

**UNIVERSIDAD PEDAGÓGICA NACIONAL  
DEPARTMENT OF HUMANITIES  
LANGUAGE DEPARTMENT**

**THE GESTICULATORY SONG WITH THE SUPPORT OF ICTs TO MOTIVATE ORAL  
PRODUCTION OF ENGLISH AS A FOREIGN LANGUAGE, IN THE STUDENTS OF  
SECOND GRADE AT PRADO VERANIEGO ELEMENTARY SCHOOL**

**CLAUDIA PATRICIA MOROS MARTÍNEZ  
BOGOTÁ, 2012**

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**PRADO VERNIEGO SCHOOL I.E.D.  
SECOND GRADE**

**BY  
CLAUDIA PATRICIA MOROS MARTÍNEZ  
CÓDIGO: 2006238044**

**For the degree of  
BACHELOR OF ARTS IN LANGUAGE TEACHING**

**COORDINATOR: FANNY ABELLA  
DEPARTMENT OF HUMANITIES  
UNIVERSIDAD PEDAGÓGICA NACIONAL  
BOGOTÁ, 2012**

**NOTE OF ACCEPTANCE**

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**President of the Jury's signature**

**Fanny Abella H.  
Assessor**

## **Dedication**

*I dedicate this research project to my parents Marlene Martinez, my father Enrique Moros, and sisters Adriana, Laura y Marlen. I dedicate this work to my beloved daughter Julia V. Meneses Moros and her father who helped me and gave me their support and love. Also, I am grateful to my study group and their teachers at Prado Veraniego School, to my professors at the UPN among those Fanny Abella, Alejandro Galvis, and Ernesto Ojeda for their assistances. To my friends Martha Gallo, Jennifer Lacouture and Juan C. Guzman who cheered me up along the process with their smiles, and advices. I devote also this project to my country Colombia which gave me the opportunity to take advantage of its public education.*

## **Resumen Analítico – RAES**

**Tipo de documento:** Tesis de grado

**Acceso al documento:** UNIVERSIDAD PEDAGÓGICA NACIONAL

**Título del documento:** La canción gesticulada con el apoyo de la TIC's para motivar la producción oral en inglés como lengua extranjera, en los estudiantes de segundo grado en el Colegio Prado Veraniego.

**Autor(s):** Claudia Patricia Moros Martínez

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**Unidad Patrocinante:** Universidad Pedagógica Nacional

**Palabras Claves:** Canción gesticulada, canción con gestos, enfoque colaborativo y comunicativo, motivación, gestos, canciones.

### **Descripción:**

Esta investigación tiene como objetivo principal incentivar a la producción oral en inglés con la canción gesticulada como una estrategia con el apoyo de herramientas TIC. El proyecto de investigación se ha estudiado e implementado en los alumnos de segundo grado en el Colegio

Prado Veraniego. El proyecto de investigación utiliza la canción gesticulada para llevar a cabo un enfoque de aprendizaje colaborativo. Este trabajo investigativo considera la motivación como una clave importante en el aprendizaje del inglés como lengua extranjera; así como los materiales didácticos, la colaboración conjunta de los padres con el colegio para la adquisición del Inglés como lengua extranjera.

### **Fuentes:**

En el presente trabajo investigativo sobre la canción gesticulada con el apoyo de TICs para incentivar la producción oral en inglés se siguieron diversas fuentes entre investigaciones sobre los beneficios de la canción para aprender una lengua extranjera, hasta lo provechoso de la gesticulación en el aprendizaje. Así mismo, la motivación y las características del enfoque pedagógico.

Araya, K. (2007, October 29). Teaching materials: a critical position about the role they play in the language classroom. *Actualidades Investigativas en Educación*, 7(3), 15.

Blumenfeld, P. E. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. En *Educational Psychologist* 26 (págs. 369-398).

Chapelle, C. A. (2003). The potential of technology for language learning. En C. A. Chapelle, *English Language Learning and Technology* (págs. 35-68). Iowa: John Benjamins Publishing Company.

De Zubiría, J., & Ramiírez, A. (2009). *¿Cómo investigar en educación?* (1 ed.). Bogotá, Colombia: Magisterio. Pedagogía Dialogante.

Harry, B., & Waterman, R. (2008). Building collaboration between schools and parents of english language learners: Transcending barriers,. Miami, United States.

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Makiko, E. (April de 2008). Motivation Factors in Language Learning. *The Internet TESL Journal*, XIV(4).

Schön , D., Boyer , M., Moreno, S., Besson, M., Peretz, I., & Kolinsky, R. (2008, March 10). Retrieved from ScienceDirect: [www.elsevier.com/locate/COGNITION](http://www.elsevier.com/locate/COGNITION)

Wagner , S., Zachary , M., & Goldin-Meadow, S. (11 de June de 2007.). *COGNITION*. Recuperado el 24 de May de 2012, de <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2265003/>

Wallace, M. (2006). *Action Research for Language Teachers*. Cambridge, UK: Cambridge University Press.

## **Contenidos:**

### **Contexto**

El contexto en el que se desarrollo el proyecto investigativo es el de un colegio público de la ciudad de Bogotá en el grado segundo de primaria. Los estudiantes sujetos de estudio están entre las edades 7 a 8 y viven en la localidad. Los estudiantes viven en la mayoría con sus padres y familiares y cuentan con una solvencia económica que les permite tener recursos electrónicos de comunicación de tal manera que fue posible la implementación de este proyecto investigativo. El PEI del colegio tiene un enfoque comunicativo y tecnológico. En sus reglamentos institucionales rigen los valores para una convivencia y armonía entre la comunidad educativa y la creación de una conciencia ciudadana. El Colegio Prado Veraniego cuenta con salones equipados de recursos tecnológicos, dos salas de laboratorio de computadores, y un auditorio.

## **Problema y tesis planteada**

El problema investigativo detectado en el grupo segundo de primaria en el Colegio Prado Veraniego corresponde a la pobre producción oral del Inglés, dicha dificultad observada fue hallada por medio de diarios de campo, cuestionarios, entrevistas y videos. Como posible solución, se planteo la tesis de la canción gesticulada con el apoyo en herramientas tecnológicas para motivar la producción oral. Para lo anterior se diseño una propuesta pedagógica con enfoques comunicativos, colaborativos y por proyectos que llevarían la canción gesticulada a una puesta en escena.

## **Propuesta Pedagógica**

La propuesta pedagógica tiene como centro en incentivo a la producción oral en Inglés. Para ello se tuvieron en cuenta factores motivacionales y los materiales de clase. El enfoque general es el colaborativo por proyectos y el implementado en clase es el enfoque comunicativo para la adquisición de lengua extranjera. En el enfoque colaborativo los agentes claves fueron los estudiantes para con ellos mismos en las actividades en clase y el rol crucial de sus padres con el acompañamiento en casa a todas las etapas del proyecto. La evidencia de la motivación a la producción oral queda registrada en los diarios de campos y cuestionarios además de los videos y fotografías de las presentaciones hechas por los niños de segundo grado.

## **Metodología:**

La metodología con la que se llevo a cabo esta investigación obedece a la Acción Participativa donde el investigador hace parte de la comunidad en estudio y observa, describe y analiza las características, dificultades y necesidades de ésta con respecto a la adquisición de una lengua extranjera. El investigador parte de los intereses y el contexto del grupo estudiado para plantear una tesis y por ende una propuesta que pueda solucionar dicho inconveniente y así



satisfacer por medio de la implementación de dicha tesis, la dificultad en el aprendizaje de la lengua extranjera.

### **Conclusiones:**

La canción gesticulada apoyada en TIC's es una estrategia efectiva en la adquisición del inglés como lengua extranjera. El enfoque colaborativo por medio de los estudiantes y padres fue efectivo y se evidenció en los resultados y análisis de los diarios de campo, trabajos realizados por los estudiantes, cuestionarios, fotografías, y videos.

La colaboración de los padres fue pertinente y muy activa al punto que la elaboración de tareas y trajes para las presentaciones fueron asombrosas y con mucha dedicación. Los estudiantes dieron muestra de su comprensión oral del Inglés en las actividades en clase ya que fue usado y también durante la presentación, dando muestras de una adecuada pronunciación y entonación en el inglés durante la ejecución de la canción gesticulada.

El papel de la motivación fue primordial y otorgó resultados positivos y sus elementos tenidos en cuenta con los recursos tecnológicos como actividades con páginas web permitidas por el Ministerio de Educación, y los materiales utilizados en clase, ya que estos llevaban elementos atractivos para los niños de segundo grado.

Las notas inteligentes y bien estructuradas por parte del profesor a los padres y estudiantes sirvió efectivamente, como un puente óptimo para la comunicación entre los agentes actores y de apoyo, esto se evidencia en las fotos y videos presentados en los anexos, donde se denota la producción oral y la participación de los padres y familiares en ella.

**Fecha Elaboración resumen:    Día 15            Mes Junio            Año 2012**

## **Educational Analytic Summary – RAE**

**Type of document:** Thesis

**Access to the document:** Universidad Pedagógica Nacional

**Title of the document:** The gesticulatory song with the support of ICTS to motivate oral production of English as a foreign language, in the students of second grade at Prado Veraniego School

**Autor(s):** Claudia Patricia Moros Martínez

**Publication:** Bogota, 2012, 123 p

**Sponsor Unity:** Universidad Pedagógica Nacional

**Key words:** Gesticulatory song, gesture song, collaborative and communitive approach, motivation, gestures, singing.

## Description

The current research project aims to incentive oral production in English using the gesticulatory as a strategy with the support of ICT's tools. The research project was studied and implemented in the second grade students at Prado Veraniego School. The research project took the gesticulatory song to conduct a collaborative project-based learning approach. This job considered motivation as an important key in language learning as well as teaching materials and the collaboration of parent-school in the acquisition of English as a foreign language in the second grade students at Prado Veraniego School.

## Sources

In the current research project about the gesticulatory song supported by ICT to stimulate oral production in English, several sources were undertaken, including research on the benefits of singing in order to learn a foreign language, to the fruitfulness of gesture in learning. Likewise, the motivation and characteristics of the pedagogical approach

Araya, K. (2007, October 29). Teaching materials: a critical position about the role they play in the language classroom. *Actualidades Investigativas en Educación*, 7(3), 15.

Blumenfeld, P. E. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. En *Educational Psychologist* 26 (págs. 369-398).

Chapelle, C. A. (2003). The potential of technology for language learning. En C. A. Chapelle, *English Language Learning and Technology* (págs. 35-68). Iowa: John Benjamins Publishing Company.

De Zubiría, J., & Ramírez, A. (2009). *¿Cómo investigar en educación?* (1 ed.). Bogotá, Colombia: Magisterio. Pedagogía Dialogante.

Harry, B., & Waterman, R. (2008). Building collaboration between schools and parents of English language learners: Transcending barriers. Miami, United States.

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Wallace, M. (2006). *Action Research for Language Teachers*. Cambridge, UK: Cambridge University Press.

## **Contents**

## **Context**

The context in which the research project is developed is in a public school in the city of Bogota in the second grade level. Students study subjects between the ages 7 to 8 and living in the locality. The students of this study live with their parents and relatives and have a solvency allowing them to have electronic communication resources so that it was possible to implement this research project. The PEI of the school has a communicative approach and technology. Prado Veraniego School's institutional regulations are governed by values for coexistence and harmony between the educational community and the creation of a civic consciousness. Prado Veraniego School has classrooms equipped with technology resources, two computer lab rooms and an auditorium.

## **Problem and Thesis**

The research problem identified in the second grade group in the Prado Veraniego School was the poor production of oral English, this difficulty observed was found through field diaries, questionnaires, interviews and videos. As a possible solution, it was raised the gesticulatory song thesis supported by technological tools, to encourage speaking. For the above, a pedagogical communicative approaches, and collaborative projects was designed to lead the gesticulatory song staging.

## **Pedagogical Proposal**

The foreign language teaching pedagogical approach taken in this project is under the principles of collaborative project-based learning approach supported by ICTs and Communicative approach along with the gesticulatory song technique as oral production strategy. The project undertakes these approaches and it has as a final product to present in a school appearance a gesture song. The project-based in this research project is divided in two parts. The first part the subject is elected by the students among different songs that the teacher offers to them. In the second part, the instructor elects the subject of the gesture song according to the Colombian standards of competences for foreign language in English and the curriculum of Prado Veraniego School.

## **Methodology**

The type of project undertakes in this research for the second grade at Prado Veraniego School is action research, since is executable through the instruction process as a reflection of a teaching practice. This approach explore the systematic collection and analysis of data relating to the improvement of some aspect of teaching training, in this case English teaching as a

foreign language in the group of second grade at Prado Veraniego School. This approach demands time, and also requires the ability of look at evidence of the practicing in a more detached and objective way than it is usually performance, however this type of research can provide all sorts of interesting and helpful teaching insights.

## **Conclusions**

Gesticulatory songs encourage oral production of English since learners learnt to the lyrics of the gestures songs and lost their shyness and insecurity to sing in English while they also used phrases from the gestures song to communicate with each other during class. Students sang, in their spare time, the songs they learned in English classes and in particular the gestures songs used for the presentation.

The students of second grade had fun and sustained the motivation to learn English throughout the research project, indicating that the gesticulatory song as a successful strategy for learning English as a foreign language, this strategy gives positive results in oral production and preserves students motivated to learn. At the same time, using the presentation of the gesticulatory song as a bimonthly project held students to the expectation of carrying out a task that justified all the work involved in each class in favor of the presentation which had the pupils working in class with optimism.

In conducting these presentations, learners obtained more and more self-confidence in both; oral production in English and their capacities, as active members of a school community, by showing to their families, relatives and friends their skills in foreign language.

**Summary date:**    **Day** 15            **Month** June            **Year** 2012

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## **Introduction**

This report presents the process in which it is developed a research project in Prado Veraniego 2 Elementary School in the locality of Suba in Bogotá. The research project is being developed as a requirement for getting the degree in Bachelor of arts in language teaching, at the Universidad Pedagógica Nacional de Colombia. The assessment and observation was developed over the class 202 in Prado Veraniego School in the English subject during the second semester of 2011 and first semester of 2012. The project research was conducted by the senior undergraduate student Claudia Patricia Moros Martínez and under the supervision of the training Fanny Abella.

The project consisted in two parts; the first one entailed the research question by a self-observation and teaching activity over the studied group and the second part the implementation of the thesis through a project that aims to solve the inquiry. The project research was carried out by observations in field notes, interviews, evaluations, and surveys of the English teacher of the group 202. From these observations it was concluded that the 202 class required to improve its oral production in English as a Foreign Language.

The purpose of this research project is to propose a project that aims to solve the research inquire in the acquisition of English as a foreign language in the group 202 at the Prado Veraniego School, therefore a thesis, in order to remedy the troubled situation. This report shall describe different aspects of the grounds that led to the intention of the thesis. The research assignment report comes along with all the information about the school's regulation and its context, as well the observation,



description and analysis of the teaching practice and student's performance during English class. This text will also present different authors and their theories which will withstand the thesis chosen. Moreover, this document will display the methodology, didactic and the foreign language teaching approach using the gesticulatory song with ICTS aids as implementation of the proposal.

The 202 class required the foreign language context to develop the learning of English also to awake the abilities in the four aspects in the language: listening, speaking, reading and writing. In order to awake the speaking in the foreign language this project aims to use the gesticulatory song with the aids of ICTS as scaffolding. The research project uses the school resources taking advantage of its infrastructure and equipment in the special classrooms. This document will describe the process the researcher undertakes with the 202 class and how a special program is designed intending to solve the educative issue.

This investigative project involves the school resources as well as the parents as important counterpart of their kids process and hence of solving of the research question. This document will show how the researcher experiments the thesis process over the students learning process in acquiring a foreign language. The research describes the journey of a teacher in the accomplishment of the bilingual learning goal, the Colombian government intents in its educational programs in Colombia.

## **CHAPTER 1**

### **Context**

#### **Referential Framework of Prado Veraniego Elementary School**

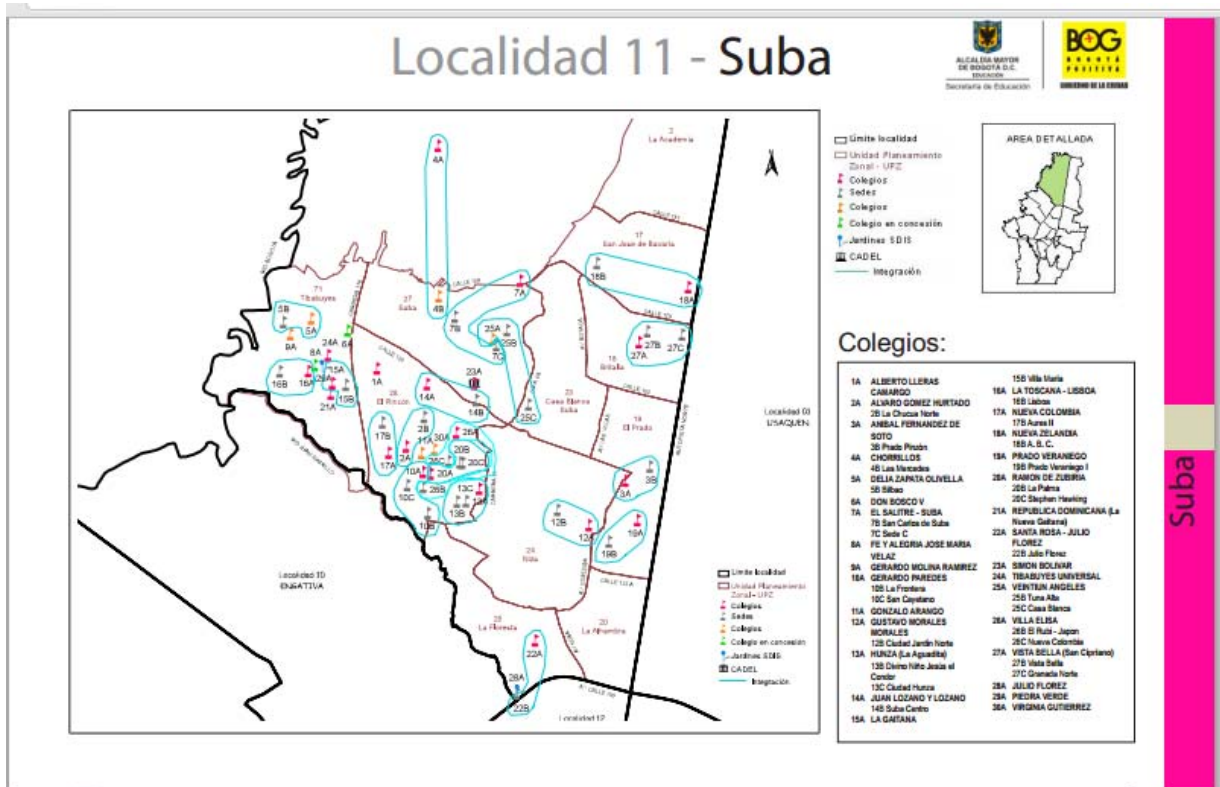
Prado Veraniego School 2 is the primary host operating with a number of students, teachers, plant and administrative workers. The elementary school Prado Veraniego is an public institution, owned by the Capital District with official approval by formal resolution, number 5581 of 1997, Resolution 2722 of September 9, 2002, Resolution 1912 of July 9, 2003 for academic mode integrated with "Prado 1" from 2002 with the levels of Basic Early Childhood Education and Elementary.

As an educational institution, its main concern is the integration of each and every one of the actors; by respecting the free development of its personal, looking to enable facilitative environments that provide significant quality. As an institution committed to society which contributes to the construction of values that allows peaceful coexistence; it defends the dignity of persons, creates the conditions for student's awareness, change attitudes and use their potential to produce the process toward personal growth in their community. As district institution strongly believes that education should contribute to the national goal of forming a new more productive, fair and equitable citizen.

The institution is located in Suba which is the 11th locality of the Capital District of the Colombian capital city, Bogotá. Suba is located north of the city, limiting to the north with the municipality of Chía in Cundinamarca Department, to the west with the municipality of Cota, to the east with the locality of Usaquén and to the south with the

locality of Engativá. its name comes from the Chibcha-Muisca word "Zhuba" meaning "my face" or "my grain"

### Map of the locality of Suba



### Economy

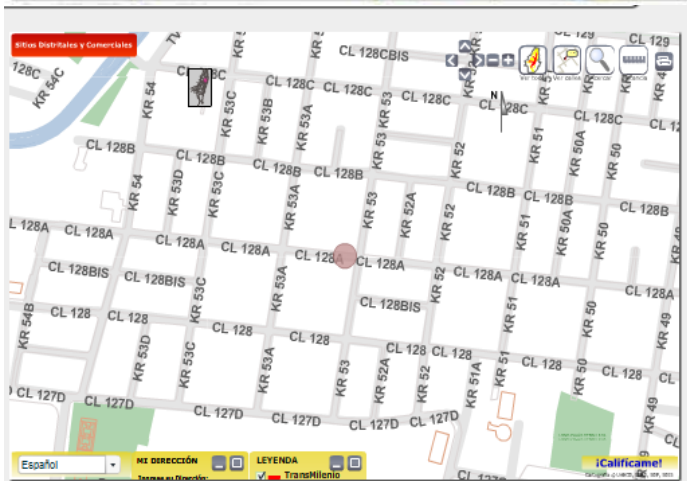
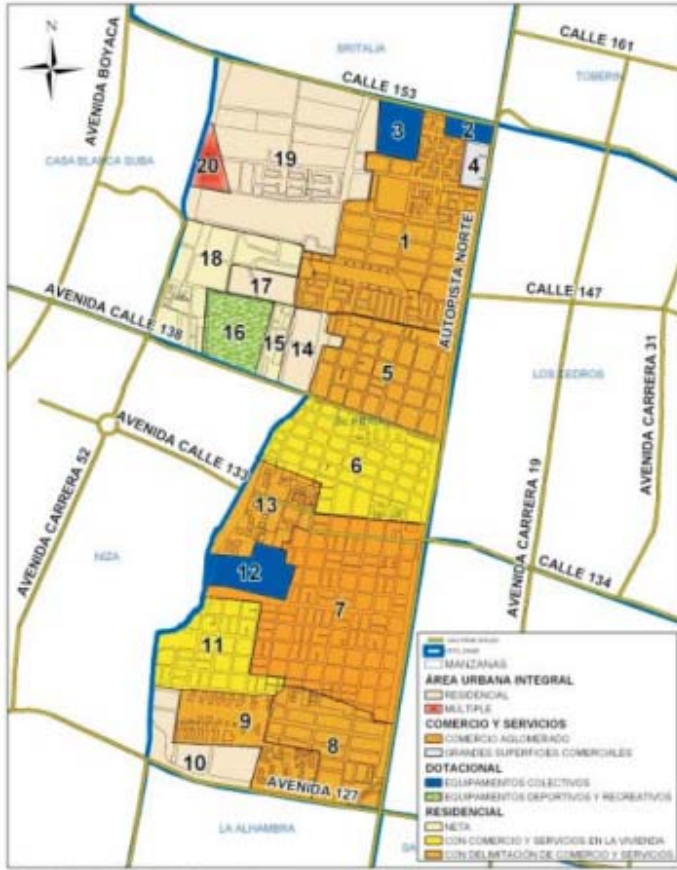
The main economic activity of Suba relies in the cultivation of export quality flowers, services and commerce, especially large shopping centers like Bulevar Niza, Centro Suba, Plaza Imperial and Centro Commercial (SED, 2005) Santa Fe. Suba has an economic environment that has allowed developing one of the largest markets trade in food, general groceries, beverages and snuff, hardware and locks, and products glass.

