

Design and implementation of a didactic sequence to foster oral skills in English
as a foreign language intended for 5th grade students at La Buitrera School, José María
García de Toledo venue

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MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The use of English has reassured its importance due to globalization. However, learners are not aware how useful it is in our daily lives. Our educational systems develop programs to give English a space in the curricula to let students know about the relevance of English not only to get a better job, travel or leave the country, but to know other cultures, ways of thinking and different perspectives towards the world.

The present research paper contains a background review about the teaching of English in Colombia, in public schools and specifically at the elementary stage. Concepts like oral skills, communicative approach and task based learning are the theoretical foundation, and the implementation of a didactic sequence in a language class with 5th grade students of a school located in Cali, Colombia, was designed as a strategy to promote in students the use of English focused on oral skills through the development of activities organized in 3 moments: start, development and closure, which allow students to talk about topics from different subjects matching them with the English requirements in the curriculum.

This demonstrated a positive impact on students because they had the opportunity to interact in a learning space outside the traditional classroom and that motivated them to learn in a meaningful and applicable way. We can also highlight a learning for teachers based on their teaching and evaluation strategies in line with current generations and the challenges they must face. This sequence opens the doors to new ones, gives continuity to strategies based on active pedagogy and teachers who

are not "specialists" in the area of English can understand and apply this and other sequences in order to promote meaningful learning in students.

Key words: Foreign language teaching, oral skills, didactic sequence, communicative approach, action research.

INTRODUCTION

We are living in a globalized world; the internet opened a door to a new world we did not expect. English as a foreign and second language has gained so much importance that knowing English nowadays is a must. Students are exposed to the use of English in the classroom, and it is to be expected they will come across it anytime in their lifetime. In Colombia English is taught as a foreign language, and that makes the learning process more demanding for teachers and learners due to our monolingual context and the lack of opportunities to practice English outside the classroom. Therefore, teachers are challenged to create settings inside language classes to allow students to get closer to the aim of learning English.

At public schools in Colombia, the most difficult task for language teachers is to encourage students to get into another language, another code, enjoy it and then communicate their ideas and at the same time deal with the lack of teacher training in language learning strategies, to develop in elementary school students with barely one or two hours a week, the skills they need to meet the international requirements it is supposed they should cover according to the standards of “Colombia bilingüe” a program the Colombian government has developed to promote English among students so they can reach the goals proposed in the Common European Framework of Reference for Languages (CEFR).

This research project was developed under a qualitative approach followed by a proposal for a didactic sequence whose objective is to foster oral skills in 5th grade elementary students of a public institution in Cali. Its implementation can be evidenced

through a journey through the conceptual, theoretical and methodological chapters that describe each step taken during the development of the research project.

1. PROBLEM STATEMENT

Students learn English in environments in which learning English is perceived as something out of their reach, meaningless, unreachable, and they generally do not build their life projects around the proficiency in English, they perceive it as another subject. That is the reason why a didactic sequence was proposed as a strategy to give students the opportunity to see English in another role in their academic life so that it can lead them to consider English as an opportunity to enjoy different cultures and meet the requirements English has as a subject in the school curriculum.

Students have only 2 hours to develop the 4 communication skills (speaking, writing, listening and reading), however, due to the difficulties of time, space and resources, only reading and writing are addressed more constantly. The school context in which students develop is an environment where learning a foreign language is perceived as something very distant, unattainable, that is not within students' projections, and that is only a complementary and obligatory area. Therefore, it is necessary to consider the objective of promoting the practice of oral skills in English through a didactic sequence as a strategy to achieve it.

1.1 Research question

In the search of meeting the needs students have towards the learning of a foreign language in the school and the current perceptions they have of English language is important to find out how to foster oral skills in English as a foreign language in students of 5th grade in an elementary public school in Cali?

2. OBJECTIVES

2.1 General objective

Implement a didactic sequence to foster oral skills in English as a foreign language intended for students of 5th grade at Institución Educativa La Buitrera, José María García de Toledo venue.

2.2 Specific objectives

- Develop the use of oral skills in English through motivating activities close to their context.
- Design and implement the activities for the didactic sequence as a teaching and learning strategy.

3. JUSTIFICATION

The process of learning and teaching English as a foreign language in Colombia is not receiving the importance it should, especially in elementary schools in which this process should start in the best way because kids should learn a second language in the very early stages of their learning process due to the way their brains work, the earlier you learn, the easier to develop your skills; kids also have and get skills such as memorization, listening, creativity, critical thinking; skills that later will help them with their personal, cognitive and social development. We have to take advantage of the early stages to learn and keep the motivation, the astonishment and the imagination adolescent and young adults lose.

The elementary school students need to have a clear structure of what the language is in terms of communication so they can continue their process when they reach secondary school where the teachers will be more demanding in all aspects of English. Also, they have to face Pruebas Saber (a test proposed by the government) and they can achieve their goal by getting bases to get to this point.

Teaching English in Colombia should become a public policy in which its importance and its applicability will be real, therefore, investment and money support is urgent so schools can be strengthened. However, this research is focused on how teaching practice should recognize the context in which students will develop their skills, help them to overcome their difficulties in terms of communication in a foreign language as a short term goal to shorten the gap between public school's students and the ones with better teaching and learning conditions. The activities proposed are meant to take

small steps to reach this goal, to start developing in students their communicative competence through classroom interaction, to take advantage of the time despite the difficulties in frequency.

It is urgent, then, the constant revision of the context students come from, the different sources they can get input from. We should acknowledge English is not an area to be afraid of but a subject student can learn everyday due to the integration of areas in the topic studied. Oral skills must be promoted inside language classrooms.

Context

The challenge started from the moment I chose to study the present master's degree without being a language teacher, however I had a great motivation towards learning the theoretical foundations, methodological approaches and didactic strategies, assessment tools and everything related to the teaching and learning process of English as a foreign language to be applied in public elementary schools, where students have a few chances to emphasize in this area due to the policies in Colombia related to elementary schools where home teachers are the ones in charge of all the subjects, including English. At that time the panorama seemed to be perfect in the pursuit of generating pedagogical scenarios with the purpose of motivating students in the learning of English within a monolingual context and where they give greater importance (and more class periods) to the learning of other areas. Due to their context, a monolingual, rural public school; teachers, parents and students see it as a complex and difficult task to learn a foreign language, feel it as an obligation and do not see it as an opportunity to improve academic, personal and working conditions in the future.

Students should widen their views towards learning English so they can match them with the current globalized world in which it is no longer illiterate for those who do not know how to read or write, but who do not speak a foreign language.

Institucion Educativa la Buitrera

La Buitrera is a rural town located in the southern part of the city of Cali on the eastern side of the Cordillera Occidental, surrounded by the basins of the Lili and Meléndez rivers. The predominant socioeconomic stratum is 2, which represents 51.15 %; stratum 1 corresponds to 45.55 %, while 3.31 % belongs to stratum 3 (Colombia has a 6-degree strata classification; 1 corresponds to the poorest population and 6 to the richest). The population is heterogeneous and comes from the departments of Cauca, Huila, Nariño, Chocó, Putumayo and Quindío.

La Institución Educativa La Buitrera was created as a result of the application of Law 715 of 2001, after the merger of several educational centers. It is a public institution, created according to Resolution 1756 of September 2002, emanated from the Secretaría Departamental de Educación. It offers comprehensive and inclusive education at the pre-school, elementary, secondary and technical secondary levels in an agreement with SENA, with formal education by cycles, for young and young adult people. It has 5 branches, José María García de Toledo located at kilometer 3 in the sector El Plan is the school where the pedagogical intervention was carried out. La Buitrera Educational Institution is part of the Active School model with a social constructivist orientation, this academic approach allows students to promote the development of communication skills and the construction of their own learning.

