

The Implementation of Puppets to Present Vocabulary to Young Learners in First Grade
Classroom Project

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Pereira
2017

The Implementation of Puppets to Present Vocabulary to Young Learners in first grade
Classroom Project

Trabajo de grado presentado como requisito parcial para la obtención del título de Licenciado
en Lengua Inglesa

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Licenciatura en Bilingüismo con Énfasis en Inglés
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Table of Content

1. Acknowledgement	viii
2. Resumen.....	ix
3. Abstract	x
4. Introduction	1
5. Justification	2
6. Objectives	3
6.1 General Learning Objectives	3
6.1.1 Specific Learning Objectives.....	3
6.2 General Teaching Objectives	3
6.2.1 Specific Teaching Objectives	3
7. Lit review	4
8. Theoretical Framework	7
8.1 Vocabulary	7
8.1.1. What does vocabulary mean?	7
8.1.2. Types of words that can be taught	8
8.1.3. Why teach vocabulary to young learners	9
8.1.4. How to teach Vocabulary in a second language context?	10
8.1.5 Designing Vocabulary Assessment	11
8.1.6 Why to Use Puppets to Teach Words?	12
8.2 Young Learners	13
8.2.1 what does young learner mean?	13
8.2.2 How young learners or children acquire a second language?	14
8.2.3 Practical Approaches to teaching a young learner	15

8.2.4 Young learners' motivation	16
9. Methodology	17
9.1 Context	17
9.2 Participants	19
9.2.1 Students	19
9.2.2 Practitioners	20
10. Project Ethical considerations	20
10.1 Valid research design	20
10.2 Obtain informed consent	21
10.3 Avoid deception	23
10.4 Ensure confidentiality and anonymity	23
10.5 Demonstrate respect for research participants at all times	24
10.6 Conclusions	24
10.7 Questionnaire	25
10.7.1 Padres de familia.....	25
10.7.2 Profesor y coordinador a cargo.....	29
10.8 Encuestas padres Institución Educativa Técnico Superior	29
10.9 Encuestas padres Institución Educativa Hugo Ángel Jaramillo	32
10.10 Encuesta Docente Institución Educativa Técnico Superior	35
10.11 Encuesta Docente Institución Educativa Hugo Ángel Jaramillo	35
11. Design	37
12. Development and implementation	38
12.1 Development	38
12.2. Implementation	38
13. Material	39

14. Assessment Procedure	40
15. Instruments	40
15.1 Linguistic Outcomes	41
15.1.1 Artifact	41
15.1.2 Journal	41
15.1.3 Observation	41
15.2 Professional Growth	42
15.2.1 Journal	42
15.2.2 Observation	42
16. Results	42
16.1. Personal Growth	43
16.1.1 Strengths	43
16.1.2 Challenges	44
16.2. Students Responses	45
16.2.1 Strengths	45
16.2.2 Challenges	47
16.3. Linguistic Outcomes	47
16.3.1 Strengths	47
16.3.2 Challenges	49
17. Conclusions	49
18. References	52
19. Annexes	57
19.1 Lesson and reflections.....	57
19.1.1 class # 1 Hugo Ángel Jaramillo	57
19.1.2 class # 1 Instituto Técnico Superior	60

19.1.3 class # 2 Hugo Ángel Jaramillo	63
19.1.4 class # 2 Instituto Técnico Superior	65
19.1.5 class # 3 Hugo Ángel Jaramillo	68
19.1.6 class # 3 Instituto Técnico Superior	71
19.1.7 class # 4 Hugo Ángel Jaramillo	73
19.1.8 class # 4 Instituto Técnico Superior	76
19.1.9 class # 5 Hugo Ángel Jaramillo	80
19.1.10 class # 5 Instituto Técnico Superior	82
19.1.11 class # 6 Hugo Ángel Jaramillo	86
19.1.12 class # 6 Instituto Técnico Superior	88
19.1.13 class # 7 Hugo Ángel Jaramillo	92
19.1.14 class # 7 Instituto Técnico Superior	94
19.1.15 class # 8 Hugo Ángel Jaramillo	98
19.1.16 class # 8 Instituto Técnico Superior	100
19.2. Observations	101
19.2.1 Observation class # 1 “Face’s parts” Hugo Ángel Jaramillo	101
19.2.2 Observation class # 1 “parts of the face” Instituto Técnico	102
19.2.3 Observation class # 2 “Pets” Hugo Ángel Jaramillo	103
19.2.4 Observation class # 2 “Pets” Instituto Técnico	104
19.2.5 Observation class # 3 “Fruits” Hugo Ángel Jaramillo	104
19.2.6 Observation class # 3 “Fruits” Instituto Técnico	105
19.2.7 Observation class # 4 “Professions” Hugo Ángel Jaramillo	105
19.2.8 Observation class # 4 “Professions” Instituto Técnico	106
19.2.9 Observation class #5 “Body’s parts” Hugo Ángel Jaramillo	107
19.2.10 Observation class #5 “Body Parts” Instituto Técnico	108

19.2.11 Observation class # 6 “Family Members” Hugo Ángel Jaramillo.....	108
19.2.12 Observation class #6 “family member” Instituto Técnico	109
19.2.13 Observation class # 7 “clothes” Hugo Ángel Jaramillo	109
19.2.14 Observation class #7 “clothes” Instituto Técnico	110
19.2.15 observation Evaluation Hugo Ángel Jaramillo	110
19.2.16 observation Evaluation Instituto Técnico	110
19.3. Journal	111
19.3.1 Journal N° 1 School: Institución Educativa Hugo Ángel Jaramillo.....	111
19.3.2 Journal N° 1 School: Institución Educativa Técnico Superior.....	112
19.3.3 Journal N° 2 School: Institución Educativa Hugo Ángel Jaramillo.....	113
19.3.4 Journal N° 2 School: Institución Educativa Técnico Superior.....	113
19.3.5 Journal N° 3 School: Institución Educativa Hugo Ángel Jaramillo.....	114
19.3.6. Journal N° 3 School: Institución Educativa Técnico Superior.....	115
19.3.7. Journal N°4 School: Institución Educativa Hugo Ángel Jaramillo.....	116
19.3.8 Journal N° 4 School: Institución Educativa Técnico Superior.....	116
19.3.9 Journal N° 5 School: Institución Educativa Hugo Ángel Jaramillo.....	117
19.3.10 Journal N° 5 School: Institución Educativa Técnico Superior.....	118
19.3.11 Journal N° 6 School: Institución Educativa Hugo Ángel Jaramillo	118
19.3.12 Journal No. 6 School: Instituto Técnico Superior.....	119
19.3.13 Journal N° 7 School: Institución Educativa Hugo Ángel Jaramillo.....	120
19.3.14 Journal No. 7 School: Instituto Técnico Superior.....	120
19.3.15 Journal N° 8 School: Institución Educativa Hugo Ángel Jaramillo.....	121
19.3.16 Journal No. 8 School: Instituto Técnico Superior.....	122
19.4. Photos and Artifacts.....	123
19.4.1 Hugo Ángel Jaramillo.....	123

19.4.2 Instituto Técnico Superior.....	129
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Acknowledgements

We would like to thank to God for giving us persistence and motivation to conclude this important process. Also, our families, who have believed, supported and helped not only during our entire life but also during project's creation; they taught us the value of patience, love and constancy.

Additionally, thanks to our advisor Javier Vanegas for his guidance through the development of this project; his pertinent recommendations, time invested and significant ideas to complete this classroom project.

Finally, thanks to both institutions that gave us the opportunity to implement our classes.

Resumen

El presente proyecto de aula, fue implementado en dos colegios de la ciudad de Pereira. El instituto Técnico Superior y la Institución Educativa Hugo Ángel Jaramillo con poblaciones de diferentes contextos sociales, culturales y de aprendizaje. Con este proyecto se buscaba analizar qué tan útil es la utilización del títere al momento de presentar vocabulario en niños de primer año de básica primaria. Entre los aspectos más relevantes, observados durante la implantación, se pudo identificar el aumento de interés, participación y motivación de los estudiantes durante las clases pese a algunos inconvenientes presentados en su contexto cotidiano. Lo más relevante es describir que los chicos tuvieron disposición de aprender y de interactuar con el títere como si fuera otro compañero de clase.

Palabras claves: títere, niños, vocabulario, aprendizaje.

Abstract

This classroom project was implemented in two schools from Pereira city. The *Instituto Técnico Superior* and *Institución Educativa Hugo Ángel Jaramillo* whose populations belong to different social, cultural and learning contexts. This project aimed to analyze how useful was the use of puppets to present vocabulary to Young learners in first grade. One relevant aspect observed during implementations were the increase of students' interest, participation and motivation during classes despite of some inconveniences presented in their daily context. The most relevant aspect was that children were willing to learn and interact with the puppet as if it was another classmate.

Key words: Puppet, Young learners, vocabulary, learning.

Introduction

This classroom project was created with the intention to recognize the importance of didactic strategies in the education field. Based on that, we decide use puppets to understand the relevance of this tool at the moment to present EFL vocabulary to young learners in primary school. Taking into account this aspect, as English to be established some objectives which help us to conduct this project to achieve the goal.

With the purpose that learners use basic vocabulary presented in class, as practitioners planned classes using puppets in order that they can recognize, identify and reproduce orally vocabulary related to family and school life. Also, as teacher to be, we pretended report the impact of the use of puppets to teach vocabulary to young learners in first grade, to achieve that we examined learners' response in order to provide information about strengths and weaknesses observed, design and apply lesson plans based on the use of puppets to present basic vocabulary.

Justification

English is considered a powerful language in the world due to the fact that it is used in daily life, education, and globalization. For those reasons, the Colombian Ministry of Education began to promote the teaching and learning of English to have a bilingual country using different proposes to achieve the goals. For this reason, the Colombian Ministry of Education (2006) presented the Guia 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés which has standards for each grade in primary and high school. Aligned with this project, Parody (2016) argued that it is necessary to implement a new project which involves teachers and the educational community in general with the aim to provide quality and equity in educational contexts with methodologies and practices for the classroom. Based on that, Colombia Bilingüe English Kit was launched as first stage in high schools in order to prepare students capable of responding to the demands of the 21st century; this is why we need to explore young students learning.

Didactic materials have a special role for learners in primary schools in view of the fact that they enjoyed their use them in the learning process. Some researchers implemented cartoons, movies and games in investigations with important outcomes; indeed, MacGillivray (2005) found that children have their mind full with thoughts of plays and images, instead of linguistics. Taking into account, MacGillivray's opinion besides our observations from different context in which puppets are use. One of the principal reason that motivated us to implement this classroom project was children's reaction, interest, engage and synergy at the moment to interact with its. This is why, this classroom project is focused on impact students learning of vocabulary; in this sense we will generate new strategies with materials that are controllable, adaptable and open to modifications; recognizing the importance of lexicon in a language, and the fact that puppets decrease anxiety and create a sense of pleasure and playfulness as Hamre (2004) said.

6. Objectives:

6.1 General Learning Objectives

To use basic vocabulary presented in class through puppets.

6.1.1 *Specific Learning Objectives:*

- a. To recognize vocabulary related to family and school life presented through puppets.
- b. To orally identify and reproduce related to family and school life previously introduced through puppets.

6.2 General Teaching Objectives:

To report the impact of the use of puppets to teach vocabulary to young learners.

6.1.1 *Specific Teaching Objectives*

- a. To examine learners' responses towards the use of puppets in teaching vocabulary.
- b. To provide information about strengths and weaknesses observed in the use of puppets in teaching vocabulary through tasks related to writing, reading, speaking and listening.
- c. To design and apply lesson plans to teach vocabulary using puppets in interaction with songs, flashcards and realia.

The Implementation of Puppets to Present Vocabulary to Young Learners in first grade

7. Lit review

Currently, the use of didactic material as puppets is adapted for teachers to get students attention and motivation in learning process. This is observed in the following studies which relevant to our classroom project in view of their aims in the use of puppets as a tool of learning. The first study, "I Teach Better with the Puppet" - Use of Puppet as a Mediating Tool in Kindergarten Education – an Evaluation an exploratory research where Remer & Tzuriel (2015) declared that students feel confident, interested and motivated when they learn in an enjoyable context due to the fact that students have personal connections with puppets. In the same way, the second research “Developing speaking skills in first grade: The impact of puppets on young learners’ spoken interaction and motivation” a qualitative research, Toledo & Hoit (2016) presented that learners acquire knowledge and raise their confidence interaction while they play. Consequently, in both studies were possible to notice that learners enjoyed their learning process and felt comfortable in spoken interaction when they were using puppets as Remer & Tzuriel (2015) observed in kindergartens students.

Remer & Tzuriel (IBID) conducted their exploratory study in 15 kindergartens located in central Israel with 145 children participants. 68 in special education kindergartens with language and learning disabilities and emotional difficulties and 77 regular kindergartens to identify the effects of the use of puppets as teaching strategies, children’s motivation in learning, literacy achievement and their utility. To reinforce or deny previous hypothesis, researchers created eighteen groups where seventeen received mediation with a puppet and a control group, which received mediation without puppet. Then, they analyzed the data collected from the results of interview where answers were measured depending of the frequency of their responses and evaluated with help of experts in educational field and puppets area.

As a result, researchers found that over 70% of the teachers perceived that puppets are helpful in children's learning generating interest, attention, cooperation, motivation and emotional connections; also, puppets were used for children in their familiar environment. This reflects that puppets are an excellent tool at the moment of creating a favorable space in class due to the fact that students are normally shy, associating puppets with another child in the moment of interaction; as a result, learners can participate actively in class. This study concluded that children do not feel afraid of being wrong in view of the fact that they think this is a game avoiding them stress and frustration when they used verbal expressions or interact with their peers. Even puppets generated positive cognitive changes, in children with special needs. (Remer & Tzurriel 2015). In the same fashion, Toledo & Hoit (2016) research presented positive results in learning approach, interaction and curiosity with young learners through the use of puppets as a tool.

Toledo & Hoit (2016) attended their study in which they observed the impact of puppets in interaction and motivation to development speaking activities with young learners in a context of Spanish learners from a private school called Greenhouse, which is located in the south of Chile. The participants were twenty two first grade students, (aged 6) who were learning to read and write in Spanish their mother tongue; for this study, investigators used the Common European Framework of Reference for Language (CEFR) as a map to match the objectives, evaluate teacher practice, material, assessment and test to get better results in teachers' and students' work subsequently, teacher and co-observer took notes and recorded students' participation to detail what is happening in classroom activities to collect the data. Furthermore, researchers selected a small group of learners to be interviewed and heard their feelings and perspective about the class.

Therefore, researchers found that puppets were an innovative proposal to engage students' attention and to create the necessity to participate in activities. However, it is

necessary to incorporate a new type of puppet randomly to increase enthusiasm due to the fact that they lost attention easily. On the other hand, learners mentioned that the puppets were the most enjoyable activity of the school year and they began to use puppets as a hobby.

Additionally, researchers noticed through observation that children were not conscious that they were practicing and speaking a foreign language, but in every activity students demonstrated curiosity and learning. On the other hand, investigators identified that puppets help to reduce anxiety and raise motivation, pronunciation, coherence and participation; also, professors recognized the need of use guiding, modeling and recording to provide clarity and identify strengths and weakness in the learning process of children.

According to the results and conclusion of those researches, it could be observed that the use of puppets is one helpful tool in classroom that simplifies the learning process of young learners due to the fact that they acquire the knowledge in an implicit way, for that reason learners do not feel pressure for learn and even the shy learners participate spontaneously with the intervention of puppets. Indeed, too shy students use puppets as a way to express their opinions, feeling and knowledge about the context where they live and interact with the group. As with shy students, learners with special and cognitive needs as autism, intellectual disabilities and cerebral palsy increase their level of English due to the use of the time to learn and the decrease of affective filter. Hence, students avoid insecurity and anxiety which affect the acquisition of a second language.

Another result that contributed to our study was the use of standards and similar context such as the case conducted in Chile that was carried out with children who have Spanish as their mother tongue and their advance in the use of the target language in relation to interaction, pronunciation and enthusiasm. In fact, the use of puppets to present vocabulary to young learners of primary in Pereira would be innovative and dynamic which allows to the

teacher explains implicitly creating activities according to the standards that promote the use, practice and learning of a second language

8. Theoretical framework

In a foreign language teaching context as Colombia where the final aim is to graduate bilingual students, it is crucial to focalize efforts in order to get the learners interest and obtain proficiency in English as a foreign Language; for that reason, this classroom project is focalized in primary developing students' lexicon to improve their communicative skill that will make them successful in real second language context due to without this there is not language. Therefore, to teach vocabulary to young learners imply to recognize two important constructs which support the project; vocabulary and young learners which need to be explored with questions like what is vocabulary, why and how we teach words, young learner assessment, what young learner means, how they acquire a second language, what strategies to implement in a classroom and motivations in order to structure an objective and a procedure to be followed in the classroom.

8.1 Vocabulary

8.1.1 What does vocabulary mean?

Words are the center of message transmission in view of the fact that the Communicative competence would not exist without lexicon. This is supported by Coady & Huckin (1997) who argue that vocabulary or word knowledge is a crucial element at the moment to comprehend and produce a foreign language. Lewis (1993) contributes to this concept by adding the fact that words are the heart of the language due to the fact that vocabulary is an important element which helps people to communicate ideas in a variety of places and times; in this sense, the definition from the Online Cambridge Dictionary (2014) adds to Lewis' definition that vocabulary refers to the lexicon that a person uses in a specific context.

Based on those definitions provided by these authors, Lewis' definition contributes to our classroom project because we have to consider the importance of teaching words to young learners to activate a correct communication in classroom at the moment to participate in the lesson, also reinforce peers interaction and understanding in a foreign language; for that reason, we will explore different authors' perspectives about types of words that have to be taught inasmuch as none of these ideas can be expressed follow a sequence to create sense.

8.1.2 Types of words that can be taught.

Vocabulary can not only be seen from linguistic perspective as adjectives, noun, verb, conjunctions, and other. Nation (2001) asserted that words are categorized depending on three different aspects:

- a. Form: it is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something.
- b. Meaning: it is the purpose, significance or definition of the word.
- c. Usage: it is how to use a word, phrase or concept in a language.

In this way, Nation (2001) argues that it is necessary to consider each aspect involved in knowing a word in order to work out the learning burden.

In the same fashion and using three levels to classify vocabulary, Beck, McKeown & Kucan (2002) categorized words through their use:

- a. Words easy to understand just as house or dog.
- b. Words with multiple meaning as can or shake.
- c. Words which are not used frequently just as skullduggery or paroxysm.

Those authors imply the world's' knowledge through simple to complex, those which are high frequency use and can be connected with images, those which implies a more difficult to assimilation and connection, and those which are less frequency use.

Another argument about words classification which extended the levels from which a person must see a word is presented by Milton (2009) who considers that words are divided in five levels.

- a. The types of words represent adverb, nouns, verb, and conjunction at all.
- b. Tokens that refers the number of words in a text.
- c. Lemmas is the way to introduce a word in the dictionary for example, singular noun, present/ infinitive verb.
- d. Word families which have a common feature or pattern as those with the same ending as for example, awake, bake, brake, and cake.
- e. Hapax legomena which is a word that occurs only once within a context, one illustration is the Ptyx expression used by Mallarme in *Plusieurs sonnets* (1868).

Those are specialist definitions of the term word taking into account that every different form count in the dictionary as a different word.

According to those points of view Beck, McKeown & Kucan (ibid) who suggest a simple word classification which is easy to understand and provide us a clear view of what types of vocabulary we will introduce to avoid confusion when students learn taking into account that authors also mention that young students assimilate knowledge from simple to complex words, concepts, definitions and materials. At this moment it is essential to point out why it is important to teach vocabulary in a second languages learning.

8.1.3 Why teach vocabulary to young learners

As it is mentioned previously, lexicon is an important tool to be successful in communication. For that reason, the statement of Cardenas (2001) which specified that students should acquire vocabulary in order to express themselves correctly due to the fact that vocabulary is used to measure the proficiency level of a student in an articulated interaction.

In the same fashion, Torreblanca, Avello & Chacon (2010) contributed to this perception due to the fact that they consider that language acquisition has at its heart lexis which is crucial to acquire knowledge in a foreign language. Other relevant reasons to teach vocabulary is supported by the intention of Nation (2001) who emphasized that to read in a second language and understand it; it is necessary to recognize at least 97% of the words in the text. As a result, learners could have problems to get the messages if they do not know keywords.

Recognizing the importance of why we teach vocabulary in our project and remember Lepley (2001) mentions about puppetry as a medium used for students to express themselves and begin to explore the various components of the English language; the statement of Cardenas (ibid) reinforce us the idea that the first step to learn a second language is achieve the basic of the dialect “words” and learn enough lexicon to participate in any interaction. We need to know what is important at the moment to teach vocabulary and how it is possible get the students internalize those words.

