas necesiten. Seguido a esto, el profesor les pregunta sobre las manchas borrosas que les evoque una imagen de su creación con los colores. Todas aportan cosas similares, sobre todo imágenes con aspectos relacionados con animales y naturaleza.</p> <p>Algunas niñas cuando hacen aportes a la clase tienen una conjugación errónea de algunos verbos en pretérito. Ej. <i>Un oso morido</i>.</p> <p>Antes de terminar la clase, el profesor hace una actividad física para que las niñas se estiren antes de hacer la última actividad. Luego el profesor hace una breve explicación sobre los jeroglíficos y su historia, y les propone a las niñas crear una historia con los jeroglíficos creados por ellas y compartir esta historia con sus compañeras de grupo de trabajo.</p>	<p>Promoción artística</p> <p>Asistencia de trabajo</p> <p>Creatividad</p> <p>Gramática</p> <p>Ejercicio para animar</p> <p>Creación literaria</p>	<p>en otras asignaturas. <i>Puede favorecer CLIL</i></p> <p>El profesor estimula las competencias comunicativas de las estudiantes por medio de exposiciones que deben hacer a todo el salón, mostrando las creaciones que cada una ha hecho. Esto permite mejorar la confianza de cada niña y ayuda a que se conozcan mejor entre las compañeras.</p> <p>Cuando el profesor pasa por cada grupo y da las mismas explicaciones, pero de forma personal, facilita la comprensión de las instrucciones por parte de las niñas. Además, este proceso acerca al profesor con el desarrollo de destrezas artísticas y permite reforzarlas por medio de consejos o aprobación de trabajos.</p> <p>A pesar que el profesor hizo una seña al haber escuchado la incorrecta conjugación en varias ocasiones, el no hizo ninguna corrección pertinente dejando probablemente fosilizar el error gramatical cometido por las niñas.</p> <p>Para sacar a las niñas de la monotonía y el cansancio de las actividades desarrolladas en la clase, el profesor aprovecha la energía de las niñas para que se estiren y hagan actividad física por unos minutos permitiendo despertarlas para poder terminar adecuadamente la actividad y lograr cumplir con los objetivos de la clase adecuadamente. <i>Sports en clase de inglés puede ser una herramienta favorable.</i></p>
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Appendix 4. Field Note N° 4

UNIVERSIDAD PEDAGÓGICA NACIONAL

Diario de campo N° 4

Lugar: Liceo Femenino Mercedes Nariño

Fecha: Miércoles marzo 18 de 2015

Hora: 12:30 – 14:15

Salón: 103

Objetivo: Identificar como es el seguimiento de instrucciones en trabajos individuales por parte de las estudiantes (Diario de campo N° 3)

Observación	Temas o Pre-categorías	Comentarios
<p>Al empezar la clase, el profesor hace una breve introducción a las artes manuales empleadas por los asiáticos y el origen del origami, explicando que este es un arte de doblar papel y conseguir figuras espectaculares.</p> <p>El profesor distribuye una hoja blanca de tamaño carta a cada una de sus estudiantes y les indica que van a hacer una figura de origami durante la clase.</p> <p>El profesor da las instrucciones del paso a paso para la creación de la figura, ejemplificando cada instrucción al frente del salón. El profesor es muy tranquilo y mantiene orden en el salón siendo estricto con las niñas cuando fomentan el desorden.</p> <p>Cada ciertos pasos, el profesor se acerca a los grupos de trabajo para ayudarle a las niñas con los problemas que tienen para la construcción de la figura.</p> <p>Las niñas no prestan del todo atención a las instrucciones del profesor, por lo cual el debe llamar la atención enfáticamente</p>	<p align="center">Contexto histórico</p> <p align="center">Material de motivación</p> <p align="center">Ejemplificación</p> <p align="center">Apoyo durante actividad</p> <p align="center">Insistencia en la atención</p>	<p>Es importante y conveniente que las clases tengan contexto general sobre el tema a desarrollar en la clase, permitiendo que las estudiantes relacionen el contenido de la clase con su realidad.</p> <p>El profesor permite que cada niña desarrolle la actividad individualmente, fomentando la personalidad de cada una.</p> <p>Cabe recalcar que las instrucciones a pesar de que fueron muy precisas, pausadas y repetitivas cuando era necesario, por la distribución del salón y la cantidad de estudiantes lograr captar la atención es complicado, y más con las niñas de la edad promedio de el salón.</p>

