Integrating the Four Language Skills through Task-Based Learning with Second Grade Children at Liceo Patria School

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Abstract

Task-based language teaching (TBLT) is widely used to help students to work through different tasks that are meaningful to them and at the same time, to work on a cooperative way by promoting their communicative language competences. In this study, the use of TBLT through mini projects in each class was proposed with the main aim to develop and integrate all the communicative skills.

The purpose of this study was to answer the research question: What is the impact of Task-based Learning and mini-projects on the improvement of the English Language through Integrated Skills in second grade children? This study was applied in a Colombian public school, where 32 students were the participants.

The results were collected through a mixed method (qualitative and quantitative research method). The data analysis indicated that students developed their speaking, listening and reading language skills while the writing skill did not show an improvement. However, it is important to say that it was due to spelling mistakes and incorrect grammar structures. In addition, the results indicated that it is a good idea to implement TBLT through mini projects because children can find tasks as motivational.

It is important to mention that second grade students showed higher motivation in classes where animals and their classification was presented. Along with this, students also learned greetings, classroom commands and vocabulary because of the routines that were implemented in the classroom. For further researchers it is important to keep in mind that the time allocated for the tasks proposed was highly dependent on the amount of students and the type of task. In that respect, one limitation emerged.
**Key words:** English as a Foreign Language (EFL), English as a Second Language (ESL), Task-based Learning Teaching (TBLT), mini projects, integrated skills, mixed method, case study.
Introduction

In the process of teaching and learning a foreign language it is important to develop communicative competence. This is possible integrating the four language skills and making of the process something meaningful and dynamic that goes beyond teaching grammatical patterns. For this reason, through this research project we intend to prove if applying a Task Based Learning and mini projects methodology can help primary second grade students at Liceo Patria School in Colombia; in such a way that children develop their communicative competence in the foreign language (English). Likewise, it is intended to observe their progress through the different classes and evaluate them according to their age and level. During the process, we will rely on some pedagogical and linguistic models such as the ones proposed by Stephen Krashen (1993) since it will be introduced the use of the four language skills in order to allow children to interact with each other in pair work or group work and to develop their abilities through mini-projects assigned in each lesson; making of this research project something didactic, meaningful, pedagogical, creative, formative, inclusive and transversal.

Focused on some studies which were read such as the one about teaching English through Project-Based Learning by Pinzón (2014), we totally agree with the necessity to change students minds and attitude about learning another language; in this case: motivation. As it is well known, speaking a second language is very important to be competent and qualified in this growing world, where the ones who speak English have better chances to get more opportunities. It is expected to support students in this learning process; and to see if this proposal will succeed by improving their communicative skills.
The TBL methodology has the aim to make students be more fluent in the English language and, at the same time, to include some real life tasks to prove if the Task-Based Learning and mini-projects activities are useful when kids are learning a new language in Colombia. Task-Based Learning has been studied by different researches like Calvert, Megan and Sheen Younghee (2015); Willis and Willis (2007); Zúñiga (2016); among others. Those had shown good results in terms of teaching a foreign language. It is also motivating for the students, since doing daily tasks, working as a team and practicing in class is stimulating for them.
1. Problem Statement

Considering that English is one of the most important languages to communicate for business, travel, work and academic purposes; it is considered that it is very important to raise bilingual children with their communicative competences developed. For that reason, our research intends to cover that necessity with primary school students.

Most six to ten year old students who have never taken English courses and who belong to a regular public school setting do not develop their communicative competences in English, when taking that into account it is important to say that:

Most teachers focus their teaching practices on grammar or isolated vocabulary. According to (Clavijo: 2016) “las políticas educativas nacionales le han dado, por error, a los docentes la responsabilidad de enseñar inglés a niños de primaria, sin estar necesariamente certificados como profesores de inglés”. A new language should not be taught in a fragmented way, but should be taught in a holistic, contextualized and intensified way. Where the student learns what happens in his/her environment, not isolated words to learn vocabulary, but to learn it in a way that the learner uses it in a communicative way. (Canale & Swain, 1980; Bachman & Palmer, 1996; Brown, 2004).

On the other hand, English is one of the most important languages, for business, travel, among other multiple functions; and in Colombia, the correct use of this language is increasingly needed. Some studies indicate that the best time to learn a new language is in childhood, (Piaget: 1961). In Colombia in several cases the implemented methods have not been very well received, this is demonstrated by the bilingualism experts who visit public and private Colombian schools and who say that “the level of bilingualism in Colombia is still low” Linares, Andrea (2011) El Tiempo (2011).
On the same line, one of the disadvantages for teachers and students is that in most of the public and some private schools the number of students per teacher is above forty, what makes it a challenge to deal with every school year. As Manar Asqalam (2016) mentions in her research *The Effect of EFL Large classes on Yarmouk University Students' Achievement*, it is better for the teacher and the students to have a small group, since the teacher can pay attention to most of the students at a time. In addition, every student will have more opportunities to interact and be corrected by the teacher. Instead, in a large class, the method of teaching will be mainly lecture-centered.

Apart from what was mentioned before, another big part of this problem is students’ motivation, as Ruby Pinzón (2014) mentioned in her study, English teaching through project based learning method, in rural areas; students just see English as a requirement to go to the next level of school, but they do not feel the motivation to learn a target language. Which could be helpful to their future, and because of that, students do not learn English as they were supposed to, the process is delayed to improve their language skills by the time they finish high school.

Additionally, in response to these needs, the Colombian Government created a bilingualism program in 2004 until 2019. The program focuses on the implementation of a new language, in this case English, in our country; but compared to the reality in 2018, this has not given positive results because children do not learn what is necessary to succeed in English. The program was implemented in public schools. However, the program does not fulfill the needs of children when learning a second language. According to Federico Gutiérrez, mayor of Medellín, quoted by Valentina Herrera (2018), Revista El Colombiano. “Estamos mal en la enseñanza de un segundo idioma en los colegios públicos”.

Despite of all these comments, according to the Magazine Dinero (2017) in a survey made by the British Council; in Colombia there are more speakers of English as a foreign language, than 10 years ago, young people have been motivated to learn this language, and the results have been positive, since many job offers require the applicant to have a certain level of English.

Something else to consider is that it is easier for a person to learn a new language in childhood than in adulthood. According to David Birdsong (1999) “There is a limited time, called Critical period during which it is possible to acquire a language, be it L1 or L2 to normal, nativelike levels. Once this window of opportunity is passed, however, the ability to learn language declines.” –Second Language Acquisition and the Critical Period (1999, page 1)

In this paper, one purpose is to work on the necessity that most Colombian schools have nowadays, that it is to implement new methodologies to expose primary students to speak English and learn a new language. For the purpose of this research, second grade students (from six to ten years old) from Liceo Patria Quinta Brigada School will be the subject of this study, with the aim to help them improve their communicative competence. This study will propose three main elements as the basis: Task-based learning, integrated skills and the use of mini-projects. It becomes a necessity to change the teaching practices in public primary schools because some of the methods that have been implemented so far have not been very successful. In line with this, it is proposed the following research question:

What is the impact of Task-based Learning and mini-projects on the improvement of the English Language through Integrated Skills in second grade children at Liceo Patria School?
2. Delimitation of the objectives

2.1 General Objective

To increase communicative skills of English as a foreign language in a second grade students of a public institution in Bucaramanga through the use of Task-based Learning and mini-projects.

2.2 Specific objectives

- To identify the level of English in second grade students, and the methodology they have been exposed to.
- To encourage students to use in the target language to interact with their teachers and peers in the classroom through the use of the TBLT.
- To adequate class materials in order to provide students with situations that involve cooperative work, real life situations, culture, technology and engaging learning environments.
- To evaluate students’ language proficiency in order to determine participants’ entry level and exit level after implementation.

3. Literature Review

In relation to this study about Integrated Skills, different concepts were read and researched. These were particularly important for the aim of this paper, and to be able to understand why the four language skills should be included in English as a foreign language classes and lesson plans.
By the time when the information was searched, a diversity of points of view were found about the possible effects of integrating the four language skills in a class in order to enhance English learning processes. From now, some concepts and meanings and their relationships are presented below.

3.1 The Input Hypothesis and Second-Language acquisition

3.1.1 Background:

If you have ever doubted whether you are a good language learner, then bear in mind that you have already learned one language very well indeed – your first. However, this raises an interesting question: can adults learn a second language in the same way they learned their first as children, and if so, what are the implications for the language classroom?

Perhaps no one has looked at the question more closely than the linguist Stephen Krashen (1997), who has introduced some of the most influential concepts to the study of second-language acquisition.

In his input hypothesis, he first proposed in an article published in 1981, and expanded upon in later years, he makes the distinction between learning: the conscious, traditional grammar-based process in the classroom; and acquisition: (Krashen: 1981) essentially how we, as children, pick up our first language. He says that our mistake is trying to teach languages in the same way we teach Science, History and Mathematics. Instead, he believes that learners should acquire second languages in the same way children learn their first.

Furthermore, Krashen states (Goodman, 1986, p. 10) that: We acquire languages when we can understand messages since learners need to be exposed to what Krashen calls
'comprehensible input' – that is, exposure to interesting and understandable listening and reading material.

In Krashen's view, we acquire languages when we understand messages. He stipulates that the emphasis should be on meaningful interactions and not on form. When parents speak to their children, for example, the emphasis is on meaning rather than the correct use of grammar. If the child says, 'Daddy fish water!' the parent is likely to respond, 'Yes, you're right, there's a fish in the river', rather than by correcting the child's grammar. The theory here is that exposure to sufficient quantities of comprehensible input always results in acquisition.

On the other hand, it must be considered that it exists something called the “Silent Period” (Krashen: 1981) when children do not start speaking their mother tongue right away. Until they utter their first words, they are acquiring language, even if they are not using it. It is the same when we are learning another language. The miraculous first words and sentences that quickly follow are the result of this acquisition. Adult learners, both inside and outside the classroom, need this silent period, too. Teachers should not be afraid when their students are not willing to participate in debates in class – perhaps they are just acquiring the language. Moreover, putting pressure on the learner to speak before they are ready will result in anxiety, rejection and apathy.

Learn a new language is a complete process and it does not happen overnight. When we were babies, we started to produce sounds by imitation and after that, we began to emit words, sentences, phrases and make them with a logical mental process.

The theme of communicative competence is a large process that includes a mental process based on experience, identifying new codes of the language and putting into real life.
When a new beginner of a second language is willing to join the process he/she must at least know 200 hundred words to begin with that are mostly vocabulary, rules of the language they are learning, basic concepts of how the language rules are followed, yes or no questions and basic information like they can get involved more easily.

Once they go through that, students can start to learn new vocabulary, the right use of syntax after listening to parents or teachers and feeling more comfortable when they are in their natural environment. Since language is a complete process, skills are not isolated and they should be integrated in the learning process to succeed on what we are approaching.

### 3.2 Integrated Skills

In this study the focus is on how to integrate the four language skills in a class to make the learning process more natural for primary school children as the same as when we were learning our mother tongue that we listened to speak and we read to write.

Linguistic and Methodological Bases for Integrating the Four Skills as early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolated and discrete structural elements (Corder, 1971; 1978; Stern, 1992). It is rare for language skills to be used in isolation; e.g., both, speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro-skills and their components.

Widdowson (1978) was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning.
In his proposal for integrated and communicative language teaching in general and in English for specific purposes, (Widdowson: 1978) highlights that practically all language functions are part of sociolinguistic contexts as well as with different types of discourses. He even points out that separate teaching of language skills is not highly recommended from the communicative point of view the receptive (listening and reading) and productive skills (speaking and writing).

Task-based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered the closest classroom simulation of real-life interaction. Beginning from that description the main idea of The Four Language Skills is not to isolate each skill one by one, instead of the principal purpose is to mix up the speaking, listening, writing and reading in a whole class. Based on that concept, it could be said that when people communicate, they often use more than a single language skill. On the telephone, for instance, they listen and speak—maybe, they also write down a message and read over what they have written.

Integrated approach helps to build new knowledge and skills on to what students already know and can do. So, if students can read a short story, this skill will help them to write their own story. Also, integrating the skills allows you to build in more variety into the lesson because the range of activities or task-based (Rebecca 2001) will be wider like practice in a class receptive and productive skills, grammar, students take risks, the students can be motivated to participate in the class with partners if they work most of the classes together. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English as shown by Pinzón’s research. Pinzón (2014). Her study used the method of projects in the class and it worked, activities in the class increased students’ motivation to learn a new language (English) in a rural school, also children learned meaningful topics like fruits and others that were interesting to them.
Above all, according to Pinzon’s research, integrating the skills means that you are working at the level of realistic communication, looking for the way to motivate students, which provides all-round development of communicative competence in English.

### 3.2.1 Skills Division

When we talk about skills, those should be divided into receptive and productive skills. In that way it is possible to understand better how they work and support one another. The first group is completely receptive and it involves listening and reading, and the second group is called productive skills, (writing and speaking). But these skills do not work separately, since when people listen to a conversation then they can speak and give an opinion about the conversation, and the same happens when they are reading a story and using their imagination to put the right words into a piece of paper creating a proper story.

