



**IMPLEMENTATION OF THE NEW SCHOOL APPROACH TEACHING
GUIDES IN A PUBLIC RURAL ELEMENTARY SCHOOL TO IMPROVE
READING AND WRITING SKILLS OF ENGLISH LANGUAGE**

OSCAR EDUARDO HURTADO ARIAS

**UNIVERSIDAD ICESI
SCHOOL OF EDUCATION SCIENCES
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE
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**A Master's Report Presented by
OSCAR EDUARDO HURTADO**

**Research Tutor
BRAYAN PORTILLA**

**UNIVERSIDAD ICESI
SCHOOL OF EDUCATION SCIENCES
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE
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ABSTRACT

The current research project is a qualitative case study developed in the I. E. El Placer in Guadalajara de Buga, Valle del Cauca. This is a rural public institution composed of thirteen branches in the mountains of the municipality. The study was done with the intention to determine the improvement of fifth graders' reading and writing English skills by using the learning guides designed under the "New School" pedagogical approach during the first period of the 2022 school year. In order to achieve the project objectives, a pre-test and a post-test were applied to nineteen students; four learning guides were designed following the parameters of New School pedagogical approach, and direct class observation was done during the development of the activities proposed in the learning guides. Based on the comparisons of the results between the pre-test and the post-test, almost all the students evidenced improvement in their performance after the implementation of the four learning guides. During the implementation of the four learning guides, the students showed interest in their elaboration, likewise, they were committed to the activities proposed in the learning guides.

Key Words: New School-Instructional materials, learning guides-rural education.

TABLE OF CONTENTS

1. INTRODUCTION	1
2. JUSTIFICATION	3
Research Question	5
General Objective	5
Specific Objectives	5
4. LITERATURE REVIEW	6
New School Pedagogical Approach History	6
Components of the New School Pedagogical Approach	7
A. The Change of the Traditional Perception of Teachers	8
B. The Student Role in the New School Program	8
C. The Pedagogical Flexibility for Teachers and Students	9
D. Community Involvement	9
E. The Learning Guides	9
5. METHODS	12
Socio-Academic Context	12
Participants	13
Research Design	14
Methodology	14
Ethical Considerations	16
6. RESULTS AND DISCUSSION	17
Pre-Test and Post-Test	18
9 APPENDICES	36
Appendix 1: Pre-Test	36
Appendix 2 Learning guides	39
Appendix 3: Class Observation	59

1. INTRODUCTION

New School is a pedagogical approach developed by Vicky Colbert, Oscar Mogollón, and Beryl Levinger based on the experiences of the “Unitary Schools” (Escuela Unitaria) in the country proposed by UNESCO (Colbert 1993). New school started as a small project in the early 60s, and for several years has been the most used pedagogical approach in rural schools in Colombia (Kline 2002). It was born as a response to the problematic context in rural education. That is why it is a student-centered pedagogical approach that promotes active learning. In other words, the student is the focus of the process of teaching-learning in the classroom. This means that the pedagogical foundations are based on the constructivist and active learning of Dewey, Piaget, Vitgosky, Ausubel, Kelly, among others. The teacher is a facilitator of active learning more than an instructor, there is flexibility in the curriculum, and in the same classroom, students learn at their own speed and the teacher needs to understand the rural context (Ramirez 2015).

The Educational Institution El Placer (I. E. El Placer for its acronym in Spanish) bases its teaching practice on this pedagogical approach. This is a rural institution located in the mountains of Guadalupe de Buga Valle del Cauca, which is composed of thirteen different schools. In some of these schools there is only one teacher, and he/she has to teach every subject in every grade. For these thirteen branches, there are eighteen teachers in the institution, and everybody does not have the same formation in fact there is only one teacher that studied the English language. The other teachers have formation in elementary school, sciences, Spanish, mathematics, social sciences, and arts, among others. This means that most of the time teachers are obligated to teach subjects that they do not know so much and this lack of specialists in each subject brings problems to the students’ learning process.