<p>para que todas lo miren y sepan cómo seguir los pasos. El profesor recalca la importancia de que todas presten atención para que sepan hacer cada uno de los pasos necesarios para la creación de la figura de origami.</p> <p>Algunas estudiantes se levantan del puesto y se dispersan del grupo al que pertenecen, factor que lleva al desorden del salón.</p> <p>Algunas estudiantes botan la basura al piso del salón (recortes de papel) y el profesor se ve en la necesidad de llamarles la atención. De esta forma, logra captar nuevamente la atención de las niñas y obtiene silencio de parte de ellas.</p> <p>Al terminar la actividad, el profesor explica que la figura es un “pajarito” y explica como debió haber quedado la figura al final. Él recalca que este producto es para ellas para que decoren su habitación en la casa, y que pueden decorarlo más si ellas quieren. Finalmente, el profesor le pide el favor a las niñas que recojan el reguero que quedó en el salón después de la actividad.</p>	<p style="text-align: center;">Falta de atención</p> <p style="text-align: center;">Rectitud</p> <p style="text-align: center;">Conclusión</p> <p style="text-align: center;">Orden</p>	<p>A pesar del esfuerzo que hace el profesor, las niñas se dispersan fácilmente con otras cosas o porque se ponen a hablar con sus amigas. Así el profesor intente mantener un orden durante su clase, se presentan casos en que las niñas se despistan y dejan de hacer la actividad que deberían hacer.</p> <p>Por medio del regaño o el “jalón de orejas”, las niñas prestan atención. Al parecer, es necesario mostrar rudeza cuando haya dispersión en clase. <i>Hay que buscar la manera en que las niñas se enfoquen en las actividades.</i></p> <p>Es propicio que un docente fomente el orden y la limpieza en el salón. Las niñas al parecer reflexionan sobre el desorden que las rodea e intentan organizar su puesto de trabajo y mantienen el orden del grupo.</p>
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Appendix 5. Field Note N° 5

UNIVERSIDAD PEDAGÓGICA NACIONAL

Diario de campo N° 5		
Lugar: Liceo Femenino Mercedes Nariño Salón: 103	Fecha: Lunes abril 13 de 2015	Hora: 3:30pm-5:30pm
Objetivo: identificar cómo es el proceso de escritura durante la clase de español		
Observación	Temas o Pre-categorías	Comentarios
<p>Antes de iniciar la clase, la profesora manda a las estudiantes a recoger la basura que hay en el piso del salón. Después les indica a las niñas que se ubiquen en sus respectivos grupos de trabajo y que saquen colores y lápices para la siguiente actividad del día.</p> <p>La profesora distribuye unas guías de trabajo (una hoja con actividades en cada página), en la cual las niñas deben hacer un dibujo utilizando las figuras geométricas en cada recuadro. A cada dibujo, las niñas deben ponerle un nombre y colorearlo.</p> <p>La profesora explica cada punto de la actividad a realizar, mientras le muestra a las niñas a qué punto se refiere. Las niñas, aunque están calladas, no le prestan atención a la profesora y están mirando a otros lados excepto a la explicación de la profesora.</p> <p>Después de un rato, la profesora se cerciora que las estudiantes han comprendido que es lo que tienen que hacer, preguntándoles si han entendido como hacer la actividad. Además, la profe recalca que las instrucciones para</p>	<p>Limpieza</p> <p>Material de motivación</p> <p>Ejemplificación</p> <p>Falta de atención</p> <p>Refuerzo de comprensión</p>	<p>La medida que toma la profesora antes de tomar la clase es comprensible ya que las niñas dejan basura de las onces arrojadas por doquier en el salón antes de salir al receso.</p> <p>El colegio cuenta con material de apoyo para la clase de español, sin embargo los docentes deberían recibir una instrucción pertinente de cómo trabajarlo. Al parecer, las guías apuntan a reforzar la escritura de estudiantes de grado primero.</p> <p>Es evidente que a las niñas no les interesa demasiado la clase de español, por lo cual se concentran en otras cosas. <i>Se debería enfocar la clase a los aspectos que les interesen a las niñas para captar su atención a las diferentes asignaturas.</i></p> <p>Para cursos elementales como kínder, primero y segundo es necesario reconocer cuando los estudiantes han comprendido una tarea para poder dejarlas desarrollar</p>

