

Teaching Strategies to Understand the Concepts of UNIT

In an English Foreign Language First Grade Classroom

At Liceo Los Alpes

A Research Project

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## ABSTRACT

This research looks at the strategies that could be applied when teaching English Vocabulary to a group of First graders, at Liceo Los Alpes, for their UNIT class. UNIT is a class proposed by the Primary Years Program, of the International Baccalaureate Organization, and integrates the subjects of Natural Science and Social Studies.

Different aspects from Content And Language Integrated Learning (CLIL) and Teaching English as a foreign language will be covered in this research project, for the sake of discovering which of them could be suitable to be applied in order to help then young learner to acquire the vocabulary they need for their UNIT lessons. In addition the subject UNIT will be defined in order to help the readers understand the content of this subject and its aim.

This research draws upon mostly strategies that could be used to help the young learners acquire a vocabulary that is suitable to understand what is happening in their UNIT lessons. Most prior research on applying teaching strategies in English as a foreign language focuses on helping the students understanding the content of the mentioned subject.

*Keywords:*

English Teaching, Vocabulary, UNIT, Strategies, CLIL

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## CHAPTER 1

## INTRODUCTION

Many English teachers, like us, might end up teaching different subjects in English, which means we have to teach content that has a specific purpose. When teaching at Liceo los Alpes one of the biggest problems, faced, was getting the students of First grade understanding what was happening in their social studies and natural science lessons. The problem that has been exposed have lead us to look for strategies that are useful to help the students to acquire vocabulary that will help them understand what is their teacher talking about during those lessons. During these lessons teaching English strategies were tried in order to fulfill a purpose that goes beyond communicating simple things, the strategies were trying to help the students to be connected with lessons taught in a foreign language.

What has been shared above lead us to develop a qualitative research project that has as an aim researching about teaching strategies to help a group of first graders, at Liceo Los Alpes, understanding the concepts of UNIT in English FOR FOSTERING THE LEARNING. UNIT is a subject, of the International Baccalaureate program (IB), which integrates Natural Science and Social studies. Students of First Grade of Liceo Los Alpes have to take this subject in English, due to their bilingualism program. The teaching strategies that have been researched are related to CLIL and Total Physical Response (TPR) activities, they also seek to apply realia in the classes as well as visual aids, such us videos in order to lead the learners to have a deeper understanding. This teaching strategies are going to be included in the lessons, in other words the students will have to develop tasks that involve those strategies, and after applying them we

expect as a result students understanding certain vocabulary that will help them to be contextualized with the content of their UNIT classes.

### **Significance of the Study**

There is a reality and is that most of English teacher with an Educational, degree in languages or English as a foreign language, may become bilingual teachers and that is why this research project is important in fact could give to those who are involved in teaching English as a foreign language to see that different methods and strategies could be used to help their students to have a better understanding.

This research could help bilingual teachers or teachers to be seeing whether certain strategies could or not being suitable for teaching their kids a subject in English, in addition it could be useful to be shared in subject such as teaching English for Specific purposes, which is a subject offered by the program of Bachelor in Teaching English as a Foreign Language at “*Universidad Nacional Abierta y A Distancia*”, and is focused on how to teach English from a more academic purpose.

This topic is unique in fact the ministry of Education is looking for developing a real bilingual education in Colombia, what had been reached today with 12 young learners is going to become a key to the future generations, which will also gain something through this research, in fact it has been developed for helping them out to understand a subject, which is taught in English, better. That is why it is possible to say that this research projects makes the difference, because is taught for helping out the new generations, in addition could provide with strategies to

future or current teachers who do not know how to apply English teaching strategies with young learners or/and with the aim of helping their students to acquire vocabulary for an academic purpose.

### **Statement of the Problem**

The ideal of bilingual education is that students would be able to take different subjects in English such as Natural Science and Social Studies, they need at least comprehend what their teacher is saying, in order to develop an understanding towards the subject, this research aims to lead the students', of a first group, at Liceo Los Alpes to reach a comprehension of the subject UNIT, which is taught in English.

Young learners are well known for acquiring a language easily, nevertheless they are very selective with what they want to learn, teaching to them a subject in English could be complicated because they might not like it and would ended up choosing not to understand what is taught in a lesson. In addition it is pivotal to remember that the subject UNIT integrates two areas, which are: Natural Sciences and Social Studies.

There are many strategies and methodologies that could be held in order to help students who are learning English as a foreign language, this methods and strategies could also become an aid for those students who are taking a subject that is taught in English. It is important to apply the right ones, however.

In order to find out which strategies are suitable it is necessary to research well the different English teaching strategies, in addition interviewing the group and see if those strategies have been or not suitable to them. After developing the proper research the next

question shall be answered: Which strategies could help the first A students of Liceo Los Alpes to understand the content of a subject called UNIT?

## **Objectives**

### **General Objective**

To help students with the understanding of the content of a subject called UNIT through Teaching English as a foreign language and CLIL strategies on a First Grade Classroom at Liceo Los Alpes, Valle Del Cauca.

### **Specific Objectives**

Apply English teaching and CLIL strategies, during UNIT Lessons, to a First Grade Classroom at Liceo Los Alpes, Valle Del Cauca for them to understand the content of the class

Identify which English teaching strategies are useful for their understanding, of the content of their UNIT class, for this group of first graders.

Interviewing the children of first A of Liceo Los Alpes to set specific Teaching English as a Foreign Language and CLIL strategies that are suitable for them with the understanding of their UNIT classes Content.

## CHAPTER 2

### LITERATURE REVIEW

The bilingualism in Colombia is in progress, this will benefit the children in their learning since they will not only learn a new language but will benefit their creativity. Baker (1995) discusses many of the advantages of a child becoming bilingual; children feel a sense of belonging and rootedness within family and friends. Also having a more flexible, more plasticity and more exercised brain, paying more attention and concentrating better, with more association routes and with broader cognitive strategies, it is not surprising that creativity develops more in a bilingual brain than in a monolingual one.

The aim of the bilingualism in Colombia is to increase the level of English language in students population in order to make them be more competitive in global trends; economically, and academically. This concept has been applied to the majority of students who speak the dominant language and is being schooled in a bilingual classroom. Collier, V.P (1995) suggested that academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language will all transfer to the second language. As students expand their vocabulary and their oral and written communication skills in the second language, they can increasingly demonstrate their knowledge base developed in the first language.

In the specific case of children under 12, it is a complex process of second language development because as Berko Gleason, (1993) explains, children from ages 6 to 12 continue to acquire subtle phonological distinctions, vocabulary, semantics, syntax, formal discourse

patterns, and complex aspects of pragmatics in the oral system of their first language. However, second language acquisition is influenced from different factors apart from oral development in our first language. When the context of second language is used in school, a very deep level of proficiency is required.

Children acquire their grammar under the influence of their biology and their environment, as we have seen. The environment means language out there, the kinds of things that children hear. Lightfoot, D. (2010). That is why new language learning systems emerge. Small changes are required with more far reaching consequences, as the one in this research, the UNIT concept.

### **Language Acquisition for Schools**

There is a model that offers four major components: sociocultural, linguistic, academic, and cognitive processes. Collier, V.P. (1989). Those processes clearly show how everybody is capable of acquiring one or more languages. Those components are supposed to be developed within the school context, in fact they represent pivotal aspects of a language for an academic or scholastic purpose. In addition there are other elements of a language that could be acquired from home that might not be related to the named components.

It is important to remember that Collier (1989) was talking about four major components that are very important to acquire a second language in a school, and our focus overseas is more related to acquiring a foreign language, nevertheless those components are suitable to develop those strategies that are necessary to help young learners in their language acquisition process,

ACCORDING TO Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009).

### **The Sociocultural Processes**

Could be considered the heart of a language acquisition development, in fact it represents how a language could be attached to the past, present and future of a learner. Collier, V.P. (1989). That means that everything that might be around the student could affect his or her process in acquiring a second language, insecurity and or anxiety could be factors that might stock their processes. A student that at home could be exposed by the targeted language could cope easier with the processes that the school is offering. There are also certain students who could perfectly cope with the language acquisition processes, but at the moment they feel fear of making mistakes they would just not join with the process. Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009).