It has 64 teachers, 4 administrative teachers, the principal and 3 coordinators. Regarding the parents of the institution, it should be mentioned that some are displaced from rural territories around Colombia due to the war, with little schooling, a low percentage with secondary or high school education. Some of them are farm workers, gardeners, caretakers, drivers, mechanics or domestic workers.

PIER Institución Educativa La Buitrera

This is the name of the PROYECTO EDUCATIVO INSTITUCIONAL RURAL, a fundamental document that describes how the educational development of children, adolescents and adults in the educational community should be addressed. All of them, as active actors, formed according to the 'Mision and Vision', as sensitive, responsible, respectful people and, above all, as citizens committed to the environment, society, the differences -gender, race, sexual, social democratic values- and sustainable development. This is based on flexible pedagogies and the "Social Constructivist Model", in a rural context. It leads to the awakening of sensitivity and understanding of the needs for better trained teachers demanded by the communities in La Buitrera. The geographical location of the institution also demands to offer an emphasis on citizen training twinned with the environment and the high basins of the rivers Lili and Meléndez.

The PIER takes effect from Resolution No. 1762 of September 3, 2002, issued by the Secretaria de Educación Departamental (SED) and was structured between 2003 and 2004. Article 21 establishes specific objectives for basic education in the primary and secondary cycle, the following related to the present research: In primary: -

The acquisition of conversation and reading elements in at least one foreign language.
(P. 66 PIER) - Basic secondary: - Understanding and the ability to express oneself in a foreign language.

José María García de Toledo

It is located at kilometer 3, it is the main headquarters and it is the closest to the urban perimeter. It has approximately 550 students from preschool to 11th grade in high school. The schedules are divided into two: the morning is for pre and elementary school and the afternoon is for secondary and high school. Each grade has a group of approximately 25 to 32 students.

5th grade primary school

There are 26 students, 14 girls and 12 boys, aged between 9 and 11. Most of the students have been studying there since kindergarten. The group is characterized, in general, by showing commitment, a good discipline and a good school environment, where coexistence and disposition are key to develop any pedagogical projects. In terms of social and cultural features, the students come from families with economic and social difficulties, they are from strata 1 and 2. Some of the boys have grown up in the town but being close to the urban perimeter, adopt customs of the city of Cali (dress codes, fashions, use of accessories, musical tastes, way of expressing themselves, among other social aspects).

It should be noted that for different reasons they have had little approach to the learning of a foreign language specifically with English. They have a basic knowledge of

the language, especially vocabulary, but they lack the communicative competence, their level in terms of proficiency is low, they do not relate these learnings with their context and do not use them within a communicative environment. They sometimes feel motivated and want to continue their learning process for different reasons: to be able to communicate with people who speak other languages, travel and learn from other cultures and achieve better opportunities.

4. LITERATURE REVIEW/ THEORETICAL FRAMEWORK

4.1 Literature review

Teaching English as a foreign language in monolingual schools is a challenge that might end up in teaching a language because of a school requirement; you give that language the same status other subjects like Science or Math have. However, in public school contexts, that status is not enough to get the students' attention towards the importance of English, then you realize teaching a foreign language is not only a matter of grades, but the skills students need to communicate their ideas, the opportunity to meet new cultures and show them a code different from the one they have been using since they were born.

It is for this reason that this type of study becomes important as students can have the opportunity to open spaces in which they can develop their communication skills in English through didactic strategies that integrate other areas of knowledge of their interest.

Therefore, the literature related to teaching and learning English in public schools in Colombia will be reviewed in order to highlight the importance given to English as a foreign language in this type of context along with the policies that regulate this process in Colombia emphasizing research carried out in and for rural schools, ending with the review of studies that highlight the importance of the integration of areas as a teaching strategy, particularly in Colombia, since in primary schools a single teacher has been in charge of a group in general. As a result, the teacher opts for a project work strategy,

integration of areas and application of didactic sequences to achieve meaningful learning objectives.

“ESL is not a remedial program but a program designed to enhance and develop individuals’ linguistic skills, cognitive skills and content area knowledge”. (Carrasquillo, 2013, p. 6) English as a Second Language has been the subject of meetings and researches of many professors and professionals who in the search for improvement of language programs, create, design and develop teaching strategies that can be addressed to many people who want to learn and have the opportunity to improve their levels in specific areas such as fluency, linguistic and grammatical patterns, syntactical construction abilities, among others.

The EF English Proficiency Index (EF EPI) attempts to rank countries by the equity of English language skills amongst those adults who took the EF test. The EF SET is an adaptive online English test that determines the applicant’s reading and listening skills. It is a standardized test, with objective score, designed to classify the language skills of those tested in one of the six levels established by the Common European Framework of Reference (CEFR). Colombia is ranked # 81 out of 116 countries and regions and # 17 out of 20 countries in Latin America. These statistics might lead us to think that English in Colombia is not having a good time. Despite this, the perception from teachers, students and parents is that English has been improving due to the access to technology and the internet.

The efforts the government of Colombia has been making to give English the status that matches with today’s needs can be reflected in official documents such as

the Constitución Política of 1991 and the Ley General de Educación of 1994. In 2004, the National Bilingual Program was established, for which language and educational policies emphasize the development of English as a language to be promoted.

According to the Ministry of Education, the primary purpose of the National Bilingual Program is to ensure that citizens are able to communicate in English fluently.

Consequently, the Common European Framework of Reference for Languages (CEFR) has been adopted as a reference for language learning, teaching and evaluation in the education sector. It cannot be denied that there have been programs to improve the learning of a foreign language in the country, but we still do not have the results we expect since it depends on the current administration and there is no continuation of the programs and most of them pay more attention to high school.

Teaching English as a foreign language in most rural elementary public schools in Colombia is a very difficult task due to the lack of language teachers, minimum resources to develop strategies, and a lack of accurate environments for teaching and learning a second language. It's like being launched into an unpredictable adventure and still have to meet the school's requirements. The EFL in public primary schools is in charge of the homeroom teacher who does not necessarily have a level of English to teach; or has the training to do it. The state invests little in projects for rural primary schools. The budget is very centralized in secondary and high schools and depends on current administrations. But Colombia is not the only country in this situation, as shown by a study carried out in Bangladesh. "Unfortunately the curriculum is not applied accurately especially in the rural areas. However, most of the students of the rural

primary schools are unable to attain the primary English language competencies due to prevailing challenges in our education system.” (Milon, 2016, p.3).

Regarding the international works related to the development of didactic sequences in EFL in primary schools, Antonio Duran Fernandez (2008), student of the 14 Autonomous University of Madrid, proposed a curriculum design known as "Modelo de unidad didáctica y estrategias de aprendizaje para la enseñanza del inglés a través de contenidos"; with the aim of designing a didactic unit for primary school children, starting from the contextual cognitive paradigm, following the communicative approach by tasks and through content. In this unit, it can be seen that the objectives are defined in terms of capabilities and values and constitute the purposes of learning and the contents and procedures are seen as the means used to achieve these objectives.

In addition, the author devotes a section to learning strategies, based on finding ways to rework conceptual maps already proposed in a general way by delving into various areas of knowledge. The author concludes that the students showed a change in the assimilation of the meaning of the task concept and a significant advance in the acquisition of the language through the task-based approach, even though they could not complete the implementation of such a proposed unit.