8.1.4 How to teach Vocabulary in a second language context?

Responding the question about how to teach vocabulary, it is necessary to keep in mind the statement provided for authors as Ur (1999) who mentioned that it is necessary for students to recognize words to create a significant use of the language. Those characteristics are:

- a. The way words look or sound.
- b. Grammatical rules as changes in verbal tense.
- c. Placement of the word in a text taking into account sequence and context.
- d. Positive or negative connotation of the word, denotation in the real world, when is it correct to use it and if the word is a synonym or antonym; in other words its relationship.
- e. The use of suffixes, prefixes and word families.

Also, the author indicated that when a learner identify and recognize each one of those characteristics, he is able to interact in second language correctly. In a more recent attempt

about a concrete sequence at the moment to teach vocabulary, Nation (2001) considers that it is necessary to follow three general steps. First, planning that involves decisions on where to use a specific vocabulary; second, how to use it depending of the context and finally, how often to focus attention on the vocabulary item. Thereafter, the use of sources like dictionary, glossaries, analogies and connections with other languages; hereafter, generate a process which includes creating word knowledge through identifying, retrieving and generating strategies. Indeed, researchers do not present a specific plan to teach vocabulary; however, they suggested what a teacher needs to take into account when to teach vocabulary as Nassaji (2003) who illustrated that the teachers have to provide a clear meaning of unknown words due to the fact that students can infer wrong conceptions from context.

All of the authors suggest to us important aspects to create a plan when teaching time begins; those positions help us to recognize the importance to design a procedure taking into account specific and decisive characteristics about words in order to get understanding in learning process. Consequently, teaching vocabulary implies a created task and assessment that helps students to acquire words not only for classroom purposes but also to measure improvement in English context.

8.1.5 Designing Vocabulary Assessment

Vocabulary is a central part in the learning process due to the fact that words are the first brick in order to construct a significant interaction. For that reason, it is necessary to explore task which help student learning and assess their progress. In this view Cameron (2001) argued that the teachers can use task as guessing meaning to observe children's recognition of the word, association to similar words in their mother tongue and identification of vocabulary from grammatical information to assess their achievement. In the same fashion Ioannou-Georgiou, S. & Pavlou (2003) contributed to Cameron argument, claiming that children need to be assessed in order to check and provide evidence of their progress; in fact that evaluation

provide results about what type of difficulties learners experiment and what solutions teachers can use. On the other hand, the motivated student shows tangible evidence of their progress. Other relevant argument about task assessment, Joyce, M.(2009) Morley, C.(2007), Wilson M.(2003), Bress, P.(2003) argued that they as teachers need to propose activities where learners remember words and teachers evaluate their process through writing and speaking; those activities can be:

- Spot the vocabulary. For this activity it is necessary to have a picture where students find words previously taught and provide a list orally or written.
- Collocation pelmanism: the procedure is to provide students with cards that have an object and a word and they have to match them correctly.
- Word association recitation: Teachers write a word and students provide another word that they could associate.
- The comparison game: learners look up a word and elicit synonym or antonym that they recognize from the board.

Those are fun activities that can be adapted to the subject learned in class. The above mentioned authors recognized the importance of assessing students in order to identify their strengths and weakness; for this reason we conclude that to implement simple, creative and structure assessment not only to provide us a measure of how much vocabulary students identify, what is crucial to adapt in our lesson to improve learning and why we could use puppets to teach vocabulary.

8.1.6 Why to Use Puppets to Teach Words?

Puppets create engaging space where students learn exploring their interests with fun and entertainment. This statement is supported on previous studies in which puppets were used in different educational focus with successful results, these can be a great tool taking into account Hamre's (2004) argument which states that puppets are a resource to align

creativity, inspiration, flexibility and humor in language teaching and help students to communicate more freely in English.

It is fundamental to recognize the role of students at the moment of acquiring a language and adapt activities depending of their level of knowledge. Taking into account Lepley's (2001) view, puppet can help learners internalizing language patterns, enhancing listening skills, developing risk-taking skills and students' confidence and providing opportunities to work in group. For that reason, it is necessary to explain what populations are involved in young learners to identify strategies to teach them and how to motivate them.

8.2. Young Learners

8.2.1 What does young learner mean?

When we talk about a young learner immediately we connected that word with a small child nonetheless it is necessary to identify the age range of young students. One definition of young learners that afford an explanation about ages is provided by Handbook for teachers (n.d.) which implied that a young learner is a child between 6 to 12 years old who is in school to access a formal education. This definition is broadly in line with Slattery & Willis (2001) who manifested that young learners are those whose ages are between 7 to 12 year old and very young learner as a child under 7 years old. In the same specification of ages, it is important to take into account the comment provided by Nunan (2010) who identifies three types of young learners as:

- a. Very young learners: children from 3 to 6 years old.
- b. Young learners are 7 to 9 years old.
- c. Late learners from 10 to 12 years old.

These divisions of young learners were prepared taking into account how they learn and how they need to be taught. This definition provides us a clear understanding of a target population which is involved in our project in order to identify characteristic at the moment

to teach them, taking into account that age makes a huge difference in learning process due to their concentration, memory, reasoning, and analysis to recognize how learners acquire a second language which is another important aspect to recognize in language teaching.

8.2.2 How young learners or children acquire a second language?

Language acquisition implies recognizing the type of learner who will be taught. In this sense the Web page from Pearson University (2009) considers that children first listen and perceive the language to create a communicative life due to the meaningful environment where they have contact with language through family and teachers who speak to them. Another proposal that reinforces the idea of acquiring a language in an interacting context is presented by Mackey, Oliver & Philp (2006) who argue that developing a second language is a fragile action in view of that learning of a language is not automatically and it needs support to be mastered. In another route about language acquisition Bongaerts (2005) said that a young learner faces four stages when they begin to learn a second language. Those levels are:

- a. Children may persist using their first or native language.
- b. They enter a silent period where do not participate.
- c. Children will start to speak the new language in small utterances.
- d. Students construct sentences grammatically incorrect or basic.

Those levels are the sequence that learners have at the moment to acquire language proficiency. Based on the positions of those authors and Martin (2009) affirmation that puppetry is expected to help young learners encourage their English learning. A puppet can be a mediator between teachers and students that helps students to express their thoughts; the perspective of Bongaerts (ibid) provides a simple view which can help us as teachers to recognize the process that a learner faces in their learning process; furthermore, to acquire a

second language it is necessary to identify what types of strategies are successful teaching in order to get that students to master a second language.

8.2.3 Practical Approaches to teaching a young learner

Teaching to a young learner is necessary to create a space where they feel engaged in learning as Moon (2000) declares that students who participate in their own learning process creating material for their lesson begin to be in context, recognize the vocabulary and became interested. In a recent perspective about practical approaches to teach young learners, Brown (2001) describes five categories to take into account as:

- a. Create a space where individuals learn to think and reason for themselves.
- b. Allow the students to express real opinions.
- c. Grant the learner to think critically and remain interested.
- d. Stimulate students' response.
- e. Recognize emotional factors which influence learning.

Designing a plan that follows those practical approaches to create a learning environment where students feel part of it. One statement that reinforces Brown's (ibid) perspective about practical approaches is argued by Cameron (2003) who declares that teaching English implies challenges due to early learning does not bring fast proficiency level; indeed, teachers need to appreciate and build moments where children think and learn, acquire and reinforce skills and knowledge to conduct a lessons orally, recognize and explore children's interests and equipped them to teach initial education in a second language. Identify specific actions at the moment of teaching as Brown (ibid) mentioned help us to create a lesson plan where students improve their training in the context that is focused in this project due to the fact that they could be an active actor in their own learning process.

8.2.4 Young learners' motivation.

Motivation is an internal and external factor that stimulates students to continue learning and feel interested to complete a task; Djigunovic (2009) considered that young learners have more positive attitudes than older learners and that interest can change through time. Complementing this explanation about motivation Essays, UK. (2013) claimed that young learners are interesting in learning intrinsically through colors, looks or even an object this is carried out from observation, exploration and research and they will be extrinsically motivated when teachers provide a task where they need a specific time to complete it. Another statement that takes into account intrinsic and extrinsic motivation is provided by Thomson (n.d.) who emphasized that intrinsic motivation is the ambition of learners to achieve a task regardless of external tension. On the other hand, extrinsic motivation, are external efforts of someone to get that student to finish a job. Observing how motivation is a fact that affect language acquisition and the conclusion of Ozdeniz (2000) who states that when a child speaks through the puppet, the child does not perceive him as making errors only the puppet, and children felt release; the arguments from Essays, UK & Thomson (ibid) contribute us with clear examples about how external and internal factors have to be contemplated when a teacher plans and runs the lesson in the classroom.

Based on the two relevant aspects which supported the project, it is clear that teaching vocabulary to young learners require taking into account not only what type of vocabulary needs to be taught, but also identify why it is necessary to teach words, when and how to implement them and evaluate students' knowledge. Indeed, all the researchers present clear points that reinforce our proposal to implement didactic activities as the use of puppets to teach vocabulary in the classroom in order to get the students to have enough lexicon to interact. On the other hand, to create an interesting environment it is important to determine what population the project is focused on, how these learners acquire a language, what

strategies we can use for each lesson during the learning process to ensure a clear, simple, motivational, real and stimulating schooling.

9. Methodology

In this part, we will discuss the methodology that will be used in this classroom project taking into account that this content specifies methods and procedures which help to interpret and solve problems that can be presented in the implementation. Cambridge dictionary (n.d.) declared that methodology is a scheme of actions about how to do, teach or study an object. For this reason, we will analyze the context, participants, design, development and implementation, material, assessment procedure and instruments that will contribute to our classroom project in order to implement the use of puppets to teach EFL vocabulary.

9.1 Context

This classroom project will be carried out in two institutions. First, the *Institución Educativa Hugo Ángel Jaramillo* which is a public school from Pereira located in Malaga, north of the city, founded in 2011. This institution has an agreement with the program Licenciatura en Bilingüismo con Énfasis en Inglés from Universidad Tecnológica de Pereira to conduct a pedagogical practice with students from this program in order to implement CLIL Content and Language Integrated Learning which implies teach different subjects like science through the use of a second language in this case English as a dual focused. (Marsh, 1994). This school has around 1080 students with one schedule where primary and secondary is taught both in the morning in classrooms between forty to forty-five students approximately from one and two strata.

The PEI of *Hugo Ángel Jaramillo* is focused into graduating students who seek the development of holistic, creative thinking and problem solving and who deepens in research and reach sufficiency in the management of English as a second language

For primary, this institution has 10 teachers who teach all the subjects, and 3 secondary English teachers must teach English in primary with the intention that each group has one hour per week and in-service teacher should reinforce what English teacher taught, using the board and copies; those teachers are Spanish native speakers and whose average ages is between 25 and 40 years old; teachers are graduates from different careers as: Licenciatura en Pedagogía Infantil, Licenciatura en Etnoeducación, and other education related Programs. The coordinator has the responsibility of supervising that everything is done right. On the other hand, the school has different resources such as classrooms, auditory, fields for practicing sports, nursing, a computer room and a library.

Second, *Instituto Técnico Superior* which is a public school from Pereira located, east of the city in an agreement with the Licenciatura en Bilingüismo con Énfasis en Inglés program from Universidad Tecnológica de Pereira to conduct pedagogical practice with students in the last semester. This school has two different schedules where primary and secondary is taught both in the morning and afternoon in classroom of forty students approximately from three and four strata; primary school is developed in different institution which is in arrangement; the primary school *Manuela Lemus Gutierrez* is located in the same neighborhood also east of the city with approximately 443 children (235 in the morning and 208 in the afternoon) between kindergarten and fifth grade.

The PEO of *Instituto Técnico Superior* is focused into graduating students from technical subjects as design, metal-mechanic, electricity and electronics and computing in eleventh grade with a string competence in a second language. Each of those technical subjects have a classroom equipped for this purpose. In the same fashion, primary school has six in service teacher who teach all the subjects including English, two hours per week, using the board and copies; Those teachers are Spanish native speakers and whose ages are approximately between 22 and 52 years old; teaches are graduated from different careers as:

Pedagogía Infantil, Comunicación Educativa, and other related Programs. The Coordinator has the responsibility of supervising that everything is done right. On the other hand, the school has different physical resources such as six classrooms, one fields for practicing sport, and a mobile classroom with 20 computers.

9.2. Participants

This classroom project will involve two types of participants. The students and the practitioners who will implement the methodology and strategies, in order to recognize if puppets make a difference in students' learning process. For this reason, we will present a profound description of these populations and their role in this project.

9.2.1 Students

This classroom project will be guided in primary school with young learners from first grade in two different institutions. This project is going to be developed in one mixed group with thirty eight students, whose average age are between six to 8 years old and one mixed group with thirty six students, whose average age is six years old. For this reason, it is important to take into account Piaget's stages (1952) which specify that those learners are in a pre-operational level which implies that represent things with images and words; they are in a moment where developed language through play and egocentrism and those learners are in the Concrete Operations Stage becomes more mature, with rational thought and concrete reasoning; they are more conscious about external issues.

On the other hand, learners are English beginning level students according to Guia 22: Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés "El Reto" which has standards proposed by Ministerio Nacional de Education in order to unify knowledge; for that reason, students belong to a lower level in view of the fact that English educational context in Colombia is still in development.

9.2.2 Practitioners

This project will be implemented by two female students who are in ninth semester of the English language teaching program from Universidad Tecnológica de Pereira. The principal role of the Practitioners is the implementation of puppets to present EFL vocabulary in English classes following the schedule proposed by the teacher and the syllabus whose purpose is to develop interest in EFL vocabulary through the use of didactic materials as puppets. While one Practitioner is developing the class, the other one will be observing and collecting information and reflections of the class. The Practitioners' roles will change depending on the institution, but the lesson plans and the material will be the same.

10. Project Ethical considerations

Credibility is one of the considerations to start with as essential at the moment to carry out our project. We will take into account that the wellbeing of the people involved should not be affected directly (individually) or indirectly (collective). As practitioners-teachers to be, we recognize that we have to assume ethical obligations in order to avoid problems when we implement our classroom project "The use of puppets to present EFL vocabulary to Young learners in first grade". Some of the ethical principles involved in this classroom project will be: valid research design, obtain informed consent, ensure confidentiality and anonymity, avoid deception, and demonstrate respect for all of the participants in the project at all times.

10.1 Valid research design.

Recognizing the problems of a poorly designed research can have, we pretend that the implementation of this classroom project contributes to the well-being of young learners; for that reason, we will design each implementation session based on the curriculum of the school and standards according to the English level of students. Of course, we will design a lesson plan developing a logical sequence and a good use of time through the use of different

engaging, practical and productive activities as matching, songs, filling the gaps, T.P.R. Total Physical Response which include the use of different skills; in order to develop this activities, we will use materials like flashcards, worksheets, realia and body language.

10.2. Obtain informed consent

Our classroom project will be focus in young learners. For this reason, we need the consent of the participant's parents with regard of their participation and the use of images from the classes in order to get reflections and conclusion about classroom project's implementation, development and impact of puppets. Since consent must be informed, we wrote a document which academic coordinator approved in which parents or caregivers should sign to declare acceptance about children's participation in this project; also, we explain the role of children, provide a brief explanation of what is the classroom project about. This is the document:

Pereira, febrero 15 de 2017

Señores

Padres de familia o persona a cargo grado primero *Institución Educativa Hugo Ángel Jaramillo.*

Málaga.

Asunto: Consentimiento para grabar las sesiones de implementación de proyecto de grado.
Practicantes Universidad Tecnológica de Pereira.

Cordial saludo:

Sus hijos o niños a cargos han sido invitados a participar en un proyecto de grado relacionado con el desarrollo del vocabulario que será llevado a cabo en esta institución. El proyecto titulado “La implementación de títeres para presentar vocabulario de inglés con niños de primer grado” “The implementation of puppets to present EFL vocabulary to Young learners in first grade”, el cual será enfocado en el rol del títere en el aprendizaje de vocabulario inglés. Estamos buscando su consentimiento con respecto a la aparición de los hijos en videos dado que para medir la eficacia de este tipo de material es importante tener grabaciones de audio y movimiento de cada una de las secciones a implementar en el salón de clase donde sus niños se encuentran. Las practicantes y los niños serán grabados cuando estén hablando e interactuando durante las actividades a desarrollar. Las grabaciones tendrán lugar en horas de la mañana (1 o 2 horas semanales), sin embargo los rostros de los niños serán levemente distorsionados a la hora de usar los videos con fines educativos relacionados con el proyecto.

Como parte del enfoque ético de este proyecto, nosotras como practicante aseguramos que:

El niño no será evaluado de manera cuantitativa.

El proyecto no interferirá con el aprendizaje de los niños.

El acudiente podrá retirar a su niño del aula en el momento que lo desee.

El acudiente podrá preguntar por las grabaciones donde se encuentre el niño.

El docente encargado del curso Carolina Jiménez ya accedió a que el grupo sea objeto de estudio y ella estará presente durante el desarrollo de las secciones; del mismo modo, los directivos de la institución concedieron el permiso para la implementación de este proyecto.

Agradecemos la atención prestada a la presente y el apoyo con el permiso concedido.

Atentamente:

Sandra Milena Izquierdo

Ana Lucero Zapata

c.c. 42139896

c.c.1054923704

Practicantes Universidad Tecnológica de Pereira

10.3. Avoid deception

Participants need to know what their role in our investigation is. In this sense we establish a clear purpose in order to not break our credibility with participants, parents or caregivers and school's coordinators. Getting Participants' trust and cooperation provide real information about learning and understanding in order to interpreted, understand and describe pedagogical conclusion and contribution of our project in educational field. Practitioners and participants need feel as part of the same process in which their perception, reactions, feelings and opinions are taken into account in all aspects of the project.

10.4. Ensure confidentiality and anonymity

Protecting participants' identities, we explicitly manifest "children's face will be slightly distorted" in parent's consent preserving anonymity of the participants in the development of our classroom project to avoid bullying or be pointed in a negative way in different contexts. On the other hand, student's name will be not use explicitly in research's

document, due to examples will be presented using expression as student one or two depending of the case.

10.5. Demonstrate respect for research participants at all times

Demonstrating respect for all participants is an aspect that we consider will affect implementation and result in our project. For that reason, we pretend create a positive connection with students during lessons where they feel comfortable at moment to participate. It is important to mention that we use similar actions, aptitudes, and measurements to obtain impartiality during classes as a way to respect them; they will be tried as an individual entity with same rights and debts. On the same way, our session will be focus on relevant aspect for their academic and daily life avoiding our religions and personal values.

10.6 Conclusions

The intention to implement Ethics in this classroom project will be use to avoid misunderstanding, discussions, disapproval, misuse of materials, wrong conclusion, waste of time and discredit. On the other hand, Society have implicit rules during human interaction as respect for people's rights which imply recognition, individuality, attention, respect and inclusion.

In this sense, Ethics will help us to obtain that those who participate as part of the project allow us to discover, describe knowledge and interpret their reactions during implementation to provide clear and real conclusions in order to gain the recognition of a well-done and structured work.

As practitioners, we are learning about student's process, possible procedure and materials to get learner understanding and assimilation. Following the ethical rules, we will be able to clarify questions about the use of puppets, to provide new information applicable to the Colombian educational context and our behavior as teachers.

10.7 Questionnaire

10.7.1 Padres de familia

Marque con una x el enunciado que más se ajuste a su respuesta.

1. ¿Con quién convive el menor en su hogar?
 - a. Padres
 - b. Padres y hermanos
 - c. Abuelos
 - d. Tíos
 - e. Tutor
 - f. Otro_____ Cual_____

2. ¿Qué tan importante considera el aprendizaje en la vida de su hijo?
 - a. Muy importante
 - b. Importante
 - c. No tan importante
 - d. No importante

3. Su hijo(a) asiste todos los días a la escuela.
 - a. Siempre
 - b. Casi siempre
 - c. Algunas veces
 - d. Casi nunca
 - e. Nunca

4. Está pendiente de que su hijo(a) cumpla con todas sus tareas.

- a. siempre
 - b. Casi siempre
 - c. Algunas veces
 - d. Casi nunca
 - e. Nunca
5. Está al pendiente que su hijo(a) asista a clases con todos sus materiales para trabajar.
- a. Siempre
 - b. Casi siempre
 - c. Algunas veces
 - d. Casi nunca
 - e. Nunca
6. Está al pendiente de su desempeño escolar y asiste a la escuela regularmente a preguntarle al maestro sobre la conducta de su hijo(a).
- a. Siempre
 - b. Casi siempre
 - c. Algunas veces
 - d. Casi nunca
 - e. Nunca
7. Asiste a los llamados cuando se requiere su presencia en la escuela.
- a. Siempre
 - b. Casi siempre
 - c. Algunas veces

d. Casi nunca

e. Nunca

8. ¿Qué tanto participa en las actividades que se realizan en el colegio?

f. Siempre

g. Casi siempre

h. Algunas veces

i. Casi nunca

j. Nunca

9. ¿Qué tanto colabora en la realización de las actividades extracurriculares con su hijo?

a. Siempre

b. Casi siempre

c. Algunas veces

d. Casi nunca

e. Nunca

10. ¿Qué cantidad de tiempo se comparte en familia?

a. Todo el tiempo

b. En las noches

c. Los fines de semana

d. Nunca

11. ¿Qué tipo de actividades realiza el menor durante su tiempo libre?