It is also important to highlight that a language comes with a culture itself and understanding cultural aspects of a language makes easier to the learner to understand important characteristics of the targeted language easily.

### **Language Development**

It stands that each human being has an innate ability of acquiring one or more languages it comprehends aspects such as phonology, morphology, vocabulary and syntax. Collier, V.P. (1989).

One of the biggest aspects to keep into account for this research will be vocabulary, in fact the other elements could be developed in a period of time however acquiring a specific vocabulary is pivotal for the kids to have a greater understanding on what is happening during a lesson taught

in English. Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009).

### **Academic Development**

It includes the different works to be developed on each subject in this case we will focus on Science and Social Studies which are the two subject which conform UNIT. Collier, V.P. (1989).

This component focuses more on the content to be taught and how it would cause an effect to the learners in relation to their foreign language acquisition for an academic purpose.

Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009).

This is when CLIL could become such an essential aspect of a lesson plan, as development of a class. Moughamian, A. C., Rivera, M. O., Francis, D. J., Center on, I., & University of Houston, T. (2009).

According to Rick De Graff if CLIL it is important to focus on functional communication as well as simultaneous attention, this will allow the teacher to select the proper material and having a successful performance when developing a lesson. De Graff, R., Koopman, G.J., Westhoff, G., Anikina, Y.(2007).

The vocabulary has to be purposely chosen in order to help the learners to develop language skills in relation to a school subject, in addition the student needs to be lead to focus on content in order to gain a better understanding, in fact language acquisition takes place from the subconscious, according to Krashen's *Monitor Model Theory*. Krashen S, (1982).

## **Cognitive Development**

This component has been neglected for so many years, in the United States of America, even for the processes of mother tongue acquisition. However researchers have discovered that this, as well as the other three components, is very important for a successful dual-language acquisition. Collier, V.P. (1989).

### **Intentional use of language as a linguistic process**

One of the things that most impacts on the cognitive process in the student when acquiring the language as Bialystok, (1991) suggested, is the intentional use of language as a linguistic process, using language in its specific goals, as in the case of the contents of UNIT. In practice, reflecting on language, developing linguistic awareness in order to achieve the vocabulary needed it. However the process depends on teacher's understanding on how this system works and how it adapts.

One of the factors that has made teachers of foreign languages tend to base their teaching on the socio-cultural approach, and more particularly the one that competes to us: UNIT, is the emphasis that these put in the mediation in the learning process. According to Vigotsky (1962), it is through social mediation that knowledge becomes viable and gains coherence. Mediation then constitutes a mechanism by which external socio-cultural activities are transformed into internal

mental functioning.

### **Differences between Social and Academic Language**

Jim Cummins (2000) insists on the importance of teaching the differences among a language in a school. The social language refers to the language used outside the classroom. On the other hand, academic language is the language used in books and schools, that is, it is more formal and more abstract. For example, the language used in literature, or in the study of social studies. Several studies demonstrate (Thomas and Collier 2002, Genesee, Lindholm-Leary, Saunders, and Christian 2006) that social language is easier to learn. For its part, academic language is more difficult to learn and requires 4 to 7 years for its development.

The difficulty of academic Language happens because when students interact with a text, they do not have the support of nonverbal expressions (facials, changes of tone, gestures, etc.) that someone has during social interaction. The students only have the words to construct meanings. Due to that trainees have to acquire the necessary skills to help the learners: understanding, speaking, reading and writing about cognitive concepts and abstract contents of a subject (Goldenberg and Coleman 2010).

Academic language such as: words and organizational structures that we use to describe ideas and complex concepts (Zwiers 2008), which are necessary to have success in the school and society. The development of the academic language is not realized in a natural way,

it sometimes happens with the social language that can be learned, by exposure, when living in a place where it is spoken. Conversely, academic language must be taught explicitly. A way of doing it is through the subjects' content. This means that the language content shall be taught while teaching the targeted subject. The simultaneous teaching of languages through content carries educational advantages. Freeman and Freeman (2009: 176-177) point out the following:

- Students learn English and content at the same time. Academic instruction can be performed in a way that promotes the development of a second language.
- Language is learned in a context natural. The academic context of the classroom facilitates the learning of the academic language.
- This system gives to our students a reason to use the language. Students use words and structures that could help them learning to read: textbooks, work on projects, collaborate with other students, etc.
- Students learn academic vocabulary in a particular context and not in isolation through lists of words.

### **Integrating Language in an Academic Process**

To integrate learning of academic contents of a second language it is necessary for teachers to implement a series of strategies. Examples of these would be the use on: learning cooperative, adapted texts, visual or manipulable material, graphic organizers, explanations, demonstrations of how something is done, etc. (Echevarria, Vogt, and Short 2008). At the same time it is also necessary that the contents of the subjects like sciences or social studies are not simplified, that is to say, that the academic objectives are at the level of the corresponding grade,

of so that students in bilingual classes have access to the same knowledge than other students in monolingual classes. The purpose is to teach academic content as defined by standards state, and not as incidental issues that are used in any class of languages.

Lightfoot, D. (2010). Also suggested that children acquire a mature language system that differs from that of their parents, they are exposed to a different input in school, leading to a growth in the new language being acquired, when they are learning a foreign language this mediation can be a book, visual material, classroom speech, instruction or any other form of teacher help; For example a teacher presenting an activity where the subject to teach is "prepositions".

By means of a story and with sheets that are placed on the board as it develops; The teacher places a picture on the street of a city and tells them in English: "We are walking on the street" and the students repeat after the teacher; Then paste a sheet that shows a bridge with a street below it and tells them in English: "We are walking under the bridge and the students repeat, again, after the teacher; The teacher places a third sheet in which is illustrated a tall and green pasture and tells them in English: "We are going through the grass" and the students repeat, once again, after the teacher; The teacher places a picture of a hill and tells them in English: "We are up the hill" and add "We are going down the hill" (pointing downhill ) And the students repeat; Finally, the teacher places a last sheet in which a lion is illustrated (teacher, vehemently exclaims "Oh, it's a lion over there, run away!", Oh, it's a lion we flee), the exalted students find an animal that they recognize and could name in English and the teacher urges them to return the same way, but this time placing the prepositions in the corresponding place, and in writing, as they relate the trip with the students. Collier, V.P., (1995).

As it could be seen, in Meiers, M. and Buckley, S. Research, (2010), One of the teachers' objectives is to present the new vocabulary to the students. When the teacher prepares the lesson, special care must be taken in introducing the new vocabulary and deciding on the best way to explain the new terms.

The teacher may: Use visual examples taken from literature or web pages do mime or theatre. To help students understand the words derived, e.g. 'parental care', students should be able to associate it with the term 'parent' they already know. Baker, C (1995).

Use examples from the students' own experience. Teachers should also carefully consider the type of language they want students to use during the lesson. Depending on the ability of their pupils, the teacher should provide them with visible examples of the language they expect students to use. For this, the teacher can: Show a transparency in which there is a table with the necessary structures and examples of what the students might want to say.

Baker, C (1995). Stands that it is pivotal to provide students with a card or sheet containing current expressions: Make posters with the current expressions in order to help them to be more contextualize with those things that are surrounding them.

Encourage students to pick up phrases that they should use most frequently in their class notebook. In addition the teacher must teach his students to adapt the sentences to introduce the new vocabulary;

Provide students with a list of all the keywords in the target language. When the meaning of such words is clear, students should develop definitions of the key words in the acquired language.

**Content AND Language Integrated Learning (CLIL).** When a language is taught from the aim of giving kids tools in order to understand this world and its different culture from the perspective of a language different to their mother tongue, it is when CLIL happens.

Bialystok, E (1991).

CLIL seeks to help the learners to learn a targeted language that will help them to understand subjects that are taught in that specific language. The advantage of CLIL is that a English as a foreign Language Teacher is capable of making use of all his or her strategies of language teaching, nevertheless their focus would be based on an specific content, the grammar will be related to that content as well as the vocabulary and it will be ended up in giving a proper English lesson focusing on the academic needs of the learners. Harmer, J. (2007).

**Total Physical Response (TPR).** It is pivotal to keep into account what is suggested by Piaget children start at the sensorimotor stage, which means that they start to discover what is happening around them through physical movement which means that games are essential when acquiring any aspect in the language in this case vocabulary.