### Territorial subdivision

Suba is formed by a Regional Forest Reserve Zone called La Conejera located to on the western side of the locality and 12 Units of Zone Planning (Unities of Zone planning,

UPZ) which are: La Academia, Guaymaral, San José de Bavaria, Britalia, El Prado, La Alhambra, La Floresta, Niza, Casablanca, Suba Downnton, El Rincón and Tibabuyes.

**Map of the Prado Veraniego neighborhood**



## **Mission**

Prado Veraniego School I.E.D. generates and strengthens the educational community, in cognitive, social and practical oriented processes in order to shaped competent human beings through a communication that enables them to appropriate values for a healthy social life.

## **Vision**

Prado Veraniego School I.E.D aims to situate at Local, District and National level in 2025, as an institution that prepares for life, people involved in their human development, individuals who continue their education achievement, that experience their values and lead positive processes of social change in order to enable a peaceful coexistence that allows the construction of a fair and supportive country.

## **Institutional resources**

Prado Veraniego School has 10 classrooms each one of them are implemented with multimedia equipment such as television, the average of students per classroom has 30, the aula has a teacher desk and ever pupil has their own desk as well, each classroom in one of their walls have a half bricked and half glassed wall with big windows that allow natural light to illuminate the room. Every room counts with electrical lights and a white board that covers one of the walls.

The school also has an auditorium with a screen and a video beam projector also one wall is half bricked covered with mirrors and half of that wall with big windows and blinds to cover them which built a proper ambiance for different activities such as movie projections, dancing performances, theatrical workshops, gatherings among others.

This auditorium room is used for this research project as the sfgest to practice kinetic exercises and for the presentations.

Prado Veraniego School also has two multimedia labs both with the capacity of 20 computers one of them is equipped with laptops the other one with personal computers, both have television and a white board. The multimedia lab used for the research project has laptops and in addition, a video beam projector, an instructor desk and an auxiliary center desk to use as support for the video beam. This room also has an adjacent space with a plastic roof that provides natural light; in this area also there are desks and chairs. This room has 17 laptops which much of them have access to internet provided by the institution, which is used in the research project. The multimedia lab has a tech instructor that helps with the computer ambience and it is the tech support for this project. The school provides also stereo system with speakers thus the students can listen to the songs and videos.

## **Institutional Educative Policy**

The elementary School Prado Veraniego focus all its actions to human development, to which, the educational community assume achievement as a habitual form to precede and to continuous achievement as a strategy to develop in an effective way the Institutional Educative Project. In the same way, the academic competence, the social-cognitive pedagogic model, the harmonic ambience, the leadership transformer and the appropriate communication, factors that stand out in the institutional mission and vision.

### **1.1. Educational Educative Project (PEI)**

*Communication with quality towards the human development* is the foundation of P.E.I. in this educational institution. The elementary school Prado Veraniego based its action, conceptual and organization context, its educational pedagogic focus in humanistic,

scientific and cultural principles which identify, develop and gives its particular character as an educative organization which contributes in the integral development of its pradiata community in quality. For this elementary school communication is the key and its goal in the achievement and success in human development.

The school persuades the Socio-cognitive pedagogic model sustained by authors such as Piaget, Bruner and Bandura among others which propose the maximal development of the students capacities influenced by their society, collective, where productive results and education are intimate united to warranty to the students not only the collective spirit but the scientific-technology knowledge bases for the future science of the generations. This pedagogic approach are based in the teacher as how instructs and the student how learns.

### **Institutional Emphasis**

In a common agree, the teachers of the institution concluded that given the resources and interests of the students TECHNOLOGY will be the Institutional emphasis, for that it is taken into account that technology is one of the facilitators to reach the objectives of the principal axe of the institutional PEI such as "The communication with quality towards the human development".

According to the PEI of Prado Elementary School, since we live in this global world, in which students are inserted, technology has become in a tool that shorten distances and facilitates the acquisition of knowledge, which is why being literacy computer is so important in the future performance of social, work and academic life. This is the emphasis that this institution persuades in the educational instruction to its students.

## **Prado Veraniego School Symbols**

### **Shield**

It is divided in three parts: In the superior part there two hands shaken as a symbol of love and friendship, which they consider is a fundamental requirement en each community, to left side there is a torch which indicates intelligence and reason, values very important for this institution; to the right side, it is found a sun in the horizon which indicates the goal achievement for the future with ideals and responsibilities.

The shield is framed by a book and a flag; the book indicates knowledge and the big desires which should be found in each student for their academic achievement. The flag has three horizontal layers which indicate leadership.

### **Flag**

The blue layer means tranquility and reason to act; the white layer symbolizes purity which it should be reflected in each human act; the green layer symbolizes hope which should be presented in each student to success in their academic life and undertake the institution to a higher position among other of its locality.



## **Institutional Evaluation System**

According to the manual of coexistence and based in the 115 law of 1993 and its respective clause Prado Veraniego School has adopted the following evaluation system integrated to its institutional educative project. For Prado Veraniego School is understood as Institutional Evaluation System the group of criteria, process, procedures, strategies and actions that collects the integral human development, learning, and the promotion of the students to the other grades in the basic and media education.

Evaluation is considered as dialogic processes, multidimensional, integrate, lative, continuous, and update that is given by the dairy interactions in the school and outside of it. At the beginning, during and at the end of every pedagogical activity aiming to strength processes, to stimulate actions, to fix errors and to project new ways to teach and to learn.

The system of evaluation in the academic aspect is considered in the Prado Veraniego School as a group of processes of following, control and measurement of the purposes of teaching and learning, the corresponding contents respecting the human development and the competences of the students aiming to orientate every time more the human performance, to define the scholar promotion, to improve conceptions and pedagogical practices and to move into the responsible compromise of parents and teachers with the education of their kids.

In this Elementary School the purposes of evaluation are to identify the personal characteristics, interests, development rhythms, and learning style, in order to value their performances. It is important to promote the basic information to consolidate the reorientation in the educative processes related to the integrate development of the student. Evaluation should provide enough information in order to deploy pedagogical strategies and to support which students present weak and superior performances in

their formative process. Teacher should provide the parameters for getting the students promoted. The criteria in the evaluation and promotion considered the human being as a supreme value of any pedagogical action, the Colombian education parameters their objectives and aims. The evaluation should have coherence with the actual contemporary world and the pedagogical model accepted by this school. In the Prado Veraniego School the evaluation must aim the integrity to the communicative, cognitive, praxeology dimensions of the student also to the fields of knowledge and competences.

The evaluation system in this institution also has a valuation scale as it follows:

<b>National Scale</b>	<b>Institutional Scale</b>	<b>Meaning</b>
Superior Performance	4.5-5.0	Performance reached between 90% y 100%
High Performance	4.0-4.4	Performance reached between 80% y 89%
Basic Performance	3.5-3.9	Performance reached between 70% y 79%
Low Performance	1.0-3.4	Performance reached lower than 69%

## **The cycles teaching strategy in Prado Veraniego Elementary School**

The Ministry of Education in Bogota (SED) has been identified in the 2008-2012 Education Sector Plan a number of priority programs and projects, one of which aims to transform teaching practices from the school organization by cycles, which involves the transformation of administrative regulations of educational institutions, targeting key curricular components and to guide appropriate evaluation processes, according to the characteristics of each cycle. Prado Veraniego School has been using this teaching approach in its institution and it is reflected in their policies and evaluation system.

The SED has proposed 5 cycles in the school system, from which seeks to address the problems associated with isolation between learning at each grade level and with the difficulties encountered for the retention of boys, girls and youth in the city school system (see Education Sector Plan 2008-2012). These analyzes become advanced studies and research in the last decade, since the SED, from IDEP or from universities. This proposal seeks to then face the dropout rates and progressive lack of interest has been observed in the attitude of students toward school.

The criteria that guide the definition of these cycles point to the "articulation" of different levels-preschool, elementary, primary, secondary and intermediate-basic and historically have been isolated and back to the realities of social development and the evolution of student learning. It would, in general, to foster the transition from a conception of school by level to a conception of the school in cycles. Thus, the SED proposes to integrate, in a first cycle, preschool to first and second grade, because so fundamental and critical learning in school life, such as reading, writing and oral development, cannot be constrained to a degree or may have a character terminal (the end of grade zero, or first, they say arbitrarily, the child must have learned to read and write), nor the preschool is to reduce its purposes the teaching of reading and conventional writing, neglecting the body language, experience with art, exploratory attitude, the world of emotions and the development of communication from different and diverse materials and media. It is the isolation between kindergarten and first

grades of primary education to foster a greater degree of identity with the initial learning of the school, setting the bridge school learning.

This research project takes into account the first cycle since the group observed is in second grade. It contemplates the different aspects this cycle must have, such as the body language and experience with art, oral development, the world of emotions and the development of communication which also articulates the PEI of the institution, as well as the emphasis of the school in media, by using the different rooms such as the multimedia lab.

This research project bases its mainstay in oral communication through the gesticulatory song and the technology aids. The school the grade zero, first and second grade in a very intelligent manner such as the teacher which it starts with the group in zero grade continues with them until second grade. Also the pay attention to the different aspects the group should develop continuously from body, mind and soul by using pedagogy for projects and ludic activities every day. The use of the songs in this project promotes the relevant aspects in this cycle, making the group to express and working together for a presentation.

## **1.2. Description and problem**

The group observed is formed by children between the ages of 6 and 8, whose residence is close to Prado School and live with their parents and relatives. Most of them have studied at this institute since preschool and they have learning very little English with their teachers. There are 16 boys and 13 girls almost an equal number between the two sexes, they get along and have sympathy for each other, and also they have subgroups which work very well and everybody pretty much get along. Their parents are very well connected and supportive with their kid's education.

They do have the enthusiasm for learning English and they could follow instructions which shows their oral comprehension is good, it was demonstrated in the listening test (see annex 1) performed earlier; the students were instructed to paint a specific clothing by a precise color, according to the oral given instruction. The results were really good, the majority managed them correctly. As to writing giving instruction, which it was tested by a printed exam with pictures to follow (see annex 2), the pupils understood and performed fairly it. This test consisted in a visual discrimination (proper for their age and academic context) of a word under its icon picture writing down the identified word, the students achieved such task.

However their oral production in the foreign language was very deprived as it was denoted in the Social Information Survey (Annex 3) where there were three questions underlined for speaking purposes and these inquiries were proper according to their English level expected for their competences. Unfortunately, they were still mistaking questions and answers in their greeting sentences. . Consistent with the data collected from the tests, the children did not know how to verbally interact in the foreign language. They were confusing the suitable use of sentences and not knew how to interact in English properly, to the point of being mute.

According to the interview mentioned (Annex 3), in such test was asked different oral questions about which preferences they had in the way of learning English in the classroom, the students, in their preponderance, answered that they like to sing, however they felt having difficulties doing it. Likewise during their English classes observed, students could understand some English instructions but their oral production was very minimal to the extent of repeating just what the teacher instructed or dictated. It was therefore that singing was decided to be the proposal for the thesis of the research and to unravel the research question in the parameters of its cycle requirements which are the development axes: childhoods and construction of individuals also stimulation and exploration are for its cycle, marks. Singing songs is a fun way to learn English but also the way how they learn them and the approach to the

lyrics the learning and understanding of their meaning it is primordial and ludic in the process of learning a foreign language.

Now, the gesticulatory song may contribute, singing contributes to arise attention (Schön , Boyer , Moreno, Besson, Peretz, & Kolinsky, 2008) to stimulation and motivation for the target language, and gestures makes learning last, according to (Wagner , Zachary , & Goldin-Meadow, 2007.), also the construction of new ideas and a scaffolding to others themes in the students curriculum. The subjects elected for the songs will be in the range of the kid's interests next to their childhood context, as well as to stimulate the oral production taking to account the subjects where they can express themselves and its construction of as individuals, also the oral production in English, it articulates with the PEI of the institution. Technology will be addressed in this project as a scaffolding or aid to create a context for learning a foreign language, in order to the kids to explore and be able to have the first step in a self-regulatory ambience which it will give an appropriate environment in learning something new and at their pace.

### **1.3 Question**

The research question aims to solve the lack of the oral production in English through the strategy of the gesticulatory song which involves kinesics and integrates mind and body, this a proper approach at these ages since takes into account sustained students highly motivated. Technology will be handy and useful to go along with gestures songs since ICTs create foreign setting a context that recreates and ambience where the kids can regulate their learning and exploring a new world in another language.

**How to motivate the development of oral production in English using gesticulatory songs in the students of the classroom 202 at Prado Veraniego Elementary School?**

### **1.3. General Objective**

To Incentive oral production of English as a foreign language through gesticulatory songs using ICTs (information and communications technology) aids in the students of second grade in the classroom 202 at Prado Elementary School

### **1.4. Specific objectives**

1. To learn songs in English by gesticulation, in order to encourage the oral production in the foreign language and by participating in a school presentation of such gestures songs.
2. To motivate oral production in English by first letting those choosing the theme and second by the teacher's choice according to School curriculum.
3. To design activities such as playing online and multimedia games, making crafts and designing tasks with attractive pictures such as TV characters proximal to the student's interests and context to sustain motivation.
4. To use ICTs in the lab and at home in order to have a L2 context and interaction with the foreign language also to give a first step in self-regulatory learning.
5. To integrate parents in their children's process of learning English; by helping them in ICTs assignments, homework, craft tasks, also by assisting and participating in their children gesticulatory song presentations.
6. To use the gesticulatory song theme as scaffolding to acquire curriculum demands.

## 1.6 Justification

*"Music is all around us, all we have to do is listen"*

*August Rush*

In order to learn a foreign language is necessary to be motivated. Inspiration is the factor that moves us to accomplish tasks, goals and learning. . According to (Makiko, 2008) "Motivation also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal", in this research project, motivation is one of the main factors that moved the researcher to choose the gesticulatory song as the strategy to encourage the oral production of English in the group of second grade of this study. A student feels motivate when they feel the instructor and him are talking in the same pace, interests and context. In this project, the cycle, near context, interests and academic standards in which the student is immersed are very important. Taking into account the above and that the learners are children between the age of 6 to 8 and at this age, movement, working with peers, and placing on stage a performance becomes part of conquer their fears, a song will be a great deal for them, a gesticulatory song will challenge them and the gestures involved in the song should improve their comprehension in the meaning of the foreign language song.

*"...the period between ages 4 and 8 is a stage of expanded vigor and energy. It is also a time when the child learns to master her otherwise wild exuberance, and put it at the service of things he likes to do..."* (Ackermann, The Whole Child Development Guide, 2004)

Music and singing is fun and motivating for children. Research ( Harman, 2004) and practice show that language and music upkeep each other and endorse motivation through the development of abilities and understanding. Listening, perceiving, imitating,



and creating are elementary skills in both language and music. They let language to be reinforced in an ordinary context, both with structures and vocabulary. This project begins with the idea of learning how to listen then incorporating it in body language plus the use of the phonetic apparatus in singing at early age can a foreign language oral production be encouraged. Songs build sureness in young learners and even reluctant children will enjoy singing or acting out a song as part of a group or whole class. This also develops a sense of class identity. Children are often proud of what they have learnt and will like having the opportunity to 'show off' what they have learnt to friends or family. The purpose of the gesticulatory song is to give the students an opportunity to do presentations to his relatives and friends that is the transversal project that comes along with this research project. Such presentations will give to the apprentices an excuse of using English in context.

Many songs can help develop memory and concentration (Schön , Boyer , Moreno, Besson, Peretz, & Kolinsky, 2008), as well as physical co-ordination this is when the gesticulatory singing plays a very important rule. Songs can be a wonderful starting point for a topic and can fit in well with topics, skills, and cross-curricular work. The gesticulatory song is the song chanted along with gestures which are related to the lyrics of the song, in this concept the body is like an instrument to cast melodies and the gestures to cast meaning. One way to really enhance language development in the classroom or at home is through the use of music and gestures together. There are a number of studies that indicate that both music and gestures on their own greatly assist learning (see "Songs as an aid for language acquisition", "Gesturing makes learning last", and "Music and movement; instrumental in language development" for a starter). Songs and gestures together absolutely assist learning. Songs let students to feel the language, and gestures and movement help them make sense of it. Students and kids in general acquire more quickly and preserve the knowledge longer when they sing and move together.

Using the gestures songs as an advantage for Prado Veraniego School since its PEI aims to communication. Singing is an activity where a person infers in a ludic manner

grammar, pronunciation, intonation and more, and it transfers that knowledge to oral speaking sentences in a foreign language, being able to communicate in English and losing their fear. Also Prado Veraniego School emphasizes in technology which in this project will be the responsible to give context and the ambiance to interact and transfer learning, also as a tool that provides guidance at home and support in the English learning process.

Using gestures songs will keep students highly motivate and in this case will be part of a transversal project, where it should be placed in scene. For teachers this makes a lot easier the instruction since they have to follow him and when the students gesticulate reassures their understanding and they will be learning the lyrics of the song. Singing a song provides an answer of why do we learn English, since singing is enough purpose for learning. Singing gestures songs offers to the teacher a cross curricula project based in placing on the stage the whole class performance. The teacher could use their lyrics a scaffolding of learning new vocabulary and designing activities according to their curricula. The teacher could evaluate during the rehearsals and presentation the students' performance in EFL achievement. Singing a gesticulatory song gives to the pupils and teacher an opportunity to enjoy music with mind and soul, where the kids can move and sing at the same moment using their bodies to incorporate the coordinating movements.

The use of technology can also be addressed in this project as an aid inside of class and outside of it. In this group or population studied the majority have multimedia resources according to the survey made prior (See annexes 1). The students in this class have either DVD player, TV. VCR, some of them are: personal computer or internet. It is possible to proceed with an assignment which requires going online or using material in DVD's. Besides the benefits technology brings to learners in class, labs, or outside the class, more context and beneficial. ICTs can also be the guide

through this process having their parents, guardians or relatives as mentors and coaching them.

## **2. CHAPTER 2. literature Review**

### **2.1 State of Art**

Recently studies about foreign language acquisition have been searching for another ways, ludic, artistic, and fun ways to learn the target language. Singing is one of the most entertaining things to do and to listen to it. Many musicians make fortunes from the records they sell to their followers. Singing for teaching purposes have been always a natural way to learn, since the mom sings to her baby in the womb, she is teaching her to develop language to the teacher who loves implemented singing at class. Music is enjoyable and rings the soul and touches the body.

Singing and gestures have been studied for teaching purposes separately such as singing (Schön , Boyer , Moreno, Besson, Peretz, & Kolinsky, 2008) under the title: "Songs as an aid for language acquisition"; these authors made a profound linguistic analysis to music and its effects in language acquisition, its emotional and linguistic effects in learning. Singing has been the study of thousands of authors who proclaimed such a good strategy for learning a second language. At Prado Veraniego School only one research has been conducted about singing and using ICTs projects including "Creation of a multimedia learning environment by songs" by which addresses songs and ICTs but none any particular technique or type of song used in their research such as the current research project with the gesticulatory song.

However, some studies such as "Gesturing makes learning last" (Wagner , Zachary , & Goldin-Meadow, 2007.) Has been studied the implications of gestures in learning and its

effects combined with speech, where concludes the benefits of it. In the other hand there is the research by Marianne Gullberg "*Methodological reflections on gesture analysis in second language in acquisition and bilingualism research*" where the author emphasizes the benefits of gestures in learning a second language or foreign language. This author exposes that gestures provides rich and multidimensional data (Gullberg, 2010).

There is one analysis that has been slightly conducted by an organization which purposes is to use music for learning foreign languages called European Music Portfolio in their subgroup, a creative way into languages, they have designed a chart where the skill language teacher and musician will inspect and follow some steps to the gesture song. In this chart the teacher will pay attention to different language learning strategies and music techniques as well as the aid of TICs. This research project takes this chart and uses the different aspects which they applied to our search, such as LLS, intercultural Awareness, Vocabulary, Literacy and Oracy. (European Music Portfolio, 2011)

All mentioned above are the results found in an exhaustive search about the gesticulatory song, there is an innovating proposal, which in this search project will be undertaken as singing with gestures and it will be presented the theories behind singing and gestures. The results of current project will answer if the gesticulatory song could encourage, incentive the foreign language.

## **2.2. Theory: theory connected to proposal**

The research project takes into account edgy strategies, approaches, methods and researches to be up to date in language teaching. Different authors were studied and their theories, and extensive research of concepts and approaches where inspected.

The idea of a gesticulatory song is very newfangled, thus it is appropriate to start by a definition of it; The term gesticulatory is the adjective for the verb gesticulate which means to express by or make gestures (The Free Dictionary, 2012). This is a song that uses gestures to act out while the performers sing. The song has been chosen with the purpose to promote a very important factor in learning, motivation. Singing motivates students, since touches their artistic, sensitive and sensorial side, which is very enjoyable. Gestures songs derives the term gesticulatory only that is less complicated to pronounce and refer to the type of song the kids will be singing.

According to Hymes, the acquisition of competence for use can be formulated in the same terms as the acquisition of grammar: the social matrix within which the child learns a grammatical system acquires both a system for use, including people, places, purposes, along with attitudes and beliefs related to them (Hymes, 1971). Learn also sequential patterns of language use in conversation, forms of treatment, standard routines, etc. In this lies the process of acquiring communicative competence of the child, their ability to participate in society as a member not only speaking, but also as a member of solicitor. It follows from this that a language model should not only reflect aspects of linguistic competence, but also social and cultural factors that circumscribe the speaker-listener in social life and communication.

The linguistic community must be defined in terms of shared knowledge and competence of its members for the production and interpretation of socially appropriate speech. In this project we take into account this statement of Hymes in foreign language learning, oral production as part of a communicative competence, in the gesticulatory song may provide the culture background of the target language for the students to infer other aspects of the communicative competences, such as idiomatic expressions. Songs provide a rich context of the culture hence language learning.

A very important key in this project is motivation, since the time of exposure to the foreign language is very limited, only once a week, two hours per session. The classes at the Public School in Colombia for foreign language are very few, and at their homes kids do not watch much TV in English, maybe some commercials or the intro theme song of children shows, just few of them speak in English, maybe one, and no more. One of the main aspects this project considers is the time and frequency the students should be exposing to the foreign language and the experiences they have with it in order to get some results. For that, this project has taken into account the factor of motivation. A student must feel very motivated in order to participate in classroom activities, homework, assignments, and to find time at home, maybe during doing their English homework or spare time, to get in contact with the foreign language. Makiko refers to motivation is a feature that makes learners constantly engage themselves in learning even after they complete a targeted goal. Teachers should design methods in and outside of class (Makiko, 2008).