Of course, that is not everything, skills are more than just that; this is why it is necessary to learn vocabulary, grammar, syntax, pronunciation and morphology, to realize how words are formed and how they work together in the language. For example; when you are on the phone calling to your bank to check for your balance account, and the bank assistant is giving you some information to take notes on a piece of paper, on that moment you are practicing your listening, writing and at the same time you can speak asking some questions. For all those actions, you must know vocabulary and how to write, read and train your ear doing a whole mental process in your brain.

For children it is relevant to understand the relation between signified and signifier, where the signifier is interpreted as the form in real (object) material or physical form that you can perceive with your senses (see Graphic 1). The signified on the other hand, is the mental concept when you hear the word, and you associate it to your life experiences (Saussure. 1916)
Children learn every time by seeing, touching, tasting, listening, smelling, imitating, and taking that into account a main concept was searched, this is called Task-based. Task-based learning (TBL) is a method with the purpose of learning from real-life situations and at the same time of developing the four languages skills so that students can be productive and enrich their communicative skills. TBL takes place on the assignment of different activities in the classroom.

3.3 Differences between English as a Foreign Language and English as a Second Language

For teachers it is important to know the differences between these two concepts and how they work depending on the context where you want to teach English.

It is relevant to know the differences between teaching English as a Foreign Language (EFL) typically taking place in a foreign country, usually with students from the same country. In contrast, English as a Second Language (ESL) classes take place in an English-speaking country, with students from all different backgrounds.

English as a Second Language (ESL) and English as a Foreign Language (EFL) require two different strategies for teaching for many reasons. When we talk about learning English as a Second language is because that person is immersed in an English-speaking country receiving
many chances to practice the language and acquire it similar to the mother tongue. In addition, that person will have the opportunity to use the language in real life situations like speaking to natives with different accents. On the other side, when someone is learning English as a foreign language that person does not necessary need to be in an English speaking country, that person can learn on an English course, school and he is not immerse in the language all the time that is why it could take more time for that person to learn it

3.4 Task-Based Learning

Task-based learning is a task-based methodology through which students can learn a new language, according to the performance of activities of daily living. They are involved in their environment, the things they do daily and that are normal for them, so that the student connects his daily routine with the language he acquires in the classroom and begins to practice it outside of it. (Ellis, R. 2003). According to Ellis, the idea of using Task-based learning approach is systematic and it is divided in the following way:

- Pre-Task: Introduction to the topic. The teacher exposes the topic that will be discussed in the class and gives examples.
- Task: Students must perform the task in class in pairs or in small groups, while the teacher monitors, makes notes of errors and student participation.
- Post-task: Students prepare a report to the teacher and other classmates where they demonstrate what was done in the class and finally,
- Report: Students share what they did and exchange information with the rest of the group. According to: “Willis and Willis” on the report part the teacher observes and listens to students performance to later give comments and make
some changes on his classes to help students improvement depending on the task they were developing on that moment.

At the same time, Willis and Willis (1996) consider that Task-based Language Teaching helps students to learn any new language and the task must be done by students as a goal-oriented activity by the teacher, where the teacher has to lead the class, he or her has to walk around the class giving some advices and helping students with some useful words while they are preparing the task and the report.

This methodology started as an improvement of PPP (Presentation, Practice and Production model). Willis and Willis (1996) considered that PPP was focused on accurate use of the grammatical forms in the first stage of this model, but this method did not let students to communicate in English at the end of the courses; conversely the Prabhu's Communicational Teaching Project in primary and secondary schools in Bangalore (Prabhu 1987), encouraged them to change the course of English teaching, since Prabhu’s model allows students to concentrate on the meaning rather than on the form.

3.4.1 What types of tasks are used in Task-based Teaching

There are four basic types of tasks to work with: mini-projects, information gap, reasoning gap and opinion gap.

Mini-projects are a good way to teach a new language, since the teacher focuses a class on doing a mini-project at the end of the class. It helps to catch students´ attention, and, besides that, students feel excited because they are going to see a result of what they do during a class. Those mini-projects are emphasized on daily routine and real life situations, things that are
interesting to them, and because of that, they will be more opened to learn new vocabulary, be more fluent at speaking and take risks to participate during the tasks.

Information gap activities are those that involve the transfer of information from one person to another, from one form to another or from one place to another. For example, two students might have different schedules, but they want to find time to get together to have tea. They need to get relevant information from each other to determine when they are both free, as well as when the available times coincide with when a tea house is open. This type of activity allows students to request information, ask for clarification and negotiate both meaning, particularly when misunderstandings occur, and appropriate conclusions to the task.

Reasoning gap activities are those in which you ask your students to derive some information from that which you give them. They are required to comprehend and convey information, much as in an information gap activity, but the information that they are asked to convey is not the same that they comprehend. They are asked to use reason and logic to decide what information to convey and what resolution to make for the problem at hand. For example, you might ask your students to decide between speed and cost or cost and quality, given a certain situation and various constraints.

Opinion gap activities are those that ask students to convey their own personal preferences, feelings or ideas about a situation. On a higher level, you might ask them to take part in a discussion or debate about a political or social issue. On a lower level, you might ask them to complete a story. In these types of activities, there is no right or wrong answer, and, therefore, there is no objective means by which to judge outcomes, outside of whether what the students do or say addresses the task at hand. You might require them to speak or write for a
certain amount (words or time) and you might ask them to use certain constructions. Otherwise, assessment is subjective rather than objective.

3.4.2 What Are the Steps for a Successful Task-based Teaching Activity

Besides knowing, what a Task-Based is and before even stepping into the classroom and using a task-based activity, it is important to have a firm objective in mind: Why are you using this activity? What do you want your students to learn and accomplish through it? Is it designed so that they can meet those goals? If you can answer each of these questions logically or positively, then you are well on your way to success in the classroom. What steps do you need to take there for your students to succeed?

First, you can start with a pre-task activity and this stage starts with the instructor explaining to his students what will be expected in the task cycle and post-task review stages. In a lower-level class, it will likely include an introduction or review of key vocabulary or grammatical concepts the students will need to accomplish the assigned task. Second, we follow the actual task cycle and in this stage, the students complete the task in either pairs or small groups. The instructor is generally reduced to the role of observer, stepping in only when the students seem to be going too far astray from the assignment at hand. Third, we begin with classroom work ends with the post-task review and this is where the students present their work in some fashion. They might report their findings to the class. They might perform a dialog or skit. They might share their written story, video, or poster with their classmates.

It depends on your goals as a teacher and the time available, you can ask your students to perform some type of peer assessment at this point. This also assures you that your students pay
attention to the presentations of their classmates. To finish you give a relevant homework assignment to them, unless the activity is the culmination of a unit, chapter or class, you will likely need to come up with an appropriate homework assignment and a logical follow-up to the activity just completed in class. This can also take many forms. You might want to ask your students to write an essay based on their in-class work. They might write a reflective piece, a self-critique about what they accomplished and learned. They might write an assessment of the others in their group, of the other groups or of the project as a useful learning mechanism. They might turn in their own version of the project, as they would have done it if they could have worked independently, explaining why they would have done things differently if they had the opportunity.

4. Methods

4.1 Context

This research project will be implemented in a public school in Bucaramanga called “Liceo Patria Quinta Brigada School” with second grade students. It is located next to the Military Campus Quinta Brigada. The population of the school is between 2 to 3 social strata with average resources. Most of the students who study there are children from people in the military or police. Besides that, parents do not have to pay for the education of their children, because it is paid by the Colombian government.

The school is big with a lot of green areas for students to join and play during the break time. The classroom assigned to the research teachers to implement the lessons is medium size (10m² approximately), it has big windows, 40 chairs, a board and a television. There is a shelf to
put classwork and stuff necessary to use during the classes like: markers, tape, colors, and pencils among others.

4.2 Participants

The target participants for this research are 2nd grade students. The class ages vary, there are 32 students with ages between 6 to 10 years old. Out of this number, 18 children who are seven years old, 6 participants who are eight years old, 5 participants who are six years old, 2 participants who are nine years old and one child who is ten years old (Figure 1).

![Figure 1. Students’ age in the classroom.](image)

In all these participants, there are 22 male and 10 female (Figure 2).
In regards to their living situation, 12 children live in a house with their families, and 20 of them live in an apartment with their families too (Figure 3). Along with this, 13 participants live with their parents and other relatives, while 12 with their close family (mother, father and siblings). The rest of the students (7) live with only one of the mentioned afore. (Figure 4).
In terms of family relations, Figure 5 shows that 23 students have a very good relationship with their families, 6 students have a good relationship, 2 of the 32 students have a poor relationship with their families and 1 affirmed having a very bad relationship with their relatives. Besides that, Figure 6 evidences that in terms of interactions in the classroom, 26 students have a good relationship with their classmates, 2 students affirmed to have a not so good relationship with the group and 4 of them said that they did not have a good relationship with their classmates.
4.3 Research Design

Beginning from the necessity to increase English proficiency level in primary school students, and to discover methodologies that could help us, as training teachers to plan the classes and evaluate effectively the implemented methodology, the four language skills (writing,
(reading, speaking and listening) will be integrated through observation while children develop their learning process in the second language.

As researchers, it is necessary that the interpretation of the data in this study is clear and thorough, aiming at constructing a complete analysis of the impact of Integrated Skills in the conditions this research has. For this study, it will be applied a mixed method which will use qualitative and quantitative research elements.

Qualitative research is a method based on observation, participant’s interviews, data collection; analysis of the results, findings and feedback; (Heigham, J. and Croker R. 2009). Qualitative research is an approach that allows researchers to observe and analyze different aspects of phenomena to look at its complexity and, as it is not linear, adapts perfectly to the particularities different contexts have. Some characteristics that a qualitative research has and will help this project is that it uses observation, interviews with participants, field journals, etcetera. In this case, that it will be taught primary school students, we must be very careful on how to observe their behaviors, their responses to the class activities; to see if they follow directions to work with mini-projects and to observe if they are learning and using the four languages skills during the process.

One important characteristic of qualitative research is that it must be rigorous (Pla: 1999) It will need to analyze details and validate reliability, that is why it makes the qualitative research be meticulous, even though it does not take statistic or numbers. With qualitative research it can be easier to choose the appropriate technique to collect data. Also, qualitative research is inductive, and very descriptive. Furthermore, it is mainly a method to generate theories and hypothesis and it is easier to prepare classes because it does not have rules of procedure. Qualitative research is flexible, evolutionary and resourceful in nature.
On the other hand, quantitative research elements will allow this research to make sure the results found in some tests can be compared by means of using descriptive statistics. Mixed methods are helpful in understanding contradictions between qualitative results and quantitative findings; also, mixed methods are useful to make sure that the findings in the figures correspond to the participants’ experiences. In that way, researchers can make a balance and do a comparison between numbers and qualitative information, or prove if the results correspond to what they expected about their object of study.

Researchers analyze the whole context and they do not just care about numbers or statistics as a pure quantitative research does. When you are applying a mixed research, you must take your time going back and analyzing through the results you already have, since it is necessary to explore and discover if you are going on the right track and your research is giving you enough details to persuade the purpose of your research objectives.

Consequently, as researchers, it will give this paper an opportunity to identify if the method that is being applied is giving positive results according to what it is expected. When we talk about the goal of the research, something that must be kept in mind, is the purpose to improve the learning of English as a foreign language in primary school students, by using the four language skills (speaking, reading, writing and listening), while they interact in a nice and meaningful environment provided by the researchers. At the same time, it will face the researcher own learning process with struggles and developing some skills.

Additionally, the method selected to carry out this research will be the case study, because by observing a minimal group of students. It can be easily identified students learning necessities, strengths and weaknesses in the four language skills, their different English levels; and also, the researchers as training teachers can work on those issues by implementing warm up
activities, practice classes, dialogues, mini-projects; giving them assignments related to the class topics for them to work by themselves at home. It is expected that after following this process class by class, students would improve in the target language.

A case study will take this paper on the right track; since it can be taught through the use of a flexible syllabus. In this way, the appropriate strategies can be implemented, while students are motivated at the same time and discover whether this proposal is useful or not.

4.4 Procedure

In order to develop this mixed study, once we chose to do a case study and once we chose to work with a case study, the general research question “What is the impact of Task-based Learning and mini-projects on the improvement of the English Language through Integrated Skills in second grade children?” was formulated as well as the general and the specific objectives. Consequently, a review of a variety of literature related to the methodology and approaches we would like to use for the implementation of this project research with primary school students was made.

To be able to address this research question and keeping in mind the importance of every stage of the research design process, a preliminary phase using a need analysis test, a diagnostic test and a teacher interview were made. The purpose of the needs analysis was to know better the population with which one would work, in this case with second grade students. Also, the researchers used it to design attractive material for the future lessons based on the participants’ answers to some specific questions. This needs analysis included some yes/no questions, open ended questions where they had to give full answers and multiple selection questions (see Annex 3).
Some of the questions included asking what they like to do on their free time, what kind of electronic devices they had at home, what was their favorite color, favorite cartoon, favorite animal, favorite school subject, if they were taking English lessons besides the ones they took at school, and what kind of tasks they would like to do during English classes. Also, it was asked if they like English and what was their favorite activity to do during the English classes, and how would they like their English teacher to be. Additionally, some demographic questions like their age, their gender, where they live, and who they live with were included along with questions like how the relationship with their families was, how the relationship with their classmates was and how the atmosphere and relationship between teacher and students was. (This information was included in the participants’ section above).