Another difficulty that the I. E. El Placer faces is the few hours per week dedicated to the teaching of English. This happens in every public school in Colombia. The teaching of English is relegated to the background and it does not have the importance that it should have in rural education, (Holguín & Morales 2016) because according to the national policies the English language is quite important but in the application to the reality that importance is really different, in the syllabus, the teaching of English has

only two or three hours per week and of course, this is not enough to develop a correct and effective process of learning. The national policies are another challenge that the institution has to face, because they are developed thinking in urban education and the government creates policies about bilingualism, but it does not give them enough tools to reach its ambitious goals. Given that these goals are ambitious even in urban education where the conditions are a little better. The lack of technological devices, the lack of connectivity to the internet, and the few technological devices that there are, are not enough, and they are outdated. All these difficulties make the difference between rural and urban education increase day to day.

All these problems affect the different learning-teaching processes in the I. E. El Placer, but I think that this negative impact is more complex in the learning-teaching process of English as a foreign language. The reason for the last claim is that the learning guides are essential in the new school pedagogical approach (Quintero 2018). However, in the I. E. El Placer there are learning guides just in mathematics, Spanish, social sciences, and natural sciences, in other words, the subjects considered the basic ones. But in the English language for elementary education, there are no learning guides, and this is a difficulty at the moment to work a new school pedagogical approach in the institution. It is important to clarify that in the Institution there are learning guides for English language classes in secondary school, these guides have been developed by the government and they are known as Way to Go and English Please (Ministerio de Educación Nacional 2016). However, in elementary school, there is no material provided by this official source. Considering the nonexistence of learning guides in the English language for elementary education in the institution, I consider that the English language as a subject has the same relevance as the other subjects and the learning guides of this should be present in the institution. For these reasons, in this study, my intention is to develop learning guides for English classes under the new school pedagogical approach to determine to what extent there is an improvement of the fifth-grade students' English level in reading and writing language skills after the first period of the 2022 scholar year.

2. JUSTIFICATION

The teaching of English as a foreign language has become something mandatory nowadays in these times of globalization, given that English is the most widespread international language in the world (Estandarés Básicos de competencias Ministerio de Educación Nacional, 2016). That is why the Colombian government has tried to develop policies addressed to achieving a kind of bilingualism in the country such as Programa Nacional de Bilingüismo. (Estandarés Básicos de competencias Ministerio de Educación Nacional, 2016). These kinds of policies are important and interesting to improve education in the country but their application to the reality is something completely different and it is more complicated when this application has to be done in rural education environments.

According to this, rural education faces multiple challenges for instance: the lack of technological devices, multiple grades in the same classroom, the little attention that the government gives to the zone, etc. (Arcila 2018). That is why I consider that it is necessary to develop learning guides under the new school pedagogical approach to determine to what extent there is an improvement of the fifth-grade students' English level in reading and writing language skills after the first period of the 2022 scholar year. The first impact of the study is going to be reflected in the I. E. El Placer from Guadalajara de Buga. But in general, in the field of the English language, these guides of learning developed during the research could be useful in similar educational environments.

It is important to clarify the reasons to focus the project's attention just on two of the four language skills (reading and writing). First, the above-mentioned challenges of rural education. Second, due to the low level of English the classroom interactions are done most of the time in the mother tongue. And third the institutional needs, this because the institution must improve its performance in the external national tests and this national test known as "Pruebas saber" focuses its attention on the mentioned language skills. For the last reason and in order to be practical the attention is going to be focused on the skills which the institution is going to be assessed. Although the other two language skills (speaking and listening) are not going to be forgotten and the obligation of the teacher is to promote them during the different classes.