In Colombia, Daniela Alarcón, Brian Angulo, Claudia Caro, and Edwin Garzón (2014), students of the Faculty of Education of Universidad Libre in Bogota, developed a "Curricular Proposal for the Integration of English into Science". The objective was to make a change in the curriculum of the Instituto Educativo Industrial Francisco José de Caldas, where it was proposed to integrate the teaching of English with the area of

science, as an entry to bilingualism. The authors drew up this proposed curriculum for a year and a half, during their teaching practice. The proposal was focused on the third, fourth and fifth graders in the primary school. The basic standards of science, English and citizenship competencies established by the Ministry of National Education were taken into consideration. To begin with, by means of observations, the authors identified that the educational institution did not have a program for the area of science in English to justify the process of bilingualism. In addition to observations, data collection tools included interviews and surveys of students, teachers, school administrators, and parents about the process of bilingualism and the feasibility of integrating English teaching in the area of science. Based on the results, the authors designed a curricular proposal, divided into three parts: contextualization of the science as a subject, the competences for each grade of schooling related to the pillars of education: “Saber, Hacer y Ser”. In a second phase, these competencies are integrated to enhance and develop the communication skills of students in English. Finally, the authors validate their curricular proposal with the collaboration of professionals in the area of science, leave open the possibility for future research in the field and suggest changes or transformations to the proposal already designed.

Also Eliza Fernanda Duque, student of foreign language teaching degree from Universidad del Valle (2017) developed a didactic sequence based on the need to implement the communicative approach in the teaching of English in other areas of knowledge, in this case, from the subject of science, using strategies, activities, tasks or projects that enable students in 4th grade to develop oral skills in EFL in the private school Jose Maria Claret carrying out the diagnostic and planning exercise, focused on

three pedagogical components: planning, immersion and pedagogical tools. The fourth grade was chosen taking into account the age of the students, which ranges from 9 to 10 years old because at that age children have already developed basic linguistic concepts in their mother tongue. Therefore, the author proposed a learning environment that strengthened their acquisition processes so that the four foreign language skills were developed in parallel, although in this degree work emphasis was placed on the development of oral skills.

The present work deals with the question of how to foster oral skills in 5th graders in primary school in rural areas, which makes it a challenge.

4.2 Theoretical framework

The importance of learning English has been argued for by many researchers in applying techniques and strategies in language classes. For Cook (2008):

... a particular country, or indeed a particular individual, may decide to learn a second language for a purpose outside their own society, whether to do business with other countries, to gain access to a scientific literature or to a cultural heritage, or to be able to work in other countries (p.106).

It's important to follow a curriculum to guide our teaching practice in the classrooms and also to match the requirements the English language currently has in Colombia in the educational fields; to do so, language teachers can find a guide in the Derechos Básicos de Aprendizaje (DBA), tools presented as a curriculum created with the aim of strengthening the teaching and learning processes of this language in the

country's schools. This is the first framework used with the objective of promoting oral skills.

When reviewing different language teaching theories and thinking in the context this study is being carried out, communicative language teaching emerges as an answer to integrate what most of the curricula in elementary schools proposed that might be more focused on the grammar competence and the proposal of giving communicative competence the role of encouraging learners to express their ideas beyond the accuracy of grammar.

Communication is a key when looking for assessing students' outputs in terms of oral production. Richards (2006) states that communicative competence includes the following aspects of language knowledge:

- knowing how to use language for a range of different purpose and functions
- knowing how to vary our use of language according to the settings and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)
- knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies)

Among the first linguists to develop and build a model of communicative competence that could be applied by language teachers and course designers to teaching and assessment were Canale and Swain (1980), who added strategic competence (i.e. the ability to compensate for problems and deficits in communication and various types of planning) to the linguistic competence and sociolinguistic competence Hymes (1972) had proposed; however 'linguistic competence' was referred as 'grammatical competence'. A few years later Canale (1983) added discourse competence (the ability to produce and interpret language beyond the sentence level) to this model. Therefore, this model recognizes the context, the limitations and the communication strategies the learner has while learning a foreign language.

For successful communication, students require more than the formal ability to present well and a range of formulaic expressions. Successful communication is context dependent and therefore embedded in its particular discourse community (Bizzell, 1989).

As Halliday (1978) explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter". A daily encounter in learners' mother tongue that is expected to happen somehow in an EFL class (p. 169).

In an EFL class, we expect students to speak English and it is believed that by knowing grammar and vocabulary that can be done, the act of speaking. Bygate (1987) makes a distinction between knowledge about a language and skill in using it by presenting the following analogy:

... What knowledge does a car driver need? Clearly he or she needs to know the names of the controls, where they are; what they do and how they are operated (you move the pedals with your feet, not with your hands). However, the driver also needs the skill to be able to use the controls to guide the car along a road without hitting the various objects that tend to get in the way; you have to be able to do this at a normal speed (you can fail your driving test in Britain for driving too slowly or hesitantly); you have to drive smoothly and without getting too close to any dangerous obstacles. And it is not enough to drive in a straight line: the driver also has to be able to manage the variations in road conditions safely.

(p.3)

He explains:

In a way, the job we do when we speak is similar. We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt them to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path (Bygate, 1987, p.3).

Then, the context in which the act of speaking occurs is the one who guides how we produce our sentences and how we adapt to the circumstances.

To develop communicative competence in EFL, interaction plays a major role. According to Angelo (1993), classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching: create an active learning environment; focus attention; connect knowledge; help students

organize their knowledge; provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty-student and student-student interaction and communication; and help students to productively manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning (p. 22).

However, researchers state that practicing oral skills is more beneficial when it happens in peers or small groups rather than just interacting with the teacher during the whole class. Open discussion in cooperative groups can make clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006). Furthermore, learners do not have to rely on the teacher to be their only interlocutor and source of language input (Nunan, 1992). It is possible for peers to provide language models and to interact with each other (Erten, 2000). Peers act as natural interlocutors resulting in the availability of a much greater variety of models with whom to practice (Long and Porter, 1984). Peers are often more aware than teachers of understanding (Gillies, 2006). In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice (Ur, 1996, Altay and Ozturk, 2004). Collaborative work often exerts a beneficial effect on task performance (Storch, 2001). Therefore, it can be concluded that interaction with peers facilitates language development.

We all have profound beliefs about how foreign languages or second languages are learned, beliefs that are based on our own experience as language learners and

teachers. It is well worth reviewing task-based learning as the approach that frames the practice of oral skills students developed during this research.

In their article entitled "Genre analysis applied to two textual patterns for an English for Specific Purposes course ESP", Tejada, Castellanos & Robayo (2017) define TBL as it was the approach used in the design of the resulting task of their study. The theoretical grounding comes from Ludescher (2003), whose work is based on Willis (1996), who defined a task as "a goal-oriented activity with a clear purpose". Thus, TBL guides the learner to the accomplishment of an outcome that can be appreciated by other[s] (Ludescher, 2003).

Skehan (1998), drawing on a number of other writers, puts forward five key characteristics of a task:

- Meaning is primary.
- Learners are not given other people's meaning to regurgitate.
- There is some sort of relationship to comparable real-world activities.
- Task completion has some priority.
- The assessment of the task is in terms of outcome (p. 35).

Nunan (2004) defines a pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to

stand alone as a communicative act in its own right with a beginning, a middle and an end.

He also states that task-based language teaching has strengthened the following principles and practices:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside (p.4).