The information below comprises the results of the data gathered through these preliminary instruments. Prior to collecting this information, an informed consent was signed by the head teacher of the class. (See Annex 3) The needs analysis information was collected in a two hours session, and after this, it was analyzed by creating both a coding book and a data matrix where bar charts were used to report different frequencies and percentages for each question. The results of that test showed that 26 students reported that the atmosphere in classes with their teacher is good and that they feel comfortable during the lessons, 6 out of 32 interviewed students said that their relationship with their teacher is not the best (Figure 7).

Talking about the devices that students use at home or they have, they affirmed to have TV, tablets and computers (Figure 8) fact that let the teachers know that the participants of this research use a lot of technology on their free time when they are at home.
In addition, on their free time 20 students said that they like reading, watching TV, hanging out with friends and practicing sports (Figure 9).
When students were asked about their favorite subject, 12 students answered that they like English, 7 students like Spanish, 6 students prefer Mathematics, 5 students are keen on sports, 1 student is into Biology and 1 student prefers Religion class (Figure 10).

![Frequency chart for favorite subjects](chart1.png)

*Figure 9. How students spend their free time.*

![Frequency chart for favorite subjects](chart2.png)

*Figure 10. Students’ favorite subject.*

When students were asked about their preferences they said that their favorite cartoon were superheroes, Sponge Bob, Dragon Ball, Frozen and Disney Princess (Figure 11). Their
favorite animal for 16 students was the dog, 9 of them prefer a cat, 4 of them voted for a rabbit, 2 prefer a horse and 1 prefers a chicken (Figure 12).

![Figure 11. Students’ favorite cartoon.](image)

12 Students said that blue is their favorite color, 8 students chose black as their favorite color, 9 students selected red and yellow and 3 voted for pink and green (Figure 13).

![Figure 12. Students’ favorite animal.](image)
When students answered if they like English, 25 of them said “yes” and 7 students said that they do not like English (Figure 14)

![Bar chart showing students' favorite colors.](image)

*Figure 13. Students' favorite color.*

![Bar chart showing students' perception of English.](image)

*Figure 14. Students' perception on English subject.*

Also, one of the question was if they attend to an English course or take personalized classes outside of the school and surprisingly 17 students that is most of the half of the group take extra-English lessons, and 15 students do not (Figure 15).
It was asked to students what they like to do in an English class question to which 28 students said they like to write letters or notes to their favorite characters, 24 students prefer to read stories, 9 of the 32 participants like to speak and sing in English and the other 4 rather listen to songs of the favorite singers (Figure 16).

**Figure 15.** Students taking extra English courses.

**Figure 16.** Students’ preferences in an English class.

Talking about what kind of activities students prefer on an English class, 11 children like to draw and color images, 9 children prefer to write and prepare cooking recipes; they would like
to write a letter to their best friends and 4 would prefer to sing and dance a choreography with their classmates (Figure 17). The kind of teacher that participants prefer is a teacher who is dynamic and playful, according to Figure 18 which shows that 11 students selected that answer; 8 of the participants answered that they prefer a teacher that is funny, 7 of them voted for a teacher that is nice and lovely and the last 6 participants chose a creative and artistic teacher.

Figure 17. Students’ favorite activities in an English class.

Figure 18. Students’ favorite English teacher qualities.
After analyzing the needs analysis information, in the second class the diagnostic test was implemented with two hours of length. To design the diagnostic test, it was read the DBA “Derechos Básicos de Aprendizaje”, Currículo sugerido para inglés primaria and currículo sugerido para Ciencias Naturales established by Ministerio de Educación with the purpose of evaluating their English prior knowledge. Also, it included appropriate topics according to their level and age, and additionally, the four language skills were evaluated. For each section, some topics and some structures in line with DBA were chosen.

For the listening section, it was evaluated the content, vocabulary and animals; in the speaking section, students were asked to describe an animal saying its characteristics like color, name, size and behavior. For the writing section, according to DBA, students were evaluated to do some grammar exercises using structures present simple and auxiliary verbs like “can” and “cannot”. Lastly, for the reading section, it was included trip-matching exercises, where they had to match tick or cross if sentences were correct and fill in the gaps with correct words.

Here below, the results obtained from the diagnostic test applied to second grade students will be showed. The test was analyzed by coding each question, as it will be shown below: Question 1 was coded from 1a to 1j (Date codebook, see Annex 8).

The first part of the listening section was designed for students to recognize animal’s vocabulary, putting numbers to each picture in the order they heard it on the audio. This exercise had 10 different animal pictures. The listening structure was: What is this? It is a mouse. (123listening.com).
Figure 1a and 1b show that 32 students easily recognized the words “monkey” and “zebra”. The word “mouse” was recognized by 30 students (Figure 1c). Figure 1d shows the word “shark” which was identified by only 9 students.
The word “koala” was identified by 31 students (Figure 1e). The Figure 1f with “dolphin” was recognized by half of the students. Figure 1g with the word “snake” was recognized by 15 students while the word “sheep” was correctly identified by 11 students (Figure 1h).
Figure 1e. Diagnostic test. Listening section. Question 1e.

Listen and organize the animals from 1 to 10 (Koala)

Correct Incorrect
31 1

Figure 1f. Diagnostic test. Listening section. Question 1f.

Listen and organize the animals from 1 to 10 (Dolphin)

Correct Incorrect
16 16
The word “giraffe” was recognized by 6 students (Figure 1i). “Whale” was recognized by 6 students (Figure 1j).
For the second part of the listening section students were asked to circle the correct animal they listened on the audio, students faced grammar structures like that is not... it’s a ... or this is a... not a...(123listening.com)
In the Figure 2a, 32 students recognized the word “monkey” as similar as Figure 1a. The word “zebra” was recognized by 31 students and for 1 student was incorrect (Figure 2b).

The Figure 2c the word “mouse” was recognized by 29 students The word “shark” was recognized by 20 students (Figure 2d).
The word “koala” was correctly answered by 9 students (Figure 2e). “Dolphin” was recognized by 15 children (Figure 2f). The next word was “snake” which was recognized by 20 students and wrong for 12 children (Figure 2g). The word “sheep” was recognized by 9 students and 23 students’ answered incorrectly (Figure 2h).
Figure 2e. Diagnostic test. Listening section. Question 2e.

Circle the image that is mentioned (Koala)

Figure 2f. Diagnostic test. Listening section. Question 2f.

Circle the image that is mentioned (Dolphin)
The Figure 2i where the word “giraffe” was the correct was chosen by 7 students and 25 answered incorrectly. The next word was “whale” (Figure 2j) it was recognized by 10 students and unrecognized by 22 children.
As these exercises are analyzed, it is considered that it was somewhat hard for students because of the grammar structure used in the second part, and since they do not usually listen to English.

On the next part of the text, students’ previous knowledge about living beings were evaluated, non-living beings, pets and other kind of animals through reading. In the Figures 3a,
3b, 3c and 3d students had to match the word to the correct definition to which: in the first question (Figure 3a); (Living beings: animals, plants and humans) was recognized by 8 students and wrong for 24 students. (Figure 3b); (pet: cat, dog and rabbit) recognized by 11 students and unrecognized by 21 students. (Figure 3c); (Non-living beings: rock, table and house) was unrecognized by 20 students and recognized by 12. (Figure 3d); (Animals: Lion, elephant and sheep) shows that was recognized by 23 students and unrecognized by 9 students.

Figure 3a. Diagnostic test. Reading section. Question 3a.

Figure 3b. Diagnostic test. Reading section. Question 3b.
The next part of the reading section was tick and cross. Where students had to read the sentence and decide whether it belongs to the animal next to it or not, for example: *the fish can walk* to which students had to answer with a cross on the box. In the Figure 4a for the sentence:
this is a cow, 29 students answered correctly and 3 incorrectly. In the Figure 4b, in the sentence: this is a living being, 27 students answered correct and 5 incorrect. In the Figure 4c, there was a sentence with the next: this is a rabbit, to which 19 students answered correctly and 13 students incorrectly.

Figure 4a. Diagnostic test. Reading section. Question 4a.

Figure 4b. Diagnostic test. Reading section. Question 4b.
(Figure 4d) In the sentence: this is a fish, 25 students answered correctly and 7 incorrectly. In the Figure 4e, the sentence: the bird is eating, 19 students answered it correctly and 13 incorrectly. The Figure 4f where the sentence *the cat barks*, 10 students answered it correctly and 22 incorrectly.
The Figure 4g, where the sentence was –*the dog is drinking* 10 students answered it correctly and 22 incorrectly and in the Figure 4h (*the fish is walking*) was recognized by 22 students and 10 students were incorrect.
On the first part of the writing section, the first exercise that students solved was to fill in the gaps using the correct words, in the Figure 5a, the sentence was, fish can swim; to which 13 students answered it correctly and 19 answered it incorrectly. (Figure 5b) The next sentence was: the dog is barking, to which 9 students answered it correctly and 23 students incorrectly. In
Figure 5c the sentence was: birds are not reptiles, to which 9 students answered it correctly and 23 students incorrectly.
In Figure 5d the sentence was: dogs cannot fly to which 9 students answered it correctly and 23 incorrectly. In Figure 5e, the sentence was the frog is not walking, where there were 6 correct answers and 26 wrong. After finishing the analysis of this part of the writing, it was noticed that student’s struggle using the verb to be, the modal verb “can”, and some adjectives they do not recognize or do not understand them very well.
On the second part of the writing it was asked students to order the animal vocabulary words and write it in the box. The words were: hen, rooster, pig and donkey. Where the first word (hen) was well organized by the 32 (Figure 6a). By the other hand the word rooster was unknown for the 32 students (Figure 6b). The Figure 6c, the word pig was correctly organized
for 25 students and unrecognized by 7 students. The Figure 6d, with “donkey” as the word to organize was corrected written for 3 students and incorrectly for 29 children.

**Figure 6a.** Diagnostic test. Writing section. Question 6a.

**Figure 6b.** Diagnostic test. Writing section. Question 6b.
On the third part of the writing section it was designed the exercise where students had to look at the picture of the animals and fill the gaps with the expressions in the box (yes, it is; no, it is not; yes, they are; no, they are not). In this part, some adjectives on the sentences like furry, sad, heavy and big were included. The first sentence was: Is the elephant heavy? To which 10 students answered it correctly and 22 incorrectly (Figure 7a). The Figure 7b, the question was:
Are the monkeys barking? To which 4 students answered it correctly and 28 incorrectly. On the third question it was asked: Are the elephants big? To which 3 students answered it correctly and 29 incorrectly (Figure 7c).
In the Figure 7d it was asked: Are the two monkeys sad? With the next results; 3 students answered it correctly and 29 incorrectly. In the Figure 7e, the question was: Is the tiger fighting with the hippo? Where 5 students answered it correctly and 27 incorrectly. (Figure 7f) For the next question: Is the hippo furry? 6 students answered it correctly and 26 students were wrong.
On the next section, students were asked to look at the picture of the animals and then put a tick or a cross in the sentences that were correct or incorrect. The first sentence was: The lion is fuzzy to which 21 students answered it correctly and 11 incorrectly (Figure 8a). The second sentence said the zebra is black and white, to which 20 students answered it correctly and 12
students incorrectly (Figure 8b). On the third sentence it said the hippo is a wild animal to which 20 students answered correctly and 12 were wrong (Figure 8c).

![Figure 8a. Diagnostic test. Writing section. Question 8a.](image)

![Figure 8b. Diagnostic test. Writing section. Question 8b.](image)
(Figure 8d) The next sentence was: The monkey can swing, to which 13 students answered it correctly and 19 incorrectly.

(Figure 8e) The sentence was: The owl is green, to which 13 students answered correctly and 19 were wrong. The Figure 8f said, all the animals are happy and the half of students were
correct. And the last sentence (Figure 8g): The lion cannot fly to which 15 students answered it correctly and 17 incorrectly.

*Figure 8e. Diagnostic test. Writing section. Question 8e.*

*Figure 8f. Diagnostic test. Writing section. Question 8f.*
On the speaking section (Figure 9a) students had to describe a picture with some animals and they had to choose one of them or more than one, and describe it using adjectives like: color, shape, size, kind of animal, name of the animal, actions; etcetera. To which 9 students answered using almost more than 20 words, correct pronunciation and adjectives. In addition, it was observed the skills used by children when speaking like grammar structures that they used as: this is, it is, it has, etcetera. 14 students answered no more than 15 words with some mistakes when speaking and 9 who spoke using just isolated words with no structure.
To conclude, it can be said that the majority of the students could barely say a full sentence correctly and many of them did not know the colors, and the name of the animals which is based English knowledge for that level. This puts the teachers on a situation where they have to work on the improvement of their vocabulary. The graphs below show the general overview of the questions classified in each section (listening, reading, speaking writing).

*Figure 9a. Diagnostic test. Speaking section. Speaking analysis.*

*Figure 19. Diagnostic test. Listening section.*
Another data collection method that was applied was the teacher interview (Annex 2).

The teacher interview is important because it lets the researcher have a better idea of the methodology, activities, topics the students are used to in a regular English class in school.