<p>desarrollarla están escritas en las hojas guías que cada niña tiene.</p> <p>Las niñas principalmente se concentran en la creación del dibujo y en la decoración con colores. La profesora les recuerda que le deben poner nombre a cada dibujo pero las niñas se rehúsan a hacerlo. Todas levantan la mano y preguntan cosas como “¿cómo se escribe <i>sol</i>?”, “¿cómo se escribe <i>mamá</i>?”, “¿cuál es la <i>s</i>?”, “¿cómo se escribe <i>florero</i>?”. La profesora escribe solo algunas de las tantas palabras que le preguntan en el tablero, ya que se encuentra calificando cuadernos mientras las estudiantes desarrollan la actividad.</p> <p>Después de 15 minutos, la profesora pasa revisando el trabajo de las estudiantes y se da cuenta que muy pocas han hecho la tarea completa de dibujar y escribir el nombre del dibujo, mientras que la mayoría tan solo hizo el dibujo y en varios casos hicieron caso omiso de relacionar la figura geométrica dada con el dibujo que ellas debían crear.</p> <p>Como la clase debía terminar, la profesora deja de tarea terminar la actividad en la casa con ayuda de los papás.</p>	<p>Creatividad</p> <p>Falta de bases de escritura</p> <p>Ejemplificación</p> <p>Revisión</p> <p>Omisión a la tarea</p> <p>Apoyo académico familiar</p>	<p>sus habilidades individualmente.</p> <p>Las niñas se concentran fácilmente en las tareas que tienen que ver con manualidades y diseño. Sin embargo, al momento de escribir no desarrollan la tarea como está propuesta, ya que al parecer todavía les faltan las bases prácticas de la escritura.</p> <p>Al parecer la profesora asume que las niñas ya saben escribir, no obstante es evidente que muchas o casi todas no saben ni siquiera la representación grafémica de las consonantes, por lo cual es difícil desarrollar como debería ser la actividad. Es necesario re-evaluar el proceso de escritura en las estudiantes antes de continuar con temáticas sin tener una base sólida en esta competencia lingüística.</p> <p>Aunque pocas niñas ya distinguen el abecedario y hacen la tarea completa, la mayoría del grupo tiene carencia en la escritura por lo cual es necesario reforzar este aspecto.</p> <p>Se debería aprovechar el trabajo en casa propuesto por los profesores, para que con ayuda de las familias de las estudiantes se fomente la escritura y se refuerce su comprensión.</p>
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Appendix 6. Field Note N° 14

UNIVERSIDAD PEDAGÓGICA NACIONAL

FIELD NOTE N°: 14

VENUE: Liceo Femenino Mercedes Nariño

GRADE: 103

DATE: November 3rd 2015

TIME: 3:45-4:45

GOAL OF THE CLASS: Learning the distribution and the elemental vocabulary about the different parts of the house

OBSERVATION	INTERPRETATION	FINDINGS	COMMENTS
<p>First, the teacher shown to the students the drawing of the house which we worked the previous class with and about a half of the group screamed: “<i>la house</i>”. With this I confirm their comments moving my head and then I ask them whether they remember the places of the house, but they just remember the word <i>kitchen</i> and <i>bathroom</i>.</p> <p>The teacher asked students how their houses are and ask them to describe their house showing a big picture of a house. First, the teacher described his own house and then let students answer the question:</p> <p><i>Student 1:</i> Mi casa tiene 2 “bathrooms”</p>	<p>In this case the translation helps to see that the students are making associations.</p> <p>No verbal language helps a lot to avoid the translation.</p>	<p>Students <i>transfer</i> Spanish vocabulary to the other language.</p>	<p>It is evident that students comprehend the questions about the vocabulary known until this time. Sometimes it seems that it is necessary to translate some words to make students comprehend the whole content of the expressions.</p>