In fact, motivation in language-learning shows a dynamic role. It is motivation that creates real second language or foreign language talkers by establishing in them the seeds of self-confidence (Makiko, 2008) it is through the transversal project of gestures song presentations that kids will have the expectation in everyday class to pursue that moment of stage. Singing contributes to language acquisition in numerous means, the emotional features of a song, it upsurges the level of stimulation and attention (Schön , Boyer , Moreno, Besson, Peretz, & Kolinsky, 2008) furthermore in the gestures song, the students will built the courage in every rehearsal class, and the context, where to develop oral skills in English. Self-confidence according to Makiko it is one of the factors to sustain motivation. It is important to choose gestures songs which kids can see they achieve such a task. Self-confidence by feeling related and interested in the song chosen improves self-confidence as well. This very important aspect is taking into account in this research project when the pupils act out the gestures song in front of their public at the presentation.

Another factor Makiko adds to motivation is the experience of success and satisfaction, once the student has accomplished the goal and conquers his/her fears, first in the target language and second in singing it, the capability of satisfaction offers the learners with power to pursue a new goal (Makiko, 2008), it empowers them. We want English learners who can feel they can by many means to learn and to performance a foreign language, also learners who can at home by their inner motivation find themselves looking for more learning with the ICTs environments; multimedia cd rooms, DVDs, CDs full of English songs and websites. Kids like to show off in front of their peers, along them and to their parents and fulfill their memories with such experiences as a team, as part of a group, as part of a class. Some other would like to see their friends and relatives please with their accomplishment.

Two last factors Makiko address in her research are: a. Good relationships among learners and between teacher and student also b. Students voices (Makiko, 2008). It is a challenge to accomplish activities which involve a large group of students and make them to go at the same pace in a performance that involves singing, as we all know, not everyone has such skill, but we all pretty much like to sing. The gestures song gives an opportunity for the whole class to get involve, to participate and to challenge themselves in a team work. It is vital for the instructor to lead, but also to design tasks and to divide the class in small groups, to design activities that accompanied the main project, meanwhile to keep a nice ambiance among the students, and them to the teacher. For the last factor Student Voices, it is a major point listening to the students and their interests, the ways they would like to do activities and some subjects for the class, also listening to what they would expect from a teacher. Professor need to find out what students pursue in teachers in order for students to be motivated in language learning (Makiko, 2008). Taking into account student voices is to understand the multiple intelligences, some preferred visual aids for new memorization as others like to construct or handcraft to concrete ideas. In this project it is observed and listen this plurality by designing activities according to Student Voices.

Singing in the gesticulatory song from a perceptual point of view, Schön et al, in their Paper *Songs as an aid for language acquisition*, the occurrence of pitch outlines may enhance phonological discrimination, since syllable change is often complemented by a change in pitch (Schön , Boyer , Moreno, Besson, Peretz, & Kolinsky, 2008) in this research project likes to incentive oral production in English by a ludic dynamic where intonation, pronunciation takes place by singing gestures songs. While kids are listening to a song they later on are going to sing, they need to pay attention to the sounds, the rhythm, the lyrics and intonation of the song. According to the research group of European Music Portfolio in their article of creative way into languages, they consider in the oracy field, that singing gestures implies to tune skills such as perception, differentiation, listening, understanding, pronunciation, articulation, spoken production, reading aloud, spoken interaction, mediation (European Music Portfolio, 2011).

In addition, Wagner and Zachary reported in their findings that articulating information in speech and gesture shows less demand on working memory than information in speech alone (Wagner , Zachary , & Goldin-Meadow, 2007.) Expressing information in gesture produces stronger and more robust memory traces than expressing information in speaking because of the larger movements intricate or because of the potential action-based, bodily encoding, it does. The gesticulatory song may produces learning last since the brain has a experience where to hold into it, the body movement and the singing enhances learning and children may produces replication of the movement in other contexts. In the gesticulatory song, the student learns not isolated words but short phrases that represent actions.

In this project is considered necessary to performance the singing with gestures and called this type of song the gesticulatory song, since kids need to gesticulate in order to integrate the meaning of the lyrics to its body and mind. According to the research *Gesturing makes learning last* by Cook and Zacharyl, they added to the literature of



Barsalou 1999, in its paper of *Perceptual symbol systems*, in which suggested that the body can play a significant role in interpreting meaning, by displaying that when children are asked to instantiate a new concept in their hands, learning is more lasting than when they are asked to instantiate it in words alone (Wagner , Zachary , & Goldin-Meadow, 2007.) In the gesticulatory song we will reassure the learning by singing enhancing motivation and the gesturing to make meaning easier and lasting.

Using technology as a way to recreate a different environment than the day-to-day class, that is the case of computer mediated where students can find themselves in an environment where they can stimulate their internal mental voice (Chapelle, 2003) called intrapersonal interaction and find a context where to interact with the foreign culture such as interactive CD rooms or where they can by immerse for minutes in the target language as the case of videos and songs. The benefits and ids of ICTs are the provide an environment where the student can regulate their own learning without the pressure of a face-to face instruction, also times travels different since the learner does not have the pressure of answering instead the learner regulate time response. Technology also gives opportunities to other kind of intelligence, learning disabilities or physical disable, since it gives resources to help the learner to integrate mental process.

This enterprise also contemplates collaborative learning approach, among students and school-parents. Collaborative work because students had to use computers at the lab in pairs due to the large group they are, also because collaborative learning and since the English sessions at school are very limited and the pupils do not have contact outside of school with the L2. It is necessary the support of an adult in this learning process since the transversal project implies the use, indeed of resources online. In this research it is eminent the countenance of their parents or whoever is the guardian. It is vital the reinforcement of student's attendants from being part of their audience in presentations, until playing the role of tutor, counselor in homework, crafts, and as a companion and facilitator in online activities. Collaborative learning approach bases its philosophy in

teaching learners works together on a common goal, exchange their thoughts on a theme, explain the meanings of concepts or jointly address a problem. In this research collaborative learning is also given by technology through multimedia and computational resources in class and at home. Collaborative learning means that both teacher-student and among students are active participants in the learning process; knowledge is not something that is supplied to the learners but rather something that emerges from active dialogue among those who pursue to understand and apply concepts and techniques (Hiltz, 1995). This research project Collaborative learning is taking seriously in the different activities designed in the lab and in the classroom, for example in the online, cd room activities and the crafts activities as well as the coaching at home.

In the University of Miami a research was conducted to states the role of the parents in the process of learning English as a second language, these students are called by their initials ELL's (English Language Learners), in these case, the parents come from another countries where English is not an official language hence they are not fluent in English. This is similar to case of the parents in these context of Prado Veraniego School, these parents do not know much English almost nothing. According to the research in the University of Miami conducted by the researches Ed. D. Waterman and Ph.D. Harry (2008) cited that parents of ELLs represent a vital source of support for improved student engagement and accomplishment; they bring skills, values and knowledge that would profit both students and teachers. Most importantly, they bring profound assurance and motivation. Research and practice have both established that parent participation is central to academic achievement: Schools that support meaningful parent involvement have higher levels of student success, improved school attendance, higher graduation rates, larger registration in post-secondary education and students with positive outlooks about school (Harry & Waterman, 2008).

Moreover, taking into account the characteristics of the studied group in this research project at Prado Veraniego School, these students' ranges in ages where they still

getting accustomed to the scholar rhythm and they need their parents, relatives or guardian to help them to grasp ideas, accomplish homework and to achieve success. An additional important aspect this project research takes into consideration is the teaching resources, and the important role they play in the language classroom. Teaching a foreign language according could be a difficult task regarding to many factors including accuracy of materials (Araya, 2007). In this assignment is considered the materials used to teach English a crucial part of motivation. It was intended to enhance motivation through, teaching materials in different activities, the criteria to choose different features such as the characters used in tasks, videos, online games, cd room exercises and homework should be related to student's interests. For instance TV shows personages, children movie actors and child singers.

Other important feature in these teaching materials was to select an appropriate type of online and cd room games for the kids to interact. The grade of difficulty is taking into account and their English level, the context and the message sent through the content. Also the instructor designed power point presentations, task sheets, reading picture/words sheets for the lyrics of the songs with all of the above attractions. Materials are meaningful assemblies of reality and truth, useful because they construct certain mental images (Araya, 2007), when these images are related to the students day to day outside of class, it brings to the class satisfaction through understanding, since the kids feels the instructor and them are talking and living in the same context and interests.

In order to make all the above theories, aspects, considerations come true, the researcher incorporates them into one last aspect, the pedagogical approach, this project uses to arrange, deploy and grant the foreign language teaching, in this marvelous adventure, the Project-Based learning approach, and all of the features this pedagogical method includes. Project-Based Learning is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance

(Blumenfeld, 1991); it typically has a time line and indicators, and other aspects of formative evaluation as the project continues. Also, the global project context determines the learners' perception on a specified task, while subtasks in a smaller context provide guidance of the learning process; in this research assignment the given task is the gesture song placed and performed in a stage, and the subtasks are the different activities at the lab and auditorium, these in order to apprehend foreign language skills through the aid of ICTs.

Precisely, Project-based learning works as a bridge between using English in class and using English in real and meaningful situations outside of class. In this project since it is a foreign language learning, online and multimedia games works for this purpose, subsequently in the child's fun world, placing learners in situations that require authentic use of language in order to interact and reach the skill or communicate (e.g., being part of a team). When pupils work in pairs or in teams, they find they need skills to plan, organize, negotiate, make their points, and arrive at a consent about concerns such as what tasks to complete, who will be responsible for each task, and how the task will be accomplished and presented. The collaborative nature of project work, growth of these skills occurs even among learners at low levels of language proficiency (Blumenfeld, 1991), the case of studied group in this research where ages ranges 7 to 8.

Some features of Project Based Learning Instruction in EFL teaching according to Blumenfeld, a researcher in this area who studied a group K-12 in USA classroom and found that PBL benefits because: "...1."Driving question" it is attached in a real-world situation and perfectly uses multiple content areas. 2. Opportunities for students to make active inquiries that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways. 3. Collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between the members of the "learning community" 4. The use of cognitive tools in learning environments helps students in the representation of their ideas: cognitive tools

such as computer-based laboratories, hypermedia, graphing applications, and telecommunications...” (Blumenfeld, 1991). All of the above is considered in this project to give to student’s opportunities to interact and enhance self-regulation, find sources of knowledge, and learning strategies. In addition, in this case this type of research project will be address as collaborative based-project learning with ICTs support which promotes in learners to train their capabilities for team-work and collaboration as this project work is done in teams, during lab and the different craft activities and even outside of class with the teamwork between students and parents.

Furthermore, Collaborative Project-Based learning encourages multiple intelligences (Blumenfeld, 1991) in this project, using the gesticulatory song to improve oral production in English, offers the development of Multiple Intelligences such as: *Linguistic-Verbal Intelligence*: speaking small sentences in class among students from the gesture song from the target culture. *Spatial Intelligence*: organizing and managing space in an auditorium presentation. *Interpersonal-Social Intelligence*: Act out, play and sing a gesture song that represents culture background in the target language. *Personal Intelligence*: Listen and watch a video, interact with video, online or multimedia games and then reflect some of the parts of daily lives in the target country by presenting a gesture song. *Kinesthetic Intelligence*: the gesticulatory song provides movement and action. *Musical-Rhythmic Intelligence*: Sing a gesture song by using the body or present some of the popular singers in the target country to the class. *Naturalistic Intelligence*: Explore professions, food or fruits that grow and live in the target country. *Existential Intelligence*: Observe the cultural traits of the people, pop singers, and costumes in the target country by showing foreign uniforms, food, tastes, which reflects the target culture.

This research project will take the consideration of the following chart presented which it shows the different steps the researcher undertake for the collaborative project-based learning stages:

<b>Application Process</b>	<b>Things that will be done</b>	<b>Teachers' role</b>	<b>Students' role</b>	<b>Parent's role</b>
1. <i>Stating the subject and sub-subjects, organising the groups</i>	Students explore the resources and possibilities given by the instructor and in order to create a frame for the project they state questions	He/she presents the general subject of the research and they guidance the explorations of the subjects and sub-subjects in groups.	They create interesting questions and categorise the problems. Also, they help creating project groups.	Review teacher's notes in the student's notebook to understand given instructions and subject elected.
2. <i>Groups create assignments</i>	Group members make a project plan. They ask questions as "Where are we going to do?", "What will we learn?" vs. They choose their roles in the project.	He/she helps to formulate the students' assignments and makes gatherings with group members. They also help pupils to find the necessary materials and equipment using ICTs.	They plan what they work on, select the roles and define the contents of these roles.	Understand the role given to their kid and provide the materials requested, also pays attention to any given assignment,
3. <i>Application of the project</i>	Group members are organised and analyse the data and information given in class.	He/she helps the students develop necessary working qualifications and also control monitoring the groups.	They explore questions for answers. Also, they organise the information and synthesise the findings and summarise them.	Uses the suggested aids such as online and multimedia resources also support in accomplish the assignments.
4. <i>Planning of the presentation</i>	The members define the essential points in their presentation and then decide on how to present the project.	He/she makes the students debate and interacts on the lesson plans in multimedia lab and auditorium, also they make them organise the presentations.	They make decisions on the key points and concepts of the project and make a project preparation plan. Also, they develop materials for the project.	Planning time, designing time to elaborate and practicing with their kid for the gesture song presentation and all of the performance tasks such as costumes and assignments.
5. <i>Making the presentation</i>	Presentations will be done in the school auditorium.	He/she coordinates the students' presentations.	Students present their project and give feedback to their classmates.	Parents and relatives appear at their kids presentation to show support and motivation
6. <i>Evaluation</i>	Students share the feedback of everyone on their project. Both the students and the teacher share the project(s) with everyone.	He/she evaluates the project summaries and the students. She/he asks students to grade their performance and the teacher's as well.	Students reflect what they learnt in the project process. They also join in the evaluation process of their own project. Written Evaluation is supplied.	Parents help the students to review the song gesture subject and anything seen during the bimester for the written evaluation.

The communicative approach takes its roots in the communicative competence, since students must use in real life situations oral production during class activities for learning a foreign language (Hymes, 1971). At every session the instructor will proceed with the communicative approach instigating students in speaking to each other in English, the teacher will be using English much of the time during instruction and will allow mother tongue during the activities but the tutor will monitor and encourage students to use the target language. During the class the teacher will promote students to talk in couples by having small conversations such as asking questions, these related to the gesture song theme. This will be a continuous exercise to incentive oral production and communication in the foreign language. In the first classes and due to the poor English learning background the students have there will be oral translation in every English sentence the teacher uses, but only orally, on the board will keep the instructions only in English.

## **CHAPTER 3 Methodological Designs**

### **3.1.Type of project**

The type of project undertaken in this research for the second grade at Prado Veraniego School is action research, since it is executable through the instruction process as a reflection of a teaching practice. This approach explores the systematic collection and analysis of data relating to the improvement of some aspect of teaching training, in this case English teaching as a foreign language in the group of second grade at Prado Veraniego School. This approach demands time, and also requires the ability to look at evidence of the practicing in a more detached and objective way than it is usually performance, however this type of research can provide all sorts of interesting and helpful teaching insights (Wallace, 2006).

Characteristics of action research:

1. Action research in schools analyzes human actions and social situations experienced by teachers as:

- (a) Unacceptable in some aspects (issues)
- (b) Subject to change (contingent).
- (c) Requiring a practical (prescriptive).

Action research is related to everyday practical problems experienced by teachers, rather than the "theoretical problems" defined by researchers in the pure environment of knowledge. This type of research can be developed by teachers themselves or by someone who requested it. In this research project at Prado Veraniego School, it was analyzed the language difficulties experienced in practicing in the English teaching practice in the group of second grade.



2. The purpose of action research is the deep understanding on the teacher's behalf (diagnosis) about the troubled situation. Therefore, take an exploratory attitude against such situation. This understanding does not impose any specific response but indicates, more generally, the type of answer. The understanding does not determine the appropriate action, although the action can be based on proper understanding.

This research project aims first to find such troubled situation in the studied group and to explore the context and to understand the characteristics of such troubled inquiry. It was found in this group of second grade lack of oral production in English through observations such as field notes and oral tests therefore a deep understanding of the situation began using an interview and analyzing the field notes and evaluations.

3. Action research takes a theoretical position according to which the action taken to change the situation is temporarily suspended until a deeper understanding of practical problem in question.

In this research project was proposed to use the Gesticulatory song with ICTs aids to stimulate the oral production in English of the second grade group at Prado Veraniego School.

4. In explaining "what happens" action research builds a "dash" in the fact question, relating to a context of mutually interdependent contingencies, or events are grouped together because the occurrence of a depends on the occurrence of the other.

The case of current project uses the Student Voices and the students contexts it it starts from their interests and the instructor intent to solve the troubled situation according to the characteristics of the studied group.

5. Action research plays "what happens" from the point of view of those who act and interact in the problem situation, for example, teachers and students, teachers and principal.

In this project the facts are interpreted as human actions and transactions, rather than as processes subject to natural laws of natural science. The actions and transactions are interpreted in relation to the conditions they postulate, for example, as expressions:

- (a) Understanding that the subject has situations and beliefs.
- (b) The intentions and objectives of the subject;
- (c) Their choices and decisions;
- (d) The recognition of certain rules, principles and values to diagnose the setting objectives and selecting courses of action.

In this investigative work "What happens" becomes intelligible by relating it to the subjective meanings that participants described them. Here is why the interviews and participant observation are important research tools in a context of action research.

6. As action research considers the situation from the perspective of participants, describe and explain "what happens" in the same language used by them, that is, the language of common sense that people use to describe and explain human actions and social situations in everyday life.

Therefore, in this research project the accounts of action research can be validated in dialogue with participants. A research report released into the language of abstract disciplines is never the product of genuine action research

7. As action research considers the problem from the point of view of those involved in them, can only be valid through unfettered dialogue with them.

Action research in this project at Prado Veraniego School necessarily involves the participants in the self-reflection on their situation, as active partners in research. The accounts of the talks with the participants about the interpretations and explanations that emerge from the research should part of any action research report.

8. As action research includes unfettered dialogue between the "researcher" (whether a stranger or a professor / researcher) and participants must have a free flow of information between them.

Participants in these case the students of second grade must have free access to research data, their interpretations, stories, etc., and "researcher" must have free access to "what happens" and interpretations and stories that are made about it. Therefore no action research can be conducted properly if they lack trust based on loyalty to an ethical, mutually accepted that governing the collection, use and communication of data.

The teacher training has been increasingly focusing on, the practical problems that schools and teachers have to face in their work, and the trend is complemented by the search for solutions that can reflect more deeply on, and propose practice of education in their schools.

The terms "self", "action research" and "decisions" have become part of the current master new vocabulary. The "action research" is a different formula from traditional conceptions of educational research and its relationship with other forms of reflection on practice. Action research is described as "reflection related to the diagnosis." Can be distinguished from evaluation research, which is often described as "reflection related to the answer" because it focuses on the implementation of the chosen response and the intended and unintended consequences that are becoming worth considering. These distinctions suggest that there are different ways of thinking in relation to different aspects of practice. Action research in this lab will be conducted independently by the teacher as guide and facilitator of the meeting in addition to regulating the hand with his

students in the staging of an educational project which will deliver a final product. It will start from the needs, concerns of students with a vital ingredient, motivation by topic and development activities of their interest. Together we will learn action research doing.

### **Steps in this research**

1. *Observation, clarification and diagnosis of a problem situation in practice:* After observing the teaching practice and students through different oral, written tests and oral interviews (See annexes 1, 2, 3), a question arises and the identification of the group studied and its context, including school, social, cultural and economic. Oral production improvement was the main issue in the group studied
2. *Formulation of strategies for action to resolve the problem:* Different authors, other projects were undertaken for the formulation of the strategies but overall the Student voices to start from their own innovation and motivation. Edgy alternatives and researches were studied to resolve the problem. Singing was the alternative presented by the learners and the teacher studied the strategy through the gesticulatory song.
3. *Proposal of a hypothesis through an educational project of didactic classroom issue as the problem situation:* Different plans, approaches, methods and plan routines were studied for the educational project of didactic, but the Collaborative project-based learning approach with the support of ICTs environment was the resulting of such study since at this age kids need context and the support of their teachers, classmates and parents.
4. *Implementation and evaluation of action strategies and classroom teaching project:* The enforcement was guided at class and supported through activities that involve parenting support as ICTs support with a collaborative project-based learning approach as the chart described in the chapter 2, numeral 2.2. The

implementation was divided in two parts, the first one, the subject elected obey the interest and elections of the students, the second part the teacher chose the subject according to the Colombian Basic Skills Standards in Foreign Languages : English (Ministerio de Educación Nacional República de Colombia, 2006) and Prado Veraniego School standards for second grade.

5. *Systematization, analysis and conclusions of the results and products:* For the systematization and analysis, an author is considered Burns (1999). This research venture **assembles the data collected** over the period of the research in this project; a qualitative style is used analyzing the field trips, videos, pictures, homework, class activities, presentation performance and interviews. The initial questions that began the research provide a starting point for rereading the data, which can be scanned first of all in a general way. It is useful to note down thoughts, ideas or impressions as they occur during the initial examination. Then is necessary **to code the data**, once there has been some overall examination of the data, categories of codes can be developed to identify patterns more specifically. Later on, it is necessary to design a categorization pattern according to the main objective and specific objectives to observe and digest the results in the goals reached. Afterwards, **comparing the data**, once the data has been categorized in some manner, comparisons can be made to see whether themes or patterns are repeated or developed across different data techniques such as mapping frequencies, occurrences, behaviors or responses; aiming to describe and display the data rather than to interpret or explain them. Moreover, building interpretations is moving beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking articulating with underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes emerged. Finally to describe conclusions and suggestions according to the aspects observed

### **3.2. Instruments to collect data with justification, author's support and process followed to use them.**

**Interviews:** In this project, questionnaires were used for interviewing the students as a survey with close-choice questions to easily code the data and also to help the interviewer given the age of the studied group. An interview was performed at the beginning of the project to establish social and economic background as well as oral production in English of the studied group. (See annex 3)

**Field Notes:** they are referred to in qualitative research, are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. They generally include reports of non-verbal information, physical settings, group structures and records of conversations and interactions between participants. Observations focus in on answering who/what/where/when/how/why questions and can be organized in different categories to record descriptions, reflections or analyses of events (R.B. Burns 1994). This research project uses field notes because the lesson plans are very to be retold in this style, since the participants are a big group and the nature of the action research allows to performed such notes.

**Questionnaires:** are questionnaires to be answered individually, in order to evaluate and to qualify quantitatively the learner's skills in English. In this project different types of evaluations were performed for different purposes. These evaluations have been designed to measure learner's accomplishment and level in English. Finally, these questionnaires are another method of learning after the feedback and to analyze rearrangements in the pedagogical procedure.