Cook (2000) Stands that mimicry is such an important element when acquiring a language, and it is highly related to language play, which allow the learners to be free while playing. This is based on the importance to develop lessons that are relevant to each group of age and in this case the targeted audience is a group of kids who are just starting their Primary Years Program and would need a lot of those activities in order to acquire the necessary language elements without being heavy burdened.

Different activities could be developing through TPR, and all of them as Cook (2000) Stands are more related to form-driven instead of meaning- driven behavior. Which means that everything they do through TPR activities starts to become part of them because they find a form, it means they understand why something should go in certain way, which is really important when learning a subject in English.

Harmer, J. (2007) stands that Children should not be stopped to discover the meaning of something but discover the function of it and using it for their experiences and needs, and this is what TPR could lead them to develop.

### **Making Teaching Visible**

When acquiring a language it is important to lead the students to think in that language it would allow them to have a better understanding of a subject that is taught in the targeted language. Project Zero, which is a proposal of Harvard Graduate School of Education (HGSE), Nelson Goodman (1976). Seeks to help the students to develop a critical thinking rather than

memorizing content. The learners are supposed to develop different thinking routines such as: chalk talks, which allow them to express their perspective through art and the development of graphic organizers. Echevarria (1999).

It is highly related to language because could be used to for them to register vocabulary through draws, which will remain in the classroom and will allow them to constantly being in contact with it, so it will become part of those things that surround them. David Perkins and Howard Gardner (2000).

CHAPTER 3  
METHODOLOGY

**Research Paradigm**

The research paradigm that could be considered suitable for this research project is positivism.

It is well known that this kind of research paradigm has as a foundation the philosophical ideas of August Comte, who is a French philosopher that always made an emphasis to the importance of observing and reasoning to have a better understanding of human behaviour.

Comte stated that to discover true knowledge we needed to go through experiencing it, which could be done through experimentation and observation. It could help us to understand better human behaviour.

This paradigm keeps into account includes four kinds of assumptions which are: Determinism, Empiricism, Parsimony and Generality.

The main idea is making use of real evidence to prove that a theory is true or false, through the collection of verifiable empirical evidences.

## **Research Approach**

It is important to keep into account that there is a need of flexibility for this research; in addition there is also a need of being inductive. That is why qualitative research could be suitable for this research project.

Qualitative research tries to focus on the socially constructed nature of reality, which in this case is very necessary in fact the intention is to work with a group of young learners and it is not possible to generalize things, that is why social constructivism is necessary for this research.

Something to be considered is that this approach proposes the use of methods that offer to the participants a degree of freedom which allows things to happen naturally and will not force them to make a choice of pre-determined responses that could give an assumption of the participants behaviour, in other words keeps on mind that participants could be different and a researcher must be opened to observe things from a different perspective.

This research is also suitable because tends to be worked with small groups of people, which is the reality of the group that was selected, in addition it seeks to develop a comfortable atmosphere in order to let people behave in a natural way where they are able to express themselves.

## **Type of Study**

The type of study to be applied is descriptive study. This type of study seeks to give a real description of what is currently happening. Observation might be applied to know how students are reacting or responding to specific things.

Something that is good about this type of studies is that it also includes interview, which means that students would be able to express themselves sharing how they are feeling towards what is happening with their own process.

A record of daily patters will be developed through observation, which would be suitable to have a clearer point of view of the reality the group is facing.

Different kind of test could be also applied to determine how students are coping with the program, in order to being able of having a diagnostic

This kind of study is applied without changing anything that is happening in the classroom, it does not focus on proving something, but genuinely seeks to shows a reality, after seeing this reality teachers could discover which could be the techniques that are suitable for the chosen group.

**Population**

To develop this research project several, first grade, classes in Liceo Los Alpes were observed. A group, conformed of 6 to 7 years old students, was observed. There were 12 students in the group, 6 boys and 6 girls.

Most of the first graders have been part of the bilingualism program since they were in transition; nevertheless one of the girls comes from a different school and has not the same level of understanding.

There is also a bilingual teacher who is the self-contained teacher of this group who is between 20 and 30 years of age. He has experience as an English language teacher, but no teaching L2 subjects, which means that he has been in the process to develop strategies to being able of teaching L2 subjects successfully.

**Table 1. General context of the GROUP OF participants**

This Table represents General and specific information in relation to the observed group and the type of school where the observed students belong to.

| Category      | General Information   | Specific Details   | Additional aspects  |
|---------------|---|--|---|
| School        | Medium Private School with Around 500 Students in total. It Offers: Pre, Elementary, Middle and High School | Some Students do not have the same level of English and/or might require special needs | The School is in a process of becoming bilingual, From Pre-K to 3 <sup>rd</sup> Grade most of the subjects must be taught in English.     |
| Location      | Avenida 8N #66N-05  | Cali, Valle del Cauca  | North of Cali   |
| English Level | Between A1 and A2   | Differential teaching is required  |   |
| Students      | Upper Middle and High Class Students, some dysfunctional families.  | Few of them present some cognitive and/ or concentration problems                      | Three of the boys present concentration problems; one of them has been diagnosed with ADHD. One of the girls has some behaviour problems. |

**Resource: Own**

**Table 2. Research study participants**

This table gives General details of the 12 students who took part of the research, such as: Name Gender and age.

| Name           | Code | Gender | Age |
|----------------|------|--------|-----|
| M. Beltran     | #1   | F      | 7   |
| J. Barrezueta  | #2   | M      | 8   |
| I. Ceballos    | #3   | F      | 7   |
| Daza. A        | #4   | M      | 8   |
| Dominguez. M.C | #5   | F      | 8   |
| Escobar. M.A   | #6   | F      | 7   |
| Henao. S       | #7   | F      | 8   |
| Naranjo. G     | #8   | M      | 8   |
| Ordonez. J.J   | #9   | M      | 8   |
| Quiceno. S     | #10  | F      | 7   |
| Rueda. J.E     | #11  | M      | 8   |
| Sarria. M      | #12  | M      | 8   |

**Resource: Own**

### **Instruments**

To get more information on this topic:

- Some note fields on what were considered relevant, were taken.
- There was participation in some of the activities, in other words the one who was developing the research became part of the class.
- Some questions were developed to interviewing the students and their self-contained teacher.

Another instruments that were used during the research were:

- Campus diary in order to keep a record of what has been observed in classes.
- Camera: to keep videos and pictures as evidence of what has been done during different lessons.
- Field notes to have a deeper understanding on what was happening during the lesson.

## CHAPTER 4

## RESULTS

Which strategies could help the first A students of Liceo Los Alpes to understand the content of a subject called UNIT?

This chapter provides the results obtained from six periods of observation of the targeted group, where the researchers collected the necessary data to support the purpose of the research work.

The next tables represent the content and activities that were developed on each period (6 Inquiry units) as well as the strategies that were applied, and how they could be assessed.

### Period 1 Activities proposal

This table contains: the content planning and strategies that were proposed for a unit of inquiry that is focused in the human being and his/her body as well as his/her systems.