<p><i>Student 2:</i> La mia tiene 5 “bedrooms”</p> <p><i>Student 3:</i> La mia tiene 3 “bedrooms”</p> <p><i>Student 1:</i> Mmm... Pero yo vivo en el quinto “floor”</p>	<p>Students are already involving the words they already know into their speech</p>	<p>Spite of the mix of languages, students are interpreting the vocabulary and use it as part of their speech.</p>	
<p>On one of the corners of the board I put the drawing of house. Then I use the flash cards with the parts of the house by telling the corresponding word in English at the same time. Some of the kids remember when I pronounce each word and start to repeat after me.</p> <p>Then, as a game, I point with the marker in a random draw and I ask at the same time: “What place is it?” First, some of the students answer. Then almost all of them answer screaming.</p> <p>When teacher started to work with the carton house, students exited</p>	<p>Repetition is one of the learning strategies that the students use to memorize.</p> <p>Reusing material of the previous class help students to remember vocabulary.</p>	<p>Repetition as a cognitive strategy.</p> <p>Knowledge challenge motivates students to participate actively.</p>	<p>This could be the drilling method and seems to be helping students in appropriating words.</p>

<p>and shouted “que bonita” referring to the house structure made with cardboard carton. The teacher asked words related to prepositions the students already knew and exemplify his questions using a Barbie doll in different parts of the house.</p> <p><i>Students1:</i> Yo tengo una casa así de muñecas (several students)</p> <p><i>Teacher:</i> Remember, this is a house</p> <p><i>Student2:</i> Entonces es una “house” de muñecas (students laughed)</p> <p><i>Teacher:</i> Yes, this is a toy house – dolls house. (showing a Barby doll and sitting it into the carton house</p>	<p>Students thrill when they perceive an object that can be related to a toy.</p>	<p>Integration of English words into Spanish</p>	<p>Girls are motivated because the doll house is familiar to them</p>
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Appendix 7. Field Note N° 16

UNIVERSIDAD PEDAGÓGICA NACIONAL FIELD NOTE N°: 16 VENUE: Liceo Femenino Mercedes Nariño GRADE: 103 DATE: February 25 th , 2016 TIME: 3:45-4:45 GOAL OF THE CLASS: Recognise the elemental colours and distinguish the usual clothes we use.			
ACTIVITY	ANALYSIS	FINDINGS	COMMENTS
<p>The teacher asks about the primary and secondary colours and relates these colours with nature and some flags. Some students answer the colours they know in English but most of them answer in Spanish:</p> <p><i>Teacher:</i> Do you remember the colours of Colombian's flag?</p> <p><i>Students:</i> Qué? What? (already know the meaning of 'what')</p> <p><i>Teacher:</i> (Showing Colombian's flag) Do you remember the colours of Colombian's flag?</p> <p><i>Students:</i> Sí, sí. Como la flor de la pared. Yellow, blue, red. (relating the colours of a classroom material previously created in the class)</p>	<p>Students' vocabulary learning.</p>	<p>Through the visual objects, students learn vocabulary paying attention to what the teacher refers to relating the words with something physical into the classroom. In this way, students apply their knowledge to the real context using the vocabulary they already know.</p>	<p>A simple visual image as Input of the class helps them to recognize the topic. In this way, they can easily remember the vocabulary that appears whilst class is ongoing and then practice it in the classroom.</p> <p>It is a good idea sticking some materials created in the class on the walls. They can be used in the following classes as examples or as support material.</p>
<p>Vocabulary learning about clothes and colours through flash cards.</p>	<p>Students' strategies for learning vocabulary.</p> <p>Students try to memorize the vocabulary relating it to words of other topics.</p>	<p>Teacher helps them to learn vocabulary establishing relations between the new words and things of the daily life. Besides, most of the times, themselves establish their own relationships between the words and things they know.</p> <p>Students relate similar words about different topics and learn to differentiate these.</p> <p>Students establish relations between the</p>	<p>It is an effective strategy that students relate the vocabulary to things that they see in their daily life because in this way, they can easier internalise the learnt vocabulary.</p>