The criteria for the proposal of these evaluations meet the teaching materials framework and the redundancy of the subject by repeating phrases and images seeing in class thus noting themes for the students to relate to what they have seen. Also the written language used was clear and with specific short commands. The instructions to answer

the different tests imply the understanding of oral instruction and many of the answers include the use of colors so the students can learn and review while they achieve and individual task, in this case an evaluation.

These are the types of evaluations used in the project:

**Listening test:** This test was guided by oral instruction on a piece of paper which contains nothing by drawings and the students were requested to follow the oral instructions which consisted in the use of specific color on a specific task. (See annex 1)

**Writing test:** This test intended to evaluate visual discrimination and written commands on the questioners which were designed to test their writing development as well as their knowledge of the language. There were three different writing tests in this research, the first one was performed to obtain the research question (See annex 2) the second and third to evaluate the knowledge acquired after the first and second presentation of the gesture song. All of the above writing tests pursue not only to evaluate but to enter the beginners in an individual task where they check and learn at the same time, since the tests were designed to have a listening and oral experience in the foreign language therefore the tests were also read and explained in English by the teacher. Furthermore, the two last tests included the same online and CD room game activities printed on the pages with instructions of coloring, matching, and answering short questions all related to the gesture song theme. In these evaluations also the intention was to test which students went online to interact with the activities assigned and which ones could learn from the activities in the lab.

**Student's artifacts:** All the several assignments were designed to be realized at home with the help of the parents, tutors, relatives or whoever assists the learner. The homework was written in English first and subsequently in Spanish. Homework was printed and pasted in the students notebooks. Each assignment was read to the learners and the instructor made sure they understood it. As part of get parents involve in the research project and learning process of their kids. In pupils' homework was

requested to have the signature of the parents. As part of homework it was included online activities using the links described in the teacher notes which were pasted in the student's notebook, these links include videos, online games and dictionaries. Part of homework was to bring materials for handcraft, and to develop activities which were printed and attached to the teacher's note. These activities were designed with pictures and phrases seen at class, in the lab and were designed by the instructor.

**Presentations:** two school presentations will be performed in front of the student's parents, relatives and friends. These presentations will be evaluated from the custom to the gesturability and performance. At the end of each presentation the instructor will interview each one of the learners asking a question in English, as part of the grade for this presentation. The two presentations will be recorded in video to illustrate the analysis and results.

**Pictures:** Many pictures will be taken during and after the school presentation in order to bond among students, students and parents and parents with the teacher. Also the pictures are used as instrument of analysis and document the activities after the singing performance.

**Videos:** This project records the two presentations performed by the students of second grade, with the intention to document the project and to observe the participation of the learners and parents. Using videos are crucial because gives proof of the oral production accomplishment by the pupils.

**Crafts:** As part of the activities at class, students design crafts related to the theme of the gesture song, this crafts are evaluated and benefit their artistic and ludic side, some of these crafts are designed to be performed individually but they have the opportunity to gather in teams. These crafts include puzzles, magic wands and wardrobe for the presentation. The puzzles are used as an activity for students and parents to do at the end of the presentations.



### **3.3. Participants or population**

The students of second grade participants of this research project are children between the age of 7 and 8 which have the following characteristics:

#### **Physical Development:**

In the eight year, a child's physical-motor skills reached new levels of refinement. Thus does his sense of balance, perceptuo-motors skills, eye-hand coordination, and body awareness. The child now more easily guides his body movements, using both perception (external visible or tangible clues) and proprioception (internal body image). Eye-hand coordination improves even further. In sum, as they reach their eight birthday, most children can master their body movements in time and space, and with others, including so called lateralization, or left-right coordination. To do Thus, they use visual, auditory and tactile-kinesthetic clues (Ackermann, The Whole Child Development Guide, 2004)

#### **Self-perception:**

At this age the child form a personal identity, a major self-concept occurs as children approach their eight birthday and they develop their awareness of the psychological self becomes more developed. The develop sense of self, or personal identity in the light of the areas that they dream of excelling in, thus a child may see herself as an athlete, a bright student, an actor, a debater and even a clown, and wants to be recognized and respected for this. At this age they are able to evaluate their own performance and compare themselves to others. The 7-8 year old can tell more concretely their interests, likes, dislike (Ackermann, The Whole Child Development Guide, 2004)

#### **Relation with others:**

At this age, children understand and empathize with others, and they also argue with others, and criticize them, they bond and belong. At this period of age they start master the art of creating win-win situations, they become more competent social partners. They being to have idols and identify with them.

### Sense of the World:

At this age, the seven year old children mainly consolidate the large gains they have acquired in their previous year. Most 7 year old succeed in more complex classical Piagetian tasks, such as the classical “conservation” of areas and weight. The children’s thinking at this age is generally speaking, more objective, and animism as well as magical thinking, while the great deal in play, are no longer dominant as the child explains how the world works; the child does not lose his imaginative[poetic ways to scientific rationality, instead he becomes better at knowing which circumstances what forms of thinking are most effective.

### Seeking Logic:

At this age kids present the consolidation of “know-how” and “know-when”, they acquire the concrete-operational reason which involves both grounding and flexibility. At these ages 7 to 8 thinking is generally more objective, logical, and abstract. Children between of these ages children enjoy activities that involve organizing, representing and recording mathematical information, building and controlling graphs, drawing and building models, creating one’s own invented representations to quantify things, giving instructions to other children on how to achieve a goal (Ackermann, The Whole Child Development Guide, 2004). Also they could simple programming activities in a computer screen.

### Creations- Realizing Visions

During these years early forms of pretend, as played by many children, now take on the forms of acting in plays, setting up puppet show, writing poetry, prose, or playing video games, also video computer games, since the whiling of self-improvement is present. At this time of his development the child becomes a designer, also creative expression, both written and oral. The kids at this age like drawings, writings and musical notations.

In sum, beyond speaking her mind spontaneously, they seek at these ages consistency, often within a medium and external transparency as criteria for success in the realization of their fantasies. They want their artwork to be well crafted and understood by those they care about it. According to Erickson and Piaget (Ackermann, The Whole Child Development Guide, 2004) the child will be ready again to unleash his creative mind. At these ages they understand when asked to write down a song they know “so that someone else can sing it” children of this age, even untrained in music, will invent amazingly rich and articulate representations of the songs they could learn, featuring rhythm and pitch, which they combine in a simple phrases using all kinds of signs and symbols (Ackermann, The Whole Child Development Guide, 2004).

According to division for sets, educating by cycles, made by Ministry of Education of Colombia for a continued education among the grades at school, the studied group is located in the first cycle, which centers its aspects in stimulation and exploration and it emphasizes in childhood and personal upbringing. This research project takes into account the first cycle since the experimental group is in second. It contemplates the different aspects this cycle must have, such as the body language and experience with art, oral development, the world of emotions and the development of communication. The group under study, according to the Social Survey in the Interviews (See annex 3) has a very uniform social income since they have at their home pretty much the same technologic items, such as computer, DVD player, TV and most of them internet. This survey also shows that in a big percentage students live with their parents and they come from families with siblings. Learners love to watch TV and most of them have private TV service. The second grade group has an uniform economic and social standards.

## **4. CHAPTER 4: Pedagogical Proposal**

### **4.1. Pedagogical Design:**

#### **Aspects in the pedagogical proposal:**

##### **1. Collaborative Project-Based learning supported in ICTs**

The foreign language teaching pedagogical approach taken in this project is under the principles of collaborative project-based learning approach supported by ICTs and Communicative approach along with the gesticulatory song technique as oral production strategy. The project undertakes these approaches and it has as a final product to present in a school appearance a gesture song. The project-based in this research project is divided in two parts. The first part the subject is elected by the students among different songs that the teacher offers to them. In the second part, the instructor elects the subject of the gesture song according to the Colombian standards of competences for foreign language in English and the curriculum of Prado Veraniego School.

Second grade students at Prado Veraniego School will be presented at the end of each semester a gesticulatory song in English as a product of educational project. The themes, scenery, costumes and accessories are planned and designed in class by the students themselves. The opportunity to repeat the gesture song event gives way to reassess and adjust initial approaches also have students demonstrate their talents and skills once again. The presentation will be recorded and attached to the research project as evidence of effectiveness of the gesture song which it may be a masterful and effective strategy for the incentive in the oral production of English.

This project-based is organized in this matter to enhance motivation. Following, a schema of the pedagogical design:

## Structure and organization

Application Process	Things that will be done	Lesson Plan	Activities	Homework
1. <i>Stating the subject and sub-subjects, organising the groups</i>	Students explore the resources and possibilities given by the instructor and in order to create a frame for the project they state questions	Lesson plan 1	Choosing the song	Finding the song with ICTs resources
2. <i>Groups create assignments</i>	Group members make a project plan. They ask questions as "Where are we going to do?", "What will we learn?" vs. They choose their roles in the project.	Lesson plan 2	Learning lyrics through online and craft activities in the lab and exercising the gestures in front of mirrors and with ICTs aids in the auditorium.	Playing and interacting with the links and the support of parents
3. <i>Application of the project</i>	Group members are organised and analyse the data and information given in class.	Lesson plan 3	Learning the subject of the gesture song through computer games and creating artwork for the gesture song presentation	Practicing at home the lyrics of the song and doing homework following teacher's notes. Designing the costume for the gesture song presentation.
4. <i>Planning of the presentation</i>	The members define the essential points in their presentation and then decide on how to present the project.	Lesson plan 4	Practicing the gesture song in the lab for listening discrimination and at the auditorium for the movement of the gestures. Final touches to the art work	Doing homework and constructing the costume for the school presentation.
5. <i>Making the presentation</i>	Presentations will be done in the school auditorium.	Lesson plan 5	Rehearsal and Presentation	Parents show up at their kids presentation and prepare the kids for written evaluation.
6. <i>Evaluation</i>	Students share the feedback of everyone on their project. Both the students and the teacher share the project(s) with everyone.	Lesson plan 6	Self-evaluation, co-evaluation, teacher's evaluation and written evaluation.	Request feedback from written evaluation.

\*Lesson plan 0: Bonding with students by celebrating a holiday close to this date from the target culture.

### 3. Gesture song technique and criteria

The criteria in choosing an appropriate song falls in paying attention to the appropriate pacing, language complexity, and possible gesturability aspects. The song must come from the interests of the students and it should be easy to perform according to the population characteristics studied. The instructor must have skills for gesture and proper singing attitude and abilities to perform and direct singing. Following a chart of the aspects and techniques to take into account when choosing a gesture song:

Keyword(s): Morning Song, Gesture song, Silence, Imagination	Oracy					Literacy		Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies
	Spoken interaction, Mediation	Spoken production, reading aloud	Spoken articulation	Pronunciation	Listening and Understanding	Presentation and Differentiation	Reading and Understanding				
	***	***	*					*		*	**
1. Rhythmic vocalisation	Time: can be developed in short sequences of 5 minutes every day over a week Space: Free space to form a circle with the class with spread arms									Language level: Basic Music level: Basic	
2. Singing	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>Morning has come</b> <span style="float: right;">(traditional Native American song)</span> </div>										
3. Body percussion	Young learners will... learn a morning gymnastic exercise, move and stretch their bodies, sing at different pitches and with different sound-colours (syllables), combine gestures with the meaning of words, understand gestures as a powerful language, learn to articulate different syllables and sentences in English (or other languages)										
4. Playing instruments											
5. Dancing and moving											
6. Exploring, improvising, composing	<p><b>Standard procedure</b></p> <ol style="list-style-type: none"> <li>Teacher shows movements of the song without singing and talking. Pupils come to the circle and join in individually to the very slow and silent "Tai Chi" exercise               <ol style="list-style-type: none"> <li>Morning has come: draw your hands together to your chest, one hand on top of the other</li> <li>night is away: hands push the night away (palms outwards) – to full stretch in front of your chest</li> <li>rise with the sun: hands describe a sunrise (stretch up high)</li> <li>and welcome the day: make an arc with your hands from high to the sides of your body (... and restart)</li> </ol> </li> <li>As soon as the movements are stable, the teacher starts humming the melody softly.</li> <li>Later on try singing with different syllabi like dü, oui, ja, no, su, ri etc. (if favoured, coming from a specific language) and on a different pitch (e.g. going higher step by step)</li> <li>After returning to humming, and finally to only moving, children guess the meaning of the song without knowing the lyrics (gestures, melody, situation)</li> <li>Teacher speaks the lyrics rhythmically along the gestures. Pupils imitate first by speaking, then later with the melody.</li> </ol>										
7. Listening to music											
8. Painting, writing, reading music											
9. Using ICT											
10. Conducting - teaching music											

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### 4. ICT's Learning Environment

The classroom plays an important role in student learning as it is the setting for teaching and an active and profound influence on the lives of children and teachers throughout the school day, The physical environment provides two functions, one providing a place of learning and two acting as a participant in the teaching and learning (Loughlin &

Suina, 1990). This project will use two rooms suitable for the purpose of the project. One hour of class will be held in the multimedia lab where computers work on vocabulary tasks and watch videos alluding to the theme of the project. The other class time will be developed in the school auditorium which is equipped with mirrors, tables and visual electronic resources as a video beam which will screen the video with the song to learn and where children will build part of their costumes, masks and scenery for the staging of gesticulatory song. The mirrors in this room are suitable for the child to observe his movements and integrate the second language with his body language. The criteria for choosing online activities fall into the learner's level in the foreign language and the relevant subject of the gesture song. This research project will use the allowed pages such as <http://learnenglishkids.britishcouncil.org/en/> and CD room set for English learning SESAME ENGLISH provided by the public library at Sevitá.

## **5. Communicative approach as a classroom practice**

The communicative approach takes its roots in the communicative competence, since students must use in real life situations oral production during class activities for learning a foreign language (Hymes, 1971).

## **6. Class routine Collaborative Learning mediated by ICTs and classmates collaboration**

At every class the instructor will develop a step into the accomplishment of the project-based given the corresponding homework which it should include the accompaniment of the student's parents. To visualize and understand the dynamic of each class see Annexes corresponding to the field trips attached to the lesson plans. In every class the learning environment is supported by ICTs since one hour is at the lab and other in the school auditorium.

**LESSON PLAN MODEL:**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

**ACHIEVEMENT INDICATORS:** Objectives to be achieve in the students

**GRAMMAR:** grammar implicit in the geture song

**KEY VOCABULARY:** Keywords related to the gesture song lyrics

**MATERIALS:** materials needed for the class activities

*First hour in the classroom*

**ENGLISH CLASS AT MULTIMEDIA LAB**



**1. WARM UP: TIME: 5**

An activity, usually a song to focus the attention and to relax the students, this song is also a gestures song



**2. INTRODUCTION TIME:**

The teacher will be giving a little orientation of the subjects and links related to the activities also she will be guiding all the students in their processes.



**3. WATCHING AND LISTENING VIDEOS ACTIVITY TIME:**

The kids will be watching a video or a power point presentation related to the gesture song.. theme, this is order to enhance hearing discrimination. Teacher will encourage students to practice what they saw in the video with their partners in couples through questioning

**7. Teaching Materials and homework:**

Instructor must design or choose material where activities such as playing online and multimedia games, making crafts and designing tasks have attractive pictures such as TV characters proximal to the student's interests and context. Also the activities should encourage and takes into account the axel themes of cycle 1.



**4. CONTROLLED**

**PRACTICE: ACTIVITY IN PAIRS ONLINE ACTIVITIES**

**Links:** Kids will be using links of British Council kid's web site

**CD room:** Kids will be interacting in online activities such as games. Collaborative Work

**TIME:** \_\_\_\_\_

**SECOND HOUR OF THE CLASS**

*In the auditorium:*



**5. GESTURE INSTRUCCIONES AND SINGING PRACTICE TIME:**

The teacher will sing songs for actions and instructions for histrionic and body language exercises in English, such as games.



**6. ARTWORK**

**TIME:**

The kids will be creating crafts related to the gesture song, such as puzzles or attires in groups. Collaborative Work

**6. HOMEWORK (HINTS)**

**TIME:**

The teacher will give instructions for the students do their homework effectively with their parents. Parents-School Colaboration.



## Homework Design and Teacher's notes

This notes are very important since articulates the classroom work with the reinforcement at home and the help of the student's parents. In this teacher notes and homework are specially designed in a bilingual instruction, and the images and activities are the same used at class, also some links for the students along with their parents to interact with these online activities giving thus the opportunity to finish the online games or to repeat the experience as much as the student wants. This kind of aspects also provides the opportunity to encourage self-regulated learning.

### Homework Model:

#### Homework: Tarea

*Bilingual instruction.* Giving information about oin the stage in which students are for the gesture song presentation. Activity, time place, costume examples etc.



Image to illustrate and guide stuent's parents

1. Artwork: Manualidad.  
Continuing school assignments at home.  
Bilingual instructions



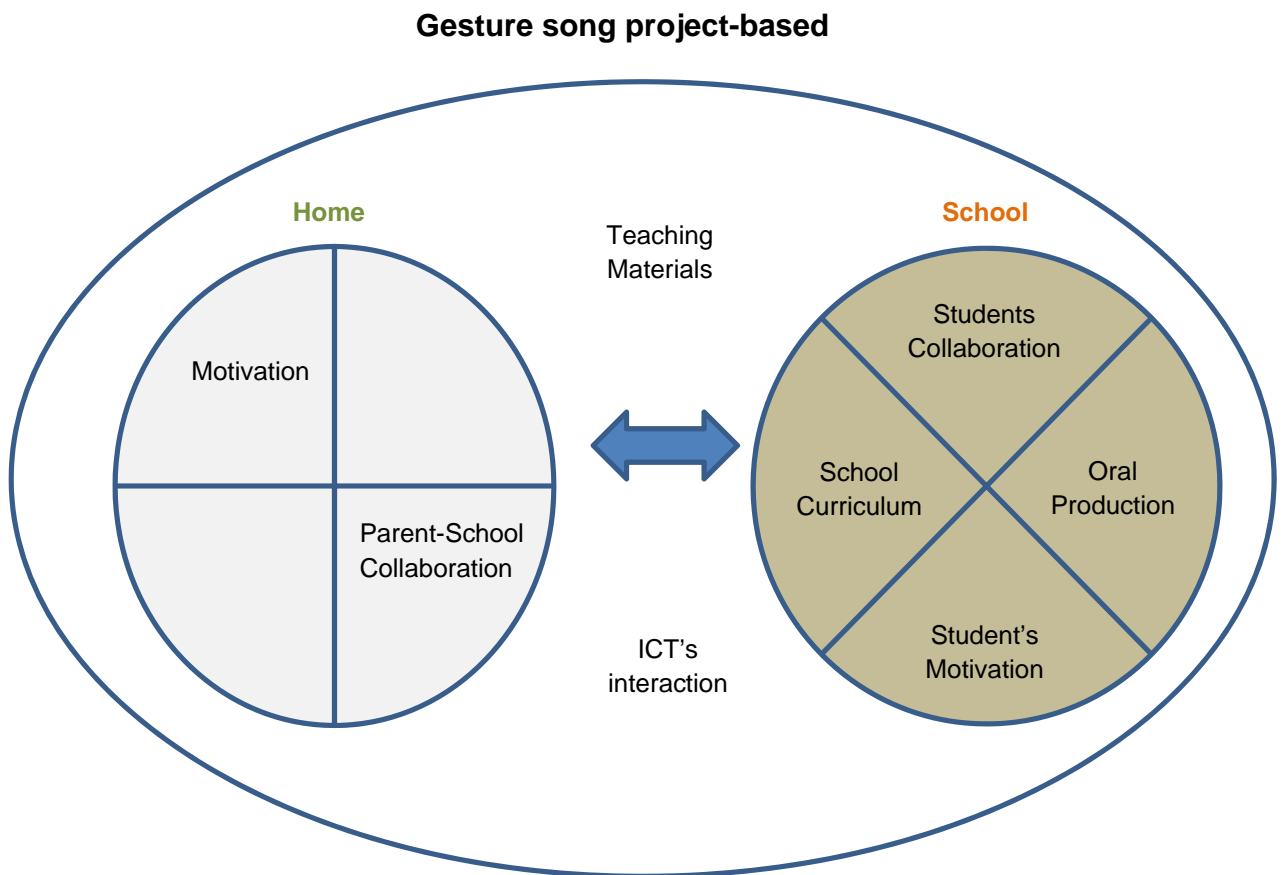
Image related to CD Room or Online activity

2. Activities: Realizar y colorear las siguientes actividades (*Bilingual instruction*)
3. Link: : Sigue el link y practica en casa, <http://learnenglishkids.britishcouncil.org/en/play-with-friends/quiz-jobs> (Link to reinforce what the student has seen at class)

## 5. CHAPTER 5: Analysis and interpretation of results

The research project have been compiled and tremendous results have been obtained which after reading, analyzing and considering evaluations, homework, video presentations and pictures are necessary to organize them into categories. These categories have been obtained from field notes, student's works; considering the main and specific objectives proposed at the beginning of the project.

### 5.1. Categories of Analysis:



**Figure Analysis of categories.**

#### 5.1.1. Gesture song project-based

In this category fall the gesture presentation and its effects in encouraging oral production as well as how the gesture song provides scaffolding for the curriculum. The two presentations of the gesture song were different in so many aspects (See annexes 8-12) for the first song presentation the students chose the song among the options the teacher gave to them and for the second presentation the teacher chose the song meeting the curriculum demands (See annexes 17-20).

In the first song, students chose a song about professions, which it clearly shows the self-perception proper of their age (Ackermann, *The Whole Child Development Guide*, 2004) they chose without paying attention to the grade of difficulty and the purpose of motivation in the students emerged. When the time for evaluation (See annex 14) came the results were granted, the scores were high with an average of 4.0 over 5.0. The nature of the written exam demanded from the students to do a visual discrimination of the image and the corresponding word and it showed they could read and they learnt the name of the professions as well as the lyrics of the songs, it lasted in their minds long enough to be able to have a good score in the written test, which it could be granted to the gesture song as Wagner et al (2007) stated in their research work. During the presentation students showed good intonation (See annex 9) and learners new by heart the lyrics and by gesturing it was evident they knew what they were singing.

In the second song, students were very confident and the motivation was sustained along the research project, students tackled the process of learning, planning and putting on the scene much easier and efficient than the first song. The grammar structure was a much easier than the first song and it meets the curriculum demands (See Annex 31) thus learners easily acquired and focusing in small sentences where they replied at classes to communicate among the students (See annex 16) using the sentences *"Teacher I like apples and hamburgers"* in other context and examples, expressing likes and dislikes.

The students could associate the image with the word; however, they confused the last part of the word as it shows in the video presentation (See annex 9). The second grade students sustain motivation through the entire time of the research project, in the second presentation they felt much secured and the learnt easily the subject; in fact students could use the grammar sentence implied in the lyrics of the gesture song to understand and to learn in other context such as likes and dislikes of animals (See annex 23) which it shows the effectiveness of gesture song as a scaffolding to the curriculum demands.