To develop this kind of research in the I. E El Placer is important due to the lack of guides of learning for elementary education. Indeed, if the guides developed are suitable for the rural context and respond to the needs of the rural population. Besides this developed material could be used for other teachers from the I. E. El Placer. On the other hand, the students could improve their performance in English language classes. This improvement in English classes could benefit the whole process of learning in secondary education and in this way, the students could understand better the material supplied by the government in those grades (Way to Go and English, Please.) In the same way, the performance in the external tests could be enhanced too. In other words, the impact of the study could be directly related to the students' performance, and this impact would benefit the institution, given that if the knowledge acquired during the process is put in practice during the national external tests the results of those tests would be better.

In my case as an English teacher, the study would be useful because the learning guides developed during the process would become a source of material for future English classes. Furthermore, these learning guides could be a model to develop other guides for other grades in elementary education. Likewise, the experience acquired during the process is going to contribute to my professional development as a teacher and researcher because in this study I am going to put in practice two different and complementary things, these are the teaching of the English Language and the new school pedagogical approach. As a researcher, this study gives me experience in a field in which the investigation has not been developed too much because the teaching of English as a second language using learning guides under the new school pedagogical approach is a field of investigation in which there is a lot to do.

3. RESEARCH QUESTION AND OBJECTIVES

Research Question

To what extent do students from the I. E. El Placer of Guadalajara de Buga improve the reading and writing English skills supporting their learning on the learning guides designed under the “New School ” pedagogical approach implemented in rural area schools in Colombia?

General Objective

To determine the improvement of fifth graders’ English reading and writing language skills by using the learning guides designed under the “New School” pedagogical approach implemented at the I. E. El Placer during the first period of the 2022 school year.

Specific Objectives

- To develop learning guides for fifth graders of elementary school of the I. E. El Placer from Guadalajara de Buga under the New School pedagogical approach.
- To establish the fifth grader’s English level of reading and writing language skills before and after the implementation of learning guides following the New School pedagogical approach.
- To analyze the impact of the learning guides following the New School pedagogical approach on students’ reading and writing language skills.

4. LITERATURE REVIEW

The intention of my research is to determine to what extent there is an improvement of the fifth-grade students' level of English of reading and writing language skills by developing learning guides based on the pedagogical approach known as New School (*Escuela Nueva*) after the first period of the 2022 scholar year. For doing that first I am going to present the definition of New School, its history, and its principal components. After that, I am going to mention some studies on the teaching of the English language under the New School pedagogical approach (Ramirez, 2015; Arcila, 2018; Quintero, 2018; Vega, 2015). Finally, I am going to conclude this literature review with an analysis of the current studies related to the New School pedagogical approach and the teaching of English under this approach.

New School Pedagogical Approach History

This approach was developed by Vicky Colbert, Oscar Mogollón, and Beryl Levinger based on the experiences of the “Unitary Schools” (*Escuela Unitaria*) in the country proposed by UNESCO (Colbert 1993). The unitary schools were born due to the different difficulties of education in rural areas. The low population density, the difficult access to the different zones, the fact that only one teacher has to teach at different levels of education, and so on. The problem was that in those unitary schools the traditional education did not work. According to that, the New School pedagogical approach arose with the intention to fix those problems in Colombian rural education (Colbert 1993). They understood that unitary schools were necessary, however, they required a new pedagogical approach to develop education of quality.

In the early 1960s, the approach was only a project. Following an initial implementation in 150 schools, the Colombian Ministry of Education declared the expansion of the program to all unitary schools in 1967 (Kline 2002). Something important for the program was that one of the creators and key innovators, Oscar Mogollón, got the Ministry of Education's central office in 1978 to coordinate teacher training and participate in creating New School, regional support groups. This was an impulse for the program that was established in all the rural schools of the country (Ramirez 2015). In 1987 the Fundación Escuela Nueva (FEN) was created to adapt the new school pedagogical approach to urban contexts and new populations and to promote