		<p>pronunciations of similar words while they learn the new vocabulary. Students know the vocabulary although they pronounce wrongly. Besides, they participate actively in the class and try to improve their pronunciation.</p> <p>Students remember easier the vocabulary because of they watched it in the video.</p>	
<p>Reading images: Students receive a photocopy. They observe the images about animals and people dressing some clothes and they have to write in the blanks the respective clothes using the expression <i>This is a.../These are...</i></p> <p><i>Teacher: Write here in the gaps (showing an example on the board)</i></p> <p><i>Student1: "El pantalon blue"</i></p> <p><i>Teacher: "No, the <u>blue</u> trousers"</i></p> <p><i>Students: "Que es trousers?"</i></p> <p><i>Teacher: "These are trousers" (indicating with the trousers he is wearing.)</i></p>	<p>Students practice vocabulary using the demonstratives and the new vocabulary. Student' interventions show they are attentive to the class.</p>	<p>Students write basic sentences in English using the new vocabulary taking into account the images that they're observing. In this way, they not just practice their writing skills but also their vocabulary learning.</p>	<p>Through exercises where students have to complete in the blanks they practice the new vocabulary.</p>

Appendix 8. Field Note N° 18

UNIVERSIDAD PEDAGÓGICA NACIONAL FIELD NOTE N°: 18 VENUE: Liceo Femenino Mercedes Nariño GRADE: 103 DATE: March 10 th , 2016 TIME: 3:45-4:45 GOAL OF THE CLASS: Distinguish the different parts of the face and the elemental actions these parts are used for.			
OBSERVATION	INTERPRETATION	FINDINGS	COMMENTS
<p>While the teacher was sticking a poster on the board in front of the class all students were chatting and were not paying attention to what the teacher was doing. When the teacher draws students' attention all of them shouted "Esa es Pepa Pig" and continued talking about this character. Then, the teacher told students to organise in lines and that in this class there was going to be a competition among all lines. So, the teacher told students that each line was going to be a team and he named each team with a letter (Team A, Team B, Team C, etc.).</p> <p>All students had to understand the part of the face the teacher was referring to and a delegate of each team had to go to the board where the Pepa's face poster was stuck and had to colour the specific part the teacher had said. All the members of each group scream in English and Spanish the colour they wanted to be used and the parts the teacher was referring to.</p> <p>All students were exited and wanted to participate but the teacher just pick up some students in a random way. When</p>	<p>Using a character that might be familiar to the students can help to draw students' attention if the activity is related to this character.</p> <p>When there is a competition, students use to organise them in groups to achieve the tasks. It is notorious that students like doing activities where competitions are involved.</p> <p>There is continuous help when students are working in groups.</p>	<p>Using names in English help students to appropriate the vocabulary and it is better when words are common every class.</p> <p>Grouping is a good alternative to motivate cooperation and integration among students without depending of the good level of each student.</p> <p>While the teacher is explaining each part some of the students touch their own face to relate the words without any instruction</p>	<p>Working in groups is a strategy that can develop students' behaviour if they are really involved in the activities. For that reason it is necessary to plan how the activity will be to involve all students in the contents of the class.</p> <p>Students are interacting even with their own face to try to understand de new vocabulary. They do it silently.</p>

<p>students asserted in the task of the activity, the team of the student who did the task right congratulate her and clap their hands.</p>	<p>There is motivation among students when they are doing the things well.</p>	<p>Students use to celebrate even if they have not done the things well.</p>	
<p>After the warming-up activity, he teacher spread a copy with a incomplete sketch with a kind of triangle shape. Then, the teacher indicated some words related to geometric vocabulary such as line, point, circle, triangle, rectangle, etc. All students were copying these words on their notebooks and the teacher gave them few minutes to finish copying.</p> <p>Using the geometric vocabulary, the teacher told students to follow his instructions linking the parts of the sketch with the elements previously mentioned in the class. While the drawing was getting the real form, students realised they were creating the Phineas's face of Phineas and Ferb cartoon and they shouted exited "ese es Phineas" "que chévere" "a mi si me quedó bonito".</p> <p>When the face was already drawn the students started to indicate the names of the different parts of Phineas' face according to the example the teacher was giving on the board. Then, the teacher told students the different verbs related to these parts.</p>	<p>Incorporating vocabulary not related to the target vocabulary of the class might help to introduce new vocabulary</p> <p>When students are creating something with little help and when they notice what they are creating, they involve in the activity if their creation is attractive to them</p> <p>Reuse words of the previous activity help students to comprehend the new vocabulary relating the words they were saying with the writing words.</p>	<p>Giving to students a patron to follow helps them to develop some activities and helps the teacher to develop more easily the class.</p>	<p>It is possible that incorporating many new words than necessary might not help students to appropriate the target vocabulary having in mind that these students are very young.</p> <p>This kind of activity seems that students like.</p>