### **5.1.2. ICT's interaction**

The ICT's interaction in class showed in the field trips a large amount of collaboration activities among the students (See Annex 6). The teacher arranged the students to have an effective collaborative work while using computers in the classroom. The learners helped each other to understand in how to get accomplish their activities in the computers. It was interested to notice that some of the learners who have not yet learned to write were successful in the computer activities, which it shows the benefits of it (See annex 6). ICT's provided a foreign language environment; children felt immediately the excitement and switch their behavior in the lab, showing disposition to the English class (See annex 5). The second graders showed their skills in computer literacy very low as they have never followed instructions in English for working in computers, which implies for the teacher a double instruction (See annex 2) however as the research project continued learners were gaining computer skills.

The ICT's interaction at home had different pitches, at the beginning of the research project parents were very excited in getting the gesture song using web resources, and however along homework activities such as online games they found difficulty, not for the majority of the class but to a great part of the student's parents. On the contrary students whose parents were computer literalized, learners showed better performance at the next session (See annex 6). Also in the evaluations of the first song, students

who accomplished the online activities at home following the links given by the instructor, they showed better results in the evaluations.

There was a slightly changed in the ICT's resources while in the first song; the instructor used online links allowed for the Educational Ministry such as the web site of British Council for Kids, using this web resource benefited since any student can access at their homes or in a public library. The kids played and listened to videos of these web site with enthusiasm and they demanded from their parents to let them access to such web site. The implications of using this web site were moderate since it was very difficult to teach to students to find the route to the activity, but once they were interacting they learned and enjoyed it (See annex 6) for example: "the job matching pair" was mastered after the student had played at home and then at the lab.

For the second song, it was used a CD room set provided by a local public library, this CD room is designed for Latin speakers kids who wants to learn English as a foreign language, which it uses Spanish as a scaffolding. These resources came along with videos and CD rooms related with same subjects. Using these resources were great benefit since came with SESA Street characters were made students motivated. Learners could not use the resources at home, only by going to public libraries, which it lower the self-regulatory skills they were acquiring before.

### **5.1.3. Oral production:**

Oral production was encouraged by the gesticulatory song since students were less afraid to use English (See annex 4) singing and speaking among others at class and during the two school presentations. Students used to communicate small sentences at class during the pair speaking activities (See annexes 7 and 16), and students felt much confident speaking English after the first song presentation, as Makiko in her research entitles; after showing off her newly English skills to their relatives and classmates, the learners felt much confident and motivated to learn English. Their relationship among

them improved and they felt part of a group. It was noticed to see almost all the learners humming and singing the song before, after and in their spare time (See annex 7). Some of the students suddenly who did not show much interest in English became great learners and enthusiastic about the target language. Even children with speech disabilities felt confident and not afraid to speak English. At the beginning of each session students were ready to show homework or get next to the instructor to show what they have learnt so far about the song and to say some sentences from the online or cd room activities (See Annexes 8 and 10) "I am a pilot" and "I am a doctor".

The intonation, pronunciation and vocabulary improved considerably after the first song, students were eager to sing the song and to move their bodies doing the gestures (See annex 8). The majority of the students did not feel intimidated by the challenge and they did not feel shy to sing along with gestures. Student's pronunciation at the presentations was proper (See annexes 9 and 17), at the end of each presentation the teacher interviewed each student by asking a question, the entire group answered the question and almost all of the students corrected perfectly (See annexes 9 and 17). The project based in the presentation of a gesture song was effective since students still engaged in speaking English and the motivation sustained plus the pedagogical approach gave to students tool to continue developing oral production in English.

#### **5.1.4. Student's collaboration**

The ambiance during the ICT's sessions, and group activities was collaborative (See annexes 5, 6,7, 16) during the entire research projected since students needed to work in the computers by pairs, each one helped the other. There were instances of frustration (See annex 5) when the couple did not know much about computers, thus the instructor rearranged couples in order to promote effectiveness in the collaboration. In the art work activities students suggested each other and some of them made artwork in teams. During the presentations they collaborate in arranging accessories (See annexes 9 and 19). Even during the exams they felt to collaborate each other, the

students felt joy by getting help from classmates and the team work spirit was presented.

#### **5.1.5. Teaching Materials**

Students were amazingly happy with the teaching materials since they were closely to their contexts. In the song about professions, the instructor designed a picture word document (See annex 5) about the lyric of the song with pictures of their TV and movie characters dressed as professions. Students used such material as their little handbook. The attitude towards the teaching materials was very enthusiastic, the learners acted as homework was a piece to collect in their notebooks. During the first song materials were related to the professions and the British Council links about professions as well; the learners felt so identify to their characters they even struggle to accomplish the profession the desired to be when they grow up (See annex 7) for example many of the students wanted to be police officers and they fought for getting this role in the presentation, but in order to have all the professions it was necessary at this point to select who was going to be what profession.

Teacher notes to their parents were very effective and the design of homework was redundant and helped the kids to accomplish both evaluations for each song (See annexes 25 to 30). Teacher notes and homework were bridges and channels to parents know about the subject and the project of the gesture song, as well as they could follow instructions to help their kids in learning English ( Annex 24 and 16).

#### **5.1.6. Parents-School Collaboration**

One can tell when a parent was behind a student's process, and it was reflected in the success of the gesture song presentation, costume, homework, online assignments and artwork. The collaboration parent-school benefited students' learning process because

motivate students to engage in the foreign language and because learners needed help in accomplish the online activities. Much of the parents solicited meeting with the instructor to first understand the project and others to clarify (See annex 7 and 16). The participation in the school presentations was constant and students felt so appreciated (See annex 9,10-12). Parents helped children assembling their artworks such as the puzzle (See annex 10-12 and 19, 20). When parents were very well connected to the student's assignments it was noticed great accomplishment and motivation for both parts. Students whose parents did not participate and collaborate in the first song pushed them to do it for the second song (See annex 17). The number of parents in the second presentation raised in number and their role was more active due to results of the first part of the project where students felt so compromised to continues since the felt great satisfaction in accomplish such goal (See annex 13), there were parents who collaborated strongly such as the mother of one of a male student, she built an entire airplane for his song because he wanted to be a pilot.



## Conclusions

Gesticulatory songs encourage oral production of English since learners learnt to the lyrics of the gestures songs and lost their shyness and insecurity to sing in English while they also used phrases from the gestures song to communicate with each other during class. Students sang, in their spare time, the songs they learned in English classes and in particular the gestures songs used for the presentation. The students of second grade had fun and sustained the motivation to learn English throughout the research project, indicating that the gesticulatory song as a successful strategy for learning English as a foreign language, this strategy gives positive results in oral production and preserves students motivated to learn. At the same time, using the presentation of the gesticulatory song as a bimonthly project held students to the expectation of carrying out a task that justified all the work involved in each class in favor of the presentation which had the pupils working in class with optimism.

In conducting these presentations, learners obtained more and more self-confidence in both; oral production in English and their capacities, as active members of a school community, by showing to their families, relatives and friends their skills in foreign language.

In the research project could denote that it is crucial to let learners choose what they want to learn and thus lead them to what is provided in the curriculum; from which the analysis conclude that it is vital that the pedagogical project designed takes into account the needs and desires of students, in order to design successful classroom projects, because in this way maintains communication and knowledge construction. Furthermore, It was found that when students are active in their learning, for instance choosing topics relevant to their context, learning is insured and with the role of the teacher is a guide to measure limits and boundaries, and through constant dialogue, endures the denotation by both parties, their interests and goals, learning is satisfactory and the motivation to study is maintained.

The research concluded that ICT's provides context and tools for the learners to interact and improves their self-regulatory learning since the teacher was not the center of the knowledge and students collaborate each other in achieving the task. ICTs learning environment motivates and enhances language learning since it provided context. Using these resources both classroom and home helps students to overcome doubts and improves parents collaboration since kids at this age need their supervision and advice in order to succeed.

The collaboration among students and parents was very decisive for this project since the lab room did not have enough computers and students had to learn to work in pairs. Parent's support to their children was extremely important for students achieve the next class and the gesture song performance since in order to obtain the song they needed to use ICT's tools. In conclusion parents in public school in Colombia need to be involved in their children foreign language learning because weekly hours are not enough and parents need to help their students to obtain resources where they can interact with the target language outside of the classroom for instance ICT's such as movies, internet games etc.

Teaching materials were a very important role since improved attention and motivation. Also it worked as a bridge among parents and school, furthermore gave a guide to use ICT's at home and provided clear information about the project stages. Teacher notes included in the teaching materials as homework orientated and sustained student's role in the learning process.

The theme selected in the gesture song helped as scaffolding to the curriculum demands. Learners inferred and extended sentences to be used in other contexts. Students could use the sentences from the gesture song with new vocabulary. Also pupils were ready and willing to do another performance at the end of the project

research from which it is concluded that students were successfully encourage to oral production in English.

## **Recommendations**

Use gender songs for a day to day classroom activity as well as the final product of a project-based are good strategies since satisfaction in the accomplishment of a major task brings confidence and thus motivation, a very important key in language education. Learning a foreign language through a song that allows body movement helps to integrate its meaning, which is very helpful for second graders because they can develop their stage of physical, mental and social development proper of their age.

Letting second graders choose their songs it could be tricky without the guide of the instructor since the teacher is the responsible of pace their learning level. Giving several options to learners can narrow the options when it is time to choose a gesture song. These options should be in the range of student's interest and context.

Teaching small gesture songs during class as a strategy to approach students into the gesticulatory song field. Gesture song should include easy movements and the instructor should master these gestures, to give a scheme of the gestures can help kids and their parents to understand them efficiently.

Divide the class into sections which students can feel they are moving into different activities and spaces. Also it is recommended to give enough context physical and topical where first learners can move, second they can interact and third students can have a purpose for the learning, improves acquisition of a foreign language.

Do not be afraid of designing your own teaching materials since it is great to make the subject and the classroom more redundant and learners can take to their home part of what they do in class. In such materials please students for example with their favorite TV shows and coloring activities, thus they feel homework is pleasurable.

Use color to highlight responses either in class activities and evaluations, these improves student's attention, and also mental order.

A small seminar to parents about the use of technology and pedagogical approach is beneficial since some parents are sluggish to read the teacher's notes.

Suggest with images possibilities of costumes, materials or craft results. These images save parents and students time when they are planning and also avoids excuses for not doing the activity.

Lab and auditorium equipment demanded time ahead of the class, so it is recommended to have everything ready and a plan b if failure occurs while performing a class. Test, set and install cd rooms, links and technological equipment thus the class can be achieved.

**Annexes**

**Annex 1: Oral Examn**

**Color**

**Oral instruction:**

- a. Color according to the picture.



Annex 2

# Questionnaire

Circle  the correct word and

write  it down

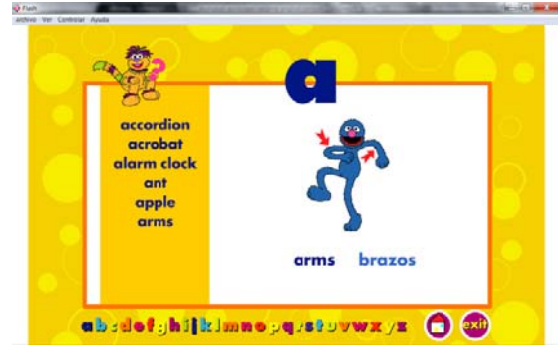
apple \_\_\_\_\_

apple \_\_\_\_\_



alarm clock \_\_\_\_\_

alarm clock \_\_\_\_\_



arms \_\_\_\_\_

arms \_\_\_\_\_



ant \_\_\_\_\_

ant \_\_\_\_\_



Baby

\_\_\_\_\_

Baby

\_\_\_\_\_

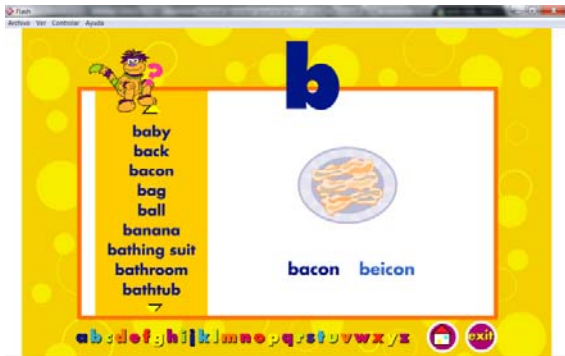




back \_\_\_\_\_  
 back \_\_\_\_\_



ball \_\_\_\_\_  
 ball \_\_\_\_\_



Bacon \_\_\_\_\_  
 Bacon \_\_\_\_\_



banana \_\_\_\_\_  
 banana \_\_\_\_\_



bag \_\_\_\_\_  
 bag \_\_\_\_\_

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Annex 3**

**Social Information Survey**

**Institution: Prado Veraniego Elementary School**

**Name:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**1. Who do you live with?**

- a. Father, mother, brothers (niños\_\_niñas\_\_).
- b. Grandfather, grandmother. Parents and siblings (Niños\_\_niñas\_\_).
- c. Grandfather, grandmother, father, mother, brothers (niños\_\_niñas\_\_).
- d. Uncle, aunt, grandfather, grandmother, father, mother, brothers (niños\_\_niñas\_\_).
- e. Uncle, aunt, grandfather, grandmother, father, mother, brothers (niños\_\_niñas\_\_) and cousins.

**2. What do you like to do in your spare time?**

- a. TV
- b. play with my friends
- c. read
- d. help my parents
- e. sports

**3. How would you like the English class?**

- a. songs, videos, and color
- b. Songs, computers and writing
- c. songs, presentations, and color
- d. songs, videos, computers
- e. Coloring, songs, videos and computers

**4. You have at your home:**

- 1. TV and DVD
- 2. TV, DVD, COMPUTER
- 3. TV, DVD, COMPUTERS, Intéret
- 4. TV, COMPUTER, INTERNET

**5. What is your favorite TV show?**

---

**6. What do you like doing in English class?**

- a. singing

- b. speaking
- c. listening
- d. writing

**7. What makes you most of the English class?**

- a. singing
- b. speaking
- c. listening
- d. writing``

**8. After the class, are you alone or with others in the house?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**9. What is your favorite toy?**

\_\_\_\_\_

\_\_\_\_\_

---

**10. What will you be when you grow up?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Speaking Questions:**

- What's your name?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- How are you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- What day is today?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Annex 4: Field Notes 1**

**INSTITUTION:** Prado Veraniego Elementary School  
**PRACTITIONER:** Claudia Patricia Moros Martinez  
 202. (English)

**DATE:** February 23      **TIME:** 9:25. to 11:15 a.m.  
**ADVISOR (A):** Fanny Abella      **CLASSROOM:**

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extra linguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Singing:</b> “If you are happy and you know it” After greetings and reminding the date to the class, the teacher started singing and at the same time making gestures and moving her body.</p> <p><b>2. Choosing the gesture song:</b> several options were presented to the students using the video beam in the lab from pop singers to TV shows and the songs seen in prior classes.</p> <p><b>3. Final decision:</b> Gesture song chosen was shown to the learners</p> <p><b>4. Homework tips:</b> Explication about homework</p>	<p><b>1. Linguistic:</b> The majority of the kids were singing at the same time “If you are happy and you know it, clap, clap”</p> <p><b>2. Extra linguistic:</b> Kids were imitating and making the gestures following the instructor signs and movements. Other pupils were trying to babble the song and tried to keep up with the body movement and gestures.</p> <p><b>3. Linguistic:</b> some of the learners where a little bit ahead in the song, “Clap, Clap”</p> <p><b>4. Extra linguistic:</b> some of the pupils were quiet and with the hands down. The teachers walked around the class and among the students and hold their hands showing how to make the body movement and by pointing to her face she showed the gestures.</p> <p><b>5. Linguist:</b> Students pronounced “Esa, esa” in Spanish.</p>	<p><b>1.</b> Kids were very exciting about the class and also they participated with enthusiasm when they listened and performance the song, they immediately act out and followed teacher’s instructions.</p> <p><b>2.</b> Students were so excited to be in the lab and also because their interests such as TV theme songs and characters were in their English Class. Students showed readiness towards singing and loved to move their bodies</p> <p><b>3.</b> Students showed they knew the song and also tried to show it off to their classmates how confidence they have with English language.</p> <p><b>4.</b> The stillness shown by some students could be because they rather to pay attention and also because</p> <p><b>5.</b> The students used their mother tongue to confirm.</p>	<p><b>1. “Gesture song project”:</b> this warm up activity is the first song to introduce with gestures technique. In This well-practiced song was our first exercise.</p> <p><b>2. “Motivation by subject”:</b> it was evident how listening to the desires of the students, likes and dislikes bring closer the learning activity. Students felt part of their learning process and also active members and important people.</p> <p><b>4. “ICTs interaction”:</b> At this point students listened and watched the videos showing likes and dislikes in order to choose the future gesture song.</p> <p><b>5. “Parent-School Collaboration”</b>                      A note about the song chosen for the gesture song presentation was written in the students’ notebook by them, so parents could know what song and where to look for it. This is the start of a bridge between parents and school.</p>	<p><b>1.</b> A little introduction was necessary to explain the students the intention and technique and steps of the project-based.</p> <p><b>2.</b> Listening to student’s desires is crucial to understand their likes and to make possible a mutual understanding for the project based design,</p> <p><b>3.</b> To appropriate students to activities by showing and making physical contact as well visual improves student’s interaction with the activities</p> <p><b>4.</b> Let students to enjoy and participate by directing activities help to calm down hyperactive kids.</p> <p><b>5.</b> Explaining to learners how to do their homework improves school-parent communication.</p> <p><b>6.</b> Students chose the Job song for their first gesture song presentation, this decision is very related to their social development at this age.</p>

Annex 5: Field Notes 2

**INSTITUTION:** Prado Veraniego Elementary School  
**PRACTITIONER:** Claudia Patricia Moros Martinez

**DATE:** March 1st. **TIME:** 9:25. to 11:15 a.m.  
**ADVISOR (A):** Fanny Abella **CLASSROOM:** 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Singing:</b> “If you are happy and you know it” After greetings and reminding the date to the class, the teacher started singing and at the same time making gestures and moving her body.</p> <p><b>2. Learning the lyrics of the gesture song:</b> power point presentation about the different professions was shown in the video selected. And the lyrics of the song by a picture-word presentation</p> <p><b>3. Interacting with the subject of the gesture song:</b> Introduction of the web page for language learning “Learning English British Council” with games related to the topic of the chosen song.   “Job finder” and “Job mixer”.</p> <p><b>4. Rehearsal in the Auditorium:</b> learners were practicing and learning the gesture song.</p> <p><b>5. Booklet:</b> Students received a little booklet with the picture-word from the lyrics of the gesture song.</p>	<p><b>1. Linguistic:</b> The majority of the kids were singing at the same time “If you are happy and you know it, clap, clap</p> <p><b>2. Extra linguistic:</b> Kids were imitating and making the gestures following the instructor signs and movements.</p> <p><b>3. Linguistics:</b> kids were repeating the profession’s names: “Doctor, Judge, Writer, and Teacher...”</p> <p><b>4. Extra linguistic:</b> Some of their kids had their mouth open while watching the video</p> <p><b>5. Linguistics:</b> Students were singing but they can only repeat the name of the professions such as “Barber, Car mechanic, Teacher, Doctors, nurses...”</p> <p><b>6. Extra linguistic:</b> Students were following and imitating the teacher’s gesture while she was singing.</p>	<p><b>1.</b> All of the students followed the gestures and sang the song more confident.</p> <p><b>2.</b> Students could relate the lyrics of the song with the pictures and understanding their meaning</p> <p><b>3.</b> Learners where trying to follow the lyrics of the song by the pictures, they were trying to make sense to the pictures.</p> <p><b>4.</b> Interacting with a web page and trying to find online games and play with them to build context in the foreign language.</p> <p><b>5.</b> While students where acting out and imitating the gestures of the song performed by the instructor kids were understanding meaning of the song without the translation.</p> <p><b>6.</b> Students could take home the booklet and try to understand by pictures and some well-known words the lyric of the song.</p>	<p><b>1. “Gesture song project”</b> Kids improve their performance in the warm up activity and they started to learn the song with all the movement and gestures in the auditorium.</p> <p><b>2. “Motivation by subject”:</b> Kids could relate the subject with their favorite characters which made improve concentration.</p> <p><b>3. “Motivation by materials design”:</b> Students can relate the words by a picture as well as the picture to their context since this power point presentation was made with TV characters and movies.</p> <p><b>4. “ICTs interaction”:</b> Students learn how to search in a web page and how to use computers for learning a foreign language. Students could expand their learning to anything related to the topic of the song.</p> <p><b>5 “Student Collaboration”</b> Students worked in pairs and they try to collaborate each other</p> <p><b>6. “Parent-School Collaboration” :</b> By a teacher note and links for homework parent are aware and support for their kids.</p>	<p><b>1.</b> Kids were improving their gestures by singing the warm up song.</p> <p><b>2.</b> Students were very motivated and focus in the power point presentation and they liked the way how the lyrics of the song was displayed.</p> <p><b>3.</b> Students treasure their homework as they felt how precious it has their TV and movies characters.</p> <p><b>4.</b>..Playing online and using computers makes kids to Give the first step to self-regulatory learning by interacting and regulating language learning</p> <p><b>5.</b> It was hard to teach to the students how to interact with web pages if they have not done previous computer literacy. It is wise to use the video beam to guide students step by step during the exercise since this helps students to learn more.</p>

Annex 6: Field Notes 3

INSTITUTION: Prado Veraniego Elementary School

DATE: March 8th. TIME: 9:25. to 11:15 a.m.