- a. Recreación
- b. Deportivas
- c. Escolares
- d. Ninguna

12. ¿Qué tipo de programas de televisión ve el chico en su tiempo libre? Dependiendo del género mencione los programas más vistos.

- a. Caricaturas
- b. Novelas
- c. Programas deportivos
- d. Documentales
- e. Noticias

Cuales? _____

13. ¿Qué actividades de tipo escolar realiza el menor fuera del plantel educativo?

- a. Estudia un segundo idioma
- b. Aprende a manualidades
- c. Aprende pintura
- d. Aprende a tocar un instrumento o canto
- e. Aprende y practica un deporte
- f. Ninguno

g. Otro _____ Cual: _____

10.7.2 Profesor y coordinador a cargo

Marque con una x el enunciado que más se ajuste a su respuesta.

1. ¿Qué tipo de acciones ha percibido de los padres que ayuden o por el contrario entorpezca el libre aprendizaje del estudiante?
2. ¿Conoce usted el entorno familiar en el cual se conviven sus estudiantes?
3. ¿Considera usted que sus estudiantes tienen las herramientas necesarias para aprender y superar obstáculos durante el presente año escolar?
4. ¿Qué tanto participan los padres en las actividades que se realizan en el colegio?
5. ¿considera usted que los padres colaboran en la realización de las actividades extracurriculares de sus hijo?
6. ¿Tiene conocimiento si el menor realiza actividades de tipo lúdicas, artísticas, deportivas o escolares durante su tiempo libre?
7. ¿El plantel les proporciona a los estudiantes algún tipo de actividades fuera de las estipuladas en el pensum?
8. Describa los problemas más comunes que ha detectado en el aula de clase y si conoce el detonante de los mismos.

10.8 Encuestas padres *Institución Educativa Técnico Superior*

Total encuetas entregadas: **37**

Total encuestas recibidas: **23**

¿Con quién convive el menor en su hogar?					
Padres	Padres y hermanos	Abuelos	Tíos	Tutor	Otro. ¿Cuál?
7	16	5	2		Hermano

¿Qué tan importante considera el aprendizaje en la vida de su hijo?

Muy importante	Importante	No tan importante	No importante
23			

Su hijo(a) asiste todos los días a la escuela				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
18	5			

Está al pendiente que su hijo(a) cumpla con todas sus tareas				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
21	2			

Está al pendiente que su hijo(a) asista a clase con todos sus materiales para trabajar				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
20	3			

Está al pendiente de su desempeño escolar y asiste a la escuela regularmente a preguntarle al maestro sobre la conducta de su hijo(a)				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
12	4	6		1

Asiste a los llamados cuando se requiere su presencia en la escuela				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
21	2			

¿Qué tanto participa en las actividades que se realizan en el colegio?				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
8	4	6	3	1

¿Qué tanto colabora en la realización de actividades extracurriculares con su hijo(a)?				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
15	4	1	1	1

¿Qué cantidad de tiempo se comparte en familia?			
Todo el tiempo	En las noches	Los fines de semana	nunca
14	9	6	

¿Qué tipo de actividades realiza el menos durante su tiempo libre?			
Recreativas	Deportivas	Escolares	Ninguna
10	9	7	2

¿Qué tipo de programas de televisión ve el niño(a) en su tiempo libre? Dependiendo del género mencione los programas más visto.					
Caricaturas	Novelas	Programas deportivos	Documentales	Noticias	¿Cuáles?
22	1	2	3		Animales y muñecos, fútbol, Discovery junior, Discovery kids, C beebies,

					Tom y Terry, Clarence, Gumball y Darwin, Seriados infantiles y soy Luna.
--	--	--	--	--	---

¿Qué actividades de tipo escolar realiza el menos fuera del plantel educativo?						
Estudia un segundo idioma	Aprende manualidades	Aprende pintura	Aprende a tocar un instrumento o canto	Aprende y practica un deporte	Ninguno	Otro. ¿Cuál?
		2	2	10	6	Ajedrez, dibujo, flauta, natación, matemáticas y español.

10.9 Encuestas padres *Institución Educativa Hugo Ángel Jaramillo*

Total encuestas entregadas: **39**

Total encuestas recibidas: **20**

¿Con quién convive el menor en su hogar?					
Padres	Padres y hermanos	Abuelos	Tíos	Tutor	Otro. ¿Cuál?
4	14	6	2		

¿Qué tan importante considera el aprendizaje en la vida de su hijo?			
Muy importante	Importante	No tan importante	No importante
19	1		

Su hijo(a) asiste todos los días a la escuela				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
15	5			

Está al pendiente que su hijo(a) cumpla con todas sus tareas				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
17	2			

Está al pendiente que su hijo(a) asista a clase con todos sus materiales para trabajar				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
18	2			

Está al pendiente de su desempeño escolar y asiste a la escuela regularmente a preguntarle al maestro sobre la conducta de su hijo(a)				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
12	7	1		

Asiste a los llamados cuando se requiere su presencia en la escuela				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
14	3	2		

¿Qué tanto participa en las actividades que se realizan en el colegio?				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
5	4	7	2	2

¿Qué tanto colabora en la realización de actividades extracurriculares con su hijo(a)?				
Siempre	Casi siempre	Algunas veces	Casi nunca	Nunca
9	6	2		1

¿Qué cantidad de tiempo se comparte en familia?			
Todo el tiempo	En las noches	Los fines de semana	nunca
16	4	1	

¿Qué tipo de actividades realiza el menos durante su tiempo libre?			
Recreativas	Deportivas	Escolares	Ninguna
9	6	3	1

¿Qué tipo de programas de televisión ve el niño(a) en su tiempo libre? Dependiendo del género mencione los programas más visto.					
Caricaturas	Novelas	Programas deportivos	Documentales	Noticias	¿Cuáles?
18	1				Peppa pig, Gumball, La pantera rosa, Mickey mouse, Tio grandpa, Bajo

					tema, Paw patrol, Hora de aventura, Super héroes, Rosa de Guadalupe y Franqui
--	--	--	--	--	---

¿Qué actividades de tipo escolar realiza el menos fuera del plantel educativo?						
Estudia un segundo idioma	Aprende manualidades	Aprende pintura	Aprende a tocar un instrumento o canto	Aprende y practica un deporte	Ninguno	Otro. ¿Cuál?
				3	11	4 Dibujar, La palabra de Dios

10.10 Encuesta Docente *Institución Educativa Técnico Superior*

La docente no realizó la encuesta.

10.11 Encuesta Docente *Institución Educativa Hugo Ángel Jaramillo*

- 1. ¿Qué tipo de acciones ha percibido de los padres que ayuden o por el contrario entorpezca el libre aprendizaje del estudiante?**

“es un grupo dinámico cuyas familias son muy receptivas pero se encuentran también padres ausentes en el proceso académico de sus hijos, por tal motivo no hay apoyo ni tampoco trabajo en equipo”

- 2. ¿Conoce usted el entorno familiar en el cual conviven sus estudiantes?**

“la mayoría de los estudiantes provienen de familias con madre cabeza de hogar, estrato social 1 y 2”

3. ***¿Considera usted que sus estudiantes tienen las herramientas necesarias para aprender y superar obstáculos durante el presente año?***

“Los estudiantes cuentan con las herramientas que les proporciona la institución y docentes; son muy pocas las familias que económicamente pueden facilitarle herramientas adicionales.”

4. ***¿Qué tanto participan los padres en las actividades que se realizan en el colegio?***

“Un 60% de los padres son muy comprometidos y participan en las actividades propuestas”

5. ***¿Considera usted que los padres colaboran en la realización de las actividades extracurriculares de sus hijos?***

“Un 70% realiza el acompañamiento necesario en las actividades escolares”

6. ***¿Tiene conocimiento si el estudiante realiza actividades de tipo lúdicas, artísticas, deportivas o escolares durante su tiempo libre?***

“Algunos de los chicos realizan actividades extras pero es un porcentaje mínimo, también se encuentran en taekwondo, ajedrez, y la banda músico-marcial de la institución”

7. ***¿El plantel educativo les proporciona a los estudiantes algún tipo de actividades fuera de las estipuladas en el pensum?***

“Si, existen las jornadas complementarias en taekwondo, banda músico-marcial, ajedrez, lectura y el programa: incluyendo”

8. ***Describa los problemas más comunes que ha detectado en el aula de clase y si conoce el detonante de los mismos.***

9. “En el principio el problema más fuerte radica en el proceso académico para el grado actual, puesto que sus conocimientos no eran acordes y el otro detonante son las relaciones inter-personales”

11. Design

The goal of this classroom project will be the implementation of puppets to presents EFL vocabulary in primary in order to observe if young learners increase their vocabulary after the use of this didactic strategy in their lessons. Therefore, implementing the use of puppets to teach deals with curriculum design aspects that implies the development and implementation of a program following methods, as Richards (2010) mentions the three different approaches: forward design, central design and backward design taking into account:

- a. Input, will be explored from the linguistic part of the plan.
- b. Process, which implies identifying how to teach and what methodology is used.
- c. Outcomes, which identifies what students are able to do at the end of the instruction.

These elements clarify the plan that needs to be followed in order to create the curriculum of the program. For this classroom project, we will use the backward design which starts from outcomes to make decisions about methodology and syllabus as the author mentions. In this sense, Practitioners will identify what students should know, understand and be able to do taking into account students' ages according to “El Reto” objectives. Next, the teacher has to use fun and practical activities like storytelling, real live cases, songs, pictures and regalia where puppets interact with students in order to improve word knowledge, participation, interaction, task development and assessment in the classroom due to the fact that those are the principal elements in identifying if training is effective or needs to be reinforced. Finally, the Practitioners will measure the effectiveness in the use of puppets into language development.

12. Development and Implementation

12.1 Development

The procedure we will use for this classroom project will be focused on presentation practice and production (PPP). Richards & Rodgers (2014) described PPP theory from:

- a. Presentation: The use of activities to introduce and clear up aspects in the target language.
- b. Practice: The way that particular activities are used to proceed in the language.
- c. Production: Procedure and techniques used to assess and give feedback to check students learning in relation with the content of their work.

They recognize that at the level of actions those are dimensions of an instructional sequence. For this procedure, Practitioners will begin their class setting up a situation, eliciting information and modeling the task; in this stage they will use pictures, regalia, stories and songs acted by the puppets, which will be moved by the teacher in development. In the second stages, learners have to practice through repetition individually or in small groups in order to correct pronunciation and use words in a context completing activities from the task. In the production stage, students will use the puppets to practice the new language in a freeway in a context that they choose.

12.2. Implementation

This classroom project was created with the intention of impacting young learners acquisition of EFL vocabulary using didactic materials such as puppets which can intervene in the inspiration field adding a piece of humor as Hamre (2004) declared in order to motivate their learning process through stories, events, and reality, emphasizing clue words not only isolated, but also in a socio-cultural context. We pretend to develop this classroom project during seven sessions of one hour per week in order to introduce vocabulary to reinforce classroom interaction and understanding the importance of words in a communicative environment using a foreign language as Lewis (1993) arguments words are the heart of the

language in view of the fact that vocabulary is an important element which helps people to communicate ideas in a variety of places and times. On the other hand, the material will be a puppet theatre, we will also use puppets made by the students in the first English class in order to combine kinesthetic learning through the use of presentation, practice and production (PPP) guided by Practitioners. Next, Practitioners will follow the course schedule presented by the teacher who is in charge of the group, using tapes, stories, objects, images, and materials related to the topic which is to be performed.

13. Materials:

For this classroom project, we will use different didactic materials to facilitate the learning process in view of the fact that it is an enjoyable experience avoiding the monotony for the development of each class. The material which will be used are:

A. Puppets:

- a. Glove/Hand Puppet; it is used by the presenter's hand which becomes the puppet's body.
- b. Sock puppets: The puppet comes alive by opening and closing the hand. The sock-puppet is made of cloth, felt, buttons, beads, yarn and so on to make the eyes, nose, mouth, and ears.
- c. Flat puppets: Those that are made of stiff cardboard or oak tag. A puppet shape with a stick to be used by the teacher or learners.

B. Songs

C. Pictures

D. Flashcards

E. Realia

These types of material are going to contribute in the implementation at the moment to teach lexicon.

14. Assessment Procedure

The assessment has an important role at the moment to monitor students learning process. Ioannou-Georgiou & Pavlou (2003) claimed that children need to be appraised in order to check their progress and provide evidence of that improvement; in fact, that evaluation provides results about what type of difficulties learners experiment and what solutions teachers can use.

In this phase learners will be assessed during class activities; they will receive continuous feedback through spoken and written tasks in order to correct pronunciation, intonation, fluency, spelling and grammar structure in order to insure the correct use of words in the language. Activities that we will use to assess are:

- Spot the vocabulary. For this activity it is necessary a picture where students find words previously taught and provide a list orally or written.
- Collocation pelmanism: the procedure is to provide students with card that have and object and a word and they have to match them correctly.

According to the students' performance through tasks, teacher provides a grade from 1 to 5 following the rules of the curriculum of the institution for the English subject. At the end of the course, students will present a role play in groups of 4 learners using the puppets created by themselves in class and they not only will use the vocabulary taught according to the different topics studied, but also the material they will considered necessary.

15. Instruments

In order to collect information and measure student's linguistic outcomes, we will use artifact, journal and observation during the class in order to identify the level of comprehension and assimilation of the vocabulary presented. On the other hand, the tools to register the professional growth will be observation the class and collect information through notes that will be included in a journal where she describes and writes reflections regarding

teacher's role, material design, learner attitudes and performances to evaluate the effectiveness of using puppets to teach vocabulary. These instruments are used due to their importance of validation and reliability at the moment to collect the data; according to Annum (2016) argument.

15.1 Linguistic Outcomes.

15.1.1 Artifact.

Mcgreal T., Broderick E. & Jones J. (n.d.) argued that all material used to teach and facilitate learning are artifact due to the fact that those are objects or tools which shown human handiwork or modification. In order to collect information about linguistic outcomes and learning process, in this classroom project we will use the material, tasks, worksheets and exams presented by the learner during the classes.

15.1.2 Journal

In order to identify learner linguistic process the tool that we will use is the journal where the observer will take notes about the date, providing a brief description of the activity and learners performance in order to identifying weaknesses and strengths presented in students learning and production. Smithsonian Institution (2006) declared that written observation is not only the object. It is the object adding information about responses and reflections of the world.

15.1.3 Observation.

Participant observation is a natural study which help researcher to learn about members' activities. Dewalt & Dewalt (2002). According to this definition Practitioners will observe behavior and reaction of the learners when they use puppets to learn vocabulary and their performance in activities, task and assessment implemented by the teacher in the class.

15.2 Professional Growth.

15.2.1 Journal.

Smithsonian Institution (2006) describes a field journal as a brief entry about work which describes a calendar notebook, daily changes in a specific place. Journals reveals who we are. For this reason, we will use journal as a tool to describe professional growth of the Practitioners who is teaching. In this moment, both teacher and observer will include their observation and conclusions in one part of the journal in order to compare and contrast ideas about the classroom project.

15.2.2 Observation.

Annum (2016) declares observation is a method where information is obtained through oral and visual data. Researchers became a participant and non-participant in order to identify the attributes of the study. In this part, the observer register the experience in the classroom through realities and relevant attitudes. On the other hand, teachers will register their own experiences of the use of puppets to teach vocabulary.

16. Results

According to USC University of Southern California (2017) statement, “The results section is where you report the findings of your study based upon the methodology you applied to gather information. The results section should state the findings of the research arranged in a logical sequence without bias or interpretation”. It is relevant to highlight that our project is not a research project but rather a reflection on events in a classroom scenario after the implementation of some pedagogical techniques. For this reason, it is important to report the most relevant aspects detected in the implementation of our classroom project. The aspects for reflection in our CP are personal growth, students’ responses, and linguistic outcomes. In all of them we will report strengths and challenges based on our classroom

observations, our lesson planning, our reflections (reported in lesson plans) and the artifacts or products from the learners.

16.1. Personal Growth

16.1.1 Strengths

One of the positive things reflected during the implementation of this classroom project was the manner the lesson plans were structured as Jensen (2001, p 403), declared “A teacher with a plan, then, is a more confident teacher”. Taking into account that as teachers, we tried to consider different aspects that a lesson plan has even anticipated problems; for example, as can be evidenced in the following excerpt taken from a lesson planning anticipated problems and planned solutions:

Students do not have colors or materials to complete the worksheet. Teacher will use grouping. (Taken from lesson plan number three for both schools. March 31, 2017 and April 10, 2017).

We had not the need to improvise which facilitated the implementation. Additionally, the inclusion of standards (general and specific) for first grade according to Guía 22. We provided students a better understanding of the lesson based on each lesson was adapted to their level. It can be evidenced in each lesson.

Another positive aspect was that teacher stimulated the proactive students’ behavior during classes through different strategies. It was evident in journals and comments written on lesson planning for both institutions.

Teacher reinforced using words like “very good”, when correct pronunciation. (Taken from comments in lesson 1 *Hugo Ángel Jaramillo*. February 24, 2017).
All the students wanted to participate in this section; however, teacher selected students based on their class behavior (Taken from journal 2 *Instituto Técnico superior*).

Additionally, the use of different strategies was a tool used by teachers to get students’ learning and engages attention during classes. This was notices in this two written parts form observations and lesson planning in *Hugo Ángel Jaramillo* and *Instituto Técnico Superior*.

Students like that the teacher uses proper names for each occupation this facilitates the recognition. (Taken from observation class # 4 “Professions” *Instituto Técnico Superior*)

The use of proper names helped them to relate the pet puppet’s type in order to get the students could connect that word to grammatical structures. (Taken from general observation in lesson 2 *Hugo Ángel Jaramillo*. March 24, 2017)

16.1.2 Challenges

One of the challenging aspects for us as teachers to be was the students’ attitudes to follow guidelines based on what Sulich (2004) refers as requirements of the people involved in education to ... be followed in class. The reflection of each implementation provided information about the behavior shown by students during classes as described in the following excerpt taken from the first lesson plan at *Hugo Ángel Jaramillo School*:

Student's behavior was not good; two of them were playing, around 50 percent were distracted, did not follow classroom's rules like silence, respect, raise their hand to participate or correct use of supplies. (Taken from lesson plan number one. February. 24, 2017, (sic))

In the same way, *Instituto Técnico*’s classes presented a similar reflection in most classes as can be evidenced in the following excerpt:

Instructions were accompanied by noise due to the switching of the activity and this behavior caused misunderstanding and the students did not pay attention. (Taken from lesson plan number two. April 5, 2017).

Another issue that provide challenges during classes was time management was defining as “behaviors that aim at achieving an effective use of time while performing certain goal-directed activities” (Claessens at al., 2007). Based on this definition, it was clear in the reflections of the classes that this item did not work as expected. The following excerpts probe this result:

Students finished this worksheet at home as a result they did not have the photos and enough time (Taken from lesson number 6 *Instituto Técnico Superior*. July 10, 2017). Time consuming during the making of the puppet was huge (Taken from *Hugo Ángel Jaramillo Class* observation 1)

16.2. Students Responses

16.2.1 Strengths

Engaging students should be implicit in classes as defined by Cambridge dictionary “to interest someone in something and keep them thinking about it”. Based on the excerpt from the class observations at *Hugo Ángel Jaramillo School*:

Students enjoyed when they touch the puppet. They smiled and talked with the puppet. (Taken from observation class two *Hugo Ángel Jaramillo*. March 24, 2017).

Additionally, *Técnico’s* reflections provided evidence of the students engaging in class subject as it is evident in the following excerpt taken from third lesson plan:

When the puppet asked something, they answered immediately and want to talk with it. (Taken from lesson plan number three. April 10, 2017).

In the same fashion, images taken from different classes presented information about student’s reaction to the puppets presentation. This provided feedback about student’s interest during the puppets presentation of the class subject. (See Appendixes numbers 4.1 and 4.2)

Then, when the teacher used flat puppets, the students demonstrated their interest by touching the puppet. It can be evidenced in these excerpts from lesson planning reflections of the classes.

They wanted to touch it and see it from close-up (Taken from lesson plan number two *Instituto Técnico Superior*. April 05, 2017).

They did not feel fear talking with it as a result that they enjoyed those moments when was possible to touch the puppet (Taken from lesson plan number four *Hugo Ángel Jaramillo*. April 21, 2017).

Next, another positive aspect relative to students’ responses of happiness which were demonstrated through learners’ smiles. It is possible to observe in different pictures and reflection from lesson planning. (See Appendix number 4.1 and 4.2)

Students smiled when they saw the puppet (Taken from lesson plan number five *Hugo Ángel Jaramillo*. April 28, 2017).