During this interview, questions like: the name of the teacher, her age, her curriculum and her experience working with kids, her English level, the strategies she uses for teaching kids at
school, how she manages the discipline on her classes, what kind of activities she employs to her lessons, what were some strengths and weaknesses on her actual group, among others were asked. To all those questions, she said, that she has a university diploma and more than 25 years of experience working in different schools in Bucaramanga. She has worked at Liceo Patria School for 9 years. Her English level is A2 and she also teaches Spanish and elementary English in that school.

She considers the discipline in her class is excellent, and she claims that parents cooperate a lot with their children, and also they are involved in their kids’ education process but she said that it would be very important for students to take extra English classes outside of the school, maybe after school or on the weekends to improve their level.

The teacher mentioned that the relationship between students and teacher is very good and she manages the discipline with authority. In her class, there are not students with special needs and she includes in her lessons dynamic activities, pronunciation exercises, word search activities, puzzles, among others. She plans her lessons with worksheets where students have to read, write and complete. The teacher mentioned, she integrated the four abilities in every class, although she did not know how to answer to the question what are the integrated skills and how to use them in class? She believes that her students should work more on speaking (pronunciation) and the writing part.

The next step in this research after doing all the analysis was to create a pedagogical intervention that included the creation of a syllabus and lesson plans, this pedagogical intervention is presented below.
5. Pedagogical Intervention

The research teachers’ intervention was designed for second grade students, in a public school; it was planned for 32 students (girls and boys) with the total of 6 lessons, which were applied every Thursday with the length of 90 minutes for each session. After all the lessons were implemented, it was proposed to the children to do a final presentation or performance, where students had to create their own animal puppet and they had to show it and describe it in front of the class, using what they had learnt.

To prepare the material for the lesson plans, this research was based on Task-based Learning (TBL) activities and Mini-projects, which were the center of it.

5.1 Why Task-based Learning?

When it was looked for an appropriate approach for kids, it was found out that there are not many papers about TBL for primary school students in English. As researchers, we wanted an attractive approach for kids that also involved the four language skills where they can do different tasks. In this case, one mini-project per class will be included, and the science curriculum along with the English one to design the classes was taken into account, (suggested by the Ministerio de Educación Nacional). It was decided to include the topic “Classification of animals” which is very catching for them, and it is a topic that they are going to study in Spanish in the science class.

The syllabus design (Annex 4) was based on an example of Task-based design very similar to the one created for Cutting Edge English books, in which they proposed to divide the class into three moments: pre-task, while-task and post-task, and at the end students always had to do a report activity in front of their classmates to show what they have learned in the class. Additionally, the four language skills (listening, speaking, reading and writing) in each class
were included. In every part of the class, at least one different skill per activity was worked with the idea of improving and developing student’s communicative skills. During the first class, it was taught to students some greetings like: “good afternoon”, “goodbye”, “how are you”, “hello”, “thank you”, “please” and “bye”. The aim of the first class was to set some class rules that were very important to keep the discipline of the future classes.

Every class started with a warm up activity; like a hello song to welcome the class, or a game activity to catch student’s attention and engage them to the class. During this game activity, the idea was that a student passes in front of the board and participate all of them, it could be matching, find adjectives, paste the image on the correct classification, and write the right word, etcetera. Following that, the review activity started where the teachers usually did a short review related to the vocabulary learned on the previous class (living beings, not living beings, and pets). After that, the pre-task activity took place where the teachers opened the class with the new topic proposed for it.

Images, new words, short sentences, listening [with the 3 moments (pre-listening, while listening and post-listening)] with two times played will be included. After they hear the audio, students will have to complete a worksheet related to the topic they have listened. Also, it will include storytelling when one of the teachers will be reading the story and the other teacher will be doing the mimic to make it a complete and meaningful exercise for students.

Always after a storytelling, there will be a fill in the gaps activity, where students will have to complete it with the new vocabulary worked in the class. On the other hand, students will work on the while task, some activities about speaking. The speaking activities are going to be about drills, mini presentations, reading aloud and answering questions the teacher will ask them.
related to the topic. In the pre-task activity; also, it will include activities like, complete charts about a video or the theory learned in class.

The post-task activities will be developed to work in pairs or groups (Maximum 3 students) where they will have to choose their favorite pet or animal, classify it, and write some specific characteristics of it like size, color, behavior, texture, and etcetera. In one of the classes the post task activity will be to create a playdough animal individually and present it in front of the class. Another activity proposed as a post task will be to create a poster with student’s favorite animal, describing it at the end of the lesson in front of the class.

Another important part of the lesson plans will be to include the closing part. For that, the class will be closed by teaching a new goodbye song where students will have to do some mimics and sing the song. This activity will be very enjoyable for them because children use to like repetition activities where they can learn new vocabulary activities. Sometimes will be necessary to assign some homework for students to practice at home and bring it for the next section. Most of the homework were animal’s worksheets or activities where they will have to match the picture with the correct word or write the right word according to the image.

After designing this pedagogical intervention, data collection instruments were designed. Some data collection instruments such as: Field Journal, questionnaire with participants and class observation were used, those helped the researchers to analyze using triangulation (Wiersma 2000), a process that will give this paper the support to prove if the implemented intervention and method were effective and if it will help the research to answer the research question. All with the purpose of having more than one source of data. Below you can find all the instruments that will be used to collect the data.
6. Instruments

Field journal: The central feature of journal studies is that they are introspective, that is, the journalist studies his own teaching or his own learning, using introspection and/or retrospection. The analysis of the annotations can be done by the same journal author or by an independent researcher who uses the learner's diary or a public version of it as data (Bailey and Ochsner 1983: 189, Bailey 199: 60-61). This can help the research teachers to follow the process of students and auto evaluate as teachers in their classes. The field journal will be carried out during the intervention lesson; it would help the researchers to reflect on whether the research teachers’ methodology works. In this case, a free Field Journal will be applied, where the researchers will take notes in each lesson according to what is been observed. For example, how many students participate actively each class, which activities they enjoyed, how was the discipline, how many times they use the L1, etcetera.

The first method that will be used during the lessons is field journal, one of the two teachers is going to teach the class, while the other is taking notes according to the lesson, and taking into account some important issues, aspects of the class and the process students will have with the different activities and the main topic. Additionally, this class observation will be very helpful because in that way the improvement of the teacher and students, and the advance of the class will be showed, also the aspects to improve or work. (Examples of the field journal in Annex 15).

Survey with participants: A survey was designed by the researchers and applied in the final class session to ten students, which includes multiple section questions, which involves discussions and critical analyses without use of numbers and calculations. (Annex 6) This survey will be implemented on the last class to ten students selected by the teacher, also there will be a
teacher-leading student while they answer question by question to make sure that students understand the question and the possible answers. Even though the class will be in English, the questionnaire will be written in Spanish because it will make it easier for children to read and answer it.

This instrument will help the researchers to find which activities students enjoy the most, how they feel during the classes and with the teachers. Also, it is intended to find if the students would like to take the English subject in the target language as well as with the four linguistic skills.

For that survey it will be designed questions like how they feel during the classes, what skill they enjoyed the most (speaking, listening, writing, reading); if they understand the classes when the teacher speaks in English the whole or the most part of the class. Children will answer with multiple selection answers, and in some of the questions, they will have the chance to choose or tick more than two answers at a time. This survey will include seven closed questions and four of them students can choose more than one answer.

**Class observation:** This is the research teachers' main form to collect information, during classes (Annex 7), one of them can observe while the other one is leading the different activities in the classroom. For instance, observation of every teacher will be different and needs to be objective. At the end of every class, the notes taken, the auto evaluation, points or ideas in common will be analyzed. In order to make observation an easier process it was designed an observation checklist in which was included the main aspects that will be evaluated about the three moments of the class (pre-task, while-task, post-task), the four language skills, vocabulary and mini-projects.
This format will be filled in at the end of each lesson. There is also space in the checklist to include teacher additional observation and comments. The checklist was divided into six sections, which are listening, reading, grammar/vocabulary, speaking, writing and Task-based activities. In each section three main points or aspects to evaluate will be written, those are: Yes, Partially and No; where teachers will evaluate objectively whether students infer specific words, commands and sentences presented in the context in the class; if “YES” is because more than 90% of students accomplish the aspect that is going to be evaluated. If “PARTIALLY” it is because half of students complete the aspect to be evaluated. Finally, if “NO” is because less than 50% of the class do not complete the aspect to be evaluated. By using these data collection methods, it is expected to get the best results and conclusions to look if the implemented methodology works, or if it has to be revised for further research. After implementing all the instruments above described it was proceeded to analyze and make the statistics through the different graphics shown below, with their specific results found.

7 Results

7.1 Field Journal

One of the instruments it was chosen for this research study was the field journal. As it was mentioned before the field journal is an important and helpful tool when a research is being prepared because it gives the researcher the opportunity to take notes from what he/she observes during the process, the most important things to highlight, the weaknesses and strengths that need to be considered when analyzing the content. This field journal was written on a freeway during every class was implemented in the school. Writing on a freeway means that everything the teacher observes or consider important was written down like students’ attitude,
improvement of the class and English level, repetitive patterns and some aspects to do the hetero
evaluation of the process and progress.

For analyzing the content of the field journal, the focus was on repetitive patterns. Since
the beginning of the process until the last class session some students continued pronouncing
words in Spanish and writing them incorrectly on their worksheets in Spanish, that could be one
the reasons why some students did not improve much on their reading and writing skills. One
important aspect that was observed along the classes was that students really improved their
listening, even though at the beginning some of them were scared to speak what they heard, since
they did not know the meaning of the word or if they were going to make a mistake, besides that
students enjoyed it and participated answering all questions the teacher asked or when they had
to go to the board to play a game.

During the process, kids showed interest for learning a new language in this case English
and it was evidenced when there was a task, a question and they all wanted to answer the
question, help the teacher to distribute the material to all the class and they made an effort to
support other classmates when they did not understand the topic or the proposed activity.
Working in pairs or groups was a really good idea to manage the discipline of the group and
developed their communicative skills, when they socialize and spoke with other people of the
class but even students enjoyed cooperative work, they also work well individually with the
teacher explanation or support.

In the group there were 4 students who required more support than the others. Those
students had trouble writing in Spanish and it was difficult to them to write or read words in
English, and the teacher needed to monitor their class work more carefully and explained each
activity twice or three times, since they were behind of the rest of the class. Besides that, simple
grammar structures ("yes, it is", "no it is not", "can", "cannot") were taught by the teacher but students refused to include those grammar structures when they speak or they write on the paper, instead of that they just pronounced isolated words that were related to the topic.

Another important aspect that happened during the classes was that students needed to be monitored most of the time and they liked it when the teacher walked around the classroom checking their class work or correcting them if it was necessary. Also, it was necessary that the teacher went through all the students’ chairs and checked their work because some students wanted to look to other classmate’s job and not do it by themselves.

A way to manage and control the discipline was to tell students that if they misbehave they were going to receive negative points or work alone on the last activity, it really kept them on silent and focus on what they were doing at that time. Using realia was very important in all the classes, students showed more interest when the teacher gave examples through real life for example: asking the name of their pets, asking if they like animals, asking what was their favorite animal, when the teacher brought the little puppy into the class and did a storytelling exercise, since kids are very visual and they like to see at the same time they hear stories, that they can imagine it and be creative.

7.2 Diagnostic Test Analysis

The diagnostic test was designed as a part of the preliminary stage instruments, it was not considered as an instrument of the research design itself. However to be able to give an indication on students’ final performance the test was used. Below you can find the results of both tests, before the intervention and after the intervention.
The first step that was done, was to analyze the content, was to grade the tests and to count the total of correct and incorrect answers on each skill (listening, writing and reading) and for speaking was created a rubric in which the content of the students speaking level was analyzed and evaluated.

The first diagnostic test was applied to 32 students. The test was divided into the four language skills (speaking, reading, writing and listening).

To analyze the number of questions they were totalized all the questions per ability, and after that the total of answers provided by the students (32 students) were multiplied by 20 questions in the listening section (32* 20=640) and it gave the researcher teachers a percentage per ability (640= 100%). Here below you can observe the results. For the listening section they were included 20 questions, so the total number of answers were 640, were the 58% of those questions were correctly answered, and 42% percent were incorrectly. For the reading section 56% of the questions were correct and 44% were incorrectly answered. Finally for the writing section got the lowest percentage with 34,10 % of the questions correctly and 65,90% were incorrectly answered.
A more specific distribution of scores per ability in the second test is shown in the graphs below.
Figure 24. Second test Listening Section.

Figure 24. Second test Reading Section.
7.3 Observation checklist Analysis

The observation checklist was one of the instruments used during this research Project implementation. As it was mentioned before it was divided into 6 different sections, and each section had some specific aspects that were considered and that the teacher had to tick in the checklist (see Annex 7: Observation class format). The results from those observations are presented below.

Section 1 oriented to observe reading skill on students reported that for item 1 (Labelled as R1) in two observation sessions students inferred specific words, commands and sentences presented in the context in the class while for the other four classes this was partially observed. For item 2 (Labelled as R2) it was observed that students answered to specific questions about vocabulary and translate it to their L1 in two classes, while for the other four classes it was partially observed. For item 3 (Labelled as R3) it was observed that students answered to precise questions about information given in a story only partially in all classes. (Fig. 24).
Figure 24: Reading skills.