The intention of it is presenting strategies that are suitable to work the vocabulary related to this topic.

| UNIT   | CONTEN<br>T   | ACTIVITIE AND<br>STRATEGIES | HOW TO ASSESS THOSE ACTIVITIES<br>AND STRATEGIES |
|--------|---|-----------------------------|--|
| Who We | - <b>Body</b><br><br>Science<br><br>Social<br><br>Studies | Videos and pictures that    | Graphic organizer: Through this students         |

|            |  |  |   |
|------------|--|--|---|
| <p>Are</p> | <p><b>Systems</b></p> <p><b>- 5 Senses</b></p> <p><b>-</b></p> <p><b>Responsibility with our body</b></p> <p><b>- Healthy Living</b></p> | <p>will provide them with wide information about the smell and taste sense their relation with the respiratory and digestive system.</p> <p>Experiment with a balloon where they will get to experience how the heart pumps blood, depending on the activity of the person.</p> <p>Students will compare how fast their pulse goes before and after doing a physical activity.</p> <p>Inquire in the IC about how their heart and/or circulatory system works and will do a graphic organizer to explain its</p> | <p>will be able to show that they understand how the digestive and/or respiratory systems work. They will organize the process of those systems.</p> <p>Thinking routine: Through this students will be able to register aspects that they already know those doubts they have and finally the knowledge they have acquired on the topic.</p> <p>Thinking routine: Through this we will foster some ideas related to the different senses and will talk about them, we will also see how much they could identify the connection with a senses with a part of the body.</p> <p>Checklist: This will be used to register how they could identify certain objects making use of their senses.</p> <p>Thinking routine: In this thinking routine</p> |
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|  | <p>process</p> <p>A role play to represent how their circulatory system works in groups students will inquire about the function of the two different systems ( Respiratory and Digestive). After that In a chalk talk chart they will register the information they have acquire related to the systems. Finally our students will share through an oral presentation what they have learnt about both systems</p> <p>Students will do a smelling and tasting experiment and will say why they think that thing they smell will taste good or bad.</p> | <p>our students will be able to show how do they feel related towards a concept, which doubts this concepts is generating and how would they define this concept after inquiring about it.</p> <p>Thinking Routine: Making use of the chalk talk our students will be able to answer 4 questions related to those things they have been learning in class.</p> <p>E.g. What is the function of the Skull?</p> <p>Body shape cardboard: In a cardboard our students will draw the shape of one them and after that will draw how a specific system looks like.</p> <p>Thinking Routine: Making use of the chalk talk our students will be able to answer 4 questions related to those things they have been learning in class.</p> <p>E.g. What is the function of the Skull?</p> <p>Body shape cardboard: In a cardboard our students will draw the shape of one them</p> |
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|  | <p>Students will do a didactic activity with bread that explains how the digestive system works.</p> <p>Students will experience how the pace of breathing changes after doing exercise. After that they will share their experiences in a round table activity. Finally they will register all in a graphic organizer.</p> <p>Students will answer 4 questions while exchanging and placing ideas through the, chalk talk, thinking routine.</p> <p>Students will create a piece of art, registering at least two body shapes where they will draw the</p> | <p>and after that will draw how a specific system looks like.</p> <p>Body shape cardboard: In a cardboard our students will draw the shape of one them and after that will draw how a specific system looks like.</p> <p>Students will have to fill a form registering the function of the different organs of this system in order to develop their dialog.</p> <p>E.g. Hello my name is heart and I'm in charge of pumping blood, etc.</p> <p>Through graphic organizer students will reflect, through a draw or phrases, what they have learn about the function of the circulatory System.</p> <p>Thinking routine: Through this routine students will register 3 things they have experienced during the experiment, 2 questions they might have about this topic and 1 thing they understood about it.</p> |
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|  |  | skeletal and muscular system. | Students will register in their folder the figures of their pulse before and after doing a just dance activity |
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**Resource: Own**

**Period 2 Activities proposal**

This table contains: the content planning, and strategies that were proposed for a unit of inquiry that is focused in the space and the different elements we use in relation to location.

The intention of it is presenting strategies that are suitable to work the vocabulary related to this topic.

| UNIT                           | CONTEN T   | ACTIVITIE AND STRATEGIES   | HOW TO ASSESS THOSE ACTIVITIES AND STRATEGIES   |
|--------------------------------|--|--|---|
| Where we Are in Place and Time | <p>Science</p> <p>Social Studies</p> <p>Landforms</p> <p>Cardinal Points</p> <p>Rotation and</p> | <p>Through story tales some concepts will be introduced.</p> <p>They'll bring magazines and will have a space for artificial landscapes and natural landscapes, they will have to look for it in the magazine and create collage of both</p> | <p>Graphic organizer: Through this students will be able to show that they understand the differences between natural and artificial landscapes.</p> <p>Thinking routine: Through</p> |

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|  | <p>translation</p> <p>Responsibility with the environment</p> | <p>kind of landscape.</p> <p>After that they will make use of a graphic organizer to register the approach they just have had.</p> <p>In groups students will inquire about the different landforms. After that In a chart they will register the information they have acquire related to it. Finally our students will share through an oral presentation what they have learnt about natural landscapes and the different landforms that could be identified</p> <p>Making use of a graphic organizer they will be able to express their understanding towards the topic such as: differences and similarities among the different landforms.</p> <p>Students will draw a landscape and fill it with play dough (high relief) and they will else tag each part of the landscape e.g. Valley, hill. Mountain, etc.</p> | <p>this students will be able to register aspects that they already know those doubts they have and finally the knowledge they have acquired on the topic.</p> <p>Thinking routine: on it students will register the knowledge of those concepts that has been exposed in class. And will exchange their ideas when presenting them to the rest of the class.</p> <p>Graphic organizer: Making use of a graphic organizer they will register in their folders they understanding towards the topic.</p> <p>Draws and name tags: Students will chose a representative place of our city and will draw its</p> |
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|  |  | <p>Students will do a thinking routine in relation to space references. Before and after doing an inquiring activity in the IC.</p> <p>Students will go to the IC and based on their research they will answer 4 questions while exchanging and placing ideas through the, chalk talk, thinking routine.</p> <p>Students will go to the botanical garden and do a map of how to get from there to the school.</p> <p>Students will go to botanical garden in order to see the city from different perspectives, recognizing different icons of our city.</p> <p>Making use of diverse videos, books, and different kind of inquiry resources our students will be able to develop a concept towards the importance of maps, models, etc. for developing a better space orientation. It will be expressed through</p> | <p>landscape</p> <p>In a thinking routine: our students will be able to show how do they feel related towards a concept, which doubts this concept is generating and how would they define this concept after inquiring about it.</p> <p>Thinking routine: Making use of this our students will be able to answer 4 questions related to those things they have been learning in class.</p> <p>E.g. Why shall we make use of a map?</p> <p>Map: Through this our students will be able to represent how to get from one spot to the other, in fact the map will reflect their sense of location and orientation.</p> |
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|  |  | <p>presentations, role plays and graphic organizers that would be kept in the folder.</p> <p>Students will do a model of their neighbourhood showing the most representative and important of that place.</p> | <p>TPR Activities to learn the different landscapes.</p> <p>Thinking routine: Through this students will register 3 things they have experienced during the tour, 2 questions they might have about this topic and 1 thing they understood about it.</p> <p>Through graphic organizer students will reflect, through a draw or phrases, what they have learn about</p> <p>Students will have to represent through a model how their neighbourhood is organised as well as how they could find themselves in place and time.</p> |
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**Resource: Own**

### Period 3 Activities proposal

This table contains: the content planning, and strategies that were proposed for a unit of inquiry that is focused in language and the way humans and animals express themselves

The intention of it is presenting strategies that are suitable to work the vocabulary related to this topic.

| UNIT                           | CONTEN<br>T<br><br>Science<br><br>Social<br><br>Studies  | ACTIVITIE AND STRATEGIES   | HOW TO ASSESS THOSE<br><br>ACTIVITIES AND<br><br>STRATEGIES   |
|--------------------------------|--|--|---|
| How We<br>Express<br>Ourselves | Ways of<br>Communi<br>cation<br><br>Animal<br>Communi<br>cation<br><br>Body parts<br>which<br>allow me | A Movie that reflects different aspects in relation to animals' communication will be played, after that they will create a graphic organizer that reflects their understanding towards this topic. In groups students will inquire the way different animals communicate. After that In a chart they will register the information they have acquire related to it. Finally our | Graphic organizer: Through this students will be able to show that they understand in relation to the way animals communicate.<br><br>Thinking routine: Through this students will be able to register aspects that they already know those doubts they have and finally the knowledge they have acquired on the topic. |