PRACTITIONER: Claudia Patricia Moros Martinez

ADVISOR (A): Fanny Abella

CLASSROOM: 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. 1. Singing:</b> "If you are happy and you know it" After greetings and reminding the date to the class, the teacher started singing and at the same time making gestures and moving her body.</p> <p><b>2. Learning the lyrics of the gesture song by flash cards:</b> flash cards related to the professions</p> <p><b>3. Interacting with ICTs with the subject of the gesture song:</b> students learned to interact with online games</p> <p><b>4. Rehearsal in the auditorium:</b> Students practiced the gesture song</p> <p><b>5. Art work:</b> craft activities where students learnt to make a puzzle by drawing in card paper the profession they want to performance at the gesture song.</p> <p><b>6. Choosing the profession for the performance</b></p> <p><b>7. Homework tips:</b> review of the links seen at class and the gesture song. Note with date and profession for each kid</p>	<p><b>1. Linguistic:</b> The majority of the kids were singing at the same time "If you are happy and you know it, clap, clap</p> <p><b>2. Extra linguistic:</b> Kids were imitating and making the gestures following the instructor signs and movements.</p> <p><b>3. Linguistic:</b> Students were identifying the names of the professions "Astronaut, pilot, nurse, lawyer..."</p> <p><b>4. Extra linguistic:</b> Students were making the gestures regarding to each profession "Stretching arms and moving the body side to side" simulating an airplane for the pilot profession, "rotating arms forward and back" simulating swimming for lifeguard.</p> <p><b>5. Linguistic:</b> students were repeating what they were hearing in the online games "Policia" some others "Police"</p> <p><b>6. Extra linguistic:</b> students were typing in the search window the key words to find the game.</p> <p><b>7. Linguistic:</b> "I see a car mechanic changing tires" "I see the people in my town" students sang the song</p>	<p><b>1.</b> Kids improved their memory and the teacher made some quiet moments so she can observed how much they have learned so far.</p> <p><b>2.</b> Students were making the gestures of the professions to enhance learning by gestures and to improve memory.</p> <p><b>3.</b> Students interaction with online games helped them to improve listening and writing skills since they have to write in the screen the key words and also visual discrimination while they were trying to read word on the screen</p> <p><b>4.</b> Students learnt the lyrics of the song by watching a video with lyrics on the screen in the auditorium.</p> <p><b>5.</b> Students drew on the floor by groups learning to collaborate through a ludic activity and expressing their sensitivity.</p> <p><b>6.</b> Students identify what they liked to be</p>	<p><b>1. "Gesture song project"</b> Students were practicing the warm up gesture song and also in the auditorium the gesture song for the presentation. Learners used the mirrors to watch themselves and to followed instructor's directions.</p> <p><b>2. "Motivation by subject" ..</b> Students sustain motivation when the subject is redundant in different contexts.</p> <p><b>3. "Motivation by materials design".</b> Students visual aids such as flash cards help them to visualized words and pictures</p> <p><b>4. "ICTs interaction":</b> learners interact foster their intrapersonal skills and also learning to play online games in English plus learning vocabulary by listening to new words and reading them.</p> <p><b>5 "Student Collaboration":</b> Students helped each other understanding the games and commands.</p> <p><b>6. "Parent-School Collaboration"</b> Coaching learning assignments.</p>	<p><b>1.</b> Using a song to warm up every class helps to improve their gestures and learning more commands, vocabulary and thus language learning.</p> <p><b>2.</b> Many of the students had trouble following instructions for the online games but with collaboration of others they could accomplish the task.</p> <p><b>3.</b> Learner who practices at home the online games improved their performance at class and they could play quickly the games in this session.</p> <p><b>4.</b> Some of the students had interference with their mother tongue when the profession name was similar to Spanish such as "Police" but the instructor insisted in saying it in English.</p> <p><b>5.</b> Some of the learners were distracted at the auditorium and the teacher had to call for attention.</p> <p><b>6.</b> Some of the computers did not work with computer, teacher showed the games in the video beam</p>

Annex 7: Field Notes 4

INSTITUTION: Prado Veraniego Elementary School

DATE: March 15th TIME: 9:25. To 11:15 a.m.

PRACTITIONER: Claudia Patricia Moros Martinez

ADVISOR (A): Fanny Abella

CLASSROOM: 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Instructions for going to the classroom:</b> before going to the lab room teacher instructed</p> <p><b>2. Learning the lyrics of the gesture song:</b> Students watch a power point presentation of the gesture song</p> <p><b>3. Interacting with the subject of the gesture song through ICTs:</b> Online quiz</p> <p><b>4. Gesturing in front of mirrors:</b> rehearsal of the gesture song several times</p> <p><b>5. Art Work:</b> creating puzzles</p> <p><b>6. Planning the presentation:</b> organizing positions for the presentation and positions.</p> <p><b>7. Homework tips:</b> reminding parents with a note of the profession, time, place and date.</p> <p><b>8. Reviewing last homework</b></p>	<p><b>1. Linguistic:</b> "March" : 15<sup>th</sup>"Thursday" "pencil case" "folder" "English notebook" "Good morning" "Ready"</p> <p><b>2. Extra linguistic:</b> Students were holding in their hands the item called</p> <p><b>3. Linguistic:</b> Students were identifying the names of the professions "Astronaut, pilot, nurse, lawyer..."</p> <p><b>4. Extra linguistic:</b> Students were making the gestures regarding to each profession "Stretching arms and moving the body side to side" simulating an airplane for the pilot profession, " "rotating arms forward and back" simulating swimming for lifeguard.</p> <p><b>5. Linguistic:</b> "Astronaut" "Nurse" "I see..."</p> <p><b>6. Extra linguistic:</b> learners draw and cut out their puzzles and were listening to the song in the background.</p> <p><b>7. Linguistic:</b> "I am an astronaut" "I am a writer" ...students answering to the question "who are you?"</p>	<p><b>1.</b> Students were learning and reminding school supplies and listening discrimination.</p> <p><b>2.</b> Students were divided in two parts and half watched the presentation following the booklet.</p> <p><b>3.</b> Learners played in the computers where they tested their listening skills by a quiz.</p> <p><b>4.</b> Pupils rehearsal the gestures in front of mirrors without the music to practice body movements and the lyrics.</p> <p><b>5.</b> Having a space for the students to create and relax also to give time for a sensitive side help students to motivate.</p> <p><b>6.</b> Planning the presentation with positions and the lyrics along with gestures.</p> <p><b>7.</b> Instructions for the presentation to the student's parents.</p> <p><b>8.</b> Monitoring student's homework and process.</p>	<p><b>1. "Gesture song project"</b> : Students mastering the gestures of the songs for the presentation</p> <p><b>2. "Motivation by subject":</b> students keep very interested to their presentation and had everything ready regarding to homework and activities.</p> <p><b>3. "Motivation by materials design":</b> Students were very exciting about the homework since involved the same images of the video they were watching for the performance.</p> <p><b>4. "ICTs interaction":</b> learners watched and followed the video moving their bodies and listening and singing.</p> <p><b>5 "Student Collaboration":</b> students helped each other to finish the puzzle.</p> <p><b>6. "Parent-School Collaboration"</b> In the teacher's note parents were informed about the details for the presentation and an invitation was included.</p>	<p><b>1.</b> Several students run to meet the instructor and showing them what they know about the song and how far they are in the puzzle art work.</p> <p><b>2.</b> Students were interacting at class paying attention to the instructions; however there were students who did not even started the puzzle for lack of materials provided by their parents.</p> <p><b>3.</b> The teacher provided to some students materials for the puzzle since their parents did not.</p> <p><b>4.</b> In the rehearsal students were hyperactive and restless and discipline was instructed, sometimes with "time out" sometimes calling for attention.</p> <p><b>5.</b> Students commented how their parents had already made the costume.</p> <p><b>6.</b> Parents helped students with homework and some sent notes others met the teacher at the end of the school day.</p>

Annex 8: Field Notes 5

**INSTITUTION:** Prado Veraniego Elementary School  
**PRACTITIONER:** Claudia Patricia Moros Martinez

**DATE:** March 29th  
**ADVISOR (A):** Fanny Abella

**TIME:** 9:25. to 11:15 a.m.  
**CLASSROOM:**

202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Presentation rehearsal:</b> practicing and getting ready for the presentation</p> <p><b>2. Making the presentation:</b> singing the gesture song in a school presentation</p> <p><b>3. Building Puzzles with parents:</b> students-parents activity</p> <p><b>4. Self and co-evaluation:</b> comments about the presentation</p> <p><b>5. Homework tips:</b> activities to review the song topic and to prepare for the evaluation for the next class</p>	<p><b>1. Linguistic:</b> "I see..." students sang the song several times</p> <p><b>2. Extra linguistic:</b> "Stretching, rotating arms, moving hands" "pointing finger to their eyes"</p> <p><b>3. Linguistic:</b> "Good morning" "How are you" "I see..." Lyrics of the song...by all the students of second grade</p> <p><b>4. Extra linguistic:</b> Gestures of the song very well performed, some of the students covered their faces as shyness to the public, some of them were whispering.</p> <p><b>5. Linguistic:</b> "I am a waitress" "I am a firefighter" "I am a policeman" "I am a doctor"</p> <p><b>6 Extra linguistic:</b> Students were holding hands while questions were asked and they were nervous, some of them</p>	<p><b>1.</b> Students preparing for the presentation and practicing their gesture song.</p> <p><b>2.</b> Presenting the gestures song to their parents and teachers as showing their oral production in English.</p> <p><b>3.</b> At end of the presentation parents and students constructed the puzzles they created as a parent-school collaboration enrolment and support</p> <p><b>4.</b> Students proved their fairness and successful they conquer the presentation.</p> <p><b>5.</b> Students evaluated along with the teacher their performance and team work during the presentation as well as the teacher's role in the activity.</p> <p><b>6.</b> The teacher gave tips for the homework and announced an evaluation regarding to the topic of the presentation</p>	<p><b>1. "Gesture song project":</b> staging the gesture to demonstrate oral production in English</p> <p><b>4. "ICTs interaction":</b> Students profited of the video beam to watch the video in order to practice also during the presentation as a guide and ambiance.</p> <p><b>6. "Student-Student Collaboration":</b> Helping each other to remember the lyrics, behaving in a proper way for a group activity.</p> <p><b>7. "Parent-School Collaboration":</b> parent's attendance to the presentation of the gesture song and participating actively in the puzzle construction activity.</p> <p><b>8. Teaching materials:</b> The material given to the students to study for the next class as a review for the evaluation</p>	<p><b>1.</b> Students were prepares with their costumes, however there were three kids that their parents did not send them with their profession clothing. The teacher could not let those kids to participate in the presentation and she sent a note to their parents.</p> <p><b>2.</b> The instructor looked over the homework, puzzles and costumes before the presentation as a requirement to pass to the stage.</p> <p><b>3.</b> The presentation was a success, students sang perfectly the gesture song about the professions and the gestures were synchronized with the singing. After the</p> <p><b>4.</b> Parents and students collaborated each other sending almost 90% percent of the students with their respective profession's costumes also by assemble the puzzle.</p> <p><b>5.</b> At the end of the presentation the teacher congratulated both parts students and parents and announced the evaluation.</p>



Annex 8-12





Annex 13: Field Notes 6

INSTITUTION: Prado Veraniego Elementary School

DATE: April 13th

TIME: 9:25. To 11:15 a.m.

PRACTITIONER: Claudia Patricia Moros Martinez

ADVISOR (A): Fanny Abella

CLASSROOM: 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extra linguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorization)	COMMENTS AND PROPOSALS
<p>1. <b>Evaluation:</b> written test</p> <p>2. <b>Choosing a new song for the second presentation:</b> the teacher tells to the students the new song: I like fruits...</p> <p>3. <b>Homework tips:</b> the instructor gives information about the next gesture song and some links to acquire the song.</p>	<p>1. <b>Linguistic:</b> the teacher gave the instructions for the quiz orally and they follow commands such as: "Color" "Circle" with a specific color</p> <p>2. <b>Extra linguistic:</b> the teacher makes the gestures and body movements that involve the meaning of the instructions and the students repeated as well.</p> <p>3. <b>Linguistic:</b> many of the kids came to ask to the instructor about words and instructions mucho of them refer to the name of the profession in English such as "teacher, barber?" "Teacher...writer?" Also they asked about the</p> <p>4. <b>Extra linguistic:</b> During the evaluation students "Tried to look over their shoulder" "Students pointed to the teacher"</p> <p>5. <b>Linguistic:</b> "I see a car mechanic, changing tires" students kept singing the song at the end of the class.</p>	<p>1. Recognizes by oral and written instructions subjects seen such as family, body parts, colors, days of the week and the topic of the song.</p> <p>2. The instructor decided to choose this time the topic of the song and proposed a song which learners where ready to undertake. The teacher choses the topic to meet curriculum demands.</p> <p>3. During the evaluation, the teacher also took advantage of the tension to improve oral and listening discrimination as well as followed commands in English.</p> <p>4. In the homework, tips are included a note telling to parents where to find the song and the links for the parents find the song.</p>	<p>1. <b>"Gesture song project"</b> Choosing the gesture song for the next presentation under teacher's criteria. The evaluation is designed to evaluate how much information and memory they have of the song performed and if students could recall the professions.</p> <p>2. <b>"Motivation by materials design":</b> In the written test was taking into account the learning and aids advantages that brings with this kind of evaluation and also it was designed for the kids learn at the same time.</p> <p>3. <b>"Parent-School Collaboration"</b> Once again the idea is to build a bridge between these messages and student's guardians. These notes are bilingual in Spanish and English and pasted on their notebooks.</p>	<p>1. Learners were very alert about the exam and they performed very well in the gesture song evaluation, however in the general questionnaire they had difficulties followed that kind of instructions.</p> <p>2. it is important to denote the crucial role of an evaluation but also how the design of such test do not frustrate students motivation but also to test their learning.</p> <p>3. The evaluation has the aid of TV and comics characters which are defined by their colors such as: The Smurfs. Pink Panther and Green Lantern, so students had to color by that instruction.</p> <p>4. Parents are informed about the new song and the links where they can find it.</p>



Annex 14

A. Color  *4.9*  
*break job*

1. BLUE grandpa shirt 

2. GREEN pants 

3. PINK sweater 

B. Circle 



C. **PICNIC** 

D. 


MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

E. 

JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
NOVEMBER

Andrea Diaz  
 Complete: completar uniendo

*5.0*  
*Excellent*



Bar  
 guard  
 man  
 chief  
 teacher  
 nurse  
 mechanic  
 firefighter  
 car  
 PILOT  
 and I say

Annex 15: Field Notes 7

INSTITUTION: Prado Veraniego Elementary School

DATE: April 18th

TIME: 9:25. to 11:15 a.m.

PRACTITIONER: Claudia Patricia Moros Martinez

ADVISOR (A): Fanny Abella

CLASSROOM: 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Singing:</b> “itsi bitsi spider” After greetings and reminding the date to the class, the teacher started singing and at the same time making gestures and moving her body.</p> <p><b>2. Learning the lyrics of the gesture song:</b> a video presentation of the new song: I like. And the lyrics of the song by a picture-word presentation</p> <p><b>3. Speaking activity in pairs:</b> students ask to the partner of his right</p> <p><b>4. Interacting with the subject of the gesture song through ICT’s:</b> Introduction new games in the British council web site about fruits. Games such as singing the alphabet with the fruits, Matching pairs, painting words and vegetables.</p> <p><b>5. Auditorium practices:</b> in front of the screen learners practice the I like gesture song.</p> <p><b>6. Homework tips:</b> Explication about homework and the links seen at class where sent it along with the picture-word of the song’s lyric.</p>	<p><b>1. Linguistic.</b> Other pupils were trying to babble the song which they did not know</p> <p><b>2. Extra linguistic:</b> Kids were imitating and making the gestures following the instructor signs and movements.</p> <p><b>3. Linguistic:</b> some of the learners where repeating “itsi bitsi spider”</p> <p><b>4. Extra linguistic:</b> some of the pupils were quiet and with the hands down. The teachers walked around the class and among the students and hold their hands showing how to make the body movement and by pointing to her face she showed the gestures.</p> <p><b>5. Linguist:</b> Students pronounced different types of song by the listening to the video “apple” “Yummy” “Tummy” “Oh right”</p> <p><b>6. Extra linguistic:</b> Students were following and imitating the teacher’s gesture while she was singing. “hands in their mouths” “hands in their hips”</p> <p><b>7. Linguistic:</b> What fruit do you like? I like apples, I like oranges...</p> <p><b>8. Extra linguistic:</b> kids’ smiling</p>	<p><b>1.</b> Kids were very exciting about the class and also they participated with enthusiasm when they listened and performance the song, they immediately act out and followed teacher’s instructions.</p> <p><b>2.</b> Students were so excited to be in the lab and also because their interests such as TV theme songs and characters were in their English Class. Students showed readiness towards singing and loved to move their bodies</p> <p><b>3.</b> Students showed they knew the song and also tried to show it off to their classmates how confidence they have with English language.</p> <p><b>4.</b> The stillness shown by some students could be because they rather to pay attention and also because</p> <p><b>5.</b> This easy subject bring students closer to the curriculum.</p> <p><b>6.</b> In front of mirrors students learnt the gesture song: I like fruits.</p>	<p><b>1. “Gesture song project”:</b> this warm up activity is another and new warm up song to be introduced with gestures technique. In the auditorium the video was presented and the kids repeating the gestures and the lyrics.</p> <p><b>2. “Motivation by subject”:</b> Students loved the song chosen by the teacher since the song meet their desires of express feelings and desires</p> <p><b>4. “ICTs interaction”:</b> Students interacted with the different online games about the topic of the song: fruits. Students collaborated each other in learning and playing in pairs.</p> <p><b>5. “Parent-School Collaboration”</b> A note about the song chosen for the gesture song presentation was written in the students’ notebook by them, so parents could know what song and where to look for it. This is the start of a bridge between parents and school.</p>	<p><b>1.</b> The teacher chose a very slow warm up song and it was necessary to slow down to make the students realized the meaning of the song.</p> <p><b>2.</b> Students found easy this chosen song since he rhythm is slower and the lyrics are less complicated than the song they chose.</p> <p><b>3.</b> To appropriate students to activities by showing and making physical contact as well visual improves student’s interaction with the activities</p> <p><b>4.</b> Let students to enjoy and participate by directing activities help to calm down hyperactive kids.</p> <p><b>5.</b> Explaining to learners how to do their homework improves school-parent communication.</p> <p><b>6.</b> Students felt relief when they saw part of the activities pasted in their notebook for homework, so they could finish the activities seen in the lab.</p>

Annex 16 Field Notes 8

**INSTITUTION:** Prado Veraniego Elementary School  
**PRACTITIONER:** Claudia Patricia Moros Martinez

**DATE:** May 3rd. **TIME:** 9:25. to 11:15 a.m.  
**ADVISOR (A):** Fanny Abella **CLASSROOM:** 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Singing:</b> "itsi bitsi spider" After greetings and reminding the date to the class, the teacher started singing and at the same time making gestures and moving her body.</p> <p><b>2. Learning the lyrics of the gesture song:</b> a video from SESAME ENGLISH related to fruits and food</p> <p><b>3. Speaking activity in pairs:</b> students ask to the partner of his right</p> <p><b>4. Interacting with the subject of the gesture song through ICT's:</b> Interacting with a CD room</p> <p><b>5. Auditorium practices:</b> in front of the screen learners practice I like gesture song.</p> <p><b>6. Planning the presentation</b></p> <p><b>7. Homework tips:</b> Explication about homework and the links seen at class where sent it along with the picture-word of the song's lyric.</p> <p><b>8. Art work:</b> drawing puzzles about fruits</p>	<p><b>1. Linguistic:</b> "itsi bitsi sipider" "down came the rain" "out"</p> <p><b>2. Extra linguistic:</b> Kids were imitating and making the gestures following the instructor signs and movements.</p> <p><b>3. Linguistic:</b> some of the learners where repeating "itsi bitsi spider"</p> <p><b>4. Extra linguistic:</b> some of the pupils were quiet and with the hands down. The teachers walked around the class and among the students and hold their hands showing how to make the body movement and by pointing to her face she showed the gestures.</p> <p><b>5. Linguist:</b> Students pronounced different types of song by the listening to the video "apple" Yummy" "Tummy" "Oh right"</p> <p><b>6. Extra linguistic:</b> Students were following and imitating the teacher's gesture while she was singing. "hands in their mouths" "hands in their hips"</p> <p><b>7. Linguistic:</b> What fruit do you like? I like apples, I like oranges...</p> <p><b>8. Extra linguistic:</b> kids' smiling</p> <p>9. Linguistic: students suddenly spoke the phrase: "I like hamburgers"</p>	<p><b>1.</b> Kids were very exciting about the class and also they participated with enthusiasm when they listened and performance the song, they immediately act out and followed teacher's instructions.</p> <p><b>2.</b> Students were so excited to be in the lab and also because their interests such as TV theme songs and characters were in their English Class. Students showed readiness towards singing and loved to move their bodies</p> <p><b>3.</b> Students showed they knew the song and also tried to show it off to their classmates how confidence they have with English language.</p> <p><b>4.</b> The stillness shown by some students could be because they rather to pay attention and also because</p> <p><b>5.</b> This easy subject bring students closer to the curriculum.</p> <p><b>6.</b> In front of mirrors students learnt the gesture song: I like fruits.</p>	<p><b>1. "Gesture song project":</b> this warm up activity is another and new warm up song to be introduced with gestures technique. In the auditorium the video was presented and the kids repeating the gestures and the lyrics.</p> <p><b>2. "Motivation by subject":</b> Students loved the song chosen by the teacher since the song meet their desires of express feelings and desires</p> <p><b>3. "Motivation by materials design":</b> Students loved playing and watching videos with sesame English since they belong to their infant context.</p> <p><b>4. "ICTs interaction":</b> Students interacted with the CD room of Sesame English about the topic of the song: fruits. Students collaborated each other in learning and playing in pairs.</p> <p><b>5. "Parent-School Collaboration"</b> A note about the song chosen for the gesture song presentation was written in the students' notebook by them, so parents could know what song and where to look for it. This is the start of a bridge between parents and school.</p>	<p><b>1.</b> The teacher chose a very slow warm up song and it was necessary to slow down to make the students realized the meaning of the song.</p> <p><b>2.</b> Students found easy this chosen song since he rhythm is slower and the lyrics are less complicated than the song they chose.</p> <p><b>3.</b> To appropriate students to activities by showing and making physical contact as well visual improves student's interaction with the activities</p> <p><b>4.</b> Let students to enjoy and participate by directing activities help to calm down hyperactive kids.</p> <p><b>5.</b> Explaining to learners how to do their homework improves school-parent communication.</p> <p><b>6.</b> Students felt relief when they saw part of the activities pasted in their notebook for homework, so they could finish the activities seen in the lab.</p> <p><b>7.</b> Students were using the phrases of the " I like" song to communicate at class</p>

Annex 17 Field Notes 9

INSTITUTION: Prado Veraniego Elementary School

DATE: May 17th. TIME: 9:25. to 11:15 a.m.