its expansion nationally and internationally. This model was called Escuela Activa Urbana. (Ramirez 2015). In the following years, the New School pedagogical approach was acknowledged as one of the most successful reforms to impact public policy in the developing world by the World Bank (Ramirez 2015). In 1994 the pedagogical approach also had a process of internationalization: rural Colombian teachers were sent to different countries to adapt the pedagogical approach to different international contexts. In 2015, the model was implemented in 16 countries (Brazil, Chile, El Salvador, Philippines, Guyana, Timor, Uganda, Vietnam, Nicaragua, Panama, Peru, Paraguay, Dominican Republic, Guatemala, Honduras, and Mexico.). The pedagogical approach has been called in different ways in different countries and has impacted more than 5 million of children (Ramirez 2015). The origin, development, and spreading of the new school pedagogical approach was slow and it took more than fifty years, but nowadays it has national and international recognition.

The problem with this pedagogical approach lies in the fact that it was created in another socio-economic context and the reality nowadays differs a lot from the one for which it was developed. There are three different aspects to support this idea, first, the population nowadays has other needs and interests, in other words, they are in more contact with the urban way of life, Secondly, the government policies have changed and at this moment two essential aspects of new school pedagogical approach which are teacher training in the implementation of the approach and the learning guides have had a decrease in their delivery to the different schools which have implemented this approach of learning in their educational context (Kline 2002). In the time in which this author claimed that teacher training was decreasing, currently, this item does not exist in rural education. On the other hand, the learning guides still are working although they only are developed in mathematics, sciences, social studies, and the Spanish language.

Components of the New School Pedagogical Approach

The new school program tries to respond to the rural education needs using the following components: The change of the traditional perception of teachers, the student role in the New School program, the pedagogical flexibility for teachers and students, the community involvement, and the learning guides.

A. The Change of the Traditional Perception of Teachers

In this pedagogical approach of learning, the teacher is a monitor and facilitator of active learning instead of an instructor; this means that the teacher should guide the students through more autonomous learning (Arcila, 2018). Another important aspect for a teacher who teaches in the new school program is the capacity to teach in multilevel grades. Teachers must realize that they are not the center of the process of learning. To develop this awareness the program offers different workshops with the intention to improve these special capabilities. In these workshops, teachers analyze and study the materials that are going to be used by the students during the different classes (Colbert et al 2012). They also used to do micro-centers and school demonstratives, these were done with the purpose to give the teachers the opportunity to share experiences about their teaching practice in their own context and perhaps to take the others' experiences and put them in practice in their respective school (Colbert et al 2012). Although this practice has been abandoned in recent years. For that reason, the development and implementation of learning guides though for the specific rural context of the I. E. El Placer and the change of the traditional perception and teachers' role is important to develop this pedagogical approach of learning.

B. The Student Role in the New School Program

The most important aspect of the learning process is the student. That is why the new school pedagogical approach is a child-centered educational approach of learning. This approach is based on active learning and the constructivist pedagogic proposed by Dewey, Piaget, Vygotsky, Ausubel, and Kelly among others. In this pedagogical point of view of education, the students must assume an active role in their process of learning (Ramirez, 2015). They should not be passive listeners; instead, they must construct their learning in an active manner that is why the new school pedagogical approach is known as active school too. In this pedagogical approach, the students must work in a collaborative manner, this means that the older students should assist the younger students' learning process (Colbert 1993). According to the last, the implementation of the learning guides promotes active learning, the students' commitment to their learning process, and the collaborative work that the New School pedagogical approach of

learning fosters.

C. The Pedagogical Flexibility for Teachers and Students

Teachers of the new school program have to understand that rural education is completely different from urban education. That is why in the program pedagogical flexibility is an important factor in the learning process, given that some students must work on their farms before going to school and sometimes after (Arboleda 2012). So, each one has a different rhythm of learning. given that most of the time students must work in their respective farms. Students must be flexible too because they need to understand that in the new school program the traditional education in which the teacher has a principal role does not work and that they must construct their knowledge and be more autonomous (Arcila, 2018; Ramirez, 2015). The implementation of the learning guides developed for English classes could help to facilitate pedagogical flexibility.