Section 2 oriented to observe listening skill on students reported that for item 1 (Labelled as L1) Students reacted to all classroom commands only in half on the classes, for the other half they only did it partially. For item 2 (Labelled as L2) it was observed that students answered all specific questions after a listening activity only half the classes and the other half did it partially. Finally, for item 3, (Labelled as L3) students retold the characters of the story or actions in a class completely only once, the other times it happened partially. (Fig. 25)
Section 3 was oriented to observe vocabulary skill on students reported that for item 1 (Labelled as Voc 1) students learned new vocabulary as: Greetings, commands, living beings and non-living beings, general vocabulary). It was evidence on four lessons and it happened partially in two of the classes. For item 2 (Labelled as Voc 2) students actively participated asking for new vocabulary in half of the lessons and partially in the other half. For item 3 (Labelled as Voc 3) Students knew the appropriated word according to a specific task partially in five classes, and it was not evidence in one class. For item 4 (Labelled as Voc 4) students used correct expressions in English when exchanging information in all the classes partially. (Fig. 26).
Section 4 was oriented to observe the writing/grammar skills on students reported that for item 1 (Labelled as W1) the only item was students used the grammar structures learned in each class and they showed it through the design of posters, letters, classifications, lists, descriptions and instructions. It was evidence in one class, partially in three classes and it did not happened in two of the lessons. (Fig. 27).
Section 5 was oriented to observe the speaking skills on students reported that for item 1 (Labelled as S1) students used the right pronunciation when reporting a task in two classes, and partially in four. For item 2 (Labelled as S2) students easily communicated to the teacher and other classmates in one class and they did it partially in five lessons. For item 3 (Labelled as S3) students used simple grammatical structure to express ideas during the class, and it was evidence in a class, it happened partially in four lessons and it did not happened in a class. For item 4 (Labelled as S4) students speech had fluency at the moment of communicate partially in six classes. (Fig. 28).

Figure 28. Speaking skills.

For section 6, it was observed that students reported for item 1 (Labelled as TB1) students showed interest about the task proposed for the class in three classes and it happened partially in the others three. For item 2 (Labelled as TB2) students understood the instructions given by the teacher to prepare the final task for the project in a class, it happened in two classes and partially in four lessons. For item 3 (Labelled as TB3) students had to complete the task proposed for the class on the expected time. It was evidence in a class and partially in five lessons. (Fig 29).
8. Findings

For the implementation of the lessons, a Task Based Syllabus was designed with a mini-project activity for each class. When teachers arrived the first time in the classroom, it was noticed that children did not understand many words in English and when the teachers started to speak in English, they always used L1 and translated words even though it were repeated in English by the teacher. The 90% of the classes were taught in English and the teachers used realia with examples that were clear and meaningful to students, but they continued pronouncing it in Spanish and if they were corrected by teacher for the pronunciation, they still pronouncing how they read it, the same as Spanish that it is read on the same way words are written.

In the second or the third class, students started to take risks and they happily participated during the activities even if they made mistakes and they were corrected by the teacher in charge. During the different tasks that were proposed for the lessons, all students showed enthusiasm and they had a positive attitude at the moment of develop the task. It was noticed that one of the
activities that students enjoyed most, were the one when they have to go in front of the board choose and animal card, name it and classified into the right category.

Also, the majority of the group had previous knowledge about the topic that was studied during the lessons that was “Living beings and not living beings”, “classification of animals into the different categories”, what a pet was? And the use of adjectives, since they had studied it at science class at school. One of the activities that teachers had to work on hard, were the listening activities because students got distracted very easy and one computer was not enough for more than 32 children trying to watch a video or look at a small screen. As soon as it was noticed that those kind of listening activities were not giving positive results, the teachers tried to change the methodology for listening and they started to do it by themselves by reading out loud fun stories about animals to students, they asked questions for checking understanding of meanings and new words learned at class, among other listening activities.

Other part of the classes, was to do a final task or mini-project for each class, during those kind of activities students worked in pairs or in groups of three people drawing an animal, coloring it, giving its characteristic (color, size, texture, appearance) with the vocabulary learned at class, and at the end when all the students finished as a report activity, the teacher chose some groups by random to go in front of the their classmates and present what they have done with their group. The purpose of these activities were to evaluate speaking, the use of new vocabulary learn at class and the improvement of children on their productive skills.

For the reading and writing part, there were more questions made by students since many of the vocabulary was new to them and they did not understand many words which they asked the teacher in charge for the meaning in Spanish, or in the exercise when they had to fill up the gaps with the missing words, they wrote them in Spanish or made up some Spanglish words.
When it happened the teacher that was leading the process had to make herself very clear and clarify the meaning to the whole group of students making sure that the word was correctly understood and on the next time students will not make the same mistakes again.

In some of the classes researchers had a challenge managing the time for the specific moment of the task based teaching like for example: the pre task, while task and post task. The majority of the time, students struggle most in the while task part because they took a lot of time doing the assigned task and finally the post task activity was done very fast, or students had to do it at home as a homework for the following class.

Some of the students were worried in some activities proposed for the class, and they constantly asked about the grade and what happened if they did not finish the activity on time or if they did not do it well. Even though most of the tasks really caught students’ attention in some parts of the classes, the teacher had to control the discipline of the group. It was notorious that student’s attention reduced when the transition of the activities was not very smooth so it let them the time to misbehave but nothing the teacher in charge could not manage.

Another important aspect to take into account is that during the classes teachers taught colors, numbers, name of animals and elemental vocabulary that students should have known at their age and level but they did not know it, but it was great to encourage them to improve their level of the L2. Another aspect that needs to be mentioned is that when the syllabus was designed, many kind of activities were proposed that required a lot of material and to spend a lot of money, because of that at some point it was taught that it was going to be very expensive to hold a task based class using mini –projects, but after teaching the first two lessons it was noticed that it just needed to be creative and do a material that could be used in almost all the classes in different ways. The material that was used for almost all classes was animal flash cards that were
necessary in every class because the main topic that was being studied was related to animals and living beings.

As a final task when the teachers had covered all the topics and the lessons were already implemented, it was asked to students to choose their favorite animal and create it with recycled material; in the final class session they had to do a short presentation, where they had to describe the animal mentioning its characteristics using adjectives and all the new vocabulary they had learned. The last day of classes all students knew the name of their animals and showed them in front of everyone but when it was time to do the short presentation and describe it, children were kind of distracted and nervous even though they knew the exact words to do it.

The teacher in charge motivated the students, she also helped them by telling how to begin the presentation but just 5 students out of 32 felt secure to speak in public. What was really good about it was that the teacher asked one by one to classify the animal, tell the name and characteristics and students knew it, they were just shy to speak in public and very excited to have a sharing eating cake and soda with the whole class.
9. Conclusions

The aim of this research project was the one of determining the impact of Task-based Learning and mini-projects on the improvement of the English Language through Integrated Skills in second grade children.

It is important to restate that Task-based Learning (TBL) is a language approach which works through the improvement of the communicative skills, cooperative work, and that it presents three specific moments during a class, which are Pre-task, While-task and Post-task. We were based on authors such as Pinzón (2014); Calvert, Megan and Sheen Younghee (2015); Willis and Willis (2007); Zúñiga (2016); among others.

In the Pre-task moment, the teacher introduces the topic to the student by asking questions, vocabulary, previous knowledge or ideas about a phrase, word or image that the teacher is showing to them, with the purpose of introducing students to the topic that is going to be worked on that class.

In the While-task moment, the teacher could use resources like listening activities, reading and writing activities where students perform tasks such as filling in the gaps with specific information related to the topic. The idea in this specific class moment is to practice the new vocabulary, check the understanding of the topic and to go to the final step which is the Post-task or Report moment. In the Post-task moment, students usually do group work where they have to develop their speaking skills and exchange information and ideas about the topic they studied with the rest of the group or do a short presentation in front of the class. Based on this approach it could be said that it is interesting for children to work different tasks during classes because it breaks monotony down. Additionally, one of the most important advantages of
TBL is that it allows teachers to integrate the four language skills in every class and that it makes it easy to include other subjects from the curriculum (biology, mathematics, arts, etcetera).

During the implementation of this project, it was given the opportunity to integrate these three components: Task-based Learning, the 4 language skills and the development of mini projects. To conclude, after revising the collected data and performing all the necessary analysis, by integrating the four language skills, students showed an improvement in three of the four language skills. The skills that improved were speaking, listening and reading. However, students struggled in the writing part. Even though the data reported low scores on the writing skill, it was not because of lack of vocabulary identification but due to spelling mistakes when writing or because of grammar structures that they could not practice in the classes because of the lack of time, for example when filling in the gaps with “can” or “can’t”, “is” or “isn’t”, “are” or “aren’t”; because they did not understand very well the pronouns and verb functions. They just learned those topics by implicit explanation when they listened to the teacher to speak or videos.

On top of that, considering that English proficiency levels were low, it was proven effective that giving a lot of input in an implicit way showed improvement in their language performance. Besides, another element that contributed to the enhanced performance was what Krashen calls the Affective Filter Hypothesis, this hypothesis states that people who have a very high affective filter will not use as much as possible his or her capacity to allow input in their language acquisition device (Du Xiaoyan, 2009). Affective Filter was firstly mentioned by Dulay and Burt (1977), but was Krashen who added the Affective filter into his five input hypotheses in 1985. “People acquire second languages only if they obtain comprehensible input and if their
affective filters are low enough to allow the input ‘in’. In his theory, affect includes motivation, attitude, anxiety, and self-confidence”. – (Krashen, 1985).

In this case, the students’ affective filter seemed to be low, meaning that students feel comfortable and they are willing to learn. It can be inferred that the affective filter was low because of the high levels of motivation students showed in the lessons by means of participation, enthusiasm to learn, while doing group or individual work.

Implementing mini projects was a good strategy at the moment of teaching, it is concluded that they were useful not only for improving language skills, but they also contributed when managing the classroom. Since behave well students were motivated to behave well and maintain discipline with the motivation of working on the mini project. In addition, mini projects were a good tool because they provided many opportunities to assess speaking skills. It was surprising that even though they were second graders, they were not shy to participate on those activities, reporting their mini projects.

Considering that the content for the lessons was retrieved from the Colombian Suggested Curriculum for second grade students and that the school contents are different from what the Government suggests it was evident that previous knowledge on students related to the Science area helped them to easily link vocabulary and understanding of concepts in English. According to Ausubel as cited on Rodríguez (2004) proposed what is called Meaningful Learning which consists on relating students’ previous knowledge with new meaningful experiences, based on the acquisition of a second language. It happened to students when they associated the Science class knowledge to the same topic that the teachers were teaching in English.
10. Limitations

When this research project was being prepared, there were a couple of aspects or limitations that must be kept in mind and be evaluated during the flow of the process.

To start with, the amount of time could be a matter to collect information during the implementation of the lessons. Eventually, if researchers do not have enough time for the number of sessions, it may change the results and the analysis of the methodology implemented. Besides that, the number of students per group could make instructions given by the teacher very difficult to be understood, and the teacher will have to deal with repetition and scattered students who do not follow or complete the tasks correctly on time.

Another aspect to be considered is the implementation of the four language skills in every class. We could be surprised of how children receive this methodology and see if they like or dislike depending on the atmosphere of the class. For example, some students are kind of shy to speak in public and they can be embarrassed talking in front of their classmates, but also this methodology could make students feel more enthusiastic about the class, since they can speak, write, read, listen and learn new vocabulary in English every class.

Another limitation could be that there are two teachers who are doing the research project, but just one teacher is the one who will implement the classes. To that point is it mainly important to stay objective when taking notes, writing in the field diary and getting evidences.

In addition to those, another limitation aspect can be the level of English that children had when the lesson one started and see if the grammar structures were easy for them to understand and learn during the classes, because it is a new methodology completely different to the traditional one, they have been exposed to before.
11. References


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Annexes

Annex 1: Class observation format.

UNIVERSIDAD COOPERATIVA DE COLOMBIA
LICENCIATURA EN LENGUA CASTELLANA E
INGLEÑIS
CLASS OBSERVATION FORMAT

SECOND GRADE STUDENTS
DATE: __________________

TEACHERS:
• JURANY STEPHANIE SIERRA BARRIOS
• FRANCY ELENA AYALA PORTILLA

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
</table>

STUDENTS PROGRESS IN TERMS OF SKILLS.

**READING**
Yes Partially No
Infer specific words, commands and sentences presented in the context in the class
Answer to specific questions about vocabulary and traduce it to their L1
Answer precise questions about information given in a story

**LISTENING**
Yes Partially No
Children react to classroom commands
Students answers specific questions after a listening activity
He/she retell the characters of the story or actions

**VOCABULARY**
Yes Partially No
Use the new vocabulary learned each class. (Greetings, commands, living beings and non-living beings, general vocabulary).
Participate actively asking for new vocabulary
Know the appropriate word according to a specific task

Use the correct expression in English when exchanging information

<table>
<thead>
<tr>
<th>WRITING / GRAMMAR</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses the grammar structures learned in each class and they show it through the design of posters, letters, classifications, lists, descriptions and instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the right pronunciation when giving a task report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily communicates to the teacher and other classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use simple grammatical structures to express ideas in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its speech has fluency and communication is easier.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENTS' BEHAVIOR IN TERMS OF THE TASKS PROPOSED.**

<table>
<thead>
<tr>
<th>TASK BASED</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show interest about the task proposed for the class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Understand the instructions given by the teacher to prepare the final task or mini-project</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Complete the task proposed for the class on the expected time.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS AND SUGGESTIONS:**

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ENTREVISTA A DOCENTE ENCARGADO

Objetivo:

El objetivo de esta entrevista es recolectar información sobre el proceso de enseñanza y aprendizaje del inglés de los niños del grado segundo para el diseño de un proyecto de aula que se implementará durante la práctica pedagógica.