PRACTITIONER: Claudia Patricia Moros Martinez

ADVISOR (A): Fanny Abella

CLASSROOM: 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Presentation rehearsal:</b> practicing and getting ready for the presentation</p> <p><b>2. Making the presentation:</b> singing the gesture song in a school presentation</p> <p><b>3. Building Puzzles with parents:</b> students-parents activity</p> <p><b>4. Self and co-evaluation:</b> comments about the presentation</p> <p><b>5. Homework tips:</b> activities to review the song topic and to prepare for the evaluation for the next class</p>	<p><b>1. Linguistic:</b> "I like..." students sang the song several times</p> <p><b>2. Extra linguistic:</b> "pointing to the classmate dress up as a fruit", rotating arms, moving hands" "pointing finger to their chest"</p> <p><b>3. Linguistic:</b> "Good morning" "How are you" "I see..." Lyrics of the song...by all the students of second grade</p> <p><b>4. Extra linguistic:</b> Gestures of the song very well performed, some of the students covered their faces as shyness to the public, some of them were whispering.</p> <p><b>5. Linguistic:</b> "I like apples" "I Like bananas" "I like watermelons" "I like strawberries..." "</p> <p><b>6. Linguist:</b> Students pronounced different types of song by the listening to the video "apple" Yummy" "Tummy" "Oh right"</p> <p><b>7. Extra linguistic:</b> Students were following and imitating the teacher's gesture while she was singing. "hands in their mouths" "hands in their hips"</p> <p><b>8. Linguistic:</b> What fruit do you like? I like apples, I like oranges...</p> <p><b>9. Extra linguistic:</b> kids' smiling</p> <p><b>10. Extra linguistic:</b> Students were holding hands while questions were asked and they were nervous, some of them</p>	<p><b>1.</b> Students preparing for the presentation and practicing their gesture song.</p> <p><b>2.</b> Presenting the gestures song to their parents and teachers as showing their oral production in English.</p> <p><b>3.</b> At end of the presentation parents and students constructed the puzzles they created as a parent-school collaboration enrolment and support</p> <p><b>4.</b> Students proved their fairness and successful they conquer the presentation.</p> <p><b>5.</b> Students evaluated along with the teacher their performance and team work during the presentation as well as the teacher's role in the activity.</p> <p><b>6.</b> The teacher gave tips for the homework and announced an evaluation regarding to the topic of the presentation</p>	<p><b>1. "Gesture song project":</b> staging the gesture to demonstrate oral production in English</p> <p><b>4. "ICTs interaction":</b> Students profited of the video beam to watch the video in order to practice also during the presentation as a guide and ambiance.</p> <p><b>6. "Student-Student Collaboration":</b> Helping each other to remember the lyrics, behaving in a proper way for a group activity.</p> <p><b>7. "Parent-School Collaboration":</b> parent's attendance to the presentation of the gesture song and participating actively in the puzzle construction activity.</p> <p><b>8. Teaching materials:</b> The material given to the students to study for the next class as a review for the evaluation</p>	<p><b>1.</b> Students were prepares with their costumes, however there were three kids that their parents did not send them with their fruit clothing. All students participated.</p> <p><b>2.</b> The instructor looked over the homework, puzzles and costumes before the presentation as a requirement to pass to the stage.</p> <p><b>3.</b> The presentation was a success, students sang perfectly the gesture song about the fruits and the gestures were synchronized with the singing. After the</p> <p><b>4.</b> Parents and students collaborated each other sending almost 90% percent of the students with their respective profession's costumes also by assemble the puzzle.</p> <p><b>5.</b> At the end of the presentation the teacher congratulated both parts students and parents and announced the evaluation.</p>

Annex 41 Lesson plan 12, Annex 18-20.

Annex 18-20: Pictures





**Annex 21: Field Notes 10**

**INSTITUTION:** Prado Veraniego Elementary School

**DATE:** May 23rd. **TIME:** 9:25. to 11:15 a.m.

**PRACTITIONER:** Claudia Patricia Moros Martinez

**ADVISOR (A):** Fanny Abella

**CLASSROOM:** 202. (English)

ACTIVITY (Description)	TEXTUAL MARKER (Linguistic and extralinguistic)	ANALYSIS (Meaning and sense)	INTERPRETACIÓN (Categorización)	COMMENTS AND PROPOSALS
<p><b>1. Evaluation: written test</b></p> <p><b>2. Introducing new subject:</b> wild animals and farm animals</p> <p><b>3. Homework tips:</b> the instructor gives information about the next gesture song and some links to acquire the song.</p>	<p><b>1. Linguistic:</b> the teacher gave the instructions for the quiz orally and they follow commands such as: "Color" "Circle" suing different colors</p> <p><b>2. Extra linguistic:</b> the teacher makes the gestures and body movements that involve the meaning of the instructions and the students repeated as well.</p> <p><b>3. Linguistic:</b> many of the kids came to ask to the instructor about words and instructions mucho of them refer to the name of the profession in English such as "vegetables?" "Fruits?"</p> <p><b>4. Extra linguistic:</b> During the evaluation students "Tried to look over their shoulder" "Students pointed to the teacher"</p>	<p><b>1.</b> Recognizes by oral and written instructions subjects seen such as family, body parts, colors, days of the week and the topic of the song.</p> <p><b>2.</b> The instructor decided to choose this time the topic of the song and proposed a song which learners where ready to undertake. The teacher choses the topic to meet curriculum demands.</p> <p><b>3.</b> During the evaluation, the teacher also took advantage of the tension to improve oral and listening discrimination as well as followed commands in English.</p> <p><b>4.</b> In the homework, tips are included a note telling to parents where to find the song and the links for the parents find the song.</p>	<p><b>1. "Gesture song project"</b> Choosing the gesture song for the next presentation under teacher's criteria. The evaluation is designed to evaluate how much information and memory they have of the song performed and if students could recall the name and phrases, questions and answers inherent of the song.</p> <p><b>2. "Motivation by materials design":</b> In the written test was taking into account the learning and aids advantages that brings with this kind of evaluation and also it was designed for the kids learn at the same time.</p> <p><b>3. "Parent-School Collaboration"</b> Once again the idea is to build a bridge between these messages and student's guardians. These notes are bilingual in Spanish and English and pasted on their notebooks.</p> <p><b>4. Using the gesture song as a scaffolding:</b> In order to meet the curriculum demands, the gesture song phrases are transmitted to other subject.</p>	<p><b>1.</b> Learners were very alert about the exam and they performed very well in the gesture song evaluation, however in the general questionnaire they had difficulties followed that kind of instructions.</p> <p><b>2.</b> it is important to denote the crucial role of an evaluation but also how the design of such test do not frustrate students motivation but also to test their learning.</p> <p><b>3.</b> The evaluation has the aid of using all of the activities the students played and interact in the CD room. They knew what to do .</p> <p><b>4.</b> Parents are informed about the new subject and the links to interact at home. Kids where</p> <p><b>5.</b> Students could use the phrase I like to now use it with the topic of animals.</p>

**Annex 24 LESSON PLAN No.1**  
**(According to Time Schedule per class (Annexes 1 and the semester time table)**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

TEACHER'S NAME: Claudia Patricia Moros Martínez  
DATE: February 23/24 2012  
GRADE: First grade 202-201  
TOPIC: Vocabulary review  
TIME: 120 minutes  
GOAL: To review subjects and choose the theme song for the bimestrial presentation

**ACHIEVEMENT INDICATORS**

1. Recognizes subjects seen in classes before.
2. Chooses a theme song for a public presentation.
3. Participates in the lab and auditorium activities by being a member of a team, respecting turns and

**GRAMMAR**

**KEY VOCABULARY:** Sentence Verb I like, sentence verb to be: I am. Professions, Food, Seasons, I like, I have, TV theme kids songs, and popular pop songs

**MATERIALS**

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes.

***First hour in the classroom***

**ENGLISH CLASS AT MULTIMEDIA LAB**



**1. WARM UP: TIME: 5 MINUTES**

1. Greetings
2. If you are happy and you know it (Richmond Publishing, 2006)



**2. INTRODUCTION TIME: 5 MINUTES**

The teacher will be giving a little orientation of the subjects and links related to the activities also she will be guiding all the students in their processes.



**3. WATCHING AND LISTENING VIDEOS**

**ACTIVITY TIME: 45 MINUTES**

The kids will be watching the videos the watched at past classes and also they will watch new videos in order to choose they will present for the project.

Links:

Past classes:

1. . <http://www.youtube.com/watch?v=JBXauplJHr8>
2. . [http://www.youtube.com/watch?v=cFWm1sUCD\\_g](http://www.youtube.com/watch?v=cFWm1sUCD_g)
3. . <http://www.youtube.com/watch?v=ppxKj8ZZ3gQ>
4. . <http://www.youtube.com/watch?v=MXbFK5ITBFs>
5. . <http://www.youtube.com/watch?v=KC-8AvunL8Y>
6. . [http://www.youtube.com/watch?v=UaqISEs\\_uj0](http://www.youtube.com/watch?v=UaqISEs_uj0)

**Ideas for choosing the song:**

Season songs by groups  
I like...healthy food  
Professions  
Pop songs where express myself and verbs  
TV theme kids songs  
Daily Routines (Richmond Publishing CD)  
Animals (Richmond Publishing CD) Old MacDonald  
School Affairs (Richmond Publishing CD)  
Clothes and Family (Past classes videos 2-

**Pop songs:**

**Katy Perry - Hot N Cold**

<http://www.youtube.com/watch?v=kTHNpusq654&feature=related>



Cause you're hot then you're cold  
You're yes then you're no  
You're in then you're out  
You're up then you're down  
You're wrong when it's right  
It's black and it's white  
We fight, we break up  
We kiss, we make up  
(you) You don't really want to stay, no  
(but you) But you don't really want to go-o  
You're hot then you're cold  
You're yes then you're no  
You're in then you're out  
You're up then you're down

**Selena Gomez - Magic (Subtitulos en Español)**

<http://www.youtube.com/watch?v=YFwPjurzOLA>

Oh, oh, oh  
It's magic, you know  
Never believe it's not so  
It's magic, you know  
Never believe, it's not so

Never been awake  
Never seen a day break  
Leaning on my pillow in the morning  
Lazy day in bed  
Music in my head  
Crazy music playing in the morning ... light

Oh, oh, oh  
It's magic, you know  
Never believe it's not so  
It's magic, you know  
Never believe, it's not so  
It's magic, you know  
Never believe it's not so

**Selena Gomez & The Scene - I promise You Lyrics English & Spanish(HD)**

<http://www.youtube.com/watch?v=XP1srsPD1DY>

"I Promise You"

I know that my love for you is real  
It's something true that we do  
Just something natural that I feel  
When you walk in the room, when you're near  
I feel my heart skip a beat  
The whole world disappears  
And there's just you and me  
Falling head over feet  
Let's take a chance together

*[Chorus:]*

I know *[4x]*  
We gonna make it  
'Cause no one else can make me feel  
The way that you do  
I promise you  
I know *[4x]*  
We gonna get there  
Today tomorrow and forever  
We will stay true  
I promise you

They say that we're just too young  
To know  
But I'm sure heart and soul  
That I am never letting you go  
When it's right it's right  
And this is it  
'Cause I'm walking on air  
Every single time that we kiss  
You make the angels sing  
You give that songbird wings  
You make everything better

*[Chorus]*

I'll never let you down  
I'll always hear you out  
There is nothing you cannot confide  
You listen when I speak  
You make my knees go weak  
And I just want you by my side

*[Chorus]*

We gonna make it  
I promise you  
Yeah, yeah, yeah  
I promise you [3x]

#### **KID' SONGS TV THEME**

**Phineas & Ferb theme song "Today is gonna be a great day"**

[http://www.youtube.com/watch?v=92E\\_MthWUfY](http://www.youtube.com/watch?v=92E_MthWUfY)

There's 104 days of summer vacation  
And school comes along just to end it  
So the annual problem for our generation  
Is finding a good way to spend it

Like maybe...  
Building a rocket  
Or fighting a mummy  
Or climbing up the Eiffel Tower

Discovering something that doesn't exist (Hey! )  
Or giving a monkey a shower  
Surfing tidal waves  
Creating nanobots  
Or locating Frankenstein's brain (It's over here! )

Finding a dodo bird  
Painting a continent  
Or driving your sister insane (Phineas! )

As you can see  
There's a whole lot of stuff to do  
Before school starts this fall (Come on Perry)

So stick with us 'cause Phineas and Ferb  
Are gonna do it all  
So stick with us 'cause Phineas and Ferb are  
Gonna do it all!  
(Mom! Phineas and Ferb are making a title sequence! )



#### **4. CONTROLLED PRACTICE: ACTIVITY IN GROUP.**

#### **GAME: "FIND THE TITLE"**

**TIME: 5 MINUTES**

In groups of 2 the kids will have to find the name of the video they choose and the author, then write it down in their notebooks

#### **SECOND HOUR OF THE CLASS**

*In the auditorium:*

**CONTINUE WITH VIDEOS:** *We will finish watching the videos and do some mimic in front of the mirrors*



#### **5. SPEAKING (PRESENTATION)**

We will all decide what song by groups of girls and boys.



#### **6. HISTRIONIC INSTRUCCIONS**

The teacher will sing songs for actions and instructions for histrionic and body language exercises in English, such as:

Gong to the left  
Going to the right  
Up  
Down  
Etc.

Song: "If you are happy and you know it"

**TIME: 15 MINUTES**



**5. HOMEWORK (HINTS) TIME: 5 MINUTES**

Bring cardboard of any color, and copy the link of the chosen song for listening at home

Link:

**REFERENCIES**

- 
- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- Sesame English CD ROOM
- Magic English Disney DVD

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**TRAINING TEACHER'S SIGNATURE SCHOOL**

**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 101**

**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 102**

**LESSON PLAN No.2**  
**(According to Time Schedule per class (Annexes 1 and the semester time table))**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

TEACHER'S NAME: Claudia Patricia Moros Martínez  
DATE: March 1/6 2012  
GRADE: First grade 202-201  
TOPIC: Vocabulary review  
TIME: 120 minutes

GOAL: To learn the song choose and their topics by interacting with computers and art work

### ACHIEVEMENT INDICATORS

1. Recognizes subjects seen in classes before such as
2. Describes subjects by learning a song
3. Participates in the lab and auditorium activities by being a member of a team, respecting turns and

### GRAMMAR

### KEY VOCABULARY: MATERIALS

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes, card paper, kebab sticks.

### *First hour in the classroom*

### ENGLISH CLASS AT MULTIMEDIA LAB



### 1. WARM UP: TIME: 5 MINUTES

### Song if you are happy and you know it



### 2. INTRODUCTION TIME: 5 MINUTES

The teacher will be giving a little orientation of the subjects and links related to the activities also she will be guiding all the students in their processes.



### 3. LISTENING AND READING ACTIVITY TIME:

This activity goes toward learning the vocabulary of the song by activities in the computer lab.

### Class 202

### Activity 1

Introducing and using the web site:

<http://learnenglishkids.britishcouncil.org/en/>

Jobs activities:

1. Job mixer: <http://learnenglishkids.britishcouncil.org/en/fun-games/job-mixer>
2. Jobs: Find the pair: <http://learnenglishkids.britishcouncil.org/en/language-games/find-the-pairs/jobs>

### Class 201

The boys chose the song from the opening theme in the TV show Phineas and Ferb. The girls chose the song "Magic" of Selena Gomez. Lyrics will be handed to the students in English and Spanish for them to practice at home with a cyber-link or DVD that has been left for them to copy. See annexes 2-3

### Activity 1

Since they chose songs with long lyrics we dedicate this song to start learning the lyrics and also to understand the meaning

The dynamic of the class is going to be boys and girls working separately while the girls listen to the video the boys work in a vocabulary activity and vice versa

### Activity 2

Boys by groups draw in their card papers the different activities the song presented. Girls will build a magic wand with their black card paper.

### SECOND HOUR OF THE CLASS

*In the auditorium: For both classrooms*



### 6. HISTRIONIC INSTRUCCIONES

TIME: 30 MS

The teacher will sing songs for actions and instructions for histrionic and body language exercises in English, such as:

- Gong to the left
- Going to the right
- Up
- Down
- Etc.

Song: the song we are going to present

**Class 202  
Activity 2**

Time 15 min

1. In the auditorium kids will be having the lyric of the song they chose on the screen with the video and the reading with pictures document the teacher designed for them and their song chosen

The whole class previously chose the song called "People Song" from the link: <http://www.youtube.com/watch?v=JBXauplJHr8>

**Song:** People song: the lyric of this song was arranged with several graphics related to their TV shows to promote motivation and make the vocabulary more fun. See annex 1



**CHOOSING PROFESSION**

TIME: 30 MINUTS

Each one of the kids will submit a card board paper with their name on it and the profession they have chosen

**SHAPES OVER CARD PAPER:**



**Annex 1  
Homework (Tarea)**

1. **Online games:** Ir a internet y jugar los siguientes links:  
Jobs activities:

**5. HOMEWORK (HINTS) TIME: 5 MINUTES**

- Explore the web page: <http://learnenglishkids.britishcouncil.org/en/>
- Learn the lyrics
- Boys: Bring finished their drawings
- Girls: Bring the magic wands color with glitter and gold
- All bring black bard board

**REFERENCIES**

- 
- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- Sesame English CD ROOM
- Magic English Disney DVD
- **Resources**

<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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**TRAINING TEACHER 'S SIGNATURE SCHOOL**

**OBSERVATIONS**

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**SCHOOL TEACHER 'S SIGNATURE 101**

**OBSERVATIONS**

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**SCHOOL TEACHER 'S SIGNATURE 102**

- a. Job mixer: <http://learnenglishkids.britishcouncil.org/en/fun-games/job-mixer>
- b. Jobs: Find the pair: <http://learnenglishkids.britishcouncil.org/en/language-games/find-the-pairs/jobs>

2. Learn the song: Aprender la letra de la canción:  
PEOPLE SONG



I see  a pilot  flying through the



air

I see  a firefighter  Fighting





fires

I see  a barber  Cutting



people's hair

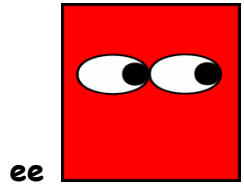
© NL shop \* www.ClipartID.com/88237

I see  a car mechanic 



changing tires

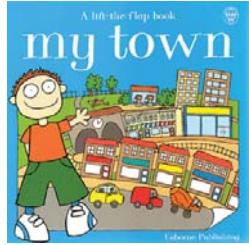




ee the people



in my



town

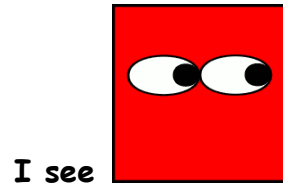


And I said

hey brother



was going down



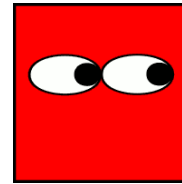
I see a postman



with



the mail



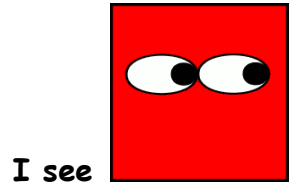
I see a policeman



putting

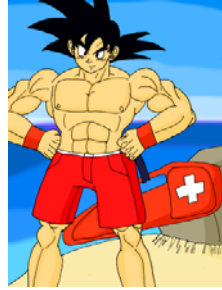


folk in jail



I see

a lifeguard

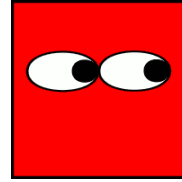


at the



swimming pool

I see

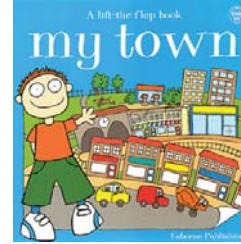


the people



in

my



town



I see

the teachers



in the local

schools



And I said



was going down



hey brother







Doctors



and nurses

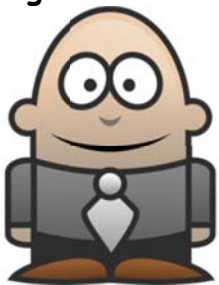


astronauts



Judges

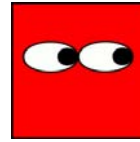
lawyers



in the courts



I see



an actor



acting



on the stage



I see



a writer



writing

on a page





I see a chef



working in a



restaurant

© Can Stock Photo - esp805371

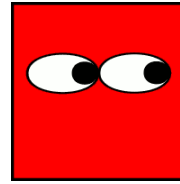


And a waiter

asking



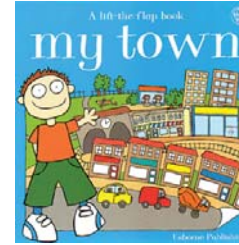
what you need



I see the people



in



my town



And I said

hey brother



was going down



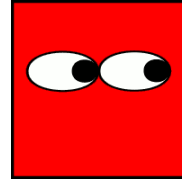


Doctors



and nurses

I see



the people

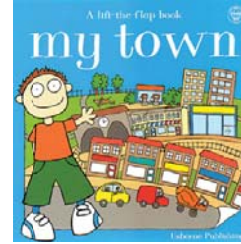


in



astronauts

my



town



And I said

hey brother

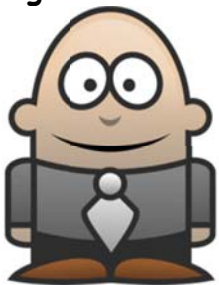


was going down



Judges

lawyers



in the courts





If you're like me and looking for  
of you want to see me in your  
picture, or if they want you,  
to see or watch the picture again,  
put up a red flag!

10

And I said

hey brother



was going down



### LESSON PLAN No.3

(According to Time Schedule per class (Annexes 1 and the semester time table)

#### PRADO VERANIEGO SCHOOL - MORNING SHIFT

TEACHER'S NAME: Claudia Patricia Moros Martínez

DATE: March 8/9 2012

GRADE: First grade 202-201

TOPIC: Jobs and school instructions

TIME: 120 minutes

GOAL: To learn the song choose and their topics by interacting with computers and art work

#### ACHIEVEMENT INDICATORS

1. Recognizes jobs by the picture and its name
2. Describes subjects by learning a song
3. Participates in the lab and auditorium activities by being a member of a team, respecting turns and

#### GRAMMAR

#### KEY VOCABULARY: MATERIALS

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes, card paper, kebab sticks.

#### IN THE CLASSROOM



#### 1. WARM UP:

TIME: 5 MINUTES

- Greetings and the date by Doggie the puppet
- Song: If you are happy and you know it

#### *Instructions before going to the lab:*

With the help of flash cards and gesticulations the teacher will give instructions about how to proceed in the class today such as: Take your notebook, pencil case and folder. Let's go to the lab. Please Listen, Please Silence...

#### ENGLISH CLASS AT MULTIMEDIA LAB



#### 2. INTRODUCTION

TIME: 5 MINUTES

The teacher will be giving a little orientation of the subjects and links related to the activities also she will be guiding all the students in their processes.



#### 3. LISTENING AND READING ACTIVITY TIME:

This activity goes toward learning the vocabulary of the song by activities in the computer lab.

#### Class 202 (Thursday)

##### Activity 1

Jobs activities review

1. Job mixer: <http://learnenglishkids.britishcouncil.org/en/fun-games/job-mixer>

2. Jobs: Find the pair: <http://learnenglishkids.britishcouncil.org/en/language-games/find-the-pairs/jobs>

##### Activity 2

##### Word activity:

[Using the lyrics complete and find the pair. See annex 1](#)

#### Class 201 (Friday)

##### Activity 1 Power Point Presentation by song with it's vocabulary

Talk about last homework

<http://learnenglishkids.britishcouncil.org/en/>

##### Activity 2

Match Pair and Complete for vocabulary of the songs. See annex 2

Magic: <http://www.youtube.com/watch?v=ouwgNWAE6sI>

Phineas and Ferb: <http://www.youtube.com/watch?v=nzi9LjwQnHE>

## SECOND HOUR OF THE CLASS

*In the auditorium: For both classrooms*



### 6. HISTRIONIC INSTRUCCIONS

TIME: 30 MS

#### Activity with both groups

The teacher will sing songs for actions and instructions for histrionic and body language exercises in English, such as:

Going to the left  
Going to the right  
Up  
Down  
Etc.