D. Community Involvement

It is important that not only the parents be involved in children's education, in the new school program the entire community must be involved in it. This is a relevant aspect because the student understands the local context, the culture, and the local economy. The material used in class should be addressed to face and solve community problems. The new school program needs a student government and a parent government. Into the last one must be included the entire community with different representatives. (Colbert et al 2012; Ramirez, 2015). This kind of research develops in students an awareness of their rural context, its problems, and its opportunities as part of the community.

E. The Learning Guides

This component is central in the New School pedagogical approach because based on the guides teachers can work with students of different levels. These must be adapted

to the rural and local context. The guides must be easy to understand for the student because in that way the student can be more autonomous, and the teacher's intervention is going to be only if it is necessary. Besides the new school pedagogical approach is collaborative and given that most of the rural schools are multilevel the students from higher levels can assist the younger students. The guides of learning enable flexibility in class because by using them the students can work at their own pace and rhythm (Colbert et al 2012; Arcila, 2018; Ramirez, 2015). Learning guides are important for the implementation of the new school pedagogical approach of learning because they allow and foster flexibility and autonomous learning, they support the teachers' teaching practice, and in the same way these work as a facilitating element of the students' learning process. The learning guides are developed with the intention to encourage collaborative work, given that classrooms are made up of students from different grades and with the use of these they can support each other. According to the FEN (New School Foundation for its acronym in Spanish) web page, the learning guides must promote appropriate content for rural contexts, they also must include motivational activities based on real situations which arise students' interests and curiosity and they facilitate the integral, formative and qualitative assessment (FEN 2022).

In accordance with the FEN the learning guides are composed of four basic factors, the first one is the follow-up of the learning process, the second is related to the integration of processes and contents, and the third is about the compression of activities that foster the social interaction and finally the promotion of formative assessment and permanent feedback (FEN 2022). In practice, the learning guides are divided into four main sections which have been named A, B, C, and D. Section A is dedicated to the exploration of prior knowledge, in section B students find the conceptual aspect of the topic and it is normally related to country life. In section C students must apply the acquired knowledge to the solution of tasks linked to the topic. The last section which is D is dedicated to the assessment. As I said above the learning guides in the English Language do not exist in the I. E El Placer, for that reason the learning guides are elaborated in a similar structure, the first section is about previous knowledge, the second is named what I am going to learn (this is related to the content), the third section is named I practice what I am going to learn (the application of the knowledge acquired) and the last section is named cross-curricular which refers to the integration of English with other subjects. These learning guides do not include the assessment section because they are in construction.

In the revision of the literature related to the teaching of English under the New School pedagogical approach, I found out that most of them are associated with the analysis of the way in which this approach is developed in rural education. Few of them are linked to the teaching of English under the New School pedagogical approach and the development of material under the same. In consequence I consider that a study related to the analysis of the improvement or not of a given group of students using learning guides developed under the New School pedagogical approach could contribute to the development of rural education, first in the place in which the research is going to be done and second if it is applied in other similar rural contexts.

5. METHODS

This section of the research will present general information about the people involved in it. The participants who are going to take part in the research, their social context and the academic context of the institution, and the step-by-step of the research in what refers to the application of pre and post-test to the students involved in the study, the analysis of that results, the elaboration of the learning guides under the new school pedagogical approach, interviews to students, etc.