They smiled all the time and mentioned that they enjoyed watching Peppa pig cartoon. (Taken from lesson plan number two *Instituto Técnico Superior*. May 26, 2017).

Some aspect that were strengths at the Instituto Técnico Superior, were challenges in *Hugo Ángel Jaramillo*. The first one was the material required to work in classes. This was evident in the excerpt

Only fifteen guys had the sock, they had to work in groups (Taken from *Hugo Ángel* Lesson planning 1, February 24, 2017)

On the other hand, *Instituto Técnico Superior* reflection provide this information

Only two students did not have materials but peers provided them with socks (taken from Lesson plan 1, March 10, 2017).

Second, group's work showed marked differences between one school and the other.

According information collected during classes like expressions and attitudes. For

example, *Hugo Ángel Jaramillo* excerpts taken from lesson planning and

observations.

Students used bad vocabulary during team work and adopted derogatory words about their peers using expressions like "Qué es eso tan feo" (what is that ugly thing?) (Taken from lesson 2. March 24, 2017)

Learner divided the material and worked alone. Some of them were angry because they had to share and ask for more material. (Taken from Observation Five *Hugo Ángel Jaramillo*)

In contrast, Students responses about group's work at *Instituto Técnico Superior* presented positive comments like:

Pair work was amazing, they shared his/her ideas and create a body with different characteristic; one student made a part and another finished it. Only two pair had problems due to precious behavior during class and only two students finished working individually. (Taken from Lesson plan 2. April 05, 2017)

Teacher grouped students and they do not manifest any problem. (Taken from observation class five *Instituto Técnico Superior*)

16.2.2 Challenges

The social anxiety which is defined by Richards (2013) as “the fear of social situations that involve interaction with other people” was a negative factor which was present during most of the implementations now that students felt uncomfortable of being negatively evaluated or judged by their peers. This was something that called our attention because those students who are currently talkative kept silence or answered only by moving their head when the teacher asked them something directly. This was due to the fact that they were conscious that their peers’ attention was focused on them; it can be evidenced in the fourth-class reflection of *Instituto Técnico*:

During the observation was possible to notice that one students who was generally talk in class, when the teacher asked him something directly, he did not say anything and he only answered yes or no using his head. (Taken from lesson plan number four. April 19, 2017).

To say the least, this anxiety can be transformed into nervousness about being rejected at the moment of working in groups which as teachers we tried to grouping students with the intention that they shared with their schoolmates.

Another negative aspect that influence was the age which was a challenge in the moment to implement this classroom project. For example, at *Hugo Ángel Jaramillo* School was evidenced that those students who were older did not enjoy puppets activity.

The oldest students were distracted but they recognized easily the subject (Taken from observation 1)
Older students did not like puppets; they said “que pereza eso”, although they understood the subject easily (Taken from Lesson plan 1. February 24, 2017)

16.3. Linguistic Outcomes

16.3.1 Strengths

During students work, they used artifacts provided by the teacher as worksheets, they allowed identify that the learners identified and associated words with images. For instance, teachers could demonstrate the argument of Joyce, M. (2009) Morley, C. (2007), Wilson M.

(2003), Bress, P. (2003) in which was declared that the teachers need to propose activities where learners remember words and teachers evaluated their process through writing and speaking; It can be observed from the artifacts that students completed during classes; these photos provide an image of students work. (See Appendix number 4.1 and 4.2)

One important issue notice during class implementation; it was clear that students in the institutions use their mother tongue to demonstrate understanding of the subject and connected it with second language words. This could be evident in these excerpts taken from lesson planning

Students participated due to the fact that they recognized the fruit and connected them with their mother tongue. (Taken from *Hugo Ángel* Lesson plan three. March 31, 2017)

They used knowledge from Spanish to provide their understanding about that topic. Students used a lot of information in Spanish to connect the puppet and the profession with real live people. (Taken from *Instituto Técnico Superior* lesson plan four. April 19, 2017)

Another positive aspect, it was that students recognize and learn more than 50 % of the word presented in classes due to 3 of them were used it. For instance, this is clear in these arts taken from lesson plan reflection and observations.

We discovered that for each topic, students recognized at least three words, they recognized their written form and pronunciation (Taken from *Hugo Ángel* Lesson plan eight. June 5, 2017)

Most of the students present around four words of each topic and used song and other activities was in class to demonstrate what they knew and remembered (Taken from *Instituto Técnico Superior* lesson eight. July 14, 2017)

Then, follow instructions presented clear points about to complete linguistic requirements presented in class. For example, these pieces taken from lesson plan demonstrated it.

They complete the worksheet but only three students drew lines without following rules. (Taken from *Hugo Ángel Jaramillo* lesson plan one. February 24, 2017)
Matching was an easy activity for them. It did not require more explanations. (Taken from *Instituto Técnico Superior* lesson plan one. March 10, 2017)

16.3.2 Challenges

Developing writing skills in an individual's work without an example was a challenge due to the fact that students did not recognize all the letters in Spanish. According, Braddock, P. (2016) implied that writing skills can only be developed when young learners are taught how to write and are given opportunities to practice these skills and strategies. Indeed, first grade students are in the process of learning how to write in their mother tongue; this is evident in observations from *Hugo Ángel* excerpts:

They did not recognize all the letters. (Taken from observation class two *Hugo Ángel Jaramillo*. March 24, 2017).

Additionally, it can be evidenced in the following excerpt taken from a lesson planning comments:

They demonstrated enthusiasm to draw, but some letters were written upside down. (Taken from lesson plan number two. April 5, 2017).

Linguistic outcomes had different result in one school to another. For example, some difficulties observed in the *Hugo Ángel Jaramillo*, was not describe in *Instituto Técnico Superior* observations. These excerpts were taken from *Hugo Ángel* Lesson planning and observation.

Those words which presented a sound different from their mother tongue as skirt provide them difficulties at the moment to learn and remember (Taken from *Hugo Ángel* Lesson plan seven. April 21, 2017)

It is difficult for children to pronounce long words. (Taken from *Hugo Ángel Jaramillo* Observation class three).

17. Conclusions

The main idea of this project was to observe students' reactions based on the use of puppets in relation to their vocabulary learning process. For this reason, it was necessary not only check professional ground, students' responses and linguistic outcomes, but also external elements which interfere in the results. Taking into account classes' implementations

and observations, it was evident the differences presented in both institutions according to type of population, people responses and curricular plans.

Social strata are a fact that can influence attitudes and learning processes during classes. The educational institutions we worked the classroom project in are located in two different sectors of the city; The population of the *Institución Educativa Hugo Ángel Jaramillo* belong to one and two social strata—in Colombia the neighborhoods are stratified based on their economical income where 1 corresponds to the poorest portion of the population and 7 corresponds to the richest portion of the population— while the population of the *Instituto Técnico Superior* belong to strata three and four. This is why, the type of vocabulary, interaction, personal appearance and responsibility with materials and school task vary. For instance, *Hugo Ángel Jaramillo* students' use rude and derogative words during partners and teacher' interaction. Additionally, students did not like share materials or team work during class; they prefer did it individually. Indeed, they did not bring simple material that can be found at home and they did not share those provided by the teacher. One of the excuses to not share with classmate was personal appearance. Finally, students worked during classes but not at home because they said not have help. Something that was completely different in *Instituto Técnico Superior*.

For this project was involve not only students and practitioners but also parents, administrative staff and in-service teachers who contribute with their behavior and help in the implementation. *Hugo Ángel Jaramillo* and *Instituto Técnico Superior* parents, administrative staff and in-service teacher both positive and negative responses; Indeed, we had total support from directives and teacher providing time and supplies for classes. However, parents manifest their help with the implementation, but approximately twenty parents sent the authorization and questioner filled and signed. On the other hand, parents at *Instituto Técnico Superior* asked for information about students' grades, works, and materials

required; they were in contact with in-service teacher to help with the process. In contrast to, *Hugo Ángel* parents who never asked for information; indeed, students said that they did not have help with homework and presentations.

Despite of establish schedules for English class, both schools modified these to complete additional activities as Flag Raisings, scheduled Artistic and Cultural Shows, both emergency simulated situations and State Testing rehearsals, and even the National Teaching Union strike that canceled some implementations. In the *Hugo Ángel Jaramillo*, those activities were canceled approximately ten classes which affect time to finish the project. In the same fashion, national educational strike delayed the date of last implementations. For public institution and Colombian school those activities are common and frequent commemorate important dates which the fact that both schools had.

Taking into account the aspect mentioned previously, as teacher to be we can conclude that real school life present challenges. These aspects did not affect the purpose of our project due to the fact that final presentations were successful and students learned vocabulary proposed using puppets. Even oldest students demonstrate understanding. It is important for future projects be more conscious about students' context and family cooperation in order to involve all the educational community with the intention to get better results.

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Annexes

19.1 Lesson and reflections

19.1.1 Class # 1 Hugo Ángel Jaramillo



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Inglés
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Names Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 36 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: February 24, 2017.	Class Number: 1
Implementation: Practitioners will use puppets to present vocabulary related to the face (eyes, ears, etc). They will use puppets to create interaction with their peers in order to practice speaking using copies to reinforce writing.	
Topic: Body parts	
Approach Background design.	Methodology PPP Presentation, practice and production
Aim Learning: Learners will be able to use verbal and nonverbal language and writing skills to answer questions like what is this? About face parts using the structure 'this is and those are'. They should identify words, and practice pronunciation comparing puppet faces with their own.	
Teaching Aim: Teacher will be able to use body language to facilitate the recognition of each face part.	
Estándares Básicos de Competencias (MEN): Estándar General: Comprendo lenguaje sencillo y desarrollo estrategias que me ayudan a entender palabras que leo. Comprendo el lenguaje básico y empiezo a estructurar escritos y conversaciones con pronunciación clara y buena entonación. Aunque mi nivel de inglés es bajo.	

Estándares Específicos:

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

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

Escritura: Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.

Monologo: Refuerzo con gestos lo que digo para hacerme entender

Specific skill: (listening, reading, writing, speaking)

Student will use all the language skills. When the teacher presents and explains vocabulary, learners will develop listening and speaking skills repeating the word and sharing with their peers. Reading skill will be promoted when they look at how the word is written on the board; and writing skill will be stimulated when they have to complete the gap using the name of the part.

Assumed Knowledge: Learners should recognize parts of the face, colors and shapes in their mother tongue and colors also in English.

Materials: Puppets. Puppet theatre, socks, cloth, felt, buttons, beads, yarn, market, board, flashcards and worksheets.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY IN DETAIL	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 10:00 am	Teacher will present her own puppet and she will explain puppet's face is similar to our face. She will present its eyes comparing them with her own, later the nose, ears, mouth and hair. Using expressions like 'these are my eyes and those are the eyes of pepito'.	Learners do not pay attention. Ask specific student. Noise. Change in voice tone. Anxiety. Use pair work.	It is necessary to get the best use of the puppets. Oldest students were more distracted.
10:05 am	Secondly, the facilitator will write the face parts' names on the board to create connections between images and names.		They were distracted and Speaking.
10:10 am	Third, through repetition learners will reinforce pronunciation using their hands to demonstrate the part of the face which the teacher asks saying 'what is this?'		Teacher reinforced using words like "very good" when correct pronunciation. Most of the students did it.

<p>Stage 2 Practice 10:15 am</p> <p>10:30 am</p>	<p>Students have to create their own puppets using socks, cloth, felt, buttons, beads, yarn to elaborate a face and they have to share with their partners what part of the body their puppet has.</p> <p>Students have to present their puppets to their peers using words that were learned before. They have to use their hands to point to the part and provide the name.</p>	<p>The materials are not enough. Work in couples.</p> <p>They would be scared at the moment of speaking. Try to repeat with the student who is shy.</p>	<p>Only fifteen guys had the sock, they had to work in groups.</p> <p>They wanted that the teacher provides feedback about their elaboration, but at the moment to present, it was not successful.</p>
<p>Stage 3 Production 10:35 am</p>	<p>Learners should complete a worksheet in which they should write the name of face's part.</p>	<p>Anxiety to communicate themselves in English. Provide good rehearsal. Lack of interest.</p>	<p>They complete the worksheet but only three students drew lines without following rules.</p>

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Drawing a pet puppet on a piece of paper and decorate it using recycled material; it will be carried out with the purpose of reinforcing the topic developed.

GENERAL OBSERVATIONS:

In this class, students repeated when it was necessary and they used their own face to touch when the teacher provided a word. Indeed, they used not only their mother tongue, but also they tried to use and pronounce in English to complete the activity. When they were creating the puppet, it was possible to observe that students were engaged because they smiled, asked for feedback, teacher's attention to their works and they said "a mi" to request material. On the other hand, teacher reinforced good behavior and correct pronunciation using sentences like 'good job'. Almost all of the time students did their work but individually.

Another issue, the use of puppets did not take enough time and it was not used in all angles. Additionally, older students did not like puppets; they said "que pereza eso", although they understood the subject easy. Most of the students did not bring materials and they did not like to work in groups; also, learners used more time than the teacher expected. In the same fashion, student's behavior was not good; two of them were playing, around 50 percent were distracted, did not follow classroom's rules like silence, respect, or raise their hands to participate and did not use supplies correctly.

In order to get changes in classes, it is important to provide instructions and check them in their mother tongue, try to establish a good connection between teacher and students using their names, and provide them specific rules and consequences.

19.1.2 class # 1 Instituto Técnico superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 36 learners	
General Description Of The Classroom: Classroom is equipped with desk, board, images, TV and speakers.	
Date of the class: March 10, 2017	Class Number: 1

DAY/STAGE/ E/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENT S
Stage 1 Presentation 7:00 am 7:05 am 7:10 am	Teacher will present her own puppet and she will explain puppet's face is similar to our face. She will present its eyes comparing them with her own, later the nose, ears, mouth and hair. Using expressions like 'these are my eyes and those are the eyes of pepito'. Secondly, the facilitator will write the face parts' names on the board to create connections between images and names. Third, through repetition learners will reinforce pronunciation using their hands to demonstrate the part of the face which the teacher asks saying 'what is this?'	Learners do not pay attention. Ask specific student. Noise. Change voice's tone. Anxiety. Use pair work.	They recognized their own face parts and repeated them during teacher's explanation. Students began to draw and write in their notebooks to remember and check face parts. Most of the students used their hands to touch their faces in order to demonstrate understanding.

<p>Stage Practice 7:15 am</p> <p>2</p> <p>7:30 am</p>	<p>Students have to create their own puppets using socks, cloth, felt, buttons, beads, yarn to elaborate a face and they have to share with their partners what part of the body their puppet has.</p> <p>Students have to present their puppets to their peers using words that were learned before. They have to use their hands to point to the part and provide the name.</p>	<p>The materials are not enough. Work in couples.</p> <p>They would be scared at the moment of speaking. Try to repeat with the student who is shy</p>	<p>They enjoyed working with socks, They walked around the classroom to share with their peers their own puppet, but this was noisy.</p> <p>They did it individually, but they used more Spanish than English.</p>
<p>Stage Production 7:35 am</p> <p>3</p>	<p>Learners should complete a worksheet in which they should write the name of face's part.</p>	<p>Anxiety to communicate themselves in English. Provide good rehearsal. Lack of interest.</p>	<p>Matching was an easy activity for them. It did not require more explanations.</p>

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:
Drawing a pet puppet on a piece of paper and decorating it using recycled material; it will be carried out with the purpose of reinforcing the topic developed.

General observations:
It was clear that students were engaged during the puppets activities. They listened when the teacher presented her puppet and when she had to compare their face with the puppets face. In the same way, they wanted to use puppets, create their own with their socks and asked for more materials to finish. In the same way, only two students did not have the materials but peers provided them with socks; they looked for buttons as eyes and yarn for the hair. When they observed the puppet, they tried to repeat what it was saying, reproduced this information and talked with their peers.
On the other hand, the activity in which students had to create their own puppet took more time than it was expected due to the fact that materials were not enough and they had to wait for glue or another thing to finish; this is why they were distracted, talked with their peers and walked around the classroom. We observe an error in our worksheet and we corrected it when the students had the paper in their hands. Finally, for this class, students continued with bad behavior; however, we identified those students who were indisciplined to avoid that they distracted others; some of those students were singing in Spanish and got the others to continue with this practice.
In order to get a change during classes, we called the students' attention individually, established a method using of bad points also we provided messages to parents as a new strategy which can be implemented in order to avoid distractions or indisciplined. Second, we collected those materials that are not part of the class at the end of the same we returned to them. Finally, we provided a space where they could play a different activity like singing but

using the target language.

Flashcards



Worksheet

Match the name with face's part.
Look at the example.



- mouth
- eyes
- nose
- ears
- hair

The worksheet is framed by red curtains. It features a central image of a dog's face with a red hairbrush on its head. A black line points from the word 'hair' in the list to the hairbrush. The text 'Match the name with face's part. Look at the example.' is positioned above the image.

19. 1.3 class # 2 Hugo Ángel Jaramillo



Licenciatura en lengua Inglesa



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Ingles
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 36 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: March 24, 2017	Class Number: 2
Implementation: Practitioners will use flat puppets to present pets´ vocabulary using proper names (dog, cat, rabbit, fish and parrot). Students will practice the pronunciation of the word passing around the flat puppets and using expressions relative with proper name ‘it is a...’ Finally, they have to use flashcard with letters to reproduce the word in a game with peers.	
Topic: Pet’s vocabulary	
Approach Background design.	Methodology PPP Presentation, practice and production
Aim Learning: Learners will be able to use verbal language in order to improve pronunciation, use sentences like “Marie is a cat” to identify the pet and they will use cards with letters in order to reproduce the word.	
Teaching Aim: Teacher will be able to provide sounds and movements related with pets to call students´ attention.	
Estándares Básicos de Competencias (MEN):	
Estándar General: Comprendo historias cortas narradas en un lenguaje sencillo. Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia.	
Estándares Específicos: <u>Escucha:</u> Entiendo la idea general de una historia contada por mi profesor cuando	

se apoya en movimientos, gestos y cambios de voz.

Lectura: Relaciono ilustraciones con oraciones simples.

Escritura: Escribo el nombre de lugares y elementos que reconozco en una ilustración.

Monologo: Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima.

Specific skill: (listening, reading, writing, speaking)

Student will use all the language skills. While the teacher presents and explains vocabulary, they will develop listening and speaking skills repeating the word and sharing with their peers. Reading skill will be promoted when they look at how the word is written in the flashcards; and the writing skill will be stimulated when they have to write in their notebooks.

Assumed Knowledge: Learners should recognize pets in their mother tongue.

Materials: Flat puppets. Puppet theatre, market, board, and flashcards.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY IN DETAIL	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 10:00 am 10:10 am	Teacher will ask students if they have pets to activate previous knowledge. Next, she will present flat puppets telling a story and using proper names to each character as Blue, Reina, Nemo, Tambor and Marie in order to engage the students' attention. She will present each pet using the flat puppet, the name and one sentence like 'Marie is a cat' and paste the flashcard with the tape on the board.	All students want to participate. Using raised hands and providing order.	Students recognized those pet puppets which are famous in movies. Those that they saw previously like 'nemo'. They listened and repeated pets' proper names not the pet word.
Stage 2 Practice 10:15 am 10:17 am	Through repetition learners will reinforce pronunciation using the flat puppet which will pass from the teacher to one student who will repeat the same structure mentioned by the teacher previously. Next, students will write pets vocabulary presented on their notebooks with a	Students are shy. Ask a partner.	They enjoyed touching the puppet but some of them did not repeat. They liked drawing and they tried to get that images which were

	drawing in order to recognize the word.		similar to those on the board.
Stage 3 Production 10:35 min	Teacher will group students using numbers in order to create groups of 5 learners. Every group will have cards with letters in which they will find the correct spelling of words learned depending on the flat puppet shown.	Students want to change their groups. Saying 'it is not possible'.	They fought to get the word. In each group one or two students worked on the word and sometimes they changed roles.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Drawing fruits which are part of pet's food.

GENERAL OBSERVATIONS:

It is easy to observe that students enjoyed touching the puppet, the use of proper names helped them to relate the pet puppet's type in order to get the students could connect that word to grammatical structures. In the same fashion, the use of famous characters that they recognize outside the classroom and using sounds when puppets introduced themselves in the class helped students could establish a connection with pet words in their mother tongue; this was demonstrated when they said "ese es nemo un pescado de la película buscando a Nemo" even if they did not watch the movie, the sound helped with those connections. Activities in which they should paint or draw were important for them because they could express their understanding or their way they see the world; they tried to draw the image pretty similar to those which the teacher had and they enjoyed the competition.

On the other hand, bad behavior was constant during the class, teacher lost attention and used classroom accommodation as a strategy to keep concentration but it was not satisfactory. Indeed this got more distraction. In the same way, students used a bad vocabulary during team work and adopted derogatory words about their peers using words like "que es eso, tan feo". The use of letters during an activity was a good idea, but they did not like to cooperate with partners; they needed time to assimilate this activity because of ignorance and feelings about letters.