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|  | <p>to talk</p> <p>Language</p> <p>vs.</p> <p>Communi</p> <p>cation</p> <p>Physical</p> <p>problems</p> <p>that are</p> <p>communic</p> <p>ation</p> <p>barriers</p> | <p>students will share their understanding in relation how animals communicate.</p> <p>Students will visit the zoo in order to analyse how animals communicate, they will fill a form with details related to the ways animals communicate.</p> <p>Before and after visiting the I.C our Students will do a thinking routine in relation to the different expressions</p> <p>Through a chalk talk routine students will exchange information in relation to communication, language, and the challenges that those concepts might face.</p> <p>Art and craft activity that will represent the function of how human beings express themselves.</p> <p>Making use of diverse videos and/or books, and different kind of inquiry</p> | <p>Thinking routine: In a chart students will register the knowledge of those concepts that has been exposed in class. And will exchange their ideas when presenting them to the rest of the class.</p> <p>Graphic organizer: Making use of a graphic organizer they will register in their folders they understanding towards the topic.</p> <p>Form: Where the students will provide us with details in relation to how communication works with animals.</p> <p>Thinking routine: In a thinking routine our students will be able to show how do they feel related towards a concept, which doubts this concepts is generating and</p> |
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|  |  | <p>resources our students will be able to observe different aspects related to this UNIT. They will analyse those elements of a story tale and will make use of a 3 2 1 bridge to organize their ideas.</p> <p>Literary Picnic: Students will have an outside doors reading activity where they will chose a story tale to read or analyze and will exchange information. After doing this activity they will do a graphic organizer that reflects their experience during the activity.</p> <p>A differential teaching activity will be assigned, our students will be assigned to watch 3 different videos:</p> <ul style="list-style-type: none"> <li>- Tarzan.</li> <li>- Doctor Doolittle</li> <li>- The book of the Jungle.</li> </ul> <p>A thinking triangle will be assigned</p> | <p>how would they define this concept after inquiring about it.</p> <p>Chart:</p> <p>Based on their research they will answer 4 questions while exchanging and placing ideas through the, chart, thinking routine.</p> <p>Art Craft Activity: Students will be able to express different concepts artistically in relation to communication and language and the way mankind makes use of it.</p> <p>Thinking routine: Through this routine students will register 3 things they have experienced during the activity, 2 questions they might have about this topic and 1 thing they understood about it.</p> <p>Through graphic organizer students will reflect, through a draw or phrases, what they have</p> |
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|  |  | for them, so they would be able to gather specific information that is related to the Unit. This will be developed, by answering specific questions that will lead them to analyse properly the assigned videos. | seen in the books, and how do they feel with the experience of analysing story tales.<br><br>Making use of the Thinking triangle our students will analyse a story tale or movie, that covers all the items of the inquiry line, they will: |
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**Resource: Own**

#### Period 4 Activities proposal

This table contains: the content planning, and strategies that were proposed for a unit of inquiry that is focused in science and the way that: sound, light and matter works.

The intention of it is presenting strategies that are suitable to work the vocabulary related to this topic.

| UNIT                | CONTEN<br>T                                | ACTIVITIE AND STRATEGIES  | HOW TO ASSESS THOSE<br>ACTIVITIES AND STRATEGIES   |
|---------------------|--|---|--|
|                     | <p>Science</p> <p>Social<br/>Studies</p>   |   |  |
| How<br>The<br>World | <p>Matter</p> <p>Matter</p> <p>Changes</p> | Through a round table and objects that represent matter concepts will be introduced. They will be asked | Thinking routine: Through this students will be able to show that they understand the concept of |

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| Works | <p>Sound</p> <p>Light</p> <p>Kinds of pollution</p> | <p>to talk about the things they can observe by making use of routine that help them to analyse and describe.</p> <p>After that they will make use of a graphic organizer to register the approach they just have had.</p> <p>In groups students will inquire about the different matter. After that, In a chart, they will register the information they have acquire related to it. Finally our students will share through an oral presentation what they have learnt about matter and the different concepts that could be identified</p> <p>Making use of a graphic organizer they will be able to express their understanding towards the topic such as: differences and similarities</p> | <p>matter</p> <p>Thinking routine: Through this students will be able to register aspects that they already know those doubts they have and finally the knowledge they have acquired on the topic.</p> <p>Thinking routine: In a chart students will register the knowledge of those concepts that has been exposed in class. And will exchange their ideas when presenting them to the rest of the class.</p> <p>Graphic organizer: Making use of a graphic organizer they will register in their folders they understanding towards the topic.</p> <p>Draw: Students will chose any object that represents matter and</p> |
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|  |  | <p>among the different items that represent matter.</p> <p>Students will represent matter, through a draw, and write a short text about their understanding towards this topic and how this draw is expressing it.</p> <p>Students will do a thinking routine in relation to matter and sound, Before and after doing an inquiring activity in the IC.</p> <p>Students will go to the IC and based on their research they will answer 4 questions while exchanging and placing ideas through the thinking routine.</p> <p>Students will go to the abracadabra museum and do a graphic organizer about their understanding towards the interactive activities related to</p> | <p>draw it and will write expressing what this draw is reflecting and how do they relate it to matter.</p> <p>Thinking Routine: In a 3 2 1 bridge thinking routine our students will be able to show how do they feel related towards a concept, which doubts this concepts is generating and how would they define this concept after inquiring about it.</p> <p>Thinking routine: Making use of the chart our students will be able to answer 4 questions related to those things they have been learning in class.</p> <p>E.g. How matter is related to sound?</p> <p>Graphic organizer: Through this our students will be able to</p> |
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|  |  | <p>matter and sound.</p> <p>Students will go to the abracadabra museum and do a graphic organizer about their understanding towards the interactive activities related to matter and light</p> <p>Making use of diverse videos, books, and different kind of inquiry resources our students will be able to develop a concept towards the importance of light and shadow, and how to avoid the consequences of light pollution. It will be expressed through presentations, role-plays and graphic organizers that would be kept in the folder.</p> <p>Students will do a campaign in relation to how to avoid light pollution, as well as a shadows show that will be about this topic.</p> | <p>represent how matter is related to sound and its relation to experiments as well as artefacts.</p> <p>Thinking routine: Through this routine students will register 3 things they have experienced during the tour, 2 questions they might have about this topic and 1 thing they understood about it.</p> <p>Through graphic organizer students will reflect, through a draw or phrases, what they have learn about.</p> <p>Through a campaign and shadows show students will represent a reflection, in relation to light pollution.</p> |
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**Resource: Own****Period 5 Activities proposal**

This table contains: the content planning, and strategies that were proposed for a unit of inquiry that is focused in communities and civil organization. The intention of it is presenting strategies that are suitable to work the vocabulary related to this topic.

| UNIT                                | CONTEN<br>T<br><br>Science<br><br>Social<br>Studies              | ACTIVITIE AND STRATEGIES  | HOW TO ASSESS THOSE<br>ACTIVITIES AND<br>STRATEGIES   |
|-------------------------------------|--|---|---|
| How We<br>Organize<br>Ourselve<br>s | Communit<br>y<br><br>Organizati<br>on<br><br>PRAE<br><br>Project | Some people will be invited, could be some parents, in order to talk about their profession and the role it fulfills in our community, in case of not having any guest speaker what could be done is showing them a video that talks about professions and some follow up questions will be done, in order to lead them to inquire about how those roles cause an | Graphic organizer: through this the kids will register different details that they have learnt in relation to people and their jobs, as well as the function and impact those roles have in our community.<br><br>Thinking routine: students will provide information about 3 |

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|  |  | <p>impact in the community</p> <p>Students will inquire about different communities and the role their have, this information will be socialized through a thinking routine, that will be done as a presentation.</p> <p>The kids will identify needs and wants of the school, which is a community, and will take a role that is supposed to allow them transform that need or want, but they will have to keep in mind their rights and duties.</p> <p>Students will order a pizza and they will have to find out by themselves how it is supposed to be done, teachers will just make the call but they would have to organize themselves to order it. In this way they will understand how an</p> | <p>communities, 2 roles of the members of those communities and a conclusion of what was inquired. At the end of organize all this information they will present it to the rest of the class.</p> <p>Proposal: they will write the proposal trying to inform how the different activities will be developed, seeking to transform the different problems their school community is facing</p> <p>Graphic Organizer: Through this tool students will be able to register the process, as well as answering some follow up questions that could help them to understand: what an organization might be, how it might work.</p> <p>Manual: Students will create a</p> |
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|  |  | <p>organization might work in fact each of them will have to fulfill a role in order to achieve a goal that has been set.</p> <p>During the first inquiry line they will visit a nonprofit organization where they will collect certain information about how that organization work, they will inquire in the inquiry centre about other organizations, and will watch some videos in order to see their differences.</p> <p>Students will be divided in groups and will create their own organization, they will explain what kind of organization it is and which is its function in our community.</p> <p>We will tell them they they were supposed to come with a different uniform. And after that we will talk</p> | <p>manual where they will explain the differences and similarities of different kinds of organizations as well as how do they work. The manual will have instructions and draws created by the students.</p> <p>Presntation: Students will develop cardboards that will contain important information in relation to their presentation. And will answer some follow up questions such as: what kind of organization is it?, how does it work?, etc.</p> <p>A reflective format where they will fill how did they feel during the exercise and which insights it has generate in them.</p> <p>Thinking routine: Through this students will organize their ideas in relation the topics they have</p> |
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|  |  | <p>about how did they feel when they found out they were supposed to bring a different uniform, some questions will ellicit a reflection about the importance of being knowledgeable.</p> <p>The kids will go to the inquiry centre to research through books and videos about assertive communication as well as the importance of taking decisions.</p> <p>Students will create a campaign about the importance of being asseritve and the consequences we might face when taking a decision.</p> | <p>been inquiring about they will: share 3 options 2 posible consequences and a reflection.</p> <p>CHart : through this they will prepare an oral presentation in relation to assertive communication.</p> <p>Grafic organizer: Through a graphic organizer they will set the ideas for the campaing as they answer some adressing questions such as: what would you do if a</p> |
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**Resource: Own**