Socio-Academic Context

This research was done in a public rural school of Guadalajara de Buga. This institution is located in a region of approximately 500 km² in a mountainous area 40 kilometers from the city. The I. E. El Placer is a public institution, located in a remote rural area. The socioeconomic stratum in the village is one, some families are not stratified due to their status as displaced. The main economic activities are livestock and agriculture. However, the production of milk is the main activity. In fact, most of them are part of a peasant association of cow's milk producers. Some families produce foods derived from milk such as cheese, sweets, yogurts, etc. Due to the weather and the fact that this area is located about 2500 meters above sea level, the foods that are cultivated regularly are creole potatoes, onions, and arracacha. To sum up, the people who live in the region are peasants, farmers, and ranchers.

In the institution, there are thirteen branches. Into its curriculum the institution takes the teaching of English as a foreign language as a principal area, this curriculum was designed taking into account the Basic Learning Rights¹ and the curricular guidelines given by the government in what refers to the teaching of English as a foreign language. In total in the institution in the thirteen branches, there are 153 students in all grades of the learning process, from kindergarten to eleventh grade, those are divided in the following way: 10 in kindergarten, 15 in first grade, 17 in second grade, 13 in third grade, 18 in fourth grade, 19 in fifth grade, 11 in sixth grade, 14 in seventh grade, 8 in eighth grade, 12 in ninth grade, 11 in tenth grade and 5 in eleventh grade. In The institution, there are eighteen teachers dedicated to developing the

¹ Derechos básicos de aprendizaje.

learning-teaching process. However, from this number of teachers just one has studied the teaching of English as a second language; the others despite that are obligated to teach English in their respective branches have studied different subjects. The academic training of teachers is divided as follows: There are two mathematician teachers, two Spanish language teachers, three sciences teachers, three social studies teachers, two art teachers, one physical education teacher, and one English teacher (as I said above), and four elementary school teachers. According to the PEI (Institutional Educational Project for its acronym in Spanish). The pedagogical approach used in the institution is New School

New school is a pedagogical approach of learning developed in Colombia in the early seventies (70's) as a response to educational needs of rural areas in the country. Due to the low number of students in the countryside in each grade of the learning process, the figure of multigrade teacher arises, teaching several grades at the same time. The teacher is a facilitator and a guide in children's learning process. (I. E. El Placer Institutional Educational Project 2018).²

In this approach of learning, flexibility in the curriculum is a key factor, given that this is a student-centered pedagogical approach, and the student learns at his/her own pace. The hours per week dedicated to the teaching of English are two (the hours are sixty minutes.) This subject is generally taught by the teacher who teaches the other subjects of the curriculum. This is the schedule for elementary school which means that this was the schedule for fifth grade.

Participants

The participants in this research were nine-teen fifth graders, eleven boys, and eight girls. These students were divided into the thirteen branches of the institution, their ages range from ten and twelve years. I decided to include all of them because the

² Original text in Spanish translated by the author

study was done to determine the improvement of fifth graders' English reading and writing language skills by using the learning guides designed under the New School pedagogical approach implemented at the I. E. El Placer, this means that the impact of the research was addressed to these students and with the learning guides, the extent of them could be in all the branches.

Research Design

This project was developed as a qualitative case study. According to Baxter and Jack, this kind of research methodology helps the researcher to understand and explore a phenomenon within its context or its participants, in order to reveal multiple aspects of them (Baxter & Jack 2008). The intention of this study was to determine the improvement of fifth graders' English reading and writing language skills by using the learning guides designed under the "New School" pedagogical approach implemented at the I. E. El Placer during the first period of the 2022 school year. Based on the last and the description of the socio-academic context in which the project was implemented, a case study as classroom research is useful considering the low population and the specific context in which this was done.

Methodology

In order to comply with the general objective of the research which is to determine the improvement of fifth graders' English reading and writing language skills by using the learning guides designed under the New School pedagogical approach implemented at the I. E. El Placer during the first period of the 2022 school year. The next steps were carried out:

The first methodological step was the implementation of a pre-test (See appendix number 1), in the first week of February to identify the students' English level and to give validity to the study. The pre-test was developed by the researcher based on the content of the area plan of the I. E. El Placer. Likewise, this is based on the government guidelines and the basic learning rights built by the MEN (Ministry of National Education for its acronym in Spanish). The basic learning right worked was

the first one developed for fifth grade. The pre-test also was done considering the New School pedagogical approach and the learning guides created to reach the general objective mentioned above. This step is done with the intention to establish the fifth grader's English level of reading and writing language skills before and after the implementation of learning guides following the New School pedagogical approach.