Información personal

Nombre: _______________________________________

Edad: _________

Estudios realizados:

________________________________________________________________________
________________________________________________________________________

Experiencia Laboral: ________________________________

Tiempo de servicio en la institución: __________________________

¿Qué nivel de inglés tiene usted actualmente?

A1___

A2___

B1___

B2___
Acerca de su experiencia con el grado Primero

1. ¿Cómo considera la relación docente-estudiante en el salón de clase?
   - Excelente
   - Buena
   - Regular
   - Mala

2. ¿Considera que los padres de familia se encuentran comprometidos con la institución?
   - Sí
   - NO

3. ¿Qué tipo de actividades considera usted que motivan a los estudiantes?

4. ¿Qué tipo de habilidades considera usted que presenta el grupo y que se deberían fortalecer en el acompañamiento de la práctica pedagógica de las docentes en formación?

5. ¿Cómo es la relación entre los estudiantes?

6. ¿Enseña usted otra materia utilizando el idioma inglés?

7. ¿Cómo motiva usted a sus estudiantes en el aprendizaje de la lengua extranjera?

8. ¿Hay algún niño con problemas de aprendizaje en su clase? Si su respuesta es afirmativa cuéntenos cómo trabaja con él.
9. ¿Cómo maneja usted la disciplina en el aula?

10. ¿Qué otra metodología utiliza en la clase de inglés?

11. ¿Qué incluye usted en la planeación de una clase de inglés?

12. ¿Primer grado ha estado en alguna investigación relacionada con el área de inglés anteriormente?

13. ¿Cómo enseña usted las cuatro habilidades del lenguaje inglés?
   
   - Listening:
   
   - Speaking:
   
   - Reading:
   
   - Writing:

14. ¿Enseña usted las cuatro habilidades aisladamente o las utiliza unidas?

15. ¿Cuál cree usted que es la habilidad que se le dificulta más a los estudiantes?

16. ¿Cuál cree usted que es la habilidad más desarrollada del grupo?

Facultad de Educación
Licenciatura en Lengua Castellana e inglés

Cuestionario de intereses y necesidades de los estudiantes de segundo grado

Objetivo: Conocer los intereses y necesidades de los estudiantes del grado segundo, para el aprendizaje del inglés con el fin de diseñar un material adecuado para las clases de acuerdo a sus necesidades.

Por medio de esta encuesta queremos conocerte mejor. Te invitamos a responder las siguientes preguntas.

I. Información socio-demográfica
   Marca con una (x) la respuesta con la cual te identificas.

   Información personal
   Mi edad es: _______
   1. Mi género es
      Masculino □
      Femenino □

   Familia y hogar
2. Vivo en:

Casa  

Apartamento

Otro: ______________________________

3. Vivo con:

_________________________________________________________________________

Relaciones interpersonales

4. ¿Cómo es la relación con tu familia?

Muy buena  Buena  Regular  Mala  Muy mala

5. La relación con tus compañeros es:

Muy buena  Buena  Regular  Mala  Muy mala
6. La relación con tus profesores es:

Muy buena  Buena  Regular  Mala  Muy mala

7. En mi casa tengo:

Otro

II. GUSTOS E INTERESES
8. En tu tiempo libre acostumbras a:

Leer
Ver tv
Salir con tus amigos
Escuchar música
Hacer deporte. ¿Cuál? ______________
Otro: ______________

9. ¿Cuál es tu materia favorita?

_____________________

10. ¿Cuál es tu dibujo animado favorito?

_____________________

11. ¿Cuál de estos animales te gusta más?
12. ¿Cuál es tu color favorito?

☐ Rojo  ☐ Amarillo  ☐ Azul  ☐ Verde  ☐ Morado  ☐ Rosa  ☐ Negro  ☐ Blanco

13. Te gusta el inglés?
   Sí ☐  No ☐

14. ¿Asistes a un curso de inglés por fuera del colegio o tomas clases de inglés personalizadas?
   Sí ☐  No ☐

15. En la clase de inglés prefieres:
   ✓ Hablar y cantar en inglés ☐
   ✓ Escribir cartas o notas en inglés a mis personajes favoritos ☐
   ✓ Leer cuentos o historias divertidas ☐
   ✓ Escuchar canciones de mis cantantes preferidos ☐

16. ¿Cuáles de estas actividades quisieras realizar en tu clase de inglés?
✓ Escribir y preparar una receta de cocina
✓ Dibujar y colorear a mi personaje favorito y hablar sobre él a mis compañeritos
✓ Enviar una carta a mi mejor amigo (a)
✓ Cantar y bailar una coreografía con mis compañeros

17. ¿Cómo quisieras que fuera tu profesor(a) de inglés?

✓ Que haga dinámicas y juegos en clase
✓ Que sea chistoso y divertido
✓ Que sea cariñoso(a) y amoroso

Que decore lindo el salón con nuestros personajes favoritos, la fecha de nuestro cumpleaños y muchas palabras nuevas en inglés

Annex 4. Task-based Syllabus
**FINAL TASK:** Students will design a puppet using recycle material of their favorite domestic or wild animal and present it in front of their schoolmates, explaining why they like that animal and expressing some characteristics of it.

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>TASK</th>
<th>LANGUAGE FOCUS</th>
<th>INTEGRATED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area content</td>
<td></td>
<td>NOTIONS</td>
<td>FUNCTIO NS</td>
</tr>
<tr>
<td>Lesson 1</td>
<td>In pairs create figures of living and non-living beings with play dough.</td>
<td>Classifying living beings and why they are different from the non-living beings</td>
<td>Water, grow, drink, books, nutrients, Chita, horse, ducks, frogs, turtle, cars.</td>
</tr>
<tr>
<td></td>
<td>(living beings and non-living beings)</td>
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<tr>
<td>Lesson 2</td>
<td>Pets</td>
<td>- In pairs create a poster with your favorite pet, name it and write some characteristic of its personality.</td>
<td>Animals (pets)</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Pets</td>
<td>- In groups of three classify the animals and their names into different categories.</td>
<td>Animals</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Pets</td>
<td>- In group of three students choose an animal and classify it into the right category.</td>
<td>Animals</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Pets</td>
<td>In pairs tell your classmates the cares that people should have with their pets.</td>
<td>Animals</td>
</tr>
<tr>
<td>Pig</td>
<td>I take it to the veterinarian every…</td>
<td>Follow the teacher instructions to create the puppet.</td>
<td>Students are going to present their puppet to the schoolmates and explain its characteristics and cares.</td>
</tr>
</tbody>
</table>

**Annex 5.** Diagnostic Test.
LISTEN and ORGANIZE the animals from 1 to 10.

LISTEN and grammar section
COMPLETE with the words in the box

1. This is not a zebra, this **is** a monkey
2. This is not a shark, _____ is a zebra
3. This is not a whale; this is ____ mouse
4. This is ____ a giraffe, this is a shark
5. This is a _____, not a snake
6. This is a dolphin, not a _____
7. This is not a monkey; this is a ______
8. This is not a zebra; this is a ______
9. This is a giraffe, ____a whale
10. This is not a koala; this is a ______.
Reading section

1. MATCH with the correct definition.
   A) Living beings
   B) Pet
   C) Non-living beings
   D) Animals

   ___ Rock, table and house.
   ___ Lion, elephant and sheep.
   ___ Cat, dog and rabbit.
   ___ Animals, plants and humans.

2. LOOK and READ. Put a tick ☑ or a cross ✗ in the box.

Example:

This is a goat ✗
Writing Section

1. **USE the words in the box to FILL the blanks**

   Can can't is are isn't aren't

   a. Parrots ____ animals
   b. Fish ____ swim
   c. The dog ____ barking
   d. Birds ____ reptiles
   e. Dogs ____ fly
   f. The frog ____ walking

2. **ORDER the words**

   Example:

   The bird is eating
   The cat barks
   The dog is drinking
   The fish is walking
3. **LOOK at the picture and FILL THE GAPS with the expressions in the box.**

Yes, it is - No, it isn't - Yes, they are - No, they aren't

---

**a.** Is the lion eating? ____ **No, it isn't**
**b.** Is the elephant heavy? ______________
**c.** Are the monkeys barking? ______________
**d.** Are the elephants big? ________________
**e.** Are the two monkeys sad? ______________
f. Is the tiger fighting with the hippo? __________

g. Is the hippo furry? __________________

4. LOOK at the picture and then put a TICK ☑ or a CROSS ✗ in the sentences that are correct.

   a. The lion is furry
   b. The zebra is black and white
   c. The hippo is a wild animal
   d. The monkey can swing
   e. The owl is green
   f. All the animals are happy
   g. The lion can’t fly

Speaking Section

1. CHOOSE one animal and DESCRIBE it to your teacher. (You have 3 minutes).
UNIVERSIDAD COOPERATIVA DE COLOMBIA
FACULTAD DE EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA E INGLÉS
DIAGNOSTIC TEST
# Speaking Rubric

<table>
<thead>
<tr>
<th>Indicators</th>
<th>0.0-1.5</th>
<th>1.6-2.5</th>
<th>2.6-4.0</th>
<th>4.1-5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>He/she Pronounces does not pronounce any word correctly</td>
<td>He/she Pronounces less than half of the words correctly</td>
<td>He/she pronounces most of the words correctly</td>
<td>He/she Pronounces all words correctly</td>
</tr>
<tr>
<td>Fluency</td>
<td>He/she pronounces monosyllables and not always correctly.</td>
<td>He/she describes the image with incomplete sentences</td>
<td>He / she describes the image using complete sentences but omits some element</td>
<td>He / she describes the image using complete sentences</td>
</tr>
<tr>
<td>Time</td>
<td>He / she does not describe the image in the given time</td>
<td>He / she describe the image in the given time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatical Structure</td>
<td>He/she does not use any adjective or uses very few</td>
<td>He/she describes the image with incomplete sentences using some adjectives</td>
<td>He/she describes the image with complete sentences using adjectives, the verb to be and the pronoun (it), but he/she makes some grammatical mistakes.</td>
<td>He/she describes the image with complete sentences using adjectives, the verb to be and the pronoun (it), committing very few or no mistakes.</td>
</tr>
</tbody>
</table>

UNIVERSIDAD COOPERATIVA DE COLOMBIA
EDUCATION FACULTY
LICENCIATURA EN LENGUA CASTELLANA E INGLÉS
JURANY SIERRA- FRANCY AYALA

Nombre:

Edad: _________________________

1. En las siguientes preguntas nos gustaría que nos contaras cómo te sentiste, qué fue lo que más te llamó la atención, aprendiste y lo que se te dificultó. Esperamos que las contestes de forma individual, sincera. Esta entrevista no tendrá ninguna nota o calificación, solo es para conocer tu experiencia a través de las clases de inglés.

¿Cómo te sentiste en las clases de inglés impartidas por las profesoras?

a) Súper, me sentí muy cómodo(a) y feliz
b) Bien, las clases fueron divertidas.
c) Más o menos, algunas cosas me gustaron, otras no.
d) No me sentó cómodo(a) en las clases

¿Qué te parecieron las actividades de cada clase?

a) Divertidas, aprendí mucho
b) Divertidas, pero no aprendí mucho
c) Creo que debieron ser más dinámicas
d) Las actividades me parecieron aburridas y no aprendí

¿Qué aprendiste en clase de inglés con las profesoras investigadoras? (Puedes elegir más de una opción)

a) Aprendí sobre los seres vivos y no vivos
b) Aprendí cómo se clasifican los animales
c) Aprendí sobre los animales, sus cuidados y sus características
d) Aprendí el nombre de algunos animales en inglés
e) Todas las anteriores
f) Ninguna de las anteriores

¿Cuáles fueron las actividades que más te gustaron? (Puedes elegir más de una opción)
a) Pasar al tablero  
b) Completar guías  
c) Jugar con plastilina  
d) Representar a tu animal favorito  
e) Aprender canciones en inglés  
f) Ver videos de animales

Me gustó más trabajar en: (Puedes elegir más de una opción)

a) Grupo  
b) Parejas  
c) Individual con la guía de mi profesora.

¿Te gustó que en todas las clases se hablara en inglés la mayor parte del tiempo?

a) Sí, aunque no entendí al principio aprendí mucho  
b) Sí, pero me sentía confundido(a)  
c) No, hubiese querido que fuera la mitad en español y la mitad en inglés  
d) No, la mayor parte del tiempo no entendía.

De todas las actividades que se trabajaron en clase ¿Cuál o cuáles fueron las que más te gustaron? Puedes escoger más de una respuesta.

a) Lectura  
b) Escritura  
c) Escucha  
d) Habla  
e) Todas las anteriores  
f) Ninguna de las anteriores
Annex 7. Observation class format.