In order to fulfill the tasks meant to reach the objective of fostering oral skills a didactic sequence was proposed. A didactic sequence is a group of learning activities set in a specific order which takes into account the student's progress. The didactic sequence starts with an initial production; it is followed by a series of workshops, and ends up with a final production. The first text is essential as it highlights the students' difficulties but also their capacities and their potential (Schnewly & Bain, 1994, p. 90). Through the initial production, the teacher is able to see the students' previous knowledge. This first production or "pre-text", following Schnewly and Bain's (1994, p. 89) terminology, makes the students aware of their difficulties and helps the teacher

understand the linguistic or structural aspects that need to be worked on throughout the workshops. As Dolz (2009, pp. 11–12) has pointed out, one of the dangers of teaching is to focus exclusively on the contents of an established curriculum without adapting it to the students' actual needs and characteristics. With the initial production texts, on the contrary, the instructor is able to create and adapt the workshops of the DS according to the students' needs (Dolz, 1994, p. 31). The activities are based on the difficulties detected and are therefore seen by the students as meaningful. As Dolz and Schneuwly (2006) have shown, the notion of progress is essential in a didactic sequence since students become aware of their capacities and try to overcome their difficulties through the work done in the different sessions.

Children in different ways at different stages, as teachers we are witnesses of this variety and diversity, we can get evidence of this from the objective we proposed in every class. But it is also important the instruction and guide, the knowledge on how children learn, and what they usually enjoy as part the planning and designing what types of activities will be included on the of the didactic sequence.

When it comes to learning a foreign language, there is still a lot we do not know. There are many similarities between learning one's mother tongue and learning a foreign language in spite of the differences in age and the time available. So far nobody has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child's background. What is clear here is that most eight to ten-year olds will have some sort of language awareness

and readiness which they bring with them into the foreign language classroom (Scott, & Ytreberg, 1990, p.4).

They also refer to the limitations children have when speaking a foreign language. Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. Part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language (Scott & Ytreberg, 1990, p.33)

Altogether, the aim of this work is to integrate all the concepts presented in this section in the design of the activities to improve learners' oral skills.

5. METHODOLOGY

The methodology seeks to develop, define and systematize the set of techniques, methods and procedures that must be followed during the development of any research process. Therefore, based on the objectives set out in this project, a mixed approach can be determined since quantitative and qualitative elements will be used that seek to verify the hypothesis and in turn understand and deepen the study situation in an objective way. As well as the use of research instruments such as the survey and the interview.

To reach the objective of the present research project a qualitative research is proposed to analyze opinions, attitudes, behaviors and expectations of participants taking into account the inductive method, which makes broad generalizations, supported by specific observations, in this case the way a fifth grade group develops its oral skills in English. From the record of this evidence conclusions can be reached.

An exploratory descriptive type-action research was conducted. Descriptive with a design and narrative analysis that seeks to describe through the focus group the whole process of promoting active learning through communicative tasks as significant and motivating strategies to achieve the research objective and a intervention in the classroom through the design and implementation of a didactic sequence to demonstrate a learning from the creation of a scenario for the development of organized and sequenced activities.

5.1 Collection of information

The collection of information took place in 3 phases:

- **Situational description of the school year 2021**

To begin with, a characterization of the focused group was made from the beginning of 2021. Students were in 4th grade. A methodology of work at home originated by the pandemic declared worldwide because of Covid 19 (Decree No. 457 of March 22, 2020), therefore, students should receive classes and guidance remotely and virtually as institutions were not open. This situation happened from March 16, 2020 and in September 2021 the Municipal Education Secretary with the endorsement of the Ministry of Education gives the possibility of creating strategies for teachers and students to return to the classrooms gradually and alternately, therefore, the institution proposed face-to-face classes twice a week dividing the whole group into two subgroups and alternating with classes or virtual meetings every other day and managing the WhatsApp application to optimize communication with students and parents and sending instructions and activities to avoid crowds in a small space. All of the above is important to have as a base knowledge since during these two years the students were very affected in their learning process by not having an academic normality, full attendance without technological tools and connectivity for virtual classes. For the 2022 school year the Ministry of Education with the support of the Ministry of Health ordered the full attendance of all students every day, so students and teachers have already attended the institutions taking into account recommendations of biosecurity (face masks, distancing and handwashing).

- **Collection of information from surveys of teachers, students and parents**

On September, 2021 a characterization of the group is made again, in November a survey is made for students, their parents and teachers of different areas that work in the institution in order to know their interest, use and importance they give to English as a foreign language in their learning, in their education and in their classes, respectively.

Later in March 2022, a diagnostic activity was carried out with the students in order to identify their previous knowledge of the four communication skills and to focus the problem, a learning space is generated and as this is such a broad topic to address, activities are designed and implemented to know in which of the 4 skills the work would be framed, therefore the following activity was considered: The four seasons... but not those of Vivaldi...

LESSON PLAN

PRE-TEST

Topic:	Communicative skills
Target audience:	Elementary school. 5 th grade, 26 students 11 years old, Basic level, 2022, at a public school
Communicative student-centred objective(s):	<ul style="list-style-type: none"> · Identify previous knowledge. · Create a collaborative learning space.

Teacher-centred objective:	<ul style="list-style-type: none"> · Identify students 'communication skills. · Emphasize the communication skills that most need to improve.
Materials/Sources:	– Sound amplifier – Cell phone (audio, dictionary) – paper – markers.
Time:	1 Hour
<p>Warm Up: Students will be asked questions related to your interest in learning English. Brainstorming.</p>	
Description of Activities	Objectives
Students will be divided into 4 groups to go through each station where a high school student will be waiting to give directions for participation. At each station, learners will develop an activity related to communication skills.	<p>Generate a space for learning and participation.</p> <p>Develop each of the activities proposed in each station.</p>
<p>Station READING</p> <p>Read about Shakira's personal information and with the help of the partners, look up in a dictionary the meaning of the words in the chart.</p>	Use the physical or digital dictionary to give meaning and comprehension to reading.
<p>Station WRITING</p> <p>Write your own personal information.</p>	Write your personal information based on what you learned in class.
<p>Station LISTENING</p> <p>Listen to a person giving personal information. (Leonel Messi). Complete the chart.</p>	Answer some questions based on the information they heard in the audio.

<p>Station SPEAKING</p> <p>Interview your partner. In pairs, ask each other some questions.</p>	<p>Generate motivation in the student by pronouncing each of the questions to ask their classmates.</p>
<p>Close Up</p> <p>The activity will be analyzed through questions about their feelings and understanding.</p> <p>It will end with the song if you're happy and you will be thanked for your participation.</p>	

In the Reading station, the students faced a text with personal information in English of the singer Shakira (chosen as a world-renowned character), although the text was basic (see annex) the purpose of the activity was also to use the English - Spanish dictionary to look up for some unknown words for students and be able to understand what the meaning is. It was observed that some students led the activity and assigned those who should look in the dictionary, it took a long time because they did not know how to use it and they chose to look up the words, making use also of the cell phone belonging to an adult present in the activity, who was an observer. When they had new vocabulary they gave more meaning to the reading.

In the writing station, It was noted that when presenting their papers most of the students did not understand the instructions given since 17 of 23 participants in this activity wrote information about Shakira when the activity was called "about me" ,that is, they had to write personal information about them, 6 students did it in a very basic way and with few words referring only to their name, age and two of them to their favorite

food making use of both languages, some words written in English and others in Spanish.