In the second methodological step were designed four learning guides (See appendix number 2) following the New School pedagogical approach considerations, the first basic learning right for fifth grade developed by the MEN and the institutional area plan and classroom plan.

The third step was the implementation of the learning guides in the classroom. These were implemented in order to fulfill the content planned for the first period of the 2022 scholar year. In other words, in the development of each learning guide, students took three weeks to finish it. Bearing in mind that the teaching of English as a foreign language has a schedule of two hours per week the time for each learning guide was six hours of sixty minutes each for a total of twenty-four hours in the elaboration of the activities proposed in the learning guides. The implementation was done on the following dates:

- Learning guide number 1 from January 31st to February 18th
- Learning guide number 2 from February 21st to March 11th
- Learning guide number 3 from March 14th to April 1st
- Learning guide number 4 from April 4th to April 22nd

The fourth step was to apply a post-test in order to establish the extent of the learning guides developed for the implementation of the research. This was done to collect data and establish the improvement or not reached by the students after the elaboration of the learning guides. The implementation of this was done in the last week of April in the 2022 scholar year. The pre and post-tests had a rating scale that decreased with the number of mistakes committed in the elaboration of them. This rating scale was done based on the Institutional Evaluation System (SIE for its acronym in Spanish), this counts with four levels: low (from 1.0 to 2.9), basic (from 3.0 to 3.9) high (from 4.0 to 4.5), and superior (from 4.6 to 5.0) (SIE I. E. El Placer 2022).

The fifth and last step was the data collection, it was done through direct class observation. According to Zaare (2013), this interactive tool permits direct and close observation of people involved in the teaching-learning process in a given time interval.

The model of class observation done in this study was based on the one proposed by Zaare (2013) in his investigation into the effect of classroom observation on teaching methodology (See appendix number 3). This tool was applied after each week during the elaboration of the learning guides. It means three charts for each learning guide for a total of twelve charts in the study. Finally, the analysis of data was done based on the results obtained in the comparison of the pre and post-tests, and the improvement in the vocabulary reached during the development of the learning guides. Likewise, it was based on the comparisons obtained from the charts of the direct observation proposed by Zaare (2013). This step is relevant because based on this, the impact of the learning guides following the New School pedagogical approach can be analyzed.

Ethical Considerations

For the development of the project, the respective authorizations were requested from the students' parents, given that all of these are minors, and from the institution's directives to carry out the research in the I. E. El Placer. Likewise, students and parents were informed about the research methodology and that the project was going to be implemented only for educational purposes. They also were informed about the confidentiality of the data collected. In the same way, the learning guides and the project were developed by the researcher respecting the rules related to the copyright rules.

6. RESULTS AND DISCUSSION

In this section of the study the intention is to describe the way in which the data was collected, the different tools used to collect the data, the analysis of this data, and the discussion about the improvement of fifth graders' English reading and writing language skills by using the learning guides designed under the "New School" pedagogical approach implemented at the I. E. El Placer. This is in order to answer the research question and to achieve the general objective proposed at the beginning of the study.