UNIVERSIDAD COOPERATIVA DE COLOMBIA
LICENCIATURA EN LENGUA CASTELLANA E INGLÉS
CLASS OBSERVATION FORMAT

SECOND GRADE STUDENTS

DATE: __________________

TEACHERS:

- JURANY STEPHANIE SIERRA BARRIOS
- FRANCY ELENA AYALA PORTILLA

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
</table>

STUDENTS PROGRESS IN TERMS OF SKILLS.

**READING**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer specific words, commands and sentences presented in the context in the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer to specific questions about vocabulary and traduce it to their L1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer precise questions about information given in a story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LISTENING**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children react to classroom commands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students answers specific questions after a listening activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/she retell the characters of the story or actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VOCABULARY**

<table>
<thead>
<tr>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the new vocabulary learned each class. (Greetings, commands, living beings and non-living beings, general vocabulary).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate actively asking for new vocabulary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Know the appropriate word according to a specific task

Use the correct expression in English when exchanging information

<table>
<thead>
<tr>
<th>WRITING / GRAMMAR</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses the grammar structures learned in each class and they show it through the design of posters, letters, classifications, lists, descriptions and instructions.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
<td>Use the right pronunciation when giving a task report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily communicates to the teacher and other classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use simple grammatical structures to express ideas in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Its speech has fluency and communication is easier.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STUDENTS’ BEHAVIOR IN TERMS OF THE TASKS PROPOSED.**

<table>
<thead>
<tr>
<th>TASK BASED</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show interest about the task proposed for the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the instructions given by the teacher to prepare the final task or mini-project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the task proposed for the class on the expected time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS AND SUGGESTIONS:**
### Annex 8. Date codebook.

### Data codebook

#### Section: Listening

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1a</td>
<td>Listen and organize the animals from 1 to 10 (Monkey)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1b</td>
<td>Listen and organize the animals from 1 to 10 (Zebra)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1c</td>
<td>Listen and organize the animals from 1 to 10 (Mouse)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1d</td>
<td>Listen and organize the animals from 1 to 10 (Shark)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1e</td>
<td>Listen and organize the animals from 1 to 10 (Koala)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1f</td>
<td>Listen and organize the animals from 1 to 10 (Dolphin)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1g</td>
<td>Listen and organize the animals from 1 to 10 (Snake)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1h</td>
<td>Listen and organize the animals from 1 to 10 (Sheep)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1i</td>
<td>Listen and organize the animals from 1 to 10 (Giraffe)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q1j</td>
<td>Listen and organize the animals from 1 to 10 (whale)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2a</td>
<td>Circle the image that is mentioned (monkey)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2b</td>
<td>Circle the image that is mentioned (Zebra)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2c</td>
<td>Circle the image that is mentioned (Mouse)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2d</td>
<td>Circle the image that is mentioned (Shark)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2e</td>
<td>Circle the image that is mentioned (Koala)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2f</td>
<td>Circle the image that is mentioned (Dolphin)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2g</td>
<td>Circle the image that is mentioned (Snake)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2h</td>
<td>Circle the image that is mentioned (Sheep)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Q2i</td>
<td>Circle the image that is mentioned (Giraffe)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
<tr>
<td>Q2j</td>
<td>Circle the image that is mentioned (Whale)</td>
<td>1: Correct; 2: incorrect</td>
</tr>
</tbody>
</table>

**Section: Reading**

<table>
<thead>
<tr>
<th>Q3a</th>
<th>Match with the correct definition</th>
<th>1: correct; 2: incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3b</td>
<td>Match with the correct definition</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q3c</td>
<td>Match with the correct definition</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q3d</td>
<td>Match with the correct definition</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4a</td>
<td>Look and read. Put a tick or a cross in the box (cross)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4b</td>
<td>Look and read. Put a tick or a cross in the box (cross)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4c</td>
<td>Look and read. Put a tick or a cross in the box (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4d</td>
<td>Look and read. Put a tick or a cross in the box (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4e</td>
<td>Look and read. Put a tick or a cross in the box (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4f</td>
<td>Look and read. Put a tick or a cross in the box (cross)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4g</td>
<td>Look and read. Put a tick or a cross in the box (cross)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q4h</td>
<td>Look and read. Put a tick or a cross in the box (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
</tbody>
</table>

**Section: Writing**

<table>
<thead>
<tr>
<th>Q5a</th>
<th>Use the words in the box to fill the blanks (can)</th>
<th>1: correct; 2: incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5b</td>
<td>Use the words in the box to fill the blanks (is)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q5c</td>
<td>Use the words in the box to fill the blanks (aren't)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q5d</td>
<td>Use the words in the box to fill the blanks (can't)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q5e</td>
<td>Use the words in the box to fill the blanks (isn't)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q6a</td>
<td>Order the words (hen)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q6b</td>
<td>Order the words (rooster)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q6c</td>
<td>Order the words (pig)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q6d</td>
<td>Order the words (donkey)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q7a</td>
<td>Look at the picture and fill the gaps with the expressions in the box. (yes, it is)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q7b</td>
<td>Look at the picture and fill the gaps with the expressions in the box (No, they aren't)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q7c</td>
<td>Look at the picture and fill the gaps with the expressions in the box (yes, they are)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q7d</td>
<td>Look at the picture and fill the gaps with the expressions in the box (No, they aren't)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q7e</td>
<td>Look at the picture and fill the gaps with the expressions in the box (No, it isn't)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q7f</td>
<td>Look at the picture and fill the gaps with the expressions in the box (yes, it is)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q8a</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q8b</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q8c</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q8d</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q8e</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (cross)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Q8f</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
<tr>
<td>Q8g</td>
<td>Look at the picture and then put a tick or a cross in the sentences that are correct (tick)</td>
<td>1: correct; 2: incorrect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Variable</th>
<th>Yes</th>
<th>Partially</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R1</td>
<td>Infer specific words, commands and sentences presented in the context in the class</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>R2</td>
<td>Answer to specific questions about vocabulary and traduce it to their L1</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>R3</td>
<td>Answer precise questions about information given in a story</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>LISTENING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L1</td>
<td>Children react to classroom commands</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>L2</td>
<td>Students answers specific questions after a listening activity</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>L3</td>
<td>He/she retell the characters of the story or actions</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voc1</td>
<td>Use the new vocabulary learned each class. (Greetings, commands, living beings and non-living beings, general vocabulary).</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Voc2</td>
<td>Participate actively asking for new vocabulary</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Voc3</td>
<td>Know the appropriate word according to an specific task</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Voc4</td>
<td>Use the correct expression in English when exchanging information</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>WRITING / GRAMMAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W1</td>
<td>Uses the grammar structures learned in each class and they show it through the design of posters, letters, classifications, lists, descriptions and instructions.</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SPEAKING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1</td>
<td>Use the right pronunciation when is giving a task report.</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>S2</td>
<td>Easily communicates to the teacher and other classmates.</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>S3</td>
<td>Use simple grammatical structures to express ideas in class</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>S4</td>
<td>Its speech has fluency and communication is easier.</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>TASK BASED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TB1</td>
<td>Show interest about the task proposed for the class.</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TB2</td>
<td>Understand the instructions given by the teacher to prepare the final task or mini-project</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>TB3</td>
<td>Complete the task proposed for the class on the expected time.</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Annex 10 Lesson plans.
Lesson Title: Diagnostic test and classroom rules

Objective(s): To evaluate and identify student’s prior knowledge, through a diagnostic test according to their level to create the Task-based syllabus.

Vocabulary:
- Classroom rules
- Greetings and expressions:
  (Good afternoon, hello, good bye, thank you and please)

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Time: 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will begin the class introducing herself and after that, she and her students will sing the song “hello, hello”, and after that the teacher will give students their name tag.</td>
<td></td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></td>
<td></td>
</tr>
</tbody>
</table>

Time: 5 minutes
- Teacher will teach students the Greetings: good morning, good afternoon, good evening, good night, hello and goodbye, after that, the teacher will practice it with students using flashcards.

Activity #2
Time: 5 minutes
- The teacher will introduce the classroom rules thought a game called Simon Says, where the students must do what the teacher says:

For example:
Simon says: Raise your hand!
Simon says: Be kind
Simon says: Clean up
Simon says: Be quiet!

Activity #3
Time: 45 minutes
  - Students will take a diagnostic test to evaluate their prior knowledge.

Annexes

Flash cards:

- Good morning!
- Good morning
- Good afternoon
- Good afternoon
- Good evening
- Good night
- Good morning
- Good afternoon
- Good evening
- Good night
Classroom rules

Be quiet
Raise your hand!
Be kind

PLEASE

THANK YOU!

Clean up
Do not scream
Name: _______________________________________
Date: _______________
Age: _______________

Listening Section

1. LISTEN and ORGANIZE the animals from 1 to 10.

2. CIRCLE the image that is mentioned.
a) Zebra
b) Zebra
c) Giraffe
d) Mouse
e) Giraffe
f) Snake
g) Dolphin
h) Python
i) Monkey
j) Zebra
k) Dolphin
**Reading section**

3. **MATCH with the correct definition.**

A) Living beings  ___ Rock, table and house.

B) Pet  ___ Lion, elephant and sheep.

C) Non-living beings  ___ Cat, dog and rabbit.

D) Animals  ___ Animals, plants and humans.

4. **LOOK and READ.** Put a tick ✓ or a cross ✗ in the box.

*Example:*

This is a goat  ✗
Writing Section

5. USE the words in the box to FILL the blanks

Can can't is are isn't aren't

g. Parrots __are____ animals
h. Fish ____ swim
i. The dog ____ barking
j. Birds _______ reptiles
k. Dogs _____ fly
l. The frog _____ walking

6. ORDER the words
Example:
7. LOOK at the picture and FILL THE GAPS with the expressions in the box.

Yes, it is  - No, it isn't  - Yes, they are  - No, they aren't
h. Is the lion eating? __________ No, it isn’t
i. Is the elephant heavy? ________________
j. Are the monkeys barking? ______________ 
k. Are the elephants big? ________________
l. Are the two monkeys sad? ______________ 
m. Is the tiger fighting with the hippo? ________
n. Is the hippo furry? ____________________

8. LOOK at the picture and then put a TICK ✔️ or a CROSS ✗ in the sentences that are correct.
**Speaking Section**

2. **CHOOSE** one animal and **DESCRIBE** it to your teacher.  
(You have 3 minutes).

![Image of animals](image.png)

**Speaking Rubric**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>0.0-1.5</th>
<th>1.6-2.5</th>
<th>2.6-4.0</th>
<th>4.1-5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>He/she does not pronounce any word correctly</td>
<td>He/she pronounces less than half of the words correctly.</td>
<td>He/she pronounces most of the words correctly</td>
<td>He/she Pronounces all words correctly</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>He/she pronounces monosyllables and not always correctly.</td>
<td>He/she describes the image with incomplete sentences</td>
<td>He / she describes the image using complete sentences but omits some element</td>
<td>He / she describes the image using complete sentences</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>He / she does not describe the image in the given time</td>
<td>He / she describe the image in the given time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammatical Structure</strong></td>
<td>He/she does not use any adjective or uses very few</td>
<td>He/she describes the image with incomplete sentences using some adjectives</td>
<td>He/she describes the image with complete sentences using adjectives, the verb to be and the pronoun (it), but he/she makes some grammatical mistakes.</td>
<td>He/she describes the image with complete sentences using adjectives, the verb to be and the pronoun (it), committing very few or no mistakes.</td>
</tr>
</tbody>
</table>

This section is taken as an example of El blog de la seño María:  
**Lesson Title:** (Living beings and non-living beings)

**Objective(s):**
- Students will be able to identify new vocabulary related to living and not living beings.
- Students will be able to classify some living beings and not living beings through the creation of play dough beings.

**Task:** In pairs students will create play dough figures of living and non-living beings.

**Vocabulary:** Water, grow, drink, books, nutrients, Chita, horse, ducks, frogs, turtle, cars.

**Warm up activity:**
**Time:** 5 minutes

- Teacher and students will play the game called “Animal sounds”, where the teacher will name a random animal, and students must imitate that animal and make that sound or action it does.

For example:
- A bird can fly (students should move their arms as they were flying)
- A dog can bark (students should bark like a dog)
- A horse can run very fast (students should run in their place)
- A duck can swim (students should swim in their place and move their mouth)
- A cat can scratch and meow (students should imitate a cat moving their fingers as they were scratching and meowing)
Pre task
Time: 20 minutes

- The teacher will divide the board into two different sections, in one section the teacher will write living beings and in the other one not living beings. After that, the teacher will show students some flash cards with images of living and not living beings, where students randomly can go to the board and stick it according to their knowledge. Finished this game the teacher will place the images into the right section.

While task
Time: 30 minutes

- Students will watch two different videos about “Living and not living beings”, when they finish it, the teacher will show students a picture on the board and explain the grammar structure with its possible answers. (Is _____ a living being?) And the teacher will answer with yes or no with the students. After the explanation students will answer some questions in a worksheet as the teacher taught.
- Example:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a car a living being?</td>
<td></td>
</tr>
<tr>
<td>Is a stone a living being?</td>
<td></td>
</tr>
<tr>
<td>Is bird a living being?</td>
<td></td>
</tr>
<tr>
<td>Is the water a living being?</td>
<td></td>
</tr>
<tr>
<td>Is a table a living being?</td>
<td></td>
</tr>
<tr>
<td>Is a frog a not living being?</td>
<td></td>
</tr>
</tbody>
</table>
Post task

**Time:** 30 minutes

- Students will work in pairs. They will create figures of living and not living beings with play dough, and in a small chart they have to classify it into the different categories.