It is important to check learners' understanding all the time and provide them flattery in order to reinforce work in class, call their attention about bad words and physical aggressions. It is necessary explore a little bit more about students' accommodation in order to get attention, understanding, participation and it would be better for their learning process.

19.1.4 class # 2 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old

Number Of Learners: 36 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.	
Date of the class: April 05 2017	Class Number: 2

DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 7:00 am 7:10 am	<p>Teacher will ask students if they have pets to activate previous knowledge. Next, she will present flat puppets telling a story and using proper names to each character as Blue, Reina, Nemo, Tambor and Marie in order to engage the students' attention.</p> <p>She will present each pet using the flat puppet, the name and one sentence like 'Marie is a cat' and paste the flashcard with the tape on the board.</p>	<p>All learners want to participate. Using raised hands and providing order.</p>	<p>Teacher talked about some issues and students listened carefully.</p> <p>Most of the students have a pet similar to those that were taught.</p> <p>They enjoyed the flat puppet because they recognized those from Disney movies. They were engaged during the activity and the animal presented as a result that they looked at the puppet all the time.</p>
Stage 2 Practice 7:15 am 7:17 am	<p>Through repetition learners will reinforce pronunciation using the flat puppet which will pass from the teacher to one student who will repeat the same structure mentioned by the teacher previously.</p> <p>Next, students will write pets vocabulary presented on their notebooks with a drawing in order to recognize the word.</p>	<p>Students are shy. Ask a partner.</p>	<p>They repeated silently, individually and generally the animal that the teacher presented. They wanted to participate and touch the puppet.</p> <p>They demonstrated enthusiasm to draw, but some letters were written upside down.</p>

Stage Production 7:35 am	3 Teacher will group students using numbers in order to create groups of 5 learners. Every group will have cards with letters in which they will find the correct spelling of words learned depending on the flat puppet shown.	Students want to change their groups. Saying 'it is not possible'.	For this activity we changed group work for pair work. They enjoyed the use of letter but were a little noisy.
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EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Drawing fruits which are part of pet's food.

General Observation:

It was really wonderful to recognize that most of the students have a pet and those pets are similar to the animal that we used in class. They really loved animals and felt engaged immediately. On the other hand, students recognized the flat puppet as the animals that they saw in Disney's movies; they said sentence like "yo me vi la pelicula, ese es nemo" "Esa perra comía spaguetti en la pelicula" Indeed, they wanted to touch it and see it from close-up. In the next part, students loved to draw and asked what and how they had to do it; they asked for reviews all the time and presented their work with enthusiasm. Finally, the use of letters was a great activity, they looked for the animals' name that the teacher asked but additionally they began to look for other names, and they worked in pairs without problems.

Other issues were not so well, they forgot to complete their own work during class, working in group was not a good strategy, instructions were accompanied by noise due to the switching of the activity; this behavior caused misunderstanding and the students did not pay attention. For next classes, it is important to take into account providing a recognition for students' good behavior, and implementing strategies in order to minimize disorder and indiscipline.

Flat puppet:



Flashcard:

Rabbit
Parrot
Cat
Dog
Fish

19.1.5 class # 3 Hugo Ángel Jaramillo



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Inglés
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 36 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: March 31, 2017	Class Number: 3
Implementation: Practitioners will use sock puppets and realia to present vocabulary related to fruits (apple, grapes, pear, strawberry, and bananas). Students will create a recipe using fruits in group of 5 students and present their creation to the whole group using the vocabulary presented.	
Topic: Fruits	

Approach Background design.		Methodology PPP Presentation, practice and production	
Aim Learning: Learners will be able to use verbal language in order to mention fruits' names using sentence as 'the apple is red' to relate colors and answering yes - no questions like 'do you like apples'? 'Are grapes your favorite fruit'? They will recognize the fruit that can be part of a recipe.			
Teaching Aim: Teacher will be able to use new strategies like videos in order to activate previous knowledge and engage students' attention.			
Estándares Básicos de Competencias (MEN):			
Estándar General: Comprendo lenguaje sencillo y desarrollo estrategias que me ayudan a entender palabras que leo. Comprendo el lenguaje básico y empiezo a estructurar escritos y conversaciones con pronunciación clara y buena entonación. Aunque mi nivel de inglés es bajo.			
Estándares Específicos: <u>Escucha:</u> Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. <u>Escritura:</u> Demuestro conocimiento de las estructuras básicas del inglés. <u>Monologo:</u> Participo en representaciones cortas; memorizo y comprendo los parlamentos.			
Specific skill: (listening, reading, writing, speaking) Student will use all the language skills at the moment that teacher presents and explains vocabulary. Learners will develop listening skill during the video and speaking skill when they have to answer questions and share with their peers. The Reading skill will be promoted when they look at how the word is written on the board; and the writing skill will be stimulated once they have to create their recipe.			
Assumed Knowledge: Learners should recognize colors in English, shapes and fruits in their mother tongue.			
Materials: Sock puppet, fruits, marker, board, handkerchief, flashcards and worksheets.			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY IN DETAIL	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 10:00 am	Teacher will present a video to active previous knowledge about fruits. https://www.youtube.com/watch?v=BURVtOI4GP8	Noise during the video. Finish it before or paused.	Students enjoyed the video.
10:02 am	Teacher will use sock puppets to presents fruits with realia. She will use yes – no questions like do you like apples? Are		They were surprised about the fact that the puppet could take the fruit.

10:10 am	grapes your favorite fruit? Secondly, the facilitator will write the fruit name on the board and she will draw them to create connections between images and names.		Students became to be distracted when the teacher started to write on the board.
Stage 2 Practice 10:12 am 10:17 am 10:30 am	Teacher will use colors on a piece of paper in order to choose students who will have to recognize fruits using their shapes, smell and provide the name of the fruit while their eyes are covered. Students should to paint the images on the worksheet and they will write the name that correspond to each fruit. Teacher will check answers.	Students do not have colors or materials to complete the worksheet. Teacher will use grouping.	The first students who participated were those who had a good behavior. They enjoyed paint and asked for help with words.
Stage 3 Production 10:32 am 10:40 am	Teacher will ask students to create a recipe which include these fruits; they had to draw and use words learned to do it. Students have to share their recipe with the whole group.	Students do not understand what a recipe is and how to do it. Use movements and Spanish if it is necessary.	They did not finish the activity; they only repeated the name that the teacher presented.
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Read about places where you can find fruits and who is in charge of selling or cultivating them.			
GENERAL OBSERVATIONS: At the beginning of the class, teacher made some changes in accommodation provided more visibility for students. Next, They were surprised when teacher took the fruit using the puppets hands. Then, students participated due to the fact that they recognized the fruit and connected them with their mother tongue. In the same way, they were able to identify the fruit when they smelled and tasted it; they used both languages to provide answers. Indeed, for this activity they raised their hands to get a turn, but those who were quiet, were first. Other students tried to help those using first language to provide answers. These learners loved painting, drawing and presenting their jobs all the time to the teacher and peers.			

On the other hand, discipline was still complicated. Indeed, those students with behavior problems, tried to distract their peers using classroom supplies in an incorrect way like the use of the desk; they sat or lied down in their desk, looking to talk and play using elements brought from home. In another way, students found difficulty when they pronounced long words or difficult parts of the word like strawberry. Additionally, they tried to participate at the same time.

It is important to look for strategies in order to provide instructions, get understanding from students and check for background context of the students to avoid bad behavior.

19.1.6 Class # 3 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 36 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.	
Date of the class: April 10, 2017	Class Number: 3

DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 7:00 am 7:02 am 07:10 am	Teacher will present a video to active previous knowledge about fruits. https://www.youtube.com/watch?v=BURvI0I4GP8 Teacher will use sock puppets to presents fruits with realia. She will use yes – no questions like do you like apples? Are grapes your favorite fruit? Secondly, the facilitator will write the fruit name on the board and she will draw them to create connections between images and names.	Noise during the video. Finish it before or paused.	Learner enjoyed videos and recognized the subject to be taught. Students listened to the puppet and enjoyed it. Students asked for drawings on their notebooks.

Stage Practice 7:12 am 7:30 am 7:32 am	2	Teacher will use colors on a piece of paper in order to choose students who will have to recognize fruits using their shapes, smell and provide the name of the fruit while their eyes are covered. Students should to paint the images on the worksheet and they will write the name that correspond to each fruit. Teacher will check answers.	Students do not have colors or materials to complete the worksheet. Teacher will use grouping.	We did not use the colors because of their behavior. Recognizing those students who had the best behavior, they could participate first.
Stage Production 7:40 am	3	Teacher will ask students to create a recipe which include these fruits; they had to draw and use words learned to do it. Students have to share their recipe with the whole group.	Students do not understand what a recipe is and how to do it. Use movements and Spanish if it is necessary.	Few Students asked for additional ingredients.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Read about places where you can find fruits and who is in charge of selling or cultivating them.

GENERAL OBSERVATION:

Students enjoyed videos, they were quiet and paying attention to the TV; At the end of the video, they recognized the subject that was taught because they provided the name of the fruits in Spanish. Next, students enjoyed when the puppet (Pepito), came to class in order to present the topic because they said hello Pepito and asked it why he is there. When the puppet asked something, they answered immediately and they wanted to talk with it. Later, the use of their senses to recognize the fruit got them to pay attention and they were quiet, waiting for their turn. They asked what they need to do to taste the fruit. Additionally, when the teacher drew the fruit They wanted to do it at the same time and asked for permission saying “ es para hacerlo luego”

On the other hand, notebooks and worksheets in class had a change in time implementation due to the Izada de bandera. This was not informed previously.

For later work, it is important to check students special cases and talk them with the in service teacher asking for possible activities during class time. Finally, we need to use el cuaderno viajero in order that involve parents in English classes which is part of the curriculum.

Worksheet:

Look at the board and write in the gap the fruit's name. Look at the example.



Name: _____

Fruits



This is an apple



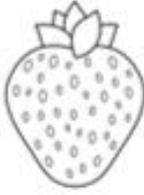
This is a _____



These are _____



This is a _____



This is a _____

19.1.7 class # 4 Hugo Ángel Jaramillo



Licenciatura en lengua Inglesa

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Bilingüismo con Énfasis en Ingles

LESSON PLANNING



Universidad Tecnológica
de Pereira
Facultad Bellas Artes
y Humanidades

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 38 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: April 21, 2017	Class Number: 4

Implementation:
Practitioners will use flat puppets to present vocabulary related to occupations (doctor, farmer, policeman, chef, tailor, and teacher). Students will practice pronunciation of those words at the moment that the teacher presents flashcards with this structure: 'she is a teacher', 'he is a doctor'...
Finally, learners will use a dice and flashcards in a game in which they will reinforce pronunciation in order to create a poster.

Topic: Professions.

Approach
Background design.

Methodology
PPP Presentation, practice and production

Aim Learning:
Learners will be able to use verbal language in order to mention the occupations using sentence like: he is a chef and answering yes/no questions like: is he a farmer? In order to share with peers and teacher.

Teaching Aim:
Teacher will be able to use body language in order facilitate the recognition of those occupations, and she will use a new strategy like a power point presentation in order to call the attention of students.

Estándares Básicos de Competencias (MEN):

Estándar General:

Recurso frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen.

Estándares Específicos:

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

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

Escritura: Escribo el nombre de lugares y elementos que reconozco en una ilustración.

Conversación: Respondo a preguntas sobre personas, objetos y lugares de mi entorno.

Specific skill: (listening, reading, writing, speaking)

Students will use all the language skills in view of the fact that they will listen carefully while teacher provides an explanation about vocabulary; also, students will develop speaking skill when they reinforce pronunciation through repetition. Reading skill will be developed once they look at how the word is written and the writing skill will be stimulated when they have to write in order to complete the gap with the occupation.

Assumed Knowledge:

Occupations in Spanish.

Materials: Flat puppet, video beam, market, board, dice, flashcards and worksheets.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY <u>IN DETAIL</u>	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
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Stage 1 Presentation 10: am	Teacher will present flat puppets telling a story about people who work in Pereira. Each flat puppet occupation will have a proper name: 'Sebastian is a doctor'.	Noise. Do not pay attention	They paid attention during teacher presentation.
10:05	Teacher will use puppets to explain occupations and she will provide a short description of each one of them.		Teacher changed proper names during presentation.
10:15	Teacher will put the flat puppet on the board mentioning sentences like: 'he is a doctor' and write the occupation word in order to students can connect the picture with the written word. Teacher will ask students for each profession and if it is necessary, teacher will reinforce the pronunciation using the puppet.	Do not want participate. Teacher provides examples	Learners recognized occupations according to the images. It was difficult for the pronunciation because the connection with those professions are not common in their context.
Stage 2 Practice 10:20	Teacher will explain the game in which the dice would be used. Students should roll the dice, according to the picture that students getshows marked differences between one school and the other, learner should mention the occupation and select the picture, then he should put it on the poster.	Do not understand, teacher provides an example. All the students wanted to participate. Teacher selects at least 6 students.	They enjoyed rolling dice. All of them wanted to participate.
Stage 3 Production 10:30 am	Teacher will provide a worksheet in which students should write the occupation according to the picture		They completed the worksheet but they asked for more explanation.
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:			

Draw his/ her favorite occupation in his/ her notebook.

GENERAL OBSERVATIONS:

Every class in which teacher used a different type of puppet, students demonstrate interest; as possible to identify that learners connected the proper names and professions to the puppet; could be possible due to the use of grammatical structures. The connection between profession their activities; also, the identification of each occupation when learners saw the puppet was successful. Puppets engaged students' attention; they did not feel fear talking with it as a result they enjoyed those moments when was possible to touch the puppet and they were sitting down while they passed the puppets. Only one student did not want to participate. In another moment of the class, students remember jobs like teacher but some professions like 'tailor' was remembered easily. Additionally, students wanted to help the teacher with papers and materials. Another important issue was the teacher's repetition and feedback in view of the fact it was enough to correct, she reinforced good behavior and changed activities according to performance.

Teacher's instructions were not satisfactory, she had to provide them individually, teacher could not control that the students stood up all the time and they got distracted easily. Additionally, external distractions affected the students' attention, the team work was not completed correctly and some learners were very aggressive using bad words to answer specific requirement.

Taking into account different realities of students' context, it is important to explore students' needs in order to avoid problems with their classmates.

19.1.8 class # 4 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 37 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.	
Date of the class: April 19 2017	Class Number: 4

DAY/STAGE / ACTIVITY/T IME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
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stage Presentation 7:00 am 7:05 am 7:15 am	1 Teacher will present flat puppets telling a story about people who work in Pereira. Each flat puppet occupation will have a proper name: 'Sebastian is a doctor'. Teacher will use puppets to explain occupations and she will provide a short description of each one of them. Teacher will put the flat puppet on the board mentioning sentences like: 'he is a doctor' and write the occupation word in order to students can connect the picture with the written word. Teacher will ask students for each profession and if it is necessary, teacher will reinforce the pronunciation using the puppet.	Noise. Stop the story. Do not pay attention. Stop the presentation. Do not want to participate. Teacher provides examples	They listened puppets and remembered their proper name and their profession. At that moment, the teacher used a short explanation of what people do in their professions to complete the previous activity.
Stage Practice 7:20 am	2 Teacher will explain the game in which the dice would be used. Students should roll the dice, according to the picture that students gets, learner should mention the occupation and select the picture, then he should put it on the poster.	Do not understand, teacher provides an example. All students want to participate. Teacher selects at least 6 students.	All the students wanted to participate.
Stage Production 7:30 am	3 Teacher will provide a worksheet in which students should write the occupation according to the picture		Most of the students completed the activity without problems.
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Draw his/ her favorite occupation in his/ her notebook.			

GENERAL OBSERVATION:

During this class, it was possible to identify that students enjoyed the use of puppets, practitioners could listen sentence like “tan lindo”, “¡mira! es la profe de ingles”, “lo puedo tomar”. They used knowledge from Spanish to provide their understanding about that topic, they raised their hands when the teacher did not listen to their words, and they understood that it is a rule. If they did not remember the name of the profession, they used the proper name to recognize the puppet. On the other hand, at the moment to look at the teacher, students were silent during the puppet show. They continued repeat it when they could take the puppet, they pronounced the word correctly and asked their partner to continue with the activity. Indeed, they took care of the puppet to avoid damages. Normally, students raised their hands when the teacher did not pay attention, but sometimes they used a high tone of voice and body language to get an opportunity to talk. Finally, when the teacher provided the description of the profession, students used a lot of information in Spanish to connect the puppet and the profession with real live people. At this moment the teacher repeated the sentence in the target language (English). In this class, Practitioners could observe that two students did not finish their work in previous classes were engaged, participated and did the activities.

In other fashion, the in service teacher changed the order or the lines and some guy were near their best friends and tried to play and distract others.

For future classes teachers will tab the result of the poll to identify those guys who need more help or additional work.

During the observation, it was easy to notice that the student who generally talked in class only answered yes or no using his head when the teacher asked him something directly.

Flat puppets



Worksheet

Name: _____ Date: _____

Write the occupation according to the picture.

~~Policeman~~ – Chef – Doctor – Farmer – Tailor – Teacher



Policeman

19.1.9 class # 5 Hugo Ángel Jaramillo



Licenciatura en lengua Inglesa



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Ingles
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 38 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: April 28, 2017	Class Number: 5
Implementation: Practitioners will use hand puppets and realia to present vocabulary related to body parts (head, shoulders, chest, legs, knees and toes). Students have to create a sculpture of a body.	
Topic: Body parts	
Approach Background design.	Methodology PPP Presentation, practice and production
Aim Learning: Learners will be able to use verbal and nonverbal language in order to mention body parts using sentence like ‘this is my head’ and answering yes - no questions like “are these my legs?” in order to share with peers and the teacher.	
Teaching Aim: Teacher will be able to use new strategies like commands to get the students’ attention to avoid bad behavior.	
Estándares Básicos de Competencias (MEN):	
Estándar General: Comprendo lenguaje sencillo y desarrollo estrategias que me ayudan a entender palabras que leo. Comprendo el lenguaje básico y empiezo a estructurar escritos y conversaciones con pronunciación clara y buena entonación. Aunque mi nivel de inglés es bajo.	
Estándares Específicos:	
<u>Escucha:</u> Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	
<u>Lectura:</u> Identifico palabras relacionadas entre sí sobre temas que me son familiares.	

10:30 am	and an example of how to do it. Students have to learn a song using their gestures to identify the part of the body which is mentioned in the song. Teacher will repeat the song with the students and later they have to do it alone.	They were scared at the moment of speaking. Tried to repeat with the student who is shy.	were made individually. This activity was implemented in the first part due to students' behavior.
Stage 3 Production 10:35 am	Learners should present their sculpture to the group. One student is in their desk and others turn around in the classroom.	Anxiety to communicate themselves in English. Provide good rehearsal.	It was not possible because students did not want to talk.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Complete a work search about body parts.

GENERAL OBSERVATIONS:

In this class, students demonstrated that puppets engaged their attention because they smiled when they saw the puppet; they were quiet during the presentation and enjoyed working with different materials using their hands. Other important aspects was that the teacher used the puppet as an example to draw the body parts on the board, students paid attention. In that fashion, in order to reinforce assimilation of the word, the teacher repeated in English when it was necessary; also she adapted the activity to a sequence which called the students' attention using proper names to avoid bad behavior. Teacher used the puppet to ask questions and compare both bodies, used song to activate kinesthetic learners and clay to demonstrate races. She repeated the instructions for each group, observed and provided feedback.

On the other hand, despite participating with movements, students did not sing at the beginning. Indeed, the activity was not completed as it was planned due to the fact that they did not like work in pairs; for that reason, they divided the material to avoid share it. Teacher's instructions were a challenge because learners were distracted. Additionally, They did not present their sculptures; they preferred that the teacher asked.

We need to explore more about cooperative work and how to improve it in order to improve the silent period.

19.1.10 class # 5 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 38 learners	

General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.

Date of the class: May 3, 2017

Class Number: 5

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation	<p>Teacher will present her own puppet and she will explain that the puppet's body is similar to our body. She will present its head comparing with her own, later shoulders, chest, legs, knees and toes. Using expressions like "these are the shoulders and those are the shoulders of Pepito"</p> <p>Secondly, Practitioner will write the name on the board to create a connection between the images and names. Thirdly, through repetition learners will reinforce pronunciation using their hands to demonstrate the part of the body which the teacher asks saying 'what is this'?</p>	<p>Learners do not pay attention. Ask to a specific student.</p> <p>Noise. Change the tone of voice.</p>	<p>Puppet engaged learners' attention. They recognized the puppet and provided the name in Spanish. When they had to touch their body parts, it was clear for few children. Students were noisy while they wrote on the notebooks. Teacher used an angry voice.</p> <p>They looked the word on the board and recognized most of the parts; however, it was difficult for them recognize those words which have a similar pronunciation.</p>
stage 2 practice 7:25 am 7:45 am	<p>Students have to create a sculpture of a human body using clay, toothpicks and sticks. Teacher will give them the material necessary and an example of how to do it.</p> <p>Students have to learn a song using their gestures to identify the part of the body which is mentioned in the song. Teacher will repeat the song</p>	<p>The materials are not enough. Work in couples.</p> <p>They were scared at the moment of speaking.</p>	<p>It was not a problem at the moment of grouping; they enjoyed working with clay.</p> <p>They enjoyed songs and</p>

	with the students and later they have to do it alone.	Tried to repeat with the student who is shy.	movements.
Stage 3 production 8:00 am	Learners should present their sculpture to the group. One student is in their desk and others turn around in the classroom.	Anxiety to communicate themselves in English. Provide good rehearsal.	Presentations were hard at first due to the fact that they preferred that the teacher asked specific information.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: not extra-class work.