Song: the song we are going to present

#### Activity 2 with both classes

In the auditorium kids will be having the lyric of the song they chose on the screen with the video and the reading with pictures document the teacher designed for them and their song chosen

Students will be practicing with the videos and the music the lyrics and the movements



### 5. HOMEWORK (HINTS) TIME: 5 MINUTES

#### REFERENCIES

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- Sesame English CD ROOM
- Magic English Disney DVD
- Explore the web page: <http://learnenglishkids.britishcouncil.org/en/>

- Resources

<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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TRAINING TEACHER 'S SIGNATURE SCHOOL

OBSERVATIONS

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SCHOOL TEACHER 'S SIGNATURE 201

OBSERVATIONS

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SCHOOL TEACHER 'S SIGNATURE 202

- Learn the lyrics

## LESSON PLAN No.4

(According to Time Schedule per class (Annexes 1 and the semester time table)

### PRADO VERANIEGO SCHOOL - MORNING SHIFT

TEACHER'S NAME: Claudia Patricia Moros Martínez

DATE: March 15/16 2012

GRADE: First grade 202-201

TOPIC: Jobs, school instructions, TO BE and actions

TIME: 120 minutes

GOAL: To learn the song choose and their topics by interacting with computers and art work

### ACHIEVEMENT INDICATORS

1. Recognizes jobs by the picture and its name
2. Describes subjects by learning a song
3. Participates in the lab and auditorium activities by being a member of a team, respecting turns and

### GRAMMAR

### KEY VOCABULARY: MATERIALS

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes, card paper, kebab sticks.

### IN THE CLASSROOM



#### 1. WARM UP:

TIME: 5 MINUTES

- Greetings and Date by Doggie the puppet
- If you are happy and you know it gesticulated

Instructions before going to the lab:

With the help of flash cards and gesticulations the teacher will give instructions about how to proceed in the class today such as: Take your notebook, pencil case and folder. Let's go to the lab. Please Listen, Please Silence...I AM, BE GOOD!

### CLASS 202

Identifying jobs chosen by the students: The teacher will be calling the students and he will be answering I AM...and the profession.

## ENGLISH CLASS AT MULTIMEDIA LAB



#### 2. INTRODUCTION

TIME: 5 MINUTES

The teacher will be giving a little orientation of the subjects and links related to the activities also she will be guiding all the students in their processes.

**The dynamic of the class:** it is to give enough contexts to interact with the students around jobs vocabulary, instructions and actions.



#### 3. LISTENING AND READING ACTIVITY

TIME:

This activity goes toward learning the vocabulary of the song by activities in the computer lab.

### Class 202

The class will be divided in two: One group will be watching a presentation and doing a puzzle about jobs meanwhile the other group will be playing a game about jobs in the computer.

#### Activity 1

##### Power Point presentation: Jobs

One group of students will be watching the power point presentation about jobs (See annexes) which it uses the same pictures of the song.

Meanwhile: The other group will be playing the online game about jobs:

Quiz – Jobs: <http://learnenglishkids.britishcouncil.org/en/play-with-friends/quiz-jobs>

#### Activity 2 (it can be continued in the auditorium)

##### Making a puzzle

- a. **Flash Cards about Jobs:** using the same images of the pictured song kids will be reviewing the name of the jobs.
- b. **Making a Puzzle:** In pairs the kids will be cutting out the flash cards in order to make a puzzle with the profession. Then they have to make the puzzle.

### Class 201

#### Activity 1:

Talk about the online games given as homework and continue with the POWER POINT PRESENTATIONS this time switching boys in the computer.

Girls will be watching Magic Power Point Presentation

**Activity 2**

The boys will be using Google translator as a tool to write and listen in English the lyric of the song and also to improve computer skills

**SECOND HOUR OF THE CLASS**

*In the auditorium: For both classrooms*



**FOR CLASS 202: Finish the puzzle and**

**6. HISTRIONIC SONG**

**TIME: 30 MS**

**Activity 1 with both groups**

The teacher will sing songs for actions and instructions for histrionic and body language exercises in English, such as:

- Gong to the left
- Going to the right
- Up
- Down
- Etc.

Song: the song we are going to present

**FOR CLASS 201**

**Activity 1 Crafts**

The boys group will be working in exchange and making the puzzles they did not finish last class. Meanwhile the girls practice their song Magic. Then the girls will be working in their magic wands and making stars with the black card paper.

**Activity 2**

In the auditorium kids will be having the lyric of the song they chose on the screen with the video and the reading with pictures document the teacher designed for them and their song chosen

Students will be practicing with the videos and the music the lyrics and the movements



**5. HOMEWORK (HINTS) TIME: 5 MINUTES**

- Explore the web pages seen in class
- Learn the lyrics by practicing
- Do the activity suggested in the notebooks

**REFERENCIES**

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- **Online Resources**

<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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**TRAINING TEACHER ´S SIGNATURE SCHOOL**

**OBSERVATIONS**

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**SCHOOL TEACHER ´S SIGNATURE 201**

**OBSERVATIONS**

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**SCHOOL TEACHER ´S SIGNATURE 202**



## LESSON PLAN No.5

(According to Time Schedule per class (Annexes 1 and the semester time table)

### PRADO VERANIEGO SCHOOL - MORNING SHIFT

TEACHER'S NAME: Claudia Patricia Moros Martínez

DATE: March 22/23 2012

GRADE: First grade 202-201

TOPIC: English oral production through singing and play puzzles

TIME: 120 minutes

GOAL: To learn the song choose and their topics by interacting with multimedia and games

### ACHIEVEMENT INDICATORS

1. Recognizes who is it, and what does he do? Jobs
2. Describes subjects by learning a song
3. Participates in the lab and auditorium activities by being a member of a team, respecting turns and

### GRAMMAR

### KEY VOCABULARY: MATERIALS

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes, card paper, kebab sticks.

### IN THE CLASSROOM



#### 1. WARM UP:

TIME: 5 MINUTES

- Greetings and Date by Doggie the puppet
- If you are happy and you know it gesticulated

Instructions before going to the lab:

The teacher will write down the profession each student will represent for the next presentation of the song "people" about jobs and its purpose.

### CLASS 202

Identifying jobs chosen by the students: The teacher will be calling the students and he will be answering I AM...and the profession.

### ENGLISH CLASS AT MULTIMEDIA LAB



#### 2. INTRODUCTION

TIME: 5 MINUTES

**The dynamic of the class:** giving enough context to interact with the students about jobs vocabulary, instructions and actions. The teacher will introduce the questions what? And who? By using who is doing what job and what does he do?



#### 3. LISTENING AND READING ACTIVITY TIME: 30m

This activity goes toward learning the lyric of the song by the questions who? and What?

### Class 202

#### Guessing game

#### Activity 1

Using a power point presentation about jobs kids will be reviewing the lyric of the song and learning Wh's questions. The teacher will divide the group in boys and girls and boys and they will compete for who will answer the questions better.

Questions: "Who is it?" "What does it do?"

#### Activity 2 (it can be continued in the auditorium)

#### Playing with puzzles:

The teacher will make kids conformed groups by matching numbers then they have to do the puzzles their classmates made.

### Class 201: 30 minutes and then switch activities

#### Activity

**Kids will be watching the power point presentation of the song they chose**

Learning the lyrics by answering the questions: what do they do? And Who ?

#### Activity 2

Girls will be finishing their puzzle and boys will be playing with theirs as well

### SECOND HOUR OF THE CLASS

*In the auditorium: For both classrooms*



**FOR CLASS 202: Finish the puzzle and**

**6. HISTRIONIC SONG**

**TIME: 45 MS**

**Activity 1 with both groups time 5 minuts**

The teacher will sing songs for actions and instructions for histrionic and body language exercises in English, such as:

- Gong to the left
- Going to the right
- Up
- Down
- Etc.

Kids will be practicing the lyrics and the movements along with the song with the aid of the video which it is going to be projected on the wall.

**FOR CLASS 201**

**Activity 2  
BOY AND GIRLS**

In the auditorium kids will be having the lyric of the song they chose on the screen with the video and the reading with pictures document the teacher designed for them and their song chosen  
Students will be practicing with the videos and the music the lyrics and the movements



**5. HOMEWORK (HINTS) TIME: 5 MINUTES**

Class 202

**HOMEWORK:** Tarea

1. Venir disfrazado de: \_\_\_\_\_
2. El próximo **Jueves MARZO 29** se presentará la canción PEOPLE SONG a las 10: 30 am están todos cordialmente invitados. Lugar: Auditorio Prado Veraniego.
3. **Learn the song:** Repasar la canción todos los días.

4. **Puzzle:** Para los niños que no han hecho su rompecabezas(En un ¼ de cartulina dibujar y colorear la profesión que va a representar y luego formar un rompecabezas) último plazo Marzo 29.
5. **Activity:** realizar la actividad propuesta. Mirar Anexo 1

Class 201

**HOMEWORK:** Tarea

1. Las niñas vendrán de vestido con la varita mágica y los chicos disfrazados de Phineas or Ferb
2. El próximo Viernes **MARZO 30** se presentará las canciones a las 10: 30 am están todos cordialmente invitados. Lugar: Auditorio Prado Veraniego.
3. **Learn the song:** Repasar la canción todos los días.
4. **Puzzle:** Para los niños que no han hecho su rompecabezas (En un ¼ de cartulina dibujar y colorear el dibujo que escogieron y luego formar un rompecabezas) último plazo Marzo 30.
5. **Activity:** Realizar la actividad propuesta. See Anexe 2

**REFERENCIES**

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- **Online Resources**  
<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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**TRAINING TEACHER 'S SIGNATURE SCHOOL**

**OBSERVATIONS**  
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**SCHOOL TEACHER 'S SIGNATURE 201**

**OBSERVATIONS**  
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**SCHOOL TEACHER 'S SIGNATURE 202**  
**LESSON PLAN No.6**  
**(According to Time Schedule per class (Annexes 1 and the semester time table)**

## PRADO VERANIEGO SCHOOL - MORNING SHIFT

TEACHER'S NAME: Claudia Patricia Moros Martínez  
DATE: March 29/30 2012  
GRADE: First grade 202-201  
TOPIC: English oral production through singing and play puzzles  
TIME: 120 minutes  
GOAL: To present a gesticulatory song

### ACHIEVEMENT INDICATORS

1. Recognizes with their bodies by gestures the song chanted
2. Describes subjects by kinesics
3. Participates in presentation of a gesticulatory song in English as part of a group

### GRAMMAR

### KEY VOCABULARY: MATERIALS

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes, card paper, kebab sticks.

### IN THE CLASSROOM



#### 1. WARM UP:

TIME: 5 MINUTES

The teacher will sing the song "if you are happy and you know it" to cool off the nervous.

### ENGLISH CLASS AT MULTIMEDIA LAB



#### 2. HOMEWORK (HINTS) TIME: 15 MINUTES

The teacher will give the homework assignment for the holy week. See annex 1

Instructions before going to the presentation

TIME 25 MINUTS



The teacher will give final instructions before the presentation and they will do a last time rehearsal, all the kids will be dressed up according to the song

## SECOND HOUR OF THE CLASS

*In the auditorium: For both classrooms*



### 3. HISTRIONIC SONG

TIME: 30 MS

Kids will be presented their gesticulatory song twice with a big screen behind them in the auditorium and on the tables their puzzles and drawings will be displayed.

### 4. SELFEVALUATION

The students will be comment their performance and the achievement of the task as well as their classmates and the will give an evaluation and suggestions to the teacher.

### REFERENCIES

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- **Online Resources**

<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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TRAINING TEACHER'S SIGNATURE SCHOOL

OBSERVATIONS

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SCHOOL TEACHER'S SIGNATURE 201

OBSERVATIONS

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SCHOOL TEACHER'S SIGNATURE 202

**LESSON PLAN No.6**  
**(According to Time Schedule per class (Annexes 1 and the semester time table)**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

TEACHER'S NAME: Claudia Patricia Moros Martínez  
DATE: March 29/30 2012  
GRADE: First grade 202-201  
TOPIC: English oral production through singing and play puzzles  
TIME: 120 minutes  
GOAL: To present a gesticulatory song

**ACHIEVEMENT INDICATORS**

1. Recognizes with their bodies by gestures the song chanted
2. Describes subjects by kinesics
3. Participates in presentation of a gesticulatory song in English as part of a group

**GRAMMAR**

**KEY VOCABULARY: MATERIALS**

Photocopies color pencils, markers, computers, sing along, video, clothes, paper shapes, card paper, kebab sticks.

**IN THE CLASSROOM**



**1. WARM UP:**

**TIME: 5 MINUTES**

The teacher will sing the song "if you are happy and you know it" to cool off the nervous.

**ENGLISH CLASS AT MULTIMEDIA LAB**



**2. HOMEWORK (HINTS) TIME: 15 MINUTES**

The teacher will give the homework assignment for the holy week. See annex 1

Instructions before going to the presentation

**TIME 25 MINUTS**



The teacher will give final instructions before the presentation and they will do a last time rehearsal, all the kids will be dressed up according to the song

**SECOND HOUR OF THE CLASS**

***In the auditorium: For both classrooms***



**3. HISTRIONIC SONG**

**TIME: 30 MS**

Kids will be presented their gesticulatory song twice with a big screen behind them in the auditorium and on the tables their puzzles and drawings will be displayed.

**4. SELFEVALUATION**

The students will be comment their performance and the achievement of the task as well as their classmates and the will give an evaluation and suggestions to the teacher.

**REFERENCIES**

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- **Online Resources**

<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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**TRAINING TEACHER'S SIGNATURE SCHOOL**

**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 201**

**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 202**

**LESSON PLAN No.8**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

TEACHER'S NAME: Claudia Patricia Moros Martínez  
DATE: April 18/19 of 2012  
GRADE: First grade 202-201  
TOPIC: English oral production through singing and puzzle crafts  
TIME: 120 minutes  
GOAL: Expressing likes

**ACHIEVEMENT INDICATORS**

1. Review of vocabulary by using it in sentences expressing likes
2. Participates in an evaluation about the subjects seen and the song of the presentation
3. Using computers games as an scaffolding of learning

**GRAMMAR:** Sentences in first person and expressions of likes

**KEY VOCABULARY: MATERIALS**

Photocopies color pencils, markers, computers, video, clothes, paper shapes, and card paper.

**IN THE CLASSROOM**



**1. WARM UP: TIME: 5 MINUTES**

The teacher will sing the song: itsy bitsy spider

**ENGLISH CLASS AT MULTIMEDIA**



We will be playing games about I like fruits introducing the video:

<http://learnenglishkids.britishcouncil.org/en/kids-news/fruit>

**LAB TIME: 30 MS**

The teacher will give instructions about the online games:

1. Review of vocabulary by learning it with: ABC fruit band  
<http://learnenglishkids.britishcouncil.org/en/songs/the-abc-fruity-band>
2. Find the pair fruit with: matching pairs fruit  
<http://learnenglishkids.britishcouncil.org/en/language-games/find-the-pairs/fruit>
3. Spell the fruits with: Hangman fruit  
<http://learnenglishkids.britishcouncil.org/en/language-games/hangman/fruit>
4. Read and select: Paint the words fruit and vegetables  
<http://learnenglishkids.britishcouncil.org/en/language-games/paint-the-words/fruit-and-vegetables>

**SECOND HOUR OF THE CLASS**



1. Gesticulatory song: Fruit song (Lyrics see Anex 1)
2. Creating a Puzzle:

Los niños dibujaran las frutas mostradas en el libro Larousse English Picture



Dictionary.



**3. HOMEWORK (HINTS) TIME: 15 MINUTES**

See annex 1

**REFERENCES**

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- **Online Resources**

<http://learnenglishkids.britishcouncil.org/en/parents/learning-resources>

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**TRAINING TEACHER'S SIGNATURE SCHOOL**

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**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 201**

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**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 202**

**LESSON PLAN No.10**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

TEACHER'S NAME: Claudia Patricia Moros Martínez

DATE: May 3/4 of 2012

GRADE: First grade 202/201

TOPIC: English oral production through a multimedia cd-room and histrionic song

TIME: 120 minutes

GOAL: Expressing likes and food

**ACHIEVEMENT INDICATORS**

1. Review of vocabulary by using it in sentences expressing likes with food and fruits.
2. Participates in a group activity by making a puzzle and singing a histrionic song.
3. Using videos and computers games related to food as a scaffolding of learning.

**GRAMMAR:** Sentences in first person and expressions of likes and dislikes

**KEY VOCABULARY: MATERIALS**

Photocopies color pencils, markers, computers, video, clothes, paper shapes, and card paper.

**IN THE CLASSROOM**



**1. WARM UP:**

**TIME: 5 MINUTES**

The teacher will sing the song: itsy bitsy spider

**ENGLISH CLASS AT MULTIMEDIA**



We will be watching and doing activities related to the video:

SESAME ENGLISH: FOOD AND EATING-2: Cooking with Jake

**TIME: 10M**

**LAB**

**TIME: 30 MS**

The teacher will show a video

The teacher will give instructions about the multimedia game activities with SESAME ENGLISH Food and eating

1. Puzzle: 10. Let's find the eggs
2. Coloring: 10. I like...I do not like
3. Maze: 11 I want a sandwich
4. Vocabulary: 12 According to the video (see annex 1)

**SECOND HOUR OF THE CLASS**



**4. Gesticulatory song: Fruit song**

**5. Creating a Puzzle:**

Los niños dibujaran las frutas mostradas en el libro Larousse English Picture



Dictionary.



**6. HOMEWORK (HINTS) TIME: 15 MINUTES**

See annex 1

**REFERENCIAS**

- Richmond Publishing. (2006). I can. Florida, USA: Richmond Publishing.
- **Multimedia resources:** Sesame English CD ROOM AND DVD food and eating. OCEANO MULTIMEDIA 2004

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**TRAINING TEACHER'S SIGNATURE SCHOOL**

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**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 201**

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**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 202**

**LESSON PLAN No.13**

**PRADO VERANIEGO SCHOOL - MORNING SHIFT**

TEACHER'S NAME: Claudia Patricia Moros Martínez

DATE: May 23-24 of 2012

GRADE: First grade 202/201

TOPIC: Evaluation of the gesture song and introducing Animals

TIME: 120 minutes

GOAL: Expressing likes

**ACHIEVEMENT INDICATORS**

- 1. Expresses likes and dislikes through an evaluation.
- 2. Challenging themselves through an evaluation
- 3. Learning through an evaluation

**GRAMMAR:** Sentences in first person and expressions of likes

**KEY VOCABULARY: MATERIALS**

Photocopies color pencils, markers.

**IN THE CLASSROOM**



**1. WARM UP:**

**TIME: 5 MINUTES**

The teacher will organize the classroom and review homework.

**IN THE CLASSROOM: EVALUATION:**



The teacher will organize the classroom for a written evaluation.

Teacher will give specific instructions in English and Spanish about the test which will include activities and questions regarding to what they saw in class. While the go over the My name is....and the date...they will have to show the know it and it will be grade it. Also they will have to write what they like and don't.

**SECOND HOUR OF THE CLASS: AUDITORIOUM**



**Onomatopoeic Animal sounds:**

The teacher will imitate an animal farm and will sing the song Old Mac Donald had a farm.

**Video about animals by Sesame English**



**7. HOMEWORK (HINTS) TIME: 15 MINUTES**

See annex 1

**REFERENCES**

- <http://learnenglishkids.britishcouncil.org/en/>
- **Multimedia resources:** Sesame English CD ROOM AND DVD food and eating. OCEANO MULTIMEDIA 2004

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**TRAINING TEACHER'S SIGNATURE SCHOOL**

**OBSERVATIONS**

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**SCHOOL TEACHER'S SIGNATURE 201**

**OBSERVATIONS**

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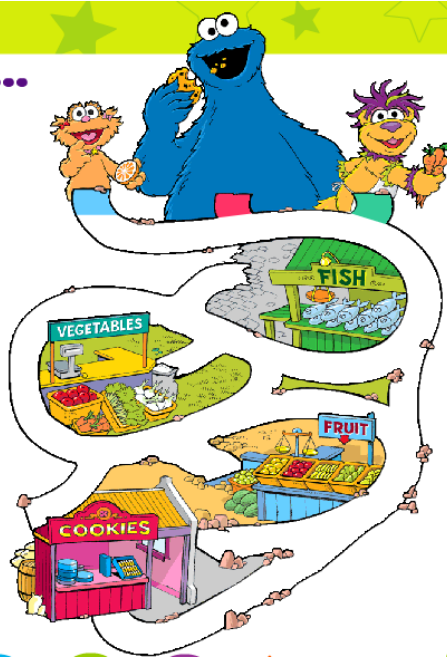
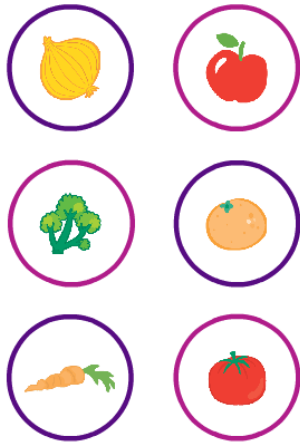
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**SCHOOL TEACHER'S SIGNATURE 202**

Evaluation:  
MY NAME IS \_\_\_\_\_

DATE \_\_\_\_\_

My favorite food is...



What do you like?

I like \_\_\_\_\_









I don't Like \_\_\_\_\_

► Instructions



orange	banana	apple
pear	pea	bean
carrot	pineapple	watermelon
potato	grape	strawberry

MATCH

orange	pineapple		kiwi
			strawberry
		peach	
pear	grapes	watermelon	

I'm hungry!



I'm thirsty!



What do you want?

I want a \_\_\_\_\_


I don't want a \_\_\_\_\_



**HOMEWORK:** Tarea

- Activities:** Ayudate con un diccionario ingles-español para las siguientes actividades:

**Where is...?**



lion

bird

monkey

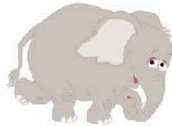
elephant

crocodile

snake

**What is your favorite wild animal?**

I like \_\_\_\_\_  
I don't like \_\_\_\_\_











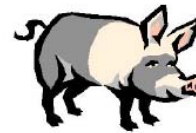
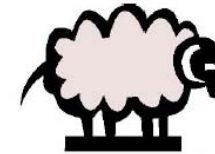

zebra lion crocodile squirrel elephant turtle tiger

- Online games:** para resolver la siguiente actividad deb ir a los siguientes links: Encuentra los nombres de los animals.

- <http://learnenglishkids.britishcouncil.org/en/songs/oldmacdonald-had-farm>
- <http://learnenglishkids.britishcouncil.org/en/languagegames/wordsearch/old-macdonald>

**What is your favorite animal farm?**

I love \_\_\_\_\_  
I like \_\_\_\_\_



- Now match the animal noises to the animals!



woc

ogd

udkc



peehs



- Now choose an animal and complete the verse:

Old Macdonald had a farm, ee-eye, ee eye oh! And on that farm he had a \_\_\_\_\_,  
ee-eye, ee eye oh! With a \_\_\_\_\_ here and a \_\_\_\_\_  
there, Here a \_\_\_\_\_, there a \_\_\_\_\_, Everywhere a \_\_\_\_\_, Old  
Macdonald had a farm, ee-eye, ee eye oh!

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