### Period 6 Activities proposal

This table contains: the content planning, and strategies that were proposed for a unit of inquiry that is focused in natural resources and ways of recycling. The intention of it is presenting strategies that are suitable to work the vocabulary related to this topic.

| UNIT               | CONTENT  | ACTIVITIE AND STRATEGIES  | HOW TO ASSESS THOSE ACTIVITIES AND STRATEGIES  |
|--------------------|--|---|--|
| Sharing The Planet | Science<br>Social Studies<br>Natural Resources<br>Recycling<br>Process to create compost | <p>The students will bring magazines from home to create a wall gallery of natural resources, they will try to classify them into groups and paste them taking into account the classification they made.</p> <p>Students will inquire about different natural resources using books from the IC, they will find examples of each type of resource to work in thinking routine.</p> <p>Each student will choose a country from the world to start writing their</p> | <p>Thinking routine: Working in the same groups the students will create an information poster for a graphic organizer with all their opinions in which they mention what they already know about the topic and their conclusions from the game. They will also create a list of questions to paste in the space of what they want to learn</p> <p>Thinking routine: Each student will write a reflection about what they learned from the round table</p> |

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|  | <p>position paper for the UN model, they will inquire in the ICT room through websites about the natural resources that the country has and will start writing the first part of the position paper.</p> <p>The students will be organized in 4 groups, they will receive sets of cards that have different stages of use and transformation of non-renewable resources, they will play a game to organize the stages according to their previous knowledge and compare with other groups.</p> <p>Each student will bring from home news, anecdotes or invented stories, in which they notice the repercussion of using and abusing the natural resources of our planet, they will share it in a round table and then they will take turns to mention their conclusions.</p> <p>Each student will inquire about the</p> | <p>and will paste it on the what they have learned space</p> <p>Self-evaluative checklist: The students will have a checklist with some criteria to take into account for the poster, they will do self-evaluation of the activity.</p> <p>Position paper: The students will fill the second part of the position paper related to the repercussions of using the natural resources without responsibility.</p> <p>RAFT</p> <p>Role: Students from an IB school.</p> <p>Audience: Newspaper editor.</p> <p>Format: Letter.</p> <p>Topic: Ideas to preserve natural resources.</p> <p>Chart: The student will rotate answering to questions:</p> <ol style="list-style-type: none"> <li>1. What causes the organic degradation?</li> <li>2. How does waste change through the degradation?</li> </ol> |
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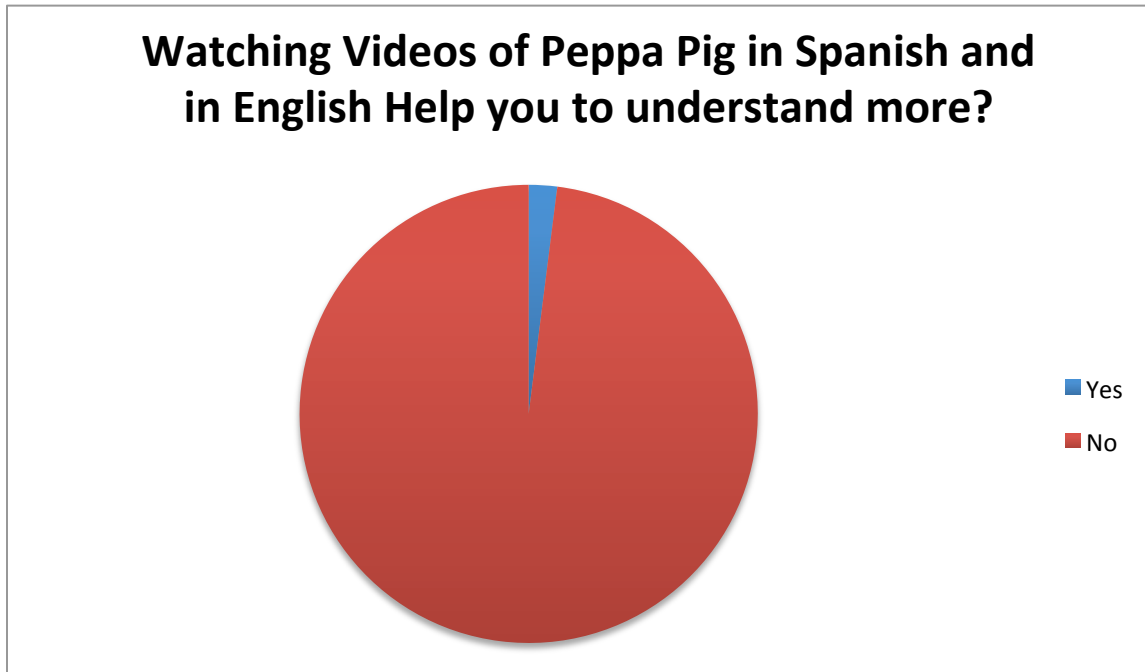
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|  | <p>repercussions of the use of natural resources in the country they chose before for the UN model to keep filling the position paper.</p> <p>Then, in couples they will create posters to show the school what would happen if we don't preserve our natural resources, each couple will choose a topic and will bring pictures to decorate the poster. They will redact a short reflection in english to write on the poster.</p> <p>Watch the movie Wall-E to generate awareness about the preservation of resources. Then, the students will work in teams to write a letter to the newspaper with ideas to preserve the natural resources in our city.</p> <p>The students will inquire about the concept of organic and inorganic degradation; they will have a chalk-talk to share information about them. They will create in couples a poster for a campaign to promote the preservation of the natural resources and the environment through recycling.</p> <p>We will collect materials from the school, houses and classroom to recycle creating new objects from a</p> | <p>3. What is our responsibility related to organic and inorganic degradation?</p> <p>Posters: The students will evaluate the posters of other students taking into account given criteria.</p> <p>Checklist:</p> <p>The students have to complete some requirements:</p> <ul style="list-style-type: none"> <li>-Bring information or ideas for the "recycle bank".</li> <li>-Collect materials from their environment.</li> <li>-Work on his own recycling</li> </ul> <p>Project in class.</p> |
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|  |  | bank of ideas brought by them from home. Each student will choose his project and will work on it. |  |
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**Resource: Own**

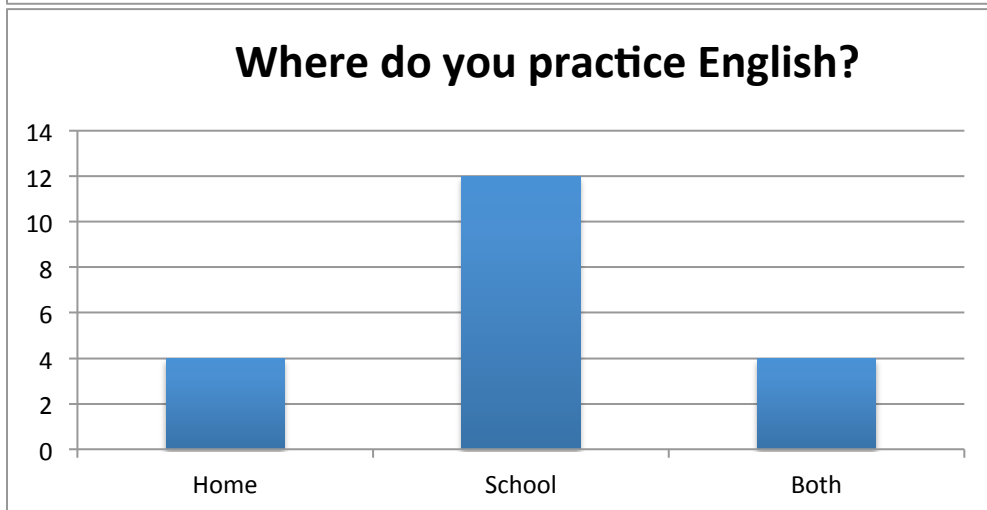
**Which Activities were more suitable, to understand the content of UNIT, based on the opinion of the first A students of Liceo Los Alpes?**

The next figures represent the opinion of the students based on interviews that were realized to them, almost finishing the school year.