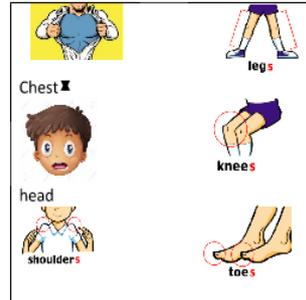
GENERAL OBSERVATION:
 Students recognized the puppet using its proper name to call it. They answered its questions and smiled all the time. Teacher had to say that it is important raising their hands in order to participate. In repetition part, learners enjoyed silent repetition in view of it is funny for them and they corrected their peers when they produced a sound. Next, students loved using their hands to work with new material; also, they asked for more material with different colors to create a unique sculpture. They did not only the parts that the teacher presented but also new ones previously taught like nose, mouth, etc. In the questions part, students used their mother tongue, movements, and English to provide understanding about the subject. Then, pair work was amazing, they shared his/her ideas and created a body with different characteristic; one student made a part and another finished it. Only two pairs had problems due to previous behavior during class and only two students finished working individually. Finally, the song was funny and enjoyable.
 In presentation session, students felt afraid to talk but they use their movements or Spanish to avoid error. Sometimes when the teacher was not checking it was clear that they knew how to use English but when the teacher asked for a specific task that would be graded or filmed they did not want to participate. They wanted to walk and talk with their peers during the most part of the class, this provided noise which interfered communication between teacher and students. On the other hand, we need to provide more activities where speaking will be the principal objective using this talk with their partners to avoid apprehension about error.

Worksheet

Name: _____ Date: _____

Find in next work search the word in the box. Look at the example.

S	A	K	K	L	A
H	B	J	N	M	Z
O	T	A	E	H	Z
U	O	I	E	E	Y
L	E	G	S	A	X
D	S	H	N	D	W
E	B	G	N	S	V
R	C	H	E	S	T
S	D	E	P	Q	T



SONG

“

Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes.

”

19.1.11 class # 6 Hugo Ángel Jaramillo



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Inglés
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 38 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: May 26, 2017	Class Number: 6
Implementation: Practitioners will use flat puppets and photos to present vocabulary related to family members (mother, father, grandfather, grandmother, sister, and brother). Students have to create a family tree.	
Topic: family members	
Approach Background design.	Methodology PPP Presentation, practice and production
Aim Learning: Learners will be able to use sentence like ‘she is my mother’ and answer questions like ‘who is your father’? Questions about their family members and comparing them with other family members.	
Teaching Aim: Teacher will be able to use cartoons and TV programs with a specific subject to get students can engage and recognize the relations.	
Estándares Básicos de Competencia (MEN):	
Estándar General: Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara	
Estándares Específicos:	
<u>Escucha:</u> Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	
<u>Lectura:</u> Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.	
<u>Conversación:</u> Respondo a preguntas sobre personas, objetos y lugares de mi entorno.	
Specific skill: (listening, reading, writing, speaking)	

Student will use three language skills due to the fact that the teacher presents and explains Vocabulary and learners will develop listening; speaking skills; also, they repeat the word and share with their peers. Reading skill will be promoted when they look at how the word is written on the board and in the domino.

Assumed Knowledge: Family members in Spanish

Materials: Flat puppet, market, board, photos and worksheets.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY IN DETAIL	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 10:00 am 10:10 am	Teacher will ask students if they like Peppa pig to activate previous knowledge. She will present flat puppets using cartoon stories in order to engage students' attention. She will present each one using the flat puppet; the name and sentences like 'this is father pig' and she will paste the flat puppet with the name on the board.	All the children wanted to participate. Using raise hands to providing order.	Students recognized Peppa pig and her family; they used proper names as George. They were distracted when the teacher pasted the puppet on the board.
Stage 2 Practice 10:15 am 10:25 am	Teacher will use the puppet in order to get that students provide the family members' names when they have the puppet in their hands, and their family relationship. Students have to connect the word with the picture playing with a domino in which in the middle is a Peppa pig relative and the other middle is a relationship word. They have to work in trios.	Noise. Stop the activity.	They enjoyed touching the puppet but they did not take care of the material in this class. They played with dominoes, but material was badly distributed, they did not want to share.
Stage 3 Production 10:35 am	Teacher will provide a worksheet in which		This activity was left for

	students should paste the photo of their family members.		homework because they did not have the material and time was not enough.
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EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Draw their family with their common clothes

GENERAL OBSERVATIONS:

Learners recognized Peppa pig's puppet; they used its proper name to call it. They smiled all the time and mentioned that they enjoyed watching Peppa pig cartoon. They repeated the relationship correctly when they had the puppet in their hand and shared with their peers.

On the other hand, indiscipline was a constant problem during implementation; this was why the activities presented changes and some of them were not applied. The teacher still presented a problem at the moment of getting the students attention, participation and silence. Additionally, she did not follow the lesson plan sequence; and the use of puppets was not explored in all shapes. Indeed, it was used as flashcard or another material. Activities which were not applied were part of the homework. Another bad issue was that the learners did not take care of the materials. Puppets and dominos were damaged. Finally, It was difficult to get collaborative work due to the fact that they wanted to have their own materials and complete the activities individually.

For future classes, it is important to check the materials, the activities and the sequence in order to achieve the proposed objective which is the use of puppets. Additionally, it is important to look for strategies where students recognize the importance of listening and participating in class.

19.1.12 class # 6 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 39 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.	
Date of the class: July 10, 2017	Class Number: 6

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY <u>IN DETAIL</u>	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
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<p>Stage 1 Presentation 10:00 am</p> <p>10:10 am</p>	<p>Teacher will ask students if they like Peppa pig to activate previous knowledge. She will present flat puppets using cartoon stories in order to engage students' attention. She will present each one using the flat puppet; the name and sentences like 'this is father pig' and she will paste the flat puppet with the name on the board.</p>	<p>All the children wanted to participate. Using raise hands to providing order.</p>	<p>Students were engaged with Peppa and they recognize all the characters. Most of them love Peppa pig. They used mother tongue to demonstrate understanding and connection with the topic.</p>
<p>Stage 2 Practice 10:15 am</p> <p>10:25 am</p>	<p>Teacher will use the puppet in order to get that students provide the family members' names when they have the puppet in their hands, and their family relationship.</p> <p>Students have to connect the word with the picture playing with a domino in which in the middle is a Peppa pig relative and the other middle is a relationship word. They have to work in trios.</p>	<p>Noise. Stop the activity.</p>	<p>Students repeated and recognized all characters when they could see them. They enjoyed touch the puppet.</p> <p>Learners listened the teacher's explanation and shared with their partners. Additionally, they enjoyed the game and played many times.</p>
<p>Stage 3 Production 10:35 am</p>	<p>Teacher will provide a worksheet in which students should paste the photo of their family members.</p>		<p>They paid attention during explanation. Students finished at home as a result that they did not have the photos and enough time.</p>

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: Draw their family with their common clothes

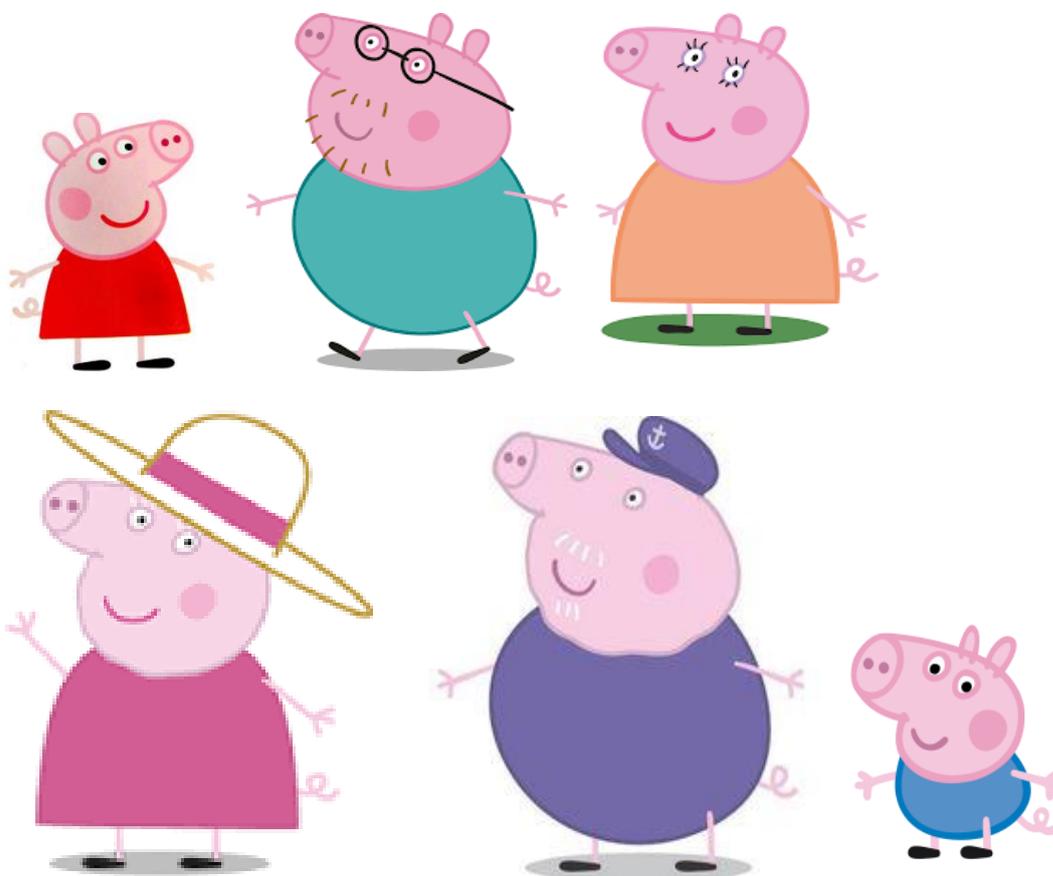
GENERAL OBSERVATIONS:

Students loved the use of flat puppets due to the fact that they could use and recognized the characters from a TV program. Learners used their mother tongue to demonstrate understanding and connection with their context. In this class, there was a new student who participated in spite of he did not know the teacher or previous subject. Students paid attention during the most part of the explanations with specific exceptions. The most important thing was that students shared and created a cooperative learning space.

On the other hand, learners use a high tone of voice, and they were hyperactive; we consider that this could be a consequence that they come from a long time without classes. In the same fashion, three students were sick and did not come class.

We need to consider important send the material to absent students in order to get a similar understanding of the topic.

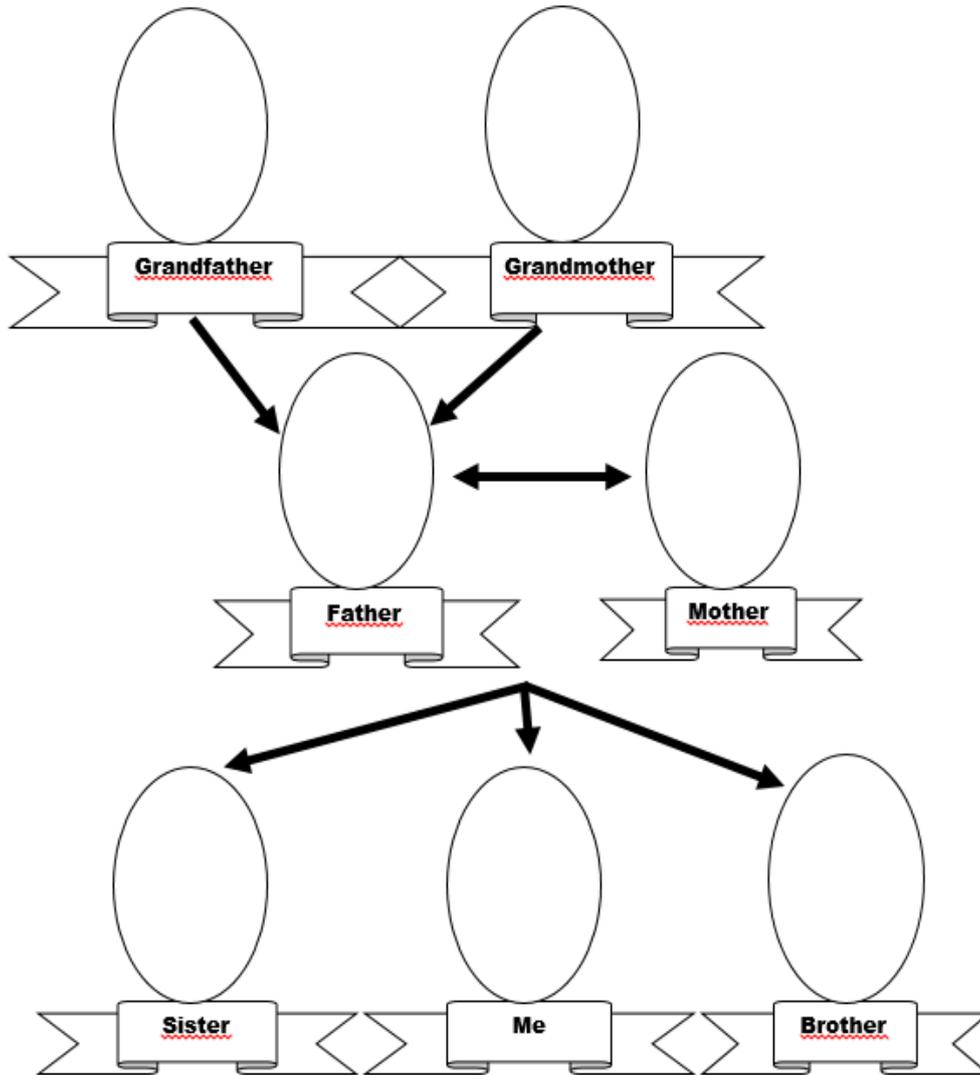
Flats puppets



Worksheet

Name: _____ Date: _____

Put the photo of your family depending of their relationship with you.



19.1.13 class # 7 Hugo Ángel Jaramillo



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Inglés
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 46 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and ges.	
Date of the class: June 2, 2017	Class Number: 7
Implementation: Practitioners will use a glove puppet to present vocabulary related to clothes (jacket, pants, blouse, skirt, sneakers, and shoes). They are going to create a game in which learners can put the clothes on the boy or the girl body.	
Topic: Clothes	
Approach Background design.	Methodology PPP Presentation, practice and production
Aim Learning: Learner will be able to use verbal and nonverbal language in order to mention clothes using sentences as “these are <u>pants</u> ” and answer yes/ no questions like: Are these pants? To share with peers and teacher.	
Teaching Aim: Teacher will be able to use new strategies like grouping and games; also, to get the students attention in order to avoid bad behavior, teacher will use commands.	
Estándares Básicos de Competencias (MEN):	
Estándar General: Recurso frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen.	
Estándares Específicos: <u>Escucha:</u> Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. <u>Lectura:</u> Identifico palabras relacionadas entre sí sobre temas que me son familiares. <u>Escritura:</u> Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.	

Conversación: Refuerzo con gestos lo que digo para hacerme entender.

Specific skill: (listening, reading, writing, speaking)

Students will use all the language skills. At the moment that the teacher presents and explains vocabulary, students will develop the listening skill; in the repetition part, students will develop speaking skill. Reading skill will be developed when students read the words on the dice to complete the poster, and writing skill will be developed at the moment that students complete the worksheet.

Assumed Knowledge:

Clothes in Spanish.

Materials:

Glove puppet, dice, board, marker, worksheet, flashcards, body poster, scissors and clothes posters.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY <u>IN DETAIL</u>	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Stage 1 Presentation 10:00 10:10 10:15	<p>Teacher will present clothes vocabulary using a glove puppet and flashcards mentioning sentences like ‘these are pants’, ‘Daniel wears pants’. She does the same with (jacket, blouse, sneaker, skirt and shoes).</p> <p>Teacher will put flashcards on the board using the help of the puppet and write the words in order to create a connection between pictures and words.</p> <p>Teacher will mention words which students will repeat in order to reinforce pronunciation, then the teacher will ask students yes/no questions about pictures; for example: are these pants?</p>	<p>Noise. Teacher waits until they are quiet and she listens to students who raise their hands.</p> <p>Students mention the word incorrectly, teacher repeats again.</p>	<p>Learners still presented indiscipline but they recognized the topic.</p> <p>They were paying attention during this part.</p> <p>They repeated words and enjoyed that word which are true cognates.</p> <p>They answered when teacher asked.</p>
Stage 2 Practice 10:20	<p>Teacher will present a body poster and a dice, the dice has the names of the clothes and the teacher will</p>	<p>Teacher creates 8 groups of 5 students.</p>	<p>They enjoyed playing but they did not recognize all</p>

	put on a desk the different clothes. The idea is that one student of each group rolls the dice and according to the word that he gets, he selects the clothes on the desk and puts it on the poster. If the selection is correct, they will obtain a star. The group which gets more stars will be the winner.	All students are going to participate.	clothes when they listened the word. All of them wanted stars.
Stage 3 Production 10:40	Students will complete a worksheet writing the words in the blanks, and then they will cut the clothes in the worksheet and the body to create the game.	One student did not have scissors. Teacher asks for someone to share with him.	They completed the worksheet and asked for feedback.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

GENERAL OBSERVATIONS:

Students recognized clothes using words from Spanish; They looked the explanation presented by Pepito about clothes and how it can be used. They repeated words correctly when teacher asked them. True cognates helped them to connect and remember the word.

On the other hand, indiscipline was a problem during this implementation; every class, some students did not paid attention when the teacher presented the topic, asked questions, or looked for participation and repetition. Additionally, some errors were present in the implementation of the lesson plan as the fact that teacher presented the word sandals but in worksheet the word was shoes and the images presented as blouse was different in the worksheet; This implied more explanation in order to complete the activity. Finally, it was difficult to get collaborative work due to the fact that all students wanted to participate in order to be a winner.

In future sessions, we will check understanding about all the topic presented previously.

19.1.14 class # 7 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 36 learners	

General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.

Date of the class: July 12, 2017

Class Number: 7

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY IN DETAIL	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>Stage 1 Presentation 10:00</p> <p>10:10</p> <p>10:15</p>	<p>Teacher will present clothes vocabulary using a glove puppet and flashcards mentioning sentences like ‘these are pants’, ‘Daniel wears pants’. She does the same with (jacket, blouse, sneaker, skirt and shoes).</p> <p>Teacher will put flashcards on the board using the help of the puppet and write the words in order to create a connection between pictures and words.</p> <p>Teacher will mention words which students will repeat in order to reinforce pronunciation, then the teacher will ask students yes/no questions about pictures; for example: are these pants?</p>	<p>Noise. Teacher waits until they are quiet and she listens to students who raise their hands.</p> <p>Students mention the word incorrectly, teacher repeats again.</p>	<p>They loved Pepito; for that reason, they listened. Indeed, they recognized clothes in Spanish.</p> <p>Students connected word and images correctly.</p> <p>They repeated using hands and silent repetition. For students, those activities were funny.</p>
<p>Stage 2 Practice 10:20</p>	<p>Teacher will present a body poster and a dice, the dice has the names of the clothes and the teacher will put on a desk the different clothes. The idea is that one student of each group rolls the dice and according to the word that he gets, he selects the clothes on the desk and puts it on the poster. If the selection is correct, they will obtain a star. The</p>	<p>Teacher creates 8 groups of 5 students.</p> <p>All students are going to participate.</p>	<p>We did not create group, we used hot potato to choose the student.</p> <p>All the students who participated presented problems to pronounce skirt or recognized the shoes.</p>

	group which gets more starts will be the winner.		
Stage 3 Production 10:40	Students will complete a worksheet writing the words in the blanks, and then they will cut the clothes in the worksheet and the body to create the game.	One student did not have scissors. Teacher asks for someone to share with him.	Students completed and finished the worksheet at home due to most of them did not have a scissor.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

GENERAL OBSERVATIONS:

Students recognized clothes in Spanish and made connection when people used them. They enjoyed to see Pepito and discovered similarities related to the use of clothes. Students completed all the activities and asked for all the information to finished game and worksheet correct. Students answered questions propose by Pepito making connections between English, Spanish and images.

In this class, it was difficult discipline. In this stage, students need change activities, use movements and share with their partners; for this reason, there was noise. Additionally, most of learners did have the material like scissor and this type of activities were finished at home. It is clear that activities that take more time to be develop can be part of the homework. Additional, we send a note to parents in order to remember all the subject learned in classes to get that students create their own script to present the final activity.