Listening station. In this station the interest of the students was observed when they were very attentive to listen to correctly answer the questions that were made about the character, initially they could not grasp what character it was, but by listening to additional information, they were able to relate and understand most of the audio. Some students helped others understand.

Speaking station. Here the purpose was to interview each other asking questions of personal information, some were timid, some were afraid of not pronouncing well and some seemed not to understand. When they felt they were not understood, they ended up answering the question in Spanish and they showed a lot of insecurity in this ability.

When all the groups passed through the 4 stations the activity was finished, they were asked in general how they felt with the activity, specifically in which season they felt better or in which they felt with most doubts. From their comments written in the answer sheets of the activities it can be concluded that the skill in which they most need to work is speaking, being the area of English they feel some resistance to speak and communicate their ideas.

With the ability to improve already identified, a didactic sequence is proposed as a methodological strategy to develop oral skills in students from activities close to their context, with which they feel motivated.

6. ANALYSIS OF INFORMATION AND RESULTS

A stage was created in the classroom for the development of the activity by corner-stations, material was arranged for each station highlighted with each of the communication skills, there were 11th grade students doing social work guiding each incoming group of students. It started with questions like, is it important for you to learn English? Why? Would you like to learn another language? Why?

Four students participated who agreed that it was important to learn another language that would allow them to meet people from other countries and have opportunities to study and work. And among the languages they would like to learn they expressed that apart from English they wanted to learn French, Portuguese and Japanese. After this set of responses, the diagnostic pre-test was started with the purpose of knowing their previous knowledge in each of the communicative skills and according to the results emphasizing that skill in which the students need to improve.

The fifth grade group, consisting of 26 students, was divided into 4 subgroups of 6 students and two of 7, at this time it was raised as a mathematical problem and the possibility of integrating and giving functionality to the area of mathematics to academic proposals in English, which was also reflected in the didactic sequence. Each group was placed in a corner-station, in a skill, they listened to the instructions and, within the team, they began to develop the activity proposed there. It was given an approximate time of 8 minutes to perform the activity. Teamwork was observed, some led and were more interested than others.

How is English class approached in the Institución Educativa La Buitrera?

Organization of the Curriculum design according to the specialty offered by the Educational Institution

The Curriculum adopted includes areas and subjects, with their respective hourly intensity, degrees, levels and days; this is how Institución Educativa la Buitrera, with the endorsement of the academic council and the board of directors, carries out a review and adjustment to the curriculum in the year 2019. These plans contemplate generalities of the area and articulation with guidelines, standards, competencies, performance indicators, DBA, citizenship competences, curricular charts and reference matrices, among others. Resources for learning (content structures, performance skills, learning resources, among others) are immersed in area plans and classroom plans. In transition (the last of preschool levels), the approach to English as a foreign language is carried out through work as a communicative dimension in an integrated manner with other areas. In Grade 1st to Grade 5th, 2 class periods per week are given to the English class, in secondary school there are three hours per week and four class periods in high school.

Teaching practice is framed on the documents proposed by the National Ministry of Education (MEN): Basic competence standards, curriculum guidelines, DBA (Basic Learning Rights), which are contextualized according to the methodology of the institution in the curricula, the teacher fits it to a classroom plan usually in a weekly planning and carried out with the given group. It should be noted that in this part the

teacher has autonomy to design the teaching and evaluation strategies according to the needs and interests of the students.

DBA. Derechos Básicos de Aprendizaje

Grade 4th

DBA #3

Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas.

Módulo 1. Salud y vida. Cuido mi alimentación.

Funciones de la lengua: Dar y pedir información personal en inglés sobre hábitos

Alimenticios.

Grado 5. DBA #3

Intercambia información sobre hábitos, gustos y preferencias acerca de temas conocidos siguiendo modelos presentados por el docente.

DBA #4

Explica causas y consecuencias de una situación a través de oraciones simples de manera oral y escrita siguiendo un modelo establecido.

6.1 Didactic sequence

The didactic sequence is a very successful strategy intended to promote learning through activities ordered in several phases. To achieve the objective set out in the present research project, the implementation of a didactic sequence is proposed as a pedagogical strategy. "The sequences constitute an organization of learning activities that will be carried out with the students and for the students in order to create situations that allow them to develop a meaningful learning" (Díaz, 2013, p.1). The development of certain activities in an optimal environment for learning is allowed.

In a didactic sequence "Knowledge is situated because it is part and product of the activity, the context and the culture in which it is developed (...) The antithesis [of situated learning] is learning focused on memory content, repetitive, not very useful, of limited personal and social relevance, with rupture between theory and practice... (Díaz, 2012, p.15)

This type of strategy allows the teacher to select the type of learning students need to learn, as a result of a diagnostic activity, where the intervention and action of the teacher is necessary along with the active participation of the students, the space and time to favor the appropriation of knowledge and development of skills and different ways of production and appropriation of knowledge.

Below is the design of the didactic sequence proposed for fifth grade in José María García de Toledo school.

Name of the didactic sequence: Healthy food/habits	
School: Institución Educativa la Buitrera	School: José María García de Toledo
Location: Km.3 vía La Buitrera	City: Santiago de Cali
Instructor: Maribell Muñoz R.	State-country: Valle del Cauca - Colombia
Subject: English	Topic: healthy eating habits
Course: 5th grade	Length: 4 sessions (2 hours each)
<p>Description</p> <p>The aim of this didactic sequence is to let students foster oral skills in the classroom based on a specific topic: healthy food. It will be developed in three stages: the first stage will let students use their previous knowledge and diagnose their oral communication abilities. The second stage is meant for students to develop communicative activities as “the supermarket” to practice current and new topics integrating subjects such as science, social studies and mathematics. In the last stage, students must develop an activity to show their performance in the use of the oral skills during the activity “fruit salad”.</p>	
<p>Learning objectives:</p> <ul style="list-style-type: none"> ● to identify expressions and vocabulary in English related to healthy food ● to ask and answer questions about their eating habits ● to employ learned concepts and vocabulary in conversations in the classroom. 	
<p>Contents</p> <ul style="list-style-type: none"> ● fruits and vegetables vocabulary ● Expressions such as: I like, I don't like, much, many, to talk about food ● Cardinals Numbers 1-100 ● There is/there are ● Quantifiers: Countable/uncountable 	
<p>Estándares Básicos de Competencias (MEN)</p>	

- Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.
- Comprendo información personal proporcionada por mis compañeros y mi profesor.
- Asocio un dibujo con su descripción escrita.
- Deletreo palabras que me son conocidas.
- Puedo hablar de cantidades y contar objetos hasta mil.
- Busco oportunidades para usar lo que sé en inglés.
- Respondo preguntas sobre mis gustos y preferencias.

Teaching/learning materials

- video beam
- computer
- speakers
- mobile phones
- notebook
- pieces of paper
- masking tape
- fruits
- cooking tools
- fake money

Procedure description

Stage 1

The teacher will explain to students the purpose of the didactic sequence and how it will be developed and evaluated.

The teacher starts the lesson by asking students about their likes and dislikes when talking about food and makes a connection with a previous science class where they talked about the energy one can get through food and then asks them if they remember some vocabulary related to fruits and vegetables. After that, she gives them a worksheet so students can write

the names of some fruits and vegetables. The objective of this activity is to check previous knowledge. Finally, students will watch a video of Smile & Learn <https://youtu.be/46Cqm38MkQM> to check the answers of the previous activity. This activity will be used as a diagnosis.