Appendix 9. Audio-recorded interview

To listen the interview to the homeroom teacher please follow the link (Audio recording.mp3): https://www.youtube.com/watch?v=diGMA_iGzx4

Appendix 10. Survey to the students 1

ENCUESTA A ESTUDIANTES

UNIVERSIDAD PEDAGÓGICA NACIONAL
Espacio académico: Proyecto de investigación en el aula.

LICEO FEMENINO MERCEDES NARIÑO

Curso: 103

Director de curso: Lic. Claudia Torres

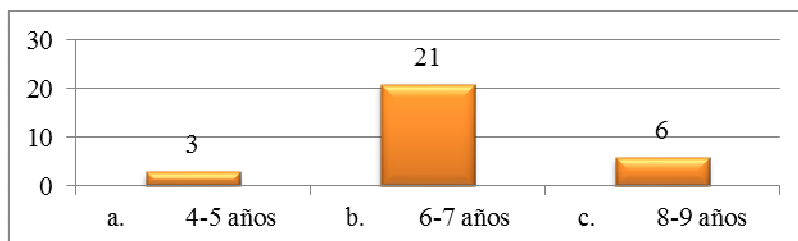
Clase: General (homeroom teacher)

Metodología: Encuesta escrita

Material: Cuestionario en hojas de papel – Lápices.

1. ¿Qué edad tienes?

- a. 4-5 años
- b. 6-7 años
- c. 8-9 años



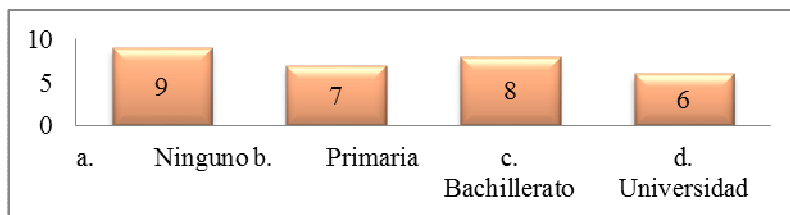
2. ¿Tu familia te lee cuentos en ocasiones?

- a. Si
- b. No



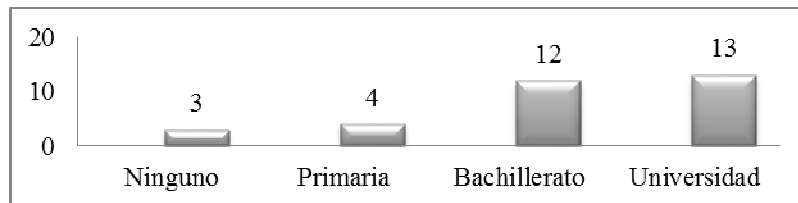
3. ¿Tu papá qué nivel académico tiene?

- a. Ninguno
- b. Primaria
- c. Bachillerato
- d. Universidad



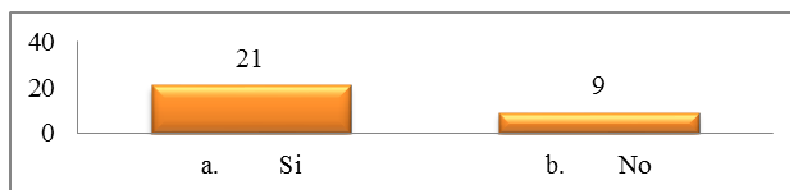
4. ¿Tu mamá qué nivel académico tiene?

- a. Ninguno
- b. Primaria
- c. Bachillerato
- d. Universidad



5. ¿Alguien en tu familia habla inglés o un idioma diferente al español?