Flashcards

Jacket		
Pants		
Blouse		
Skirt		
Sneaker		
Sandals		

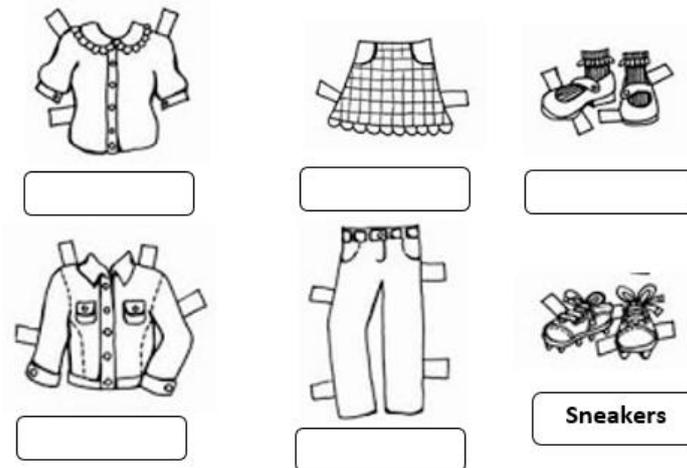


Worksheet

Name: _____ Date: _____

Write the clothes in the blanks, then cut the clothes and dress to the girl and the boy.

Jacket - Pants - Blouse - Skirt - Sneakers - Shoes



19.1.15 class # 8 Hugo Ángel Jaramillo



Licenciatura en lengua Inglesa



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Bilingüismo con Énfasis en Inglés
LESSON PLANNING

Institution: Hugo Ángel Jaramillo	
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo	Average Age Of Learners: 7 years old
Number Of Learners: 38 learners	
General Description Of The Classroom: Classroom is equipped with desk, board and images.	
Date of the class: June 5, 2017	Class Number: 8
Implementation: Students will present their own puppet created by them out of recycled material dealing with the subject studied during implementation.	
Topic: Evaluations	
Approach Background design.	Methodology PPP Presentation, practice and production
Aim Learning: Learners will be able to use verbal and nonverbal language in order to mention different topics though in previous classes using sentences as “My name is” “this is” and answer yes/ no questions like: ‘what is this’? To share with peers and teacher.	
Teaching Aim: Teacher will be able to recycle materials in order to check understanding and learning of students.	
Estándares Básicos de Competencias (MEN):	
Estándar General: Comprendo lenguaje sencillo y desarrollo estrategias que me ayudan a entender palabras que leo. Comprendo el lenguaje básico y empiezo a estructurar escritos y conversaciones con pronunciación clara y buena entonación. Aunque mi nivel de inglés es bajo.	
Estándares Específicos:	
<u>Escucha:</u> Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	
<u>Lectura:</u> Identifico palabras relacionadas entre sí sobre temas que me son familiares.	

Escritura: Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.

Monologo: Refuerzo con gestos lo que digo para hacerme entender

Specific skill: (listening, reading, writing, speaking)

Student will use all the language skills due to the fact that when the teacher presents and explains vocabulary, they will develop listening; speaking skill when they repeat the word and share with their peers. Reading skill will be promoted when they look at how the word is written on the board; and the writing skill will be stimulated when they have to complete the gap with the name of the part.

Assumed Knowledge: Clothes, family members, pets, fruits, face's parts, body parts, professions.

Materials: puppets that students created.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY <u>IN DETAIL</u>	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
10:00 am	Teacher explains what the activity of the puppet presentation is about and she provides an example to facilitate the students' understanding about what they should do.	Students feel nervous. Teacher tries to calm them down.	This activity was not applied at the beginning due to the fact that only six students had the puppet.
10:05 am	Each student has to present his puppet, teacher will check learning.		Teacher used drawings and sentences to get that students talking about the topics.
10:40 am	Teachers will provide a candy to students and in-service teacher and practitioners will say to the students "thank you" for the time shared.		Students enjoyed candies and they were sad about the end of the project.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

GENERAL OBSERVATIONS:

It was necessary that the teacher used different strategies in order to get that students demonstrate understanding and learning of the word presented during the implementation due to the fact that they did not have the puppet created in class. Teacher asked them to bring them from at home. In the other fashion, most of the students participated during questions and activities. We discovered that for each topic students recognized at least three words, they recognized their written form, and their pronunciation. True cognates help them to remember;

On the other hand, long words; those who were not common in their context as farmer or tailor and those words which presented a sound different from their mother tongue as skirt provided them difficulties at the moment to learn and remember.

19.1.16 class # 8 Instituto Técnico Superior

Institution: Instituto Técnico Superior- Manuela Beltrán			
Name Of The Practitioners: Ana Lucero Zapata & Sandra Milena Izquierdo		Average Age Of Learners: 7 years old	
Number Of Learners: 36 learners			
General Description Of The Classroom: Classroom is equipped with desk, board and images, TV, speaker.			
Date of the class: July 14, 2017		Class Number: 8	
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY <u>IN DETAIL</u>	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS

10:00 am	Teacher explains what the activity of the puppet presentation is about and she provides an example to facilitate the students' understanding about what they should do.	Students feel nervous. Teacher tries to calm them down.	Student had material and scripts prepared.
10:05 am	Each student has to present his puppet, teacher will check learning.		Teacher followed list to know what students continue. Only four students did not participate.
10:40 am	Teachers will provide a candy to students and in-service teacher and practitioners will say to the students "thank you" for the time shared.		They enjoyed their candies and asked for photos and hugs.

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

GENERAL OBSERVATIONS:

This was an amazing class, only four students did not want to present the final activity but those students were very active during classes. Teacher talked with those students and asked specific question in order to noticed understanding and learning about subject in puppet classes. It was necessary use an activity like draw their puppets to get silent in order to avoid indiscipline and boring form other students. In the same fashion, most of the students present around four words of each topic and used song and other activities saw in class to demonstrate what they knew and remembered. We discovered that students had help from their parents; this create a better assimilations of word in a context.

19.2. Observations

19.2.1 Observation class # 1 "Face's parts" Hugo Ángel Jaramillo

Teacher needs to use the puppet for a longer period of time

She needs to ask students individually

Repetition of the words was good

Students used their mother tongue

Students enjoyed making their own puppet

Two students were playing during class

Not all the students had the material

They were distracted

Learners did not want to work in pairs.

The tone of the voice was high due to the noise

Teacher needs to use others to check instructions and provide examples

She reinforces participation and gives correct answers

Students wanted to be observed by the teacher during their work

The oldest students were distracted but they recognized easily the subject

Classroom was noisy

Students did not follow rules during class

They used sentences like “a mi” y “yo faltó” to get the materials to complete the puppet

Students work was basically individual

There were indiscipline and noisy during the making of the puppets

They did not like cooperative work. They used sentences like “Que pereza”, “Yo no quiero” y “Para que no traje”

Time consumed during the making of the puppet was huge

They showed the puppet but they did not do the job

Students yelling most of the time to communicate something

Teacher needs to provide the students with recognition

Learners finished the worksheet, some of them only made lines without sense.

Most of the student looked for feedback and helped when they were doing the worksheet

19.2.2 Observation class # 1 “parts of the face” Instituto Técnico

Learners recognized their own face parts and used their hands to identify them.

Students enjoyed drawing and writing in their notebook.

Students enjoyed the creation of their own puppet and walked around the classroom observing the puppets of their peers; however, it is a little noisy.

Most of the time they used their mother tongue.

Matching activities was really easy for students they did not need more explanation

The activities using puppets engaged students' attention

Two students did not bring material for this section, but their peers shared with them without problem.

Students are eager to create the puppets and ask constantly when they can start.

Checking pronunciation of students, teacher has excellent results.

The creation of puppets takes more time than expected.

19.2.3 Observation class # 2 "Pets" Hugo Ángel Jaramillo

Students recognized some puppets from the Disney movies.

Students enjoyed it when they touched the puppet.

They smiled and talked with the puppet

Teacher needs to explore more in the use of puppets

Accommodations of students generated more distraction at the beginning of the class

Two students had a physical fight

The use of proper names helps with grammatical connections

They recognized the type of parts easily

Learners used both languages to demonstrate understanding

Sounds was a good strategy to get a connection with pets

They enjoyed painting and drawing; they tried to imitate what they saw.

They used flattery and contempt with peers work

Students showed bad behavior during some activities

The use of little letters was a good strategy to get the students interest

Learners have problems sharing

Learner still need help with writing to complete the activity, although they connected images and sounds with words it was a big difference with reading in Spanish

They did not recognize all the letters

Students enjoyed competition and they wanted to be the first one

Teacher has to repeat instruction, learners did not understand

19.2.4 Observation class # 2 “Pets” Instituto Técnico

Students mention that most of them have a pet in their house.

Flat puppets were a new element that students liked because they can perceive the cartoon easily.

Students recognized that those pets are Disney characters and they mentioned the movie.

Students enjoyed the silence repetition and participate.

Students liked to draw the pets and write the pets vocabulary.

Students liked working in pairs with the intention to create words

Students stood up because they wanted to be near the puppet.

Student noise at the moment of presenting instructions for homework.

19.2.5 Observation class # 3 “Fruits” Hugo Ángel Jaramillo

Students recognized a fruit due to their context.

It is difficult for children to pronounce long words.

Changing accommodations created changes in their behavior

Students used classroom supplies in an incorrect way

They connected elements and words in their mother tongue

They tried to pronounce but some of the word were difficult

They all tried to participate at the same time

They enjoyed using their senses to learn a new element

Discipline is still complicated

They loved to paint and draw and ask for feedback and approval all the time

Home materials present distraction

Those students with problems of behavior tried to distract their peers

They enjoyed raising their hand when it was necessary to participate in the activities

They asked if it was possible to repeat instructions many times

Some students helped their partners when they did not answers

Students were surprised when the puppet took the fruit

In this class, taste activity was a price for those with good behavior

19.2.6 Observation class # 3 “Fruits” Instituto Técnico

Videos get students’ attention and facilitate the recognition of the topic.

Students like the presentation of the topic using the puppet.

Students ask for drawing time.

The repetition of the vocabulary is really good.

Students who present better behavior are selected by the teacher to participate in the covered-eyes activity.

Students are curious about how the puppet can catch the fruits using its small hands.

Students corrected their partner’s pronunciation.

Teacher evaluates the understanding of the students individually.

Few students create a recipe

19.2.7 Observation class # 4 “Professions” Hugo Ángel Jaramillo

They enjoyed the flat puppet with different images

Learners recognized immediately the profession of each puppet

Students connected the profession and their activity

They connected the proper name and profession to the puppet

Students did their job like the teacher asked but some profession like the tailor was not remembered easily when the teacher asked

They enjoyed those moments when it was possible to touch the puppet

Students wanted to help their teacher with the papers

Teacher had to provide instructions individually

External distractions affected the class

They got distracted easily

They stood up all the time, teacher could not control that.

Repetition and feedback was enough to correct.

They were sitting down during the activity of passing the puppets and only one student did not want to participate

Reinforcing good behavior was presented continuously

Team work implied that some students were doing their job but other did not.

Only two, approximately.

Students were very aggressive

They used bad words to answer specific requirements

It was necessary to change timing of activities according to performance

Sometimes they used grammatical structures

Learners did not do extra-class work.

19.2.8 Observation class # 4 “Professions” Instituto Técnico

Students can understand some of the occupations presented through flat puppets.

Students like that the teacher uses proper names for each occupation this facilitates the recognition.

Teacher explains what each occupation is about to which students provide different opinions.

The participation is a constant factor during the whole class.

The worksheet activity is developed without problem.

Teacher asks for individual understanding getting good answers.

Pointing to puppets by teacher and students providing the word, it was something that students enjoyed a lot.

Students liked touching the puppet and passing it around providing the occupation.

19.2.9 Observation class #5 "Body's parts" Hugo Ángel Jaramillo

Students smiled when they saw the puppet

They were quiet when looking at the puppet

Teacher had to call attention using proper names

Teacher used the puppets as example but it was used as an object and to draw the parts on the board

Teacher provided the word in English when it was necessary

Puppet was used to ask questions and comparing with both bodies

Teacher presented the song but not all the lyrics and they did not follow the sequence

Students participated with movements but they did not sing at the beginning

They did not like to work in pairs

Instructions were a challenge because they were distracted

Teacher used two types of clay to demonstrate race.

Learners divided the material and worked alone. Some of them were angry because they had to share and ask for more material

Teacher repeated the instructions for each group, observed and provided feedback.

Order of activities was mixed to get their attention and get them working

Students enjoyed working with different materials and their hands, they were engaged

They did not present the project; they preferred that the teacher ask.

19.2.10 Observation class #5 “Body Parts” Instituto Técnico

Puppet engaged student’s attention which motivated them to participate in the first part of the class.

Noise is a constant factor during the whole class.

Teacher had to use an angry voice to control students’ behavior.

Students recognized the body part as a result of the teacher drawing them on the board.

Teacher grouped students and they do not manifest any problem.

The attention is not really good in the practice part.

Students made noise and they did not understand the instructions that the teacher provided.

Students liked the songs and do the movement that the song implies

The presentation section is not successful

19.2.11 Observation class # 6 “Family Members” Hugo Ángel Jaramillo

Accommodation was similar to the previous class

Students recognized papa’s family

They enjoyed the TV program

Teacher needs to check the lessons and materials

Students talked during the class

Only ten students were paying attention

Student damaged puppets and materials

Only five students did not want to participate during repetition time

In service teacher had to called students attentions three different times

Learners asked for more instruction during dominos play

They wanted to complete the activity alone and asked for those tokens that they did not have.

They present the previous class activity in order to get feedback

They asked for photos of their dominos and their work

Noise was present during the class.

19.2.12 Observation class #6 “family member” Instituto Técnico

Students were happy because they saw teachers again

Most of the students did the homework

Students manifested enthusiastic about the topic

Students paid attention and participated constantly

Students established the relation between those characters

One students were distracted with a hat

Students were quite during the presentation

Students made noise at the moment to write on their notebooks

3 students did not write

Teacher passed the puppet saying a word

One students said “soy the father” which was very funny for all

Students corrected or called the attention when someone was wrong

19.2.13 Observation class # 7 “clothes” Hugo Ángel Jaramillo

Students did not paid attention

They recognized clothes from their mother tongue

The worksheet presented different information that those that being taught in class

The word skirt provided a problem at the moment to pronounce; it is difficult for them remember it

They enjoyed using the dice

They wanted to participate with the dice but not all the students completed the task due to the fact that they did not remember what the name of the clothes was.

Students stopped the market to get the turn.

They connected the clothes and the use in their body

They were not comfortable to talk; they preferred using movements and face expressions.

They completed the worksheet but asked for more information due to the errors.

They enjoyed cutting and putting the cloths in the cartoons

19.2.14 Observation class #7 “clothes” Instituto Técnico

The noise was constantly during the whole class.

Students participate at the same time when they should mention something.

Students wanted dress the body.

Teacher should talk to students using strong voice as a result to call their attention.

Students associated correctly the image with the word.

Some students walked around the classroom and played with their classmates when they are working on the worksheet.

19.2.15 observation Evaluation Hugo Ángel Jaramillo.

Students did not bring the puppet; only six completed the task

Teacher needed a second plan to evaluate knowledge as a game using word and drawings.

Students recognize three words form five that was presented per class

Those students who did not like the puppet remembered the topic, participated and completed all the task.

Some students who were distracted during classes demonstrated understanding and learning due to the fact that they answered the questions presented by the teacher.

They felt more comfortable using informal evaluation

At the moment that students who had the puppet had to present they felt afraid and avoided to participate covering their face and they did not answer.

They enjoyed candies and demonstrated sadness for the end of the classes.

19.2.16 observation Evaluation Instituto Técnico

Most of the student had their puppet.

Only two students did not bring their puppet.

The new students were part of the presentation.

During the presentation two students sang a song taught in a previous class.

Students draw their puppet in a piece of paper.

The students who had an excellent presentation should repeat it in front of the classmates.

In-service teacher was excited observing the presentation of students

A variable was four complete sentences for students and seven words in general vocabulary.

Students involved in their presentation all the topics taught.

Only four students did not present but they were participating during classes.

19.3. Journal

19.3.1 Journal N° 1 School: Institución Educativa Hugo Ángel Jaramillo

To start with, students showed an interest in the first part of the class when the teacher used the puppet to compare the parts of her face with the puppet face's parts. However, the moment the teacher tried to connect the images with the written part, she avoided using the puppet and presented this section in a normal class (teacher - students). The students' participation was not what was expected of them, many students provided their answers in Spanish, immediately the teacher corrected them and repeated the word in English. In general, students repeated the pronunciation in a good way; however, when they should use their hand to touch the face part mentioned by the teacher, they presented some problems recognizing it.

To say more, students were eager in the creation section; nonetheless, half of the learners did not bring the sock in spite of the fact that the teacher sent parents a note requesting this material. This factor influenced negatively in the development of the activity as a result the teacher tried to group them in pairs, they did not want to share their material; for that reason, students without material started to play in the classroom and distracted

students who participated in the activity. Thus, student's presented their own puppet it was not successful enough in view of the fact that many students did not have the puppet.

Finally, in the last part of the class, students were enthusiastic to complete the worksheet.

Most of the students completed the worksheet in an effective way.

19.3.2 Journal N° 1 School: Institución Educativa Técnico Superior

In order to start, it is important to mention that students were eager the first time that Practitioners arrived in the classroom and most of them had their socks in their hands. The In-service teacher mentioned to Practitioners that they were enthusiastic because they already knew that at the end of the class they had created a puppet. The teacher, in this case the Practitioners, tried to reduce students' euphoria asking them to keep the sock in their bags as a requirement to start the class.

The teacher started the class using the puppet to present and compare the puppet's face with her own; students were concentrated in this presentation. The moment the teacher used face part flashcards to create a connection with the written part, some students used the sock and simulated the sock was already a puppet which created disorder in the explanation part. Based on that, teacher decided to pick up the sock and put them in her desk until this part finished. Teacher asked for pronunciation which students answered well and they did not present problems to use their hands with the intention of touching the face part mentioned by the teacher.

One positive aspect presented in the creation part was that all the students brought a sock, even three students brought two socks, only two students did not bring the material required, but the other students did not have problem sharing with them. Taking into account that all the students had their puppet, they presented to their peers the puppet they created. For time reasons, it was not possible to implement the worksheet in class, thus the teacher implemented it as homework.

19.3.3 Journal N° 2 School: Institución Educativa Hugo Ángel Jaramillo

To start with, students were a little bit noisy at the beginning of the class; however, they were quiet while the teacher presented the flat puppet and she narrated the story about Valeria and her pets (teacher used Valeria's name because that it is the name of one students who lost attention easily but using her name she paid attention). While the teacher presented the flat puppet, students recognized cartoons and they provided the proper names of most of the puppets through expressions like "ese es Nemo" or "ese es Blue el de rio". This factor helped students to be engaged with the topic.

To say more, the teacher put the flat puppets on the board and the pet's name flashcards under each one of them. Students repeated the pet names while the teacher pointed one by one and checked pronunciation. The teacher asked students to draw pets and write their names.

In general, the class was good; however, in the production section which was in groups of 4 students, it was awful because students did not want to share the material which made it difficult in the creation of words using letters. Only one group worked together.

19.3.4 Journal N° 2 School: Institución Educativa Técnico Superior

To start with, learners were engaged during the implementation because they liked fruit, this was a key aspect that influenced students to be connected with the puppet's presentation. Students were eager, trying to understand how the puppet could catch the marker and fruits. In general, students loved all the puppet's interventions.

To say more, students reinforced pronunciation generally and silently according to the puppets mouth movements which evidenced students' interest in the activities proposed by the teacher. While fruits' activity was developed, all the students wanted to participate in this section; however, teacher selected students based on their class behavior, the rest of the classmates were quite waiting for the participant's answer and they corrected him.

Finally, students were enthusiastic with the pictures drawn by the puppet and they asked if they could draw and write in their notebooks. Despite their constant participation, teacher wanted to check their knowledge about this topic; for that reason, she passed around the classroom, student by students, asking “please, pick up a banana” and the students should select the fruit, if the answer was correct, he could eat it, but if the answer was wrong, the teacher mentioned the name of the fruit selected and continued with another student and later she returned to the students who answered wrong and asked him again with the intention that he can answer correctly and eat the fruit.

At the moment of resolving the worksheet provided for this section most of the students developed them in a successful way.

19.3.5 Journal N° 3 School: Institución Educativa Hugo Ángel Jaramillo

In order to start, through the use of the puppet and regalia, teacher presented fruits asking if students liked or disliked them, which got positive answers. The teacher could notice that students were impressed because they did not understand how the puppet could catch the fruits with his small hands and say thing like “¿cómo hará para coger esas frutas tan grandes?” Teacher drew fruits using different color markers and wrote the fruit’s name to create a connection between the pictures and the written part.