Stage 2

Students will be able to apply some concepts and give some meaning to the previous vocabulary in a communicative activity called "let's go to the supermarket". It will let them practice expressions to talk about existence: 'there is/there are', to mean quantity: 'too much, too many, a few, a little', to count food: 'countable and uncountable nouns, cardinal numbers'. At this stage the students will be able to use their skills in social studies, science, math and arts.

Stage 3

Students will use what they have learned in context. They will use their own reality to interact with their partners through an activity in which they prepare a fruit salad. It will let them use the vocabulary and the structures they learned before in a communicative and meaningful scenario. They will be encouraged to use commands such as: wash your hands, grab some fruits, chop, mix, serve, etc.

Evaluation

Students will be evaluated during the performance of every activity, they will be monitored by the teacher and encouraged to use as much English as possible. Writing will be checked when necessary. The use of the expressions studied will be the focus. The teacher is taking note to give further feedback. Attitude will be monitored in order to check interaction. Communication will be effective when an answer is given.

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Las frutas en inglés. Smile and Learn. <https://youtu.be/46Cqm38MkQM>

6.2 Implementation, analysis and results of the didactic sequence

In order to achieve the objective “healthy eating” was chosen as a basic learning method, the purpose of each of the activities was explained to the group. The sequence was performed in 4 sessions of two hours each, within these sessions 3 phases were developed: beginning, development and closure. The phases were evaluated and a final session for the self-assessment of the sequence in general was made.

March 16th - 2022. 2:30 a 3:30 pm. To begin we greet in English, time and date are written on the board, students repeat the date after the teacher, then a little explanation on the use of ordinal numbers. The topic is introduced by asking students to remember about a previous science class in which they talked about how living things get energy, what kind of food provides us with energy, the food they use to eat at home, the food they don't like. Students should name a fruit as in a brainstorm (at first they named the fruit in Spanish, but they were encouraged to use English) the words were written on the board and they play “hangman” (a game where they had to pronounce and then write in English letter by letter the names of food) that help students check their previous knowledge. They were attentive and participated during the most part of the activity, 5 or 6 students just listened or were not sure of having the right answer. With this activity we started the sequence, then we continued with the questions: “What do you like and don't like to eat? The teacher modeled the activity with an example, so students can continue. Each of the students said it without problem when their phrase was accompanied by a food whose word in English they knew, but when they did not know they stopped to ask how to say broccoli, peas... by telling them and writing them on the board they were able to complete their sentence. The previous exercise as part

of the methodological and evaluative route suggested in the learning networks proposed for the Colombia Bilingual program (MEN, 2006)

The strategy is to start with students who show a greater understanding on the topic and like to participate, this way the other students begin to participate motivated by the first ones. After that, they were given a worksheet where they had to identify most of the healthy foods, among vegetables and fruits, those who did not identify them could look them up in the dictionary or they borrowed a cell phone to look them up in an online dictionary. The aim of this is to widen vocabulary. The activity was evaluated by watching a video in which students were to identify the name of any food. It was very satisfying to see how they responded in a positive and correct way and were glad of their own learning when they realized that the answer was the right one.

March 23th - 2022. 2:30 a 3:40 pm For the second moment, the objective of conceptualizing and giving meaning to the learnings already acquired from the activity "we go to the supermarket" was achieved in a partial way, taking into account that for the students it is a novel work, which in previous years had not had the opportunity to develop in English, also taking into account that from March 2020 to August 2021 the academic program was subject to the indications of remote and/or virtual education as proposed by the national government in the face of the Covid-19 pandemic.

The activity began by relating the topic with the ones from the social studies area when talking about the regions in which the fruits mentioned in the previous class were produced, the issue of export and import, of the economy and transport and how all this can influence the national economy (to give relation to the context). This type of

connection is possible due to the fact that in primary school, in Colombia, the homeroom teacher is the same English teacher so you can have an integration of areas and management of class time. Therefore, knowledge is not given in a fragmented way, but related to other areas. With this introduction it could be observed that in general the students have knowledge of the subject, they are updated and 8 of them expressed that in their houses they have planted and harvested mango, avocado, lemons and/or tomato for self-consumption.

We also worked from the area of mathematics for concepts such as countable and uncountable and reading and writing numbers in English from 1 to 1000, solved mathematical problems with conversions, some students had difficulties making conversions, but it was something that should have already been worked in mathematics, so we can highlight that in this type of activities there are some difficulties that can generate the design and implementation of another didactic sequence. Each student brought a fruit to class (they would use it for the next activity of the sequence), wrote the name in English on a label made with cardboard, met with 3 other classmates, placed the fruits they had brought on the table and the buying and selling activity was done using the tickets they had made in art class, it was observed that at each table there was a leading student who offered the fruits, with this it was perceived that they used previous vocabulary as colors and adjectives to describe the fruits as "red and delicious apple". This activity highlights a greater participation of students and motivation to want to learn more and more, during the practice little management of expressions as there is there are, too much, too many, a few, a little, was observed; they were confused, some mentioned it with uncertainty, others waited and reviewed

the examples given to be sure or when expressing it asked how they could say it or what they should use for a given food and its quantity. With this activity the greatest achievement was the integration of areas, with which elementary students can give themselves the opportunity to expand their knowledge which is interrelated and not isolated. The development of oral skills is a work that must have a continuity within a longer period of time.

March 30th - 2022. For the closing of the didactic sequence a significant activity was carried out for the students because in their context since they were children they have had to help in the preparation of food, so with the fruits of the activity of the moment 2, they prepared a fruit salad. Initially, some commands were given in English such as "wash your hands", "wash the fruits", "clean the table" with the purpose of using them and thus develop oral and communication skills and not just cutting and mixing fruits. The students were quite enthusiastic, they wrote in labels the names of the fruits they had brought, distributed by groups according to the fruit brought at each table, so they formed 4 groups: one of 4, 3 of 5 and one of 6 students, that day 25 students attended, 1 student was absent because he was sick. When they were already organized, which was a bit of a difficult task, as well as the constant concern on the part of the teacher for the handling of the knives, it is necessary to highlight the emotion that was seen in students to do something that they usually do not do in the school. However, many of them already knew how to handle a knife, peel a fruit because at home when they are 8 or 9 years old they learn how to prepare food, some of them stated that they should stay alone with the younger brother and prepare lunch, so thanks to this type of activities we also know stories and ways of living of some families,

we know more about our students and their contexts. The teacher went from table to table to ask them about the fruits they had there, they pronounced them in English, some children corrected the pronunciation to the others and this is noteworthy in the collaborative work, where peer interaction occurs without the adult intervening in error correction. They were given commands in English, initially with the help of gestures because they did not understand them as they were new phrases for them. And although they were more immersed in the result, I'm sure it was an activity that they enjoyed a lot, that was significant for them and that they will remember that it was proposed in the area of English.