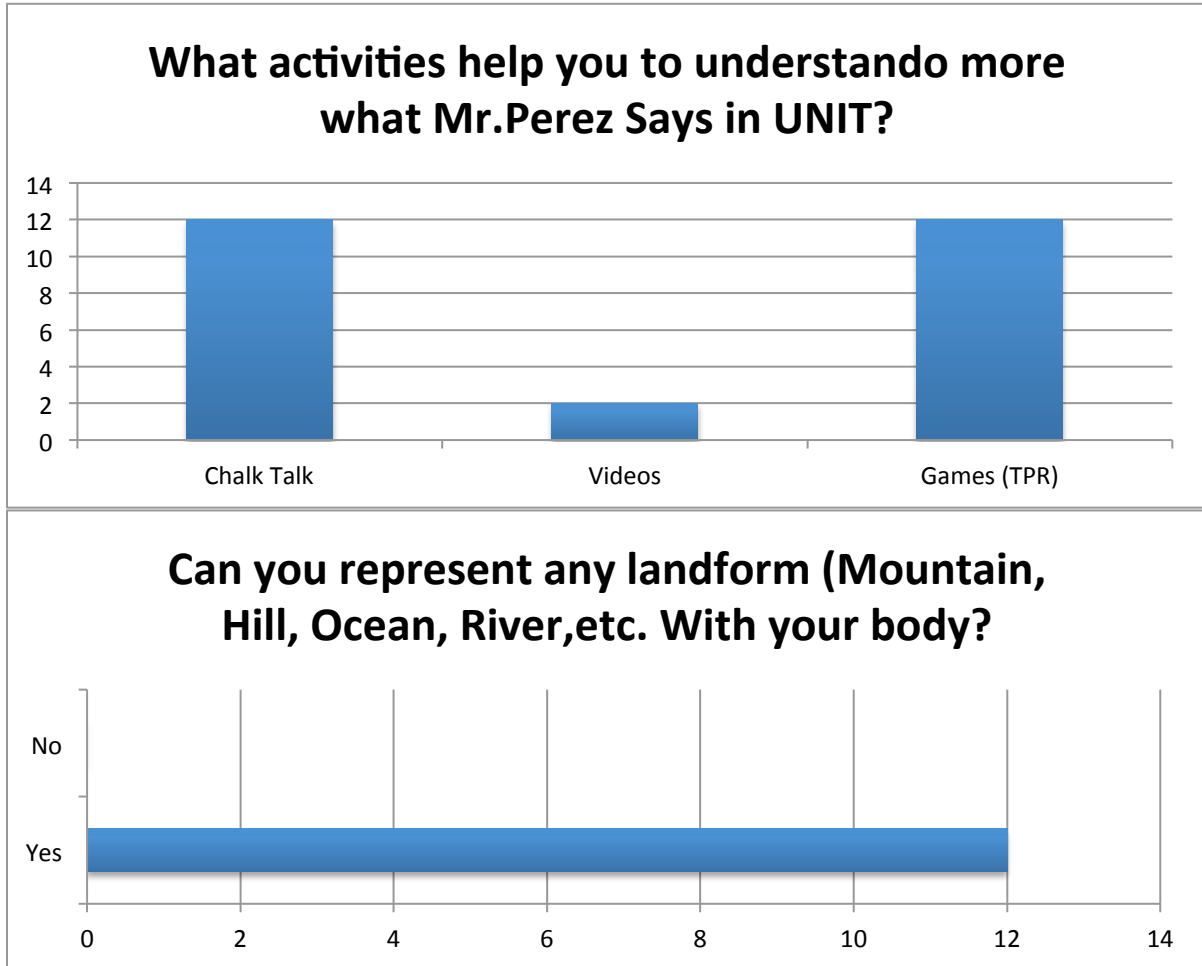
Two out of twelve students manifested that a preview review strategy, with Peppa pig videos, is useful for having a better understanding. It is important to highlight that this kind of strategies are approached from CLIL in fact that they help to improve the effectiveness of language learning, in addition ICT skills are developed as well as vocabulary is worked in order to help them to have a better understanding of the content of the targeted language. The usage of videos

is such a great complement for communicative skills, in fact it also allows them to hear the right pronunciation and language form and could even help them to improve their speaking.



Four of them practice the vocabulary learnt in class at home, and are instructed by their parents in gaining a second language. Working at home is important, parents need to set some time to practice and provide their kids with some intentional teaching, this strategy should be applied for most of our learners in fact from CLIL it is considered intentional learning, and could help them to acquire more vocabulary than the one they are

learning during their lesson. It is possible to say that the few students who were exposed to intentional learning were able to develop the different lessons task more successfully than those who did not have this intentional learning process at home.



All of them can remember most of the vocabulary that has been taught through TPR activities (games), and also all of them recognized that thinking routines such as chalk talks are useful to remember vocabulary that has been acquired, which help them to understand better what the teacher says, during their unit lessons.

Based on what has been observed and in the interviews made to the 12 kids it is possible to say

that the strategies that helped them the most were: playing TPR games and applying the Chalk Talk (Thinking routine). Nevertheless it is pivotal to high light that the two students who considered important preview review activities, are receiving differential teaching.

## CHAPTER 5

## DISCUSSION

This qualitative research project allowed us to research different strategies to help a group of first graders, at Liceo Los Alpes, understanding the Concepts of UNIT in English.

Different CLIL and TPR activities were applied in order to achieve this aim, however it is important to mention that the most suitable ones were: A thinking routine know as Chalk Talk, Videos with content in both languages and games such as charades and Pictionary which helped the students to acquired new vocabulary and also reinforce it making use of visual aids and body language.

Our aim was to see the result of the different strategies that we included in the lessons and these were the outcomes:

Based on the observations and interviews it is possible to say that all of the students, even those who are receiving differential teaching, are able to understand what their teacher says in English during their UNIT lessons. Some of them are more limited than others when understanding, however, they still demonstrate understanding of their foreign language.

It is possible to say that subject such as UNIT could be understood in English, in fact the whole group, of first grade students at Liceo Los Alpes, was able to demonstrate it, nevertheless it is important to highlight that having an understanding of the subject, in English, does not mean that a learner could orally reproduce something in relation to the subject in the targeted language.

## CHAPTER 6

## CONCLUSION

Most of Teaching English, as a foreign language, students at UNAD might end up working as bilingual teachers and some of them will have to develop, in young learners, language skills, for academic purposes. This research project could be suitable for them to recognize, learn or remember some strategies that are suitable to help young learners out while acquiring a language that is also their main language of instruction.

Teaching to children and specially in a foreign language is or could be challenging, keeping in mind the targeted language is no often spoken in their city that is why allowing language exposure strategies during each lesson is pivotal for them to be in contact with the targeted language.

Children present a short attention span that changes depending on their range of age that is why TPR and/or different dynamic activities should be developed in order to help them to acquire the vocabulary and content they need for their lessons in a friendly and suitable way

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## APPENDIX A: Request Letter 1.