**Example:**

<table>
<thead>
<tr>
<th>Living Beings</th>
<th>Not living beings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turtle</td>
<td>Stone</td>
</tr>
</tbody>
</table>

**Ending:** The lesson will be ended with a song:

**Time:** 5 minutes

lyrics
Bye-bye
Goodbye
See you later
alligator
Annexes

Flash cards

Videos
- https://www.youtube.com/watch?v=tzN299RpJHA
- https://www.youtube.com/watch?v=gAWcBSZ0klw

bye-bye song (Modified): https://www.youtube.com/watch?v=UQfvAlmr5g0
Lesson Title: Animals (pets)

Objective(s):
- Identify new vocabulary related to (some adjectives and animals vocabulary).
- Students will be able to describe their pet using adjectives.

Task: In pairs students will create a poster with their favorite pet, name it and write some characteristics of its personality.

Vocabulary: Cat, dog, parrot, fish, hamster, snake, frog, rabbit, personality adjectives (cute, friendly, lovely, lazy, quiet)
Warm up activity (5 minutes)

- Students will watch a video about “pets” to complete the vocabulary taught before. After the video finishes, the teacher will give each student a piece of paper, and students will answer to these questions using the new pets and adjectives vocabulary they have learned during the video.  
  https://www.youtube.com/watch?v=pWepfJ-8XU0

Name: _____________________________________________
Date: _____________________________________________

What pets do you like?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Choose one pet and answer:
Why do you like________________?  
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Pre task (30 minutes)
• The teacher will show to students some rubber animals (pets), and she will ask them what the names of those animals are, and if they have one of them at home as a pet, what its name is, if they sleep with them or not; etcetera.

• After that, the teacher will bring a staff puppy and she will tell students a short story describing it, using adjectives and asking students what they think about this pet. In the meantime, each student will have a piece of paper with a written story, where they have to fill the gaps using missing adjectives told by the teacher.
Buddy is a friendly and smart dog. He is one-year-old and he has short white and brown hair. Buddy eats dog food 3 times a day, one meal for breakfast, one meal for lunch and the last meal for dinner.

Buddy is a great companion for his owner. He likes to play a lot with the ball in the park. When his owner takes him to the park for a walk, he runs and barks loud.

Buddy is a domestic animal that can live in an apartment with Isaias.

Buddy likes to be pet on his tummy and also be on the sofa. Buddy has his own bed and sleep there.

1. Fill in the gaps with the words from the box.

barks  -  friendly  -  companion  -  play  -  smart  -  domestic

Buddy is a _________ and _______ dog. He is one-year-old and he has short white and brown hair. Buddy eats 3 times a day dog food, one meal for breakfast, one meal for lunch and the last meal for dinner.

Buddy is a great _________ for his owner. He likes to ______ a lot with the ball in the park. When his owner takes him to the park for a walk, he runs and ______ loud.

Buddy is a _________ animal that can live in an apartment with Isaias.

Buddy likes to be pet on his tummy and also be on the sofa. Buddy has his own bed and sleep there.
While task (30 minutes)

The teacher will paste some images on the board, and she will review some animal's vocabulary from the previous class, also, she will teach by repetition new vocabulary related to pets and adjectives, that students can learn how to describe pets' qualities

**Pets’ adjectives/verbs game**

The teacher will paste some adjectives/verbs words on the board, and she will call by random students one by one, from the different lines on the classroom. When the student come to the board he/she will pick one word, and then the teacher will whisper on its ear the word to him, and after that, explain the meaning to him/her. When the student knows the meaning he/she has to represent it doing the action to his/her classmates so they can guess the meaning of the adjective or the verb.

**Examples:**

- Sing
- Furry
- Scratch
- Sleep
- Swim
- Fast
- Breath
Example:
It is a cat
It is friendly
It likes to scratch
It loves to sleep.
It is furry.

Example:
It is a bird
It likes to sing
It lays out eggs
Example

It is a fish
It can swim
It has many different colors
It can breathe inside the water
It is fast

Students will work in pairs and create a poster with their favorite pet. In the poster they should write the name of the pet, and mention some characteristics of its personality.

Example:
It is a Dog, its name is Adolfo

- Adolfo is my favorite pet.
  - It is cute.
  - It is friendly.
  - It is furry.
  - It barks very loud.
  - It is very smart
  - It is small.
Post task (20 minutes)

- When students finish the poster, the teacher will call by random some pairs to go in front of the rest of the group and present it to the class by reading what they did.

Closing (5 minutes)

- The teacher will sing a song about 5 little ducks and its mother using images on the board. Students are going to make actions and repeat some words.

Song:

**Five little ducks**

Lyrics

Five little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only four little ducks came back.

Four little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only three little ducks came back.

Three little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only two little ducks came back.

Two little ducks
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But only one little duck came back.

One little duck
Went out one day
Over the hill and far away
Mother duck said
"Quack, quack, quack, quack."
But none of the five little ducks came back.

Sad mother duck
Went out one day
Over the hill and far away
The sad mother duck said
"Quack, quack, quack."
And all of the five little ducks came back.

Lesson Title: Animals

Objective(s):
- Identify new vocabulary related to classification of animals
- Students will be able to classify some animals according to their characteristics.

Task: In pairs students will classify the animals and their names into different categories.

Vocabulary: Domestic, wild, reptiles, insects, mammals, amphibians, birds, invertebrates and vertebrates.

Time: 10 minutes.

Warm up activity
Teachers will greet students with a greeting song.
Hello chant.

After that beginning, Teacher will ask students about the last class, like vocabulary worked in all previous classes. Also, she will ask students what a domestic animal is, and with the vocabulary already known students will say yes, if the shown animal is a pet, or no if it is not.

Game: Guess the animal.
Teacher will teach what is the classification of animals like: wild, amphibian, bird, mammal, reptile and fish
Teacher will make some animals sounds where students will discover what animal is that, then teacher will ask students if that animal is wild, amphibian, bird, mammal, reptile or fish.
After that, if the students have some mistakes, the teacher will correct them in the moment, and she will explain why.

Pre-task (30 minutes)
**Game:** The teacher will show some animal images and then the Ss will be asked to classify into categories such as vertebrates and invertebrates where there are some mammals, amphibians, reptiles, birds and fish, in the blackboard.

**ANIMAL CLASSIFICATION**

INVERTEBRATES
- Fish
- Amphibians

VERTEBRATES
- Reptiles
- Birds
- Mammals

Students are going to watch a video about “classifying animals”

URL: [https://www.youtube.com/watch?v=dCm5CcQhU-c](https://www.youtube.com/watch?v=dCm5CcQhU-c)

while that, the teacher will ask students about the video and will check if the images played in the game are in the correct place or not. If they are not correct, the teacher will ask students where the correct place is, and students will correct the previous classification with the teacher's help.

The teacher will explain the characteristics of animals in which they are classified, for example: Mammals drink milk, Reptiles do not have hair or feathers, they have scales. Etcetera.

After the video, the teacher will give a piece of paper to students where they are going to classify some animals.
Teacher will make a review again and then she will clean the blackboard. With the blackboard cleaned, the teacher will ask students to answer some questions like:

1. What are invertebrate animals? Name one.
2. What are vertebrate animals? Name three
3. What are mammal animals? Name two
4. Tell us the name of one wild fish.
5. Name one reptile
6. Name one amphibian
7. Name two birds

<table>
<thead>
<tr>
<th>Animal</th>
<th>Vertebrate</th>
<th>Invertebrate</th>
<th>Mammal</th>
<th>Reptile</th>
<th>Fish</th>
<th>Amphibian</th>
<th>Bird</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheep</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Lion</td>
<td></td>
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</tr>
<tr>
<td>Whale</td>
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</tr>
<tr>
<td>Worm</td>
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<tr>
<td>Zebra</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Parrot</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Snake</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Cow</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Shark</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Butterfly</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horse</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Is a cat a reptile? Yes/no why?
9. Is a hen a bird? Yes/no why?
10. Is a pig an amphibian? Yes/no why?

While Task (20 minutes)

In pairs students will classify the animals and their names into different categories. The teacher will give students some images with different kind of animals where students will cut and paste it in a poster and they will present it to the class, in each poster every student is going to write the name of every animal and describe it to the class using the expression “this is a cat, it is a mammal, this is a cow, it is a mammal, this is a dolphin, it is a fish” Etcetera.

Post task: (40 minutes)
While students present their posters, students are going to write the name of each presented animal in a chart.

Ending: (5 minutes)
Teacher and students will sing the bye-bye song:
URL: https://www.youtube.com/watch?v=UQfvAlmr5g0

Anexes:

Complete with the animals name.
This is a cat, it is a mammal
This is a rooster, it is a bird
Lesson Title: Animals

Objective(s):
- Identify new vocabulary related to classification of animals
- Students will be able to classify some animals according to their characteristics.

Task: In pairs students will classify the animals and their names into different categories.

Vocabulary: Animals colors, textures, size (big, small, medium), behavior (scratching, barking, dragging etc.)

Warm up activity (5 minutes)
- Students will sing the song with the teacher and do the song commands
- Hello, can you clap your hands.

URL: [https://www.youtube.com/watch?v=fN1Cyr0ZK9M](https://www.youtube.com/watch?v=fN1Cyr0ZK9M)

Review (15 minutes)
- Reviewing the previous vocabulary and identifying the different animal’s classification (mammals, insects, amphibians, reptiles, birds). Students will remember the previous vocabulary worked the last classes with the use of flashcards, and some printed words.

Pre-task (25 minutes)

The teacher will explain a game to students related to the new vocabulary proposed for this class. To being, the teacher will use a matching game and she will explain it to students.
It consists on match the animals’ cards according to a specific characteristic like its behavior, texture, size, color, etcetera. Using the blackboard. Then the teacher will explain the topic, and she will call by random some students to go in front and find a matching pair.

**Example:**
Pig-fat
Cat-scratch
Dog-barks
Parrot-sings
Lion-Furry
Cow-Moaning.
Elephant-Heavy
Giraffe-Tall

**While Task (20 minutes)**

- The teacher will tell students a story using a picture strip about animals. the teacher will include previous vocabulary learned before and the new one learned during the class like adjectives and actions of the animals (roar, sing, bark, jump). While the teacher is telling the story, she will ask a student to pass in front and help her attaching the pictures to the cord with a clip.
A day in the zoo

The other day Mary and his father went to visit the zoo. They saw not living beings and living beings. The zoo was very big with a lot of plants and flowers. The zoo had many animals. The giraffe was tall. The elephant was very heavy. The lion was very strong and the pig was very fat. In one part of the zoo, were cages with parrots singing. Mary was very happy to visit the zoo and she told her friends to go and visit that beautiful place.

End…

- After the story, students will fill up the gaps with the correct adjective for each animal.
  - Name: _____________________________
  - Date: _____________________________
  
  strong - sing - heavy - tall - living beings - not living beings
The giraffe is __________

Flowers are ______________

Rocks are not ______________

The elephant is ______________

The lion is ______________
Parrots can

Post task: (30 minutes)
The teacher will give students a worksheet with different animals to color it. In groups of three, they have to write the characteristics and describe it, using the adjectives learnt at class.
Ending: (5 minutes)

The teacher and students will sing the song good-bye goodbye.

URL: https://www.youtube.com/watch?v=UQfvAlmr5g0
**Objective(s):**
- Students will do their final task presentation.
- Students will be able to describe some animals’ characteristics according to their own animal puppet.

**Task:** students will do their final presentation giving some specific characteristics about the animal they chose in front of the whole class and the teachers.

**Vocabulary:** Animals classification, adjectives, living beings and not living beings.

**Warm up Activity**
Students will sing the song with the teacher and do the song commands

Hello, can you clap your hands.
URL: [https://www.youtube.com/watch?v=fN1Cyr0ZK9M](https://www.youtube.com/watch?v=fN1Cyr0ZK9M)

**Students Interview**
- One of the teachers will select 10 students to do the written interview, and she will take them apart of the rest of the group to answer some questions about they felt during the implemented lessons and what they have learned.

**Final Task Presentation**
- While the other teacher is doing the students interview with some students apart, the other teacher in charge is going to ask the rest of the students to sit on the floor and make a circle to start presenting the final task activity.
- To begin with the final presentation, the teacher will bring her own animal puppet and she will present it telling its name and giving some specific characteristics about it to explain students how they should present their own recycled animal in front of their classmates. When the teacher finishes, the rest of the students should present their animal one by one until they finish.

**Tongue Twister Activity**
- The teacher will give students some short tongue twister and after they have memorize it, she will pick some of them to say it out loud in front of the class.

Flies fly but a fly flies.

Elizabeth's birthday is on the third Thursday of this month.
Sharing Time and Closing

- The teachers will bring a cake and soda to share with students as a goodbye activity and thank you for all the classes and time they have spent together.