Abril 6th - 2022. A formative evaluation was carried out in each session of the didactic sequence through the following rubric:

Activities to develop	Superior	Alto	Básico	Bajo
Students can write the names of some fruits and vegetables.		X		
Students will watch a video of smile & learn https://youtu.be/46Cqm38MkQM to check the answers of the previous activity.		X		

<p>Communicative activity called “let’s go to the supermarket”. It will let them practice expressions to mean existence: “There is/there are”, to mean quantity: “too much, too many, a few, a little”.</p>				X
<p>Prepare a fruit salad. it will let them use the vocabulary and the structures they learned before in a communicative and meaningful scenario. They will be encouraged to use commands such as: wash your hands, fruits, chop, mix, serve, etc.</p>			X	
ASSESSMENT CRITERIA				
<p>Attitude towards listening activities</p> <p>Participation in class.</p> <p>Review and feedback of activities.</p> <p>Learning new vocabulary. Fluency and pronunciation.</p> <p>Oral interaction.</p> <p>Collaborative work.</p>				

Students need to have spaces in which they can do collaborative work, where they can interact with peers and learn from themselves and not only with the teacher who has all the knowledge. Although the teachers of the Institución Educativa La Buitrera base their lesson plans on the school's curriculum, each one chooses the strategy to develop each of the basic learnings proposed there. Therefore, this design and experience with the 5th graders from Toledo school will be socialized so that all students can have the opportunity to learn from a didactic sequence the skill that according to a diagnostic activity is wanted to promote or improve in the area of English.

CONCLUSIONS

According to the objective of designing and implementing a didactic sequence to promote oral skills proposed in the present action-research study carried out since 2021 by 4th- 5th graders from José María García de Toledo school, it can be concluded that a door was opened for students to acquire meaningful learning within a monolingual educational context, even when in elementary levels they have not had a previous preparation due to the lack of focus on the language class.

There have been many findings. One of them is the myths and paradigms not only students have but their families and teachers with respect to learning English. Seeing it in a distant way, unattainable or not very functional, they do not give its learning the necessary importance or projection. For this reason, it has been a challenge starting with motivating, then unlearning, giving continuity, and involving all of us on this path through bilingualism and globalization.

Knowing the group of students, their interests and educational needs, as well as the context, it was determined that the best strategy to approach the objective was to design a didactic sequence according to their previous knowledge to acquire new ones. Each of the activities proposed in the sequence was developed, with great participation of students who were highly motivated and interested in learning.

Students need to have spaces in which they can do collaborative work, where they can interact with peers and learn from themselves and not only with the teacher who has all the knowledge. Although the teachers of the Institución Educativa La Buitrera base their lesson plans on the school's curriculum, each one chooses the

strategy to develop each of the basic learnings proposed there. Therefore, this design and experience with the 5th graders from Toledo school will be socialized so that all students can have the opportunity to learn from a didactic sequence the skill that according to a diagnostic activity is wanted to promote or improve in the area of English.

Teaching English in Colombia, specifically in public schools in rural areas is an educational challenge. However students are eager to learn, they are not always aware of their abilities and all they need is to have the opportunity to develop them and to be part of a process that can be taken into action inside the classrooms despite the limitations discussed previously in this paper. Students enjoy every activity, any input is valid but we must not forget the importance of recognizing the context during the planning stage.

Young children respond well to surroundings which are pleasant and familiar. As teachers we should be aware of the distribution of the classroom; oral interaction demands the teacher to monitor students' performance throughout the activities; feedback is mandatory as part of the final assessment. Even when as teachers we have clear objectives, still it is challenging to fulfill those objectives, being patient is part of the process to have the students "speaking" in English during a whole class.

With this type of research work there is a lot to learn from the students and teachers, learning and teaching strategies and how you can motivate other teachers to do meaningful work with your students, so that there is continuity in the secondary level.

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APPENDIXES

Pre-Test Diagnostic

GENERAL OBJECTIVE:

To check students' previous knowledge in the use of the English skills (reading, writing, listening and speaking).

STRATEGIES:

Interaction among the students to get specific and general ideas.

Skills to develop: Reading, writing, listening and speaking.

To read to know. (Reading)

Let me introduce myself. (Writing).

Let's gossip (speaking).

Guess who I am (Listening).

1. READING:

Read about Shakira's personal information.

With the help of your partners, look up in a dictionary the meaning of the words in the chart.

2. WRITING:

Write your own personal information

3. LISTENING:

Listen to a person giving personal information. Complete the chart.

4.SPEAKING:

Interview your partner. In pairs, ask each other the following questions.

INTERVIEW

1. What's your name?
2. How old are you?
3. Where are you from?
4. Where do you live?
5. Who do you live with?
6. What do you do in your free time?
- 7.What's your favorite food?

PERSONAL INFORMATION SHAKIRA

Shakira (Shakira Mebarak Ripoll) is a Colombian singer-songwriter and businesswoman. She was born on February 2, 1977 in Barranquilla, Colombia. She is 45 years old. She lives in Spain now. She writes and sings her songs. She is married. She lives with her husband Piqué, a soccer player from Barcelona and her two songs, Milan and Sasha. Her favorite animal is the dog. She likes working with clay. She also likes chocolate, seafood and Arabic food.

Lionel Messi

Lionel Andrés Messi was born on June 24, 1987 in Rosario, Argentina. He is an Argentinian soccer player. He is considered the best soccer player of the world and he has won the Golden Boot and the Golden Ball. He lives with his wife, Antonella and his three children, Mateo, Thiago and Ciro. He plays in the Paris St.Germain and he lives in

Paris. France. Messi's favorite food is Milanesa Napolitana. He also likes playing video games, going out with his family and sleeping. He is 34 years old.

Complete the following chart.

VOCABULARY

WORD	MEANING
Singer	
Songwriter	
Businesswoman	
Write	
Sing	
Song	
Husband	
Married	
Children	
Soccer player	
Clay	
Food	

MY PERSONAL INFORMATION

INTERVIEW

A: What's your name?

B: My name is _____

A: How old are you?

B: I am _____

A: Where are you from?

B: I am _____

A: Where do you live?

B: I live in _____

A: Who do you live with?

B: I live with _____

A: What do you do in your free time?

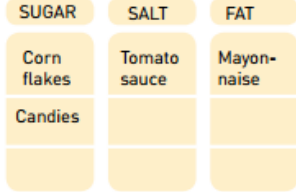
B: I play/ I watch/...

A: What's your favorite food?

B: My favorite food is _____

El La Buitrera Primary School English Area Plan

PERIODO	I		GRADO	CUARTO Y QUINTO	
# SESIONES PLANEADAS		FECHA DE INICIO	Febrero 1 de 2022	FECHA DE FINALIZACIÓN	Mayo 13 de 2022
COMPETENCIAS COMUNICATIVAS	<ul style="list-style-type: none"> ✓ Comprendo textos cortos sencillos e ilustrados sobre temas cotidianos, personales y literarios. ✓ Comprendo textos cortos o lo que me dice mi profesor en clase. ✓ Participo en conversaciones cortas usando oraciones con estructuras predecibles. ✓ Hablo de mí, de mis compañeros, y de nuestras actividades cotidianas con oraciones simples, encadenadas lógicamente y a veces memorizadas. Aún se me dificulta hablar de temas que se salen de mi rutina familiar o escolar. ✓ Mi pronunciación es comprensible y hablo de manera lenta y pausada. ✓ Escribo pequeños textos sencillos sobre temas de mi entorno. ✓ Mi vocabulario se limita a temas y referentes cercanos y conocidos. 				
DESEMPEÑOS	CONTENIDOS	COMPETENCIAS BÁSICAS COGNITIVAS		ESTRATEGÍAS	
Componente : Sintáctico – Semántico (Lingüístico) Comprende vocabulario relacionado con el cuerpo y su cuidado, así como la expresión de acciones relacionadas con la sana convivencia con sus semejantes	EJE TEMÁTICO SALUD, VIDA CONVIVENCIA, MEDIO AMBIENTE Y PAZ. MÓDULO: CUIDO MI ALIMENTACIÓN Y ME GUSTA DIALOGAR	Para cada componente se deben escribir las competencias del área, referidos desde los Estándares Básicos de Competencias (MEN, 2006), las orientaciones de los Resultados Pruebas Saber (2009 a 2015) y los Derechos Básicos de Aprendizaje (MEN, 2017) Componente 1: Sintáctico – Semántico: Competencia 1: Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas estudiados de interés para su salud. Competencia 2: Compara características básicas de personas, objetos y lugares de su escuela y comunidad.		Secuencia didáctica: Alimentación saludable Producto sugerido: Campaña de concientización sobre el consumo de alimentos saludables. Compra y venta de frutas con integración de otras áreas. Preparación de ensalada de frutas. Uso de flashcards, videos, cuentos, actividades (acciones e interacciones entre todos) Clasificación de alimentos:	