- a. Si
- b. No



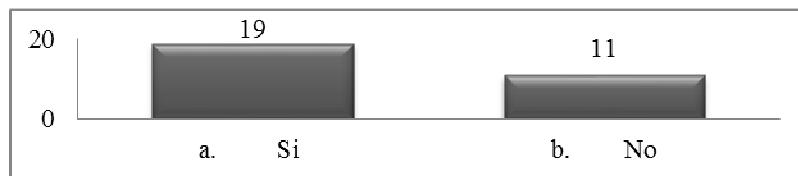
6. ¿En tu familia te ayudan a hacer las tareas que te dejan en el colegio?

- a. Si
- b. No

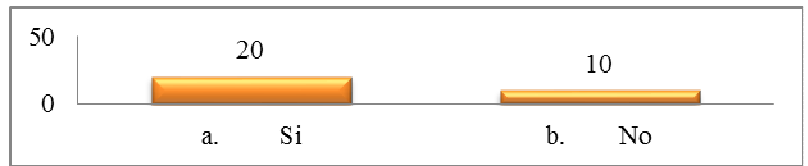


7. ¿Escuchas canciones en inglés?

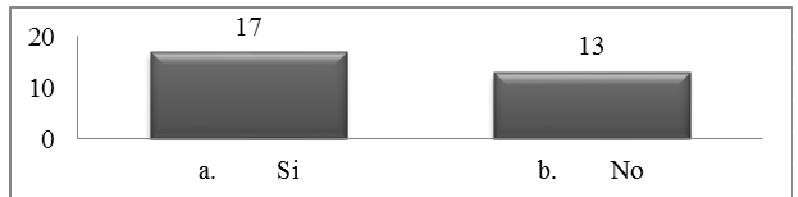
- a. Si
- b. No



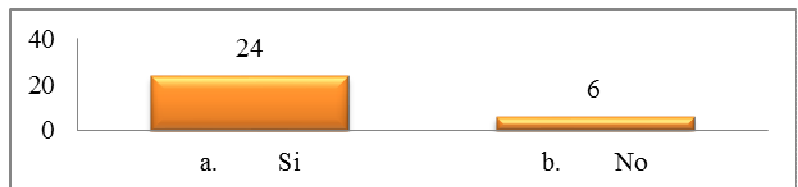
8. ¿Ves películas en inglés?
a. Si
b. No



9. ¿Ves televisión en inglés?
a. Si
b. No



10. ¿Te gustaría aprender inglés para comunicarte en este idioma?
a. Si
b. No



Appendix 11. Consent letter

UNIVERSIDAD PEDAGÓGICA NACIONAL
CARTA DE CONSENTIMIENTO DEL PADRE O ACUDIENTE

Fecha: *DÍA – MES – AÑO*
Liceo Femenino Mercedes Nariño
Sr. / Sra. Acudiente,

Como estudiante de la Universidad Pedagógica Nacional estoy realizando un proyecto de investigación en el aula con las estudiantes del grado 103, relacionado con el aprendizaje y la enseñanza del inglés como lengua extranjera. Con el motivo de realizar mi trabajo de grado con el curso mencionado durante este y los próximos dos semestres, debo utilizar algunos instrumentos de investigación tales como entrevistas, cuestionarios, fotos, grabaciones de audio, entre otros, por lo cual es necesario contar con su aprobación como padre o acudiente para que la estudiante a su cargo pueda hacer parte de esta investigación.

La información recolectada será confidencial y los nombres de los estudiantes serán guardados en el anonimato. Asimismo los resultados de esta investigación no tendrán incidentes en la evaluación del curso.

Si está de acuerdo que su hijo sea participe en esta investigación, por favor llene el siguiente formulario.

Por medio de este escrito y en carácter de _____, doy consentimiento para que la estudiante _____ del grado 103 del Liceo Femenino Mercedes Nariño, pueda ser parte del Proyecto De Investigación En El Aula ejecutado por el investigador Steven Ospina Rodríguez de la Universidad Pedagógica Nacional, para que él pueda aplicar instrumentos de investigación con ella y desarrollar la propuesta del proyecto.

¡GRACIAS!

ACUDIENTE	DIRECTOR DE CURSO
_____ Firma y Cédula/Pasaporte	_____ Firma y Cédula/Pasaporte