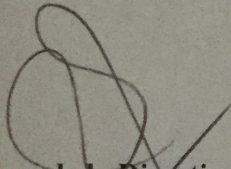
22 de Agosto del 2016

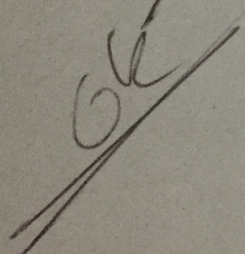
**Señores PEP  
LICEO LOS ALPES**

Estimados y Distinguidos Señores:

Nos place extenderles un cordial saludo, en ocasión de solicitarles que los estudiantes de término de Licenciatura de Inglés como Lengua Extranjera de la Universidad Nacional Abierta y a Distancia Los señores Diego Alejandro Perez Delgado y John Jairo Quintero Rios puedan tener el debido permiso de ustedes para realizar el Proyecto de Tesis en su prestigiosa Institucion LICEO LOS ALPES y acceso a la misma, durante el año lectivo 2016-2017, con fines de obtener informaciones que les permitan desarrollar su proyecto de trabajo de grado o fin de carrera.

Con saludos cordiales y a tiempo de agradecerles su atención a esta solicitud, aprovechamos la oportunidad para reiterarles nuestra más alta consideración y estima, y nuestro apoyo.

  
**Firma de la Directiva que Recibio la Carta,**



APPENDIX B: Request Letter 2.

22 de Agosto del 2016

Padres de Familia Grado Primero A  
LICEO LOS ALPES

Estimados y Distinguidos Señores:

Nos place extenderles un cordial saludo, en ocasión de solicitarles que los estudiantes de término de Licenciatura de Inglés como Lengua Extranjera de la Universidad Nacional Abierta y a Distancia Los señores Diego Alejandro Perez Delgado y John Jairo Quintero Rios puedan tener el debido permiso de ustedes para realizar el Proyecto de Tesis en el grado PRIMERO A del LICEO LOS ALPES y acceso a la misma, durante el año lectivo 2016-2017, con fines de obtener informaciones que les permitan desarrollar su proyecto de trabajo de grado o fin de carrera.

Con saludos cordiales y a tiempo de agradecerles su atención a esta solicitud, aprovechamos la oportunidad para reiterarles nuestra más alta consideración y estima, y nuestro apoyo.

Firma de Padres de Familia,

*[Handwritten signature]*  
66721777 Juliana

*[Handwritten signature]*  
cc # 6703 291

*[Handwritten signature]*  
Kaen Pache  
cc. 22.548.68

*[Handwritten signature]*  
C.C. 1130602313 de cali

*[Handwritten signature]*  
94412162

Carolina Giraldo *[initials]*  
cc. 1130679560

*[Handwritten signature]*  
cc 66773596

*[Handwritten signature]*  
cc 94454377 de  
Papi Juozto

L-LP  
31370055 cali

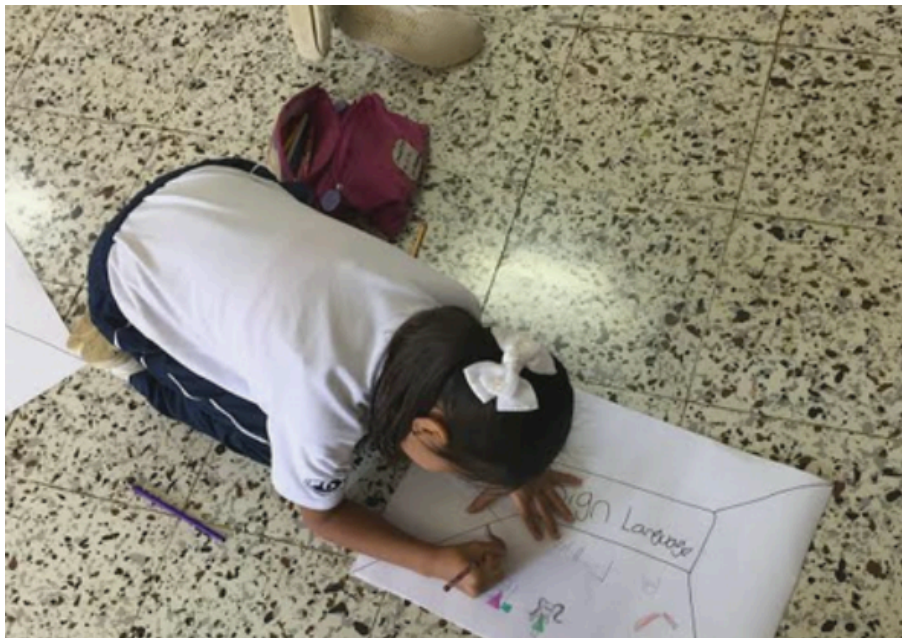
*[Handwritten signature]*  
90 533.029

Pandora Filera kcal *[initials]* cc 30397257

## APPENDIX C: LINKS OF THE INTERVIEWS VIDEOS

|                              |   |
|------------------------------|---|
| Juan Esteban Rueda           | <a href="https://www.youtube.com/watch?v=SjbJlelLwwU">https://www.youtube.com/watch?v=SjbJlelLwwU</a> |
| Jacobo Barrezueta            | <a href="https://www.youtube.com/watch?v=34L7_1AMQAE">https://www.youtube.com/watch?v=34L7_1AMQAE</a> |
| Andres Felipe Daza           | <a href="https://www.youtube.com/watch?v=IYjVCVsFr9g">https://www.youtube.com/watch?v=IYjVCVsFr9g</a> |
| Maria Camila Dominguez       | <a href="https://www.youtube.com/watch?v=Lv8jLJojB0E">https://www.youtube.com/watch?v=Lv8jLJojB0E</a> |
| Mariana Beltran              | <a href="https://www.youtube.com/watch?v=-vt5AjkdaiA">https://www.youtube.com/watch?v=-vt5AjkdaiA</a> |
| Gabriel Naranjo              | <a href="https://www.youtube.com/watch?v=cXIDMcXkiak">https://www.youtube.com/watch?v=cXIDMcXkiak</a> |
| Sarah Henao                  | <a href="https://www.youtube.com/watch?v=h-2umNtuCmo">https://www.youtube.com/watch?v=h-2umNtuCmo</a> |
| Martin Sarria                | <a href="https://www.youtube.com/watch?v=tt2B7IUoRb0">https://www.youtube.com/watch?v=tt2B7IUoRb0</a> |
| Sara Quiceno                 | <a href="https://www.youtube.com/watch?v=zVHALJvcULI">https://www.youtube.com/watch?v=zVHALJvcULI</a> |
| Maria De Los Angeles Escobar | <a href="https://www.youtube.com/watch?v=syLT2u4bIKI">https://www.youtube.com/watch?v=syLT2u4bIKI</a> |
| Juan Jose Ordonez            | <a href="https://www.youtube.com/watch?v=UoYPY1IAik0">https://www.youtube.com/watch?v=UoYPY1IAik0</a> |
| Isabella Ceballos            | <a href="https://www.youtube.com/watch?v=0Gkdvr7FITU">https://www.youtube.com/watch?v=0Gkdvr7FITU</a> |

APPENDIX D: PICTURES OF CLASS ACTIVITIES







APPENDIX E: PREZI LINKS OF CLASS EVIDENCES

**UNIT 1: Who We Are.**

[http://prezi.com/p9scpzjtjqwrk/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/p9scpzjtjqwrk/?utm_campaign=share&utm_medium=copy)

**UNIT 2: Where We Are In Time And Space.**

[http://prezi.com/otdg3dx3tili/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/otdg3dx3tili/?utm_campaign=share&utm_medium=copy)

**UNIT 3: How We Express Ourselves.**

[http://prezi.com/ibwvfvwhzltg/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/ibwvfvwhzltg/?utm_campaign=share&utm_medium=copy)

**UNIT 4: How The World Works.**

[http://prezi.com/kkrmkbvzerhx/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/kkrmkbvzerhx/?utm_campaign=share&utm_medium=copy)

**UNIT 5: How We Organize Ourselves.**

[http://prezi.com/tggcbyvzfrso/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/tggcbyvzfrso/?utm_campaign=share&utm_medium=copy)

**UNIT 6: Sharing the Planet**

[http://prezi.com/t4hf7sqqcecu/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/t4hf7sqqcecu/?utm_campaign=share&utm_medium=copy)