Additionally, students were in front of the board sitting down in a semicircle, the teacher showed them a fruit tray with different fruits ready to be eaten. Students were happy in view of the fact that they knew that those fruit would be for them. Teacher selected students who presented a better behavior during the class, they went to the front of the classroom (one by one), the teacher covered their eyes and gave them a fruit and they should taste it and answer which fruit it was. After the answer, the teacher checked with the rest of the class. This activity really engaged students, most of them wanted to participate; however, two students presented really bad behavior, they did not pay attention to the class and walked

around all the time, they even took the bag of their peers and dumped different elements. The teacher decided to write a letter in which she explained to the in-service teacher why those students could not participate in future implementations.

Finally, students developed the worksheet activity, getting successful results.

19.3.6. Journal N° 3 School: Institución Educativa Técnico Superior

To start with, learners were engaged during the implementation because they liked fruit, this was a key aspect that influenced students to be connected with the puppet's presentation. Students were eager, trying to understand how the puppet could catch the marker and fruits. In general, students loved all of the puppet's interventions.

To say more, students reinforced pronunciation generally and silently according to the puppet's mouth movements which in turn evidenced students' interest in the activities proposed by the teacher. While the fruits' activity was developed, all the students wanted to participate in this section; however, the teacher selected students based on their class behavior, the rest of the classmates were quite waiting for the participant's answer and they corrected him.

Finally, students were enthusiastic with the pictures drawn by the puppet and they asked if they could draw and write in their notebooks. Despite their constant participation, the teacher wanted to check their knowledge about this topic; for that reason, she passed around the classroom, student by students asking, "please, pick up a banana" and the students should select the fruit, if the answer was correct, he could eat it, but if the answer was wrong, the teacher mention the name of the fruit selected and continued with another student and later she returned to the students who answered wrong and asked them again with the intention that they can answer correctly and eat the fruit.

At the moment of resolving the worksheet provided for this section most of the students developed them in a successful way.

19.3.7. Journal N° 4 School: Institución Educativa Hugo Ángel Jaramillo

In order to start, in this implementation students showed interest in the different activities proposed and about the topic. Their motivation was evidenced during the whole class which was fantastic. Students manifested that they liked puppets as a result they were paying attention and participating constantly providing the occupation in Spanish and when the teacher mentioned the word in English they repeated it. One thing that engaged the occupations' recognition was the fact that the teacher used a proper name for each puppet and those names were the real names of the people in this course; however, it created a little bit of confusion as a result some students connected the pictures with the name and not with the occupation.

Additionally, students loved to have the puppet in their hands, they observed and as a result of this activity and this objective it allowed them to repeat the word and create some kind of competition between the lines which motivated students a lot, even shy students or students who in previous occasions never participated, joined in this implementation.

To say more, the dice roll was enjoyable for students, but all students wanted to participate; however, the teacher selected students who participated in more opportunities. Those students presented a little bit of confusion at the moment of providing answers, one aspect could be the nervousness of participating in front of classmates or this type of activity was not habitual to them.

Finally, students presented an excellent attitude at the moment of completing the worksheet and they did a good job.

19.3.8 Journal N° 4 School: Institución Educativa Técnico Superior

To start with, the puppet engaged students' attention which helped students to be quiet and make silence during the first part of the class. The students were very attentive to the fact that the teacher provided a proper name for each flat puppet in order to facilitate the recognition

of the occupations (Patrick is a chef). Based on the enthusiasm that the students manifested during the lesson, the teacher decided to ask them for an individual understanding, which got excellent results. Additionally, in the repetition part, students enjoyed repeating the word in silence taking into account that they considered this to be enjoyable. Also, it is important to say that the students' participation was constant during the whole implementation.

To say more, when the teacher pointed to the puppet, students said the occupation; while the teacher did it fast they answered fast and they smiled because they liked the speed. At the moment that the student could interact directly with the puppets it was fantastic. The result was that they passed the puppet to the student next to them and said the occupation and they really loved to do that. However, it happened during the first four occupations because in the last two, students were perceived bored as they passed the puppets.

19.3.9 Journal N° 5 School: Institución Educativa Hugo Ángel Jaramillo

In order to start, students showed disinterest during the previous part of the class because they did not understand the topic; however they could notice that "Pepito" had legs and they were surprised, but they did not have it clear what Pepito was trying to explain; for that reason, the teacher decided to draw on the board a body with Pepito's help and write the name with the intention that the students could associate the body part with the written word. This helped students to understand the lesson and then it facilitated that Pepito could show his body's part.

Additionally, Students showed motivation in the song part, they liked it because it implied the kinesthetic part and it facilitate the identification of the part.

To say more, at the moment of working in groups, students presented difficulties due to the fact that they did not like to share materials with others, when the teacher provided the material for each group, they divided it for each student and worked individually. One thing that was really interesting was that the students understood the instructions to create the body,

but if the teacher asked them for any specific part, they could not identify it; however, if the teacher said that they remember the song, they remembered the part easily.

19.3.10 Journal N° 5 School: Institución Educativa Técnico Superior

To begin with, the students' attention was engaged by the puppet, the students were concentrated in the presentation part of the implementation; however, the moment the teacher stated to explain the lesson some students started to write on their notebooks. Other students were making noise which made it difficult that they pay attention. Based on that, practitioners could conclude that their level of participation was low and few students could recognize the part of the body and touch it when the teacher required. The song was an element that helped students to enjoy the lesson as a result they should use their body language which is something that students really liked to do.

Additionally, when the teacher grouped in pairs to work with clay, students could work in harmony which made this part something really enjoyable; only two students did not want work in pairs because they did not have a good relationship and they decided to work individually.

19.3.11 Journal N° 6 School: Institución Educativa Hugo Ángel Jaramillo

To start with, the teacher introduced the topic asking students if they knew the family of a famous cartoon "Peppa pig" which students answered that they knew what the cartoon is about; it was very important for the teacher as a result that she noticed that it was very engaged. After that teacher presented flat while she mentioned a short description of each character. While the teacher showed the family members, students used their mother tongue to provide the word "esa es la mamá cerdita" "ese es el abuelo cerdito" in an excited way.

Teacher pasted flat puppets on the board and wrote the word in English with the intention that students could associate the word with the character. Teacher started to point each family member and students repeated the word in order to reinforce pronunciation

which was very effective. Lately, teacher passed each flat puppet to student by student while they provided the word; it was interesting for students until the fourth characters and the last two characters, students started to get bored.

The domino game was a little difficult for students in view of the fact that they were not very familiar which made this game something complicated; additionally, most of the students did not want to share the pieces to complete the game.

Finally, for time reasons, teacher decided to provide a worksheet to each student as homework in which they should paste a photo of their family members.

19.3.12 Journal No. 6 School: Instituto Técnico Superior

In order to start, teacher showed Peppa pig flat puppets with the intention that they could identify characters; teacher got excellent results; students recognize them and provided their names in Spanish. Students were engaged with Peppa pig; for that reason, they paid attention and their participation was constantly. Additionally, they could create the relation between each character.

To say more, at the moment that students should write on their notebooks, some students walk around the classroom and talk with their partners which interrupted the students' concentration. In the repeat activity, students passed each puppet repeating the word or saying "He is the father"; however, there was one student who said "soy the father" and the rest of the students started to laugh. Students were motivated doing this game even they corrected their partners when they were wrong.

Teacher showed the flat puppet and students should recognize the family member and mentioned it three times. After that, teacher organized the whole group in small groups of six people which was a little noisy. At the beginning, it was difficult for them to understand what the domino game is about; however, the teacher explained to each group; when they understood, they loved it and played many times.

Finally, teacher sang “head, shoulder, knees and toes” song and did the movements which motivated students to do the same.

19.3.13 Journal N° 7 School: Institución Educativa Hugo Ángel Jaramillo

To start with, the puppet presented clothes using some flashcards which facilitate the recognition of each clothes and students used their mother tongue to mention and teacher provided the word in English. Teacher pasted flashcard and the word on the board and she started to point and mention each word to reinforce students’ pronunciation, each round faster; students showed motivation as a result that they believe that it was a competition. Checking understanding, the teacher provided yes/no questions getting excellent responses.

To say more, the teacher created five groups and presented a body poster in which she selected the representative of each group through hot potato. The students who got the marker should rolled the dice and according to the word got, he should select the cloth and putted on the body, if his participation was good, the group get and star.

Additionally, teacher provided a worksheet of to each student to complete the gaps putting the word according to the picture which students did very well.

Finally, teacher mention that the time was not enough; for that reason, students should create the game at home.

19.3.14 Journal No. 7 School: Instituto Técnico Superior

In order to star, noise was a constantly factor which affect the children’s engaging; for that reason, it was a little difficult to recover students’ concentration. Teacher decided review the topic taught in the previous class in order to have a clear understanding and a successful implementation; students’ participation was constantly in view of they really liked learn family members. Teacher wanted to use this review to introduce the new topic “clothes” asking about what type of clothes family members wear.

To say more, while teacher showed clothes flashcards using the puppet, students repeated the word. Also, the flashcards were put on the board with their respective word with the intention that students could establish a connection between them. Additionally, puppet pointed the flashcards and repeated the word.

Furthermore, teacher putted on the board a body poster and selected some students through “hot potato”; the idea was that each students should select a word, looked for the clothes and put it on the body to dress her.

Finally, Teacher explained the activity which had as purpose that students write the right word to each clothe, in this way, when they finished this part, they had to cut clothes in the worksheet to dress each person.

In the last part of the class, teacher mentioned that the next class, students should have a short presentation using their puppets.

19.3.15 Journal N° 8 School: Institución Educativa Hugo Ángel Jaramillo

To begin with, despite the fact that the in-service wrote to the parents with the intention that students did not forget to bring the sock puppet created in the first class, only eight students brought it, which was very worrying.

Additionally, the teacher decided to evaluate students using different methods with the intention that student could list and mention the vocabulary learned. At the beginning, teacher drew a face, students provided the parts of the face and teacher drew; secondly, teacher drew some fruits and the words but in disorder and students should connect them using a line, it was the same with pets. Then, teacher drew a body and she review the song “head, shoulder, knees and toes” with the intention that students remembered the parts of the body. After that, the students should mention the occupation while the teacher mentions words relative with the occupation. Before, teacher drew a family and student listed the family members.

Finally, teacher selected some students randomly, using the puppet they should listed some words that they remembered; however, they were very nervous if the teacher asked individually, but if the teacher asked in general they started to list some words.

A variant presented during the whole class was that students could list three or four words of each category without problems; however, words which they are not very familiar, they were very difficult to mention for students.

19.3.16 Journal No. 8 School: Instituto Técnico Superior

To begin with, at the moment that teacher arrived to the classroom, most of the students showed their puppets and asked teacher about the presentation. One positive aspect was that most of the students had their puppets, even the new students who not created the puppet in the first class bring it and did the presentation.

Teacher organized the chairs in a circle with the intention that students could pay attention to the presentation of their classmates; however, the students' concentration period was really short. Based on that, in-service teacher suggested provide to students a piece of paper and proposed draw their own puppet while they wait for this turn.

Most of the students did their presentation in front of the teacher. Despite having clear that they were recorded, they did not presented any problem to do the presentation.

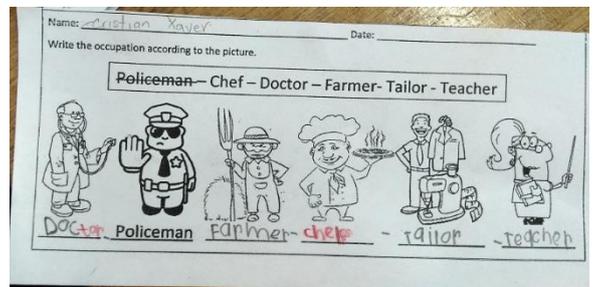
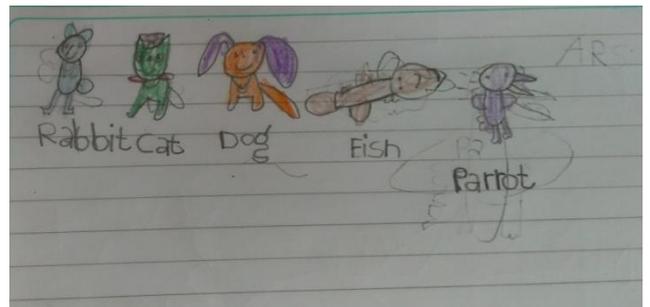
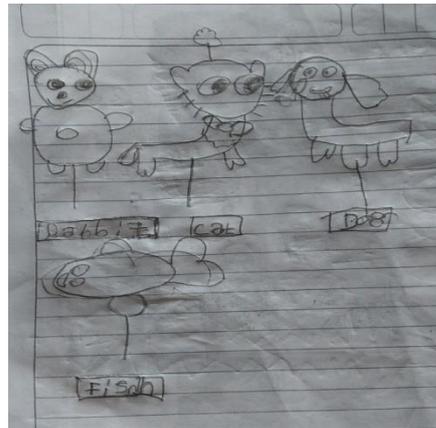
While students were talking, the teacher was taking notes to the sentences mentioned for children; at the begging it was a distractor for them, but teacher decided explained that she only took notes as a result that she wants showed them the different sentences that they can mentioned.

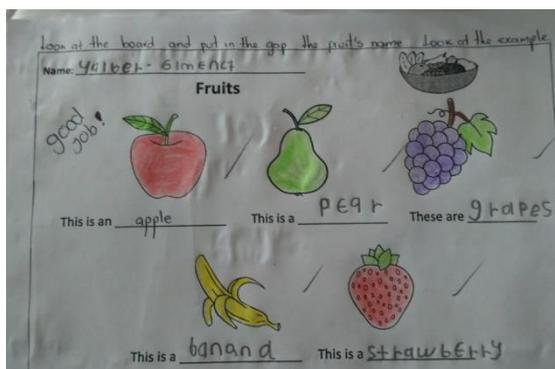
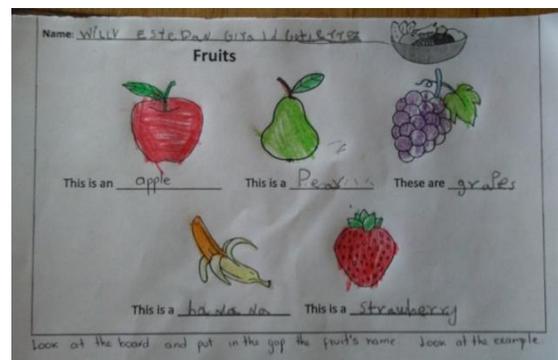
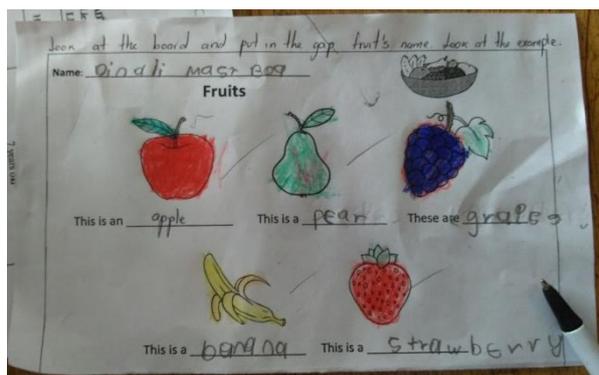
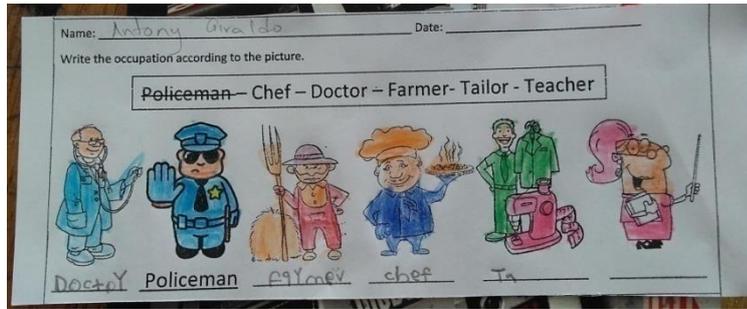
Some students did not want participate as a result that they were nervous; as a solution, the teacher asked them to do the presentation in private avoiding the video recorder. This option was excellent for them and obviously they accepted.

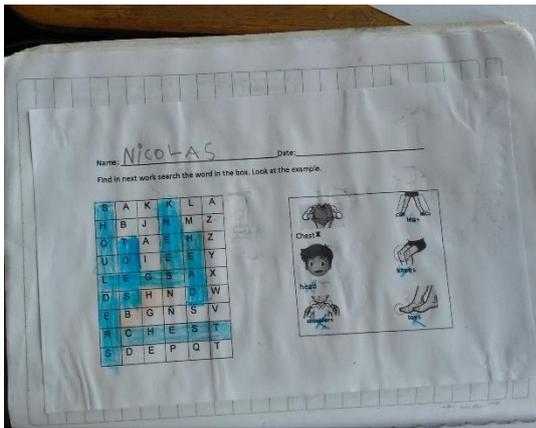
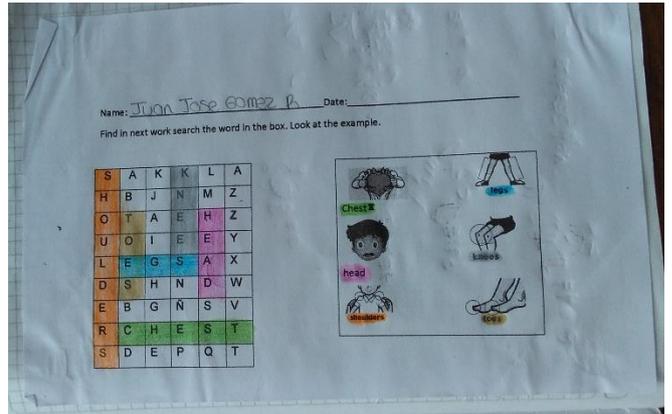
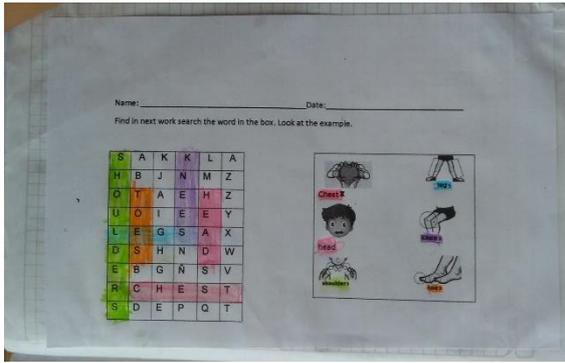
19.4. Photos and artifacts

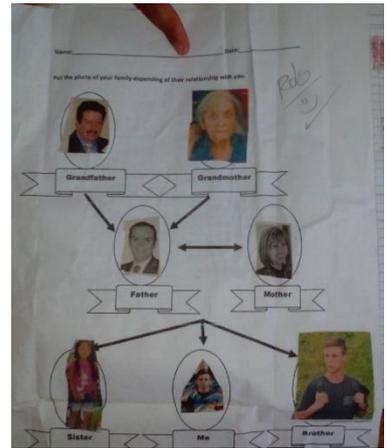
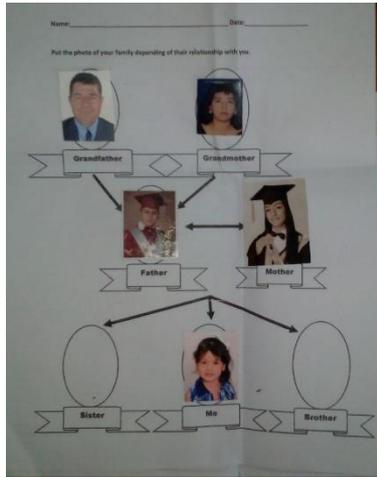
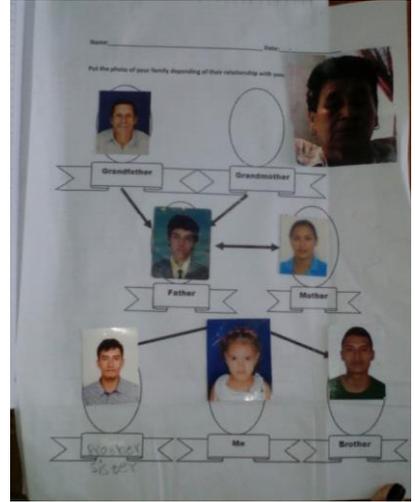
19.4.1 Hugo Ángel Jaramillo

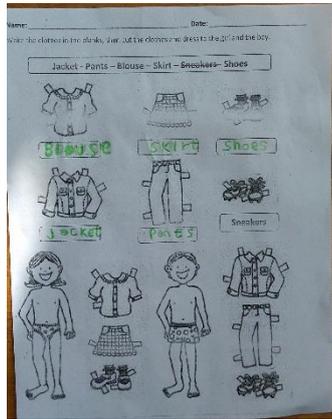














19.4.2 Instituto Técnico Superior