<p>cercanos y en una comunidad global en textos orales y/o escritos contruidos o en los medios de comunicación .</p> <p>Componente : Discursivo-Funcional (pragmático)</p> <p>Produce textos donde expone acciones de cuidado del cuerpo y descripciones de los otros con cortesía, así como alusivos a la responsabilidad ad del cuidado medioambien tal y su efecto en su comunidad, así como a nivel global en campañas y</p>	<p>Componente: sintáctico - semántico</p> <p>Vocabulario</p> <p>Vocabulario para repasar: -alimentos saludables</p> <p>- expresiones de causa-consecuencia</p> <p>El abecedario / Deletreo</p> <p>The alphabet / spelling</p> <p>Vocabulario: Alimentos nocivos</p> <p>-Harmful foods</p> <p>sugar, caffeine, salt, fat, candy, fast food, lunch meat (embutido) / sausage soda, fried food</p>	<p>Competencia 1: Comprende información general y específica en un texto narrativo corto sobre la hora de realización de actividades de rutina</p> <p>Competencia 2: Intercambia información sobre hábitos, gustos y preferencias acerca de actividades de rutina y pasatiempos, siguiendo modelos provistos por el profesor.</p> <p>Componente 2: Discursivo - Funcional</p> <p>Competencia 1: Pregunta y responde, de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema le sea conocido.</p> <p>Competencia 2: Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas.</p> <p>Competencia 1: Produce un texto narrativo oral y/o escrito, corto y sencillo, que responde al “¿qué?, ¿quién?, ¿cuándo? y ¿dónde?” de un evento o anécdota.</p> <p>Competencia 2: Explica causas y consecuencias de una situación a través de oraciones simples de manera oral y escrita siguiendo un modelo establecido.</p> <p>Componente 3: Social - Cultural</p>	 <p>Fuits and vegetables</p> <p>Kid’s health</p> <p>http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1630</p> <p>Healthy Food</p> <p>https://www.youtube.com/watch?v=jCiNdeZb9NU</p> <p>Vegetables</p> <p>https://www.youtube.com/watch?v=6yViYGHEq-Y</p> <p>Damages sugar</p> <p>https://www.youtube.com/watch?v=EFInIGx0B5U</p> <p>I like / I don’t like</p>
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<p>conversacion es escolares.</p> <p>Componente : Social-Cultural (sociolingüístico)</p> <p>Manifiesta acciones que indican cuidado propio y de sus semejantes planteando soluciones pacíficas beneficiosas al colectivo que reconoce de beneficio además a la comunidad global.</p>	<p>Preguntas de información / Information questions (Wh-questions) What / Why</p>	<p>Competencia 1: Se muestra interesado por adoptar hábitos de alimentación saludables en su vida escolar.</p> <p>Competencia 2: Promueve conductas de autocuidado y respeto de su cuerpo y el de los demás en su contexto escolar.</p>	<p>https://www.youtube.com/watch?v=frN3nvIHUk</p> <p>https://www.youtube.com/watch?v=ddDN30evKpc</p>
	<p>Gramática</p>	<p>COMPETENCIAS SOCIALES (CIUDADANAS, LABORALES Y TECNOLÓGICAS)</p>	<p>https://www.youtube.com/watch?v=gVIFEVLzP4o</p>
	<p>Verbos modales (oraciones compuestas)</p> <p>Must / should / have to</p> <p>Conectores</p> <p>and, but, because</p>	<p>✓ Expreso, en forma asertiva, mis puntos de vista e intereses en las discusiones grupales.</p> <p>✓ Expreso mis ideas de forma verbal o escrita, teniendo en cuenta las características de mi interlocutor y la situación dada.</p>	<p>https://www.youtube.com/watch?v=gghDRJVxFxU</p>
	<p>Componente: Discursivo-Funcional</p> <p>Expresiones:</p>	<p>COMPETENCIAS ACTITUDINALES (CIUDADANAS, LABORALES Y TECNOLÓGICAS)</p>	<p>Autocuidado:</p> <p>It's me who protect myself:</p> <p>www.youtube.com/watch?v=g3xZJ-QtCaY</p>
	<p>What foods are bad?</p> <p>Why is bad?</p> <p>Sugar is bad for your health</p>	<p>✓ Coopero y muestro solidaridad con mis compañeros y mis compañeras; trabajo constructivamente en equipo.</p> <p>✓ Identifico actitudes, valores y comportamientos que debo mejorar o cambiar.</p>	<p>Varios recursos:</p> <p>https://learnenglishkids.britishcouncil.org/es</p>
		<p>EVALUACIÓN FORMATIVA</p>	<p>DESCRIPCIÓN DE ACTIVIDADES DE EVALUACIÓN</p>
	<p>AUTOEVALUACIÓN</p>	<p>Del aprendizaje.</p> <ul style="list-style-type: none"> • Monitorear la 	

<p>Caffeine produces...</p> <p>Sugar is dangerous because...</p> <p>-... it is bad because...</p> <p>-Eat more fruits/vegetables</p> <p><u>Componente:</u> <u>social - cultural</u></p> <p>Interés por consumir alimentos y conocer los efectos de estos y de los no saludables.</p> <p>Producto de cierre (sugerido):</p> <p>Afiche o plegable.</p> <p>MÓDULO: RESPECTO MI CUERPO Y CUIDO MI LENGUAJE</p>	<p>COEVALUACIÓN</p>		<p>adquisición de vocabulario a través de las actividades en clase y suministrar actividades extras a aquellos estudiantes que las necesitan.</p> <ul style="list-style-type: none"> ● Revisar borradores de las distintas tareas propuestas y dar retroalimentación. Permitir a los niños y niñas hacer segundas y hasta terceras versiones. <p>Para el aprendizaje.</p> <ul style="list-style-type: none"> ● Revisar versiones finales de: afiches, cuestionarios, resultados de encuestas. Aplicar quizzes de vocabulario y de aprendizajes.
	<p>HETEROEVALUACIÓN</p>	√	
	<p>OTRO ¿CUÁL?_____</p> <p>_____</p>		

	<p><u>Componente:</u> <u>sintáctico -</u> <u>semántico</u></p> <p>Vocabulario</p> <p>Vocabulario para repasar</p> <p>-Harmful foods</p> <p>Preguntas de información / Information questions (Wh-questions) What / Why</p> <p>Vocabulario</p> <p>Partes del cuerpo (mayor detalle)</p> <p>Expresiones de gusto o disgusto: I like I don't like it / I do not want to</p> <p><u>Componente:</u> <u>Discursivo-</u> <u>Funcional</u></p> <p>Expresiones</p> <p>There are/There is</p> <p>To much/To many</p>			
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	<p><u>Componente:</u> <u>social – cultural</u></p> <p>Interès por el cuidado de mi cuerpo, expresarse con asertividad</p>				
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