New School Learning Guides

The design of this material was done in order to develop four learning guides for fifth graders of elementary school of the I. E. El Placer from Guadalajara de Buga under the New School pedagogical approach. The general objective of the learning guides was to Participate in short and simple dialogues giving and asking for information (Name, phone number, dates, places, etc.). The DBA worked during the process was the first for fifth graders develop by the MEN the objective of this is "to understand specific and general information in a short narrative text"³. The content that the learning guides covered was spelling, numbers, dates, telling and asking for the time, the city, the countryside, and daily routines. The learning guides are divided into four general parts: the first one is related to the exploration of students' previous knowledge; in the second section which is called "what I am going to learn" students find the conceptual content of the learning guide; in the third section which is named "I practice what I learned" students must put in practice the knowledge acquired; in the last section called "cross-curricular" students must put in practice their knowledge but in this case, the activities are linked to other subject and these must be oriented to the application of the knowledge in their near context. As I said above the learning guides were designed considering the New School pedagogical approach components. In other words, in the design of the learning guides the intention was to promote pedagogical flexibility, students' involvement in their learning process, autonomous learning, community

³ Original text in Spanish translated by the author

involvement, appropriate content for rural context, motivational activities based on real situations which arise students' interests and curiosity, collaborative and active learning. The learning guides are also based on the institutional area and classroom plans. These promote the development of the communicative competences such as the sociolinguistic, pragmatic, and linguistic. Likewise, the understanding of grammar structures and new vocabulary related to the first basic learning right developed by the MEN for fifth graders.

As I said above the learning guides were focused on the reading and writing language skills. For the last reason most of the activities were addressed to develop these skills. In the first part of the learning guide (Previous knowledge) students must read the questions and respond to them in their notebook (reading and writing skills). In the second part (What I am going to learn) students must read and write the information in their notebook. This part is crucial because it is the content part of the learning guide. In the third part (I practice what I learned) students must put in practice the knowledge acquired and they must resolve the activities (reading and writing skills) and in the fourth part students must put in practice the knowledge acquired linking it with another subject (reading and writing skills). It is important to clarify that during the development of the learning guide the listening and speaking skills were fostered too. This was done using videos, audios and the teacher also fostered the use of the foreign language during the different classes promoting teacher-students and student-student interaction. However, the focus was on the reading and writing language skills due to the institutional needs related to the external national texts which are focused on the reading and writing skills.

Pre-Test and Post-Test

The first and the last methodological steps proposed were the pre and post-tests. These were planned with the intention to establish the improvement or not of the students, based on the knowledge acquired during the process of the elaboration of the four learning guides designed and implemented in fifth grade in the I. E. El Placer. The tests were composed by eight questions all related to the topics studied in the learning guides, likewise, these eight questions were divided into sixty-seven smaller exercises (twelve related to the writing skill 17,9% of the test, thirty-four to the reading 50,7% of

the test and twenty-one to reading and writing 31,3% of the test). The first (writing skill), second (reading and writing skills), and third (writing skill) questions were related to the vocabulary and English language skills developed in the first learning guide, these three questions were divided into seventeen exercises. Questions four (reading and writing skills), five (reading skill), and eight (reading skill) were linked to the vocabulary and English skills worked in the second learning guide, these questions were divided into twenty-nine smaller exercises. Question six (reading skill) was related to the vocabulary and English skills studied in the third learning guide, this was divided into fourteen exercises. Finally, question seven (reading and writing skills) was associated with the vocabulary and English skills developed in the fourth learning guide, this was divided into seven exercises. According to that, the rating scale was based on. In chart 1 is the information on the results of the pre-test.

Chart # 1 Pre-Test Results

Student	Number of Correct Answers	Number of Wrong Answers	Percentage of correctness	Grade	Performance
Student 1	29	38	43,3%	2,1	Low
Student 2	16	51	23,9%	1,2	Low
Student 3	23	44	34,3%	1,7	Low
Student 4	21	46	31,3%	1,55	Low
Student 5	25	42	37,3%	1,85	Low
Student 6	39	28	58,2%	2,9	Low
Student 7	27	40	40,3%	2,0	Low
Student 8	26	41	38,8%	1,95	Low
Student 9	32	35	47,8%	2,4	Low
Student 10	28	39	41,8%	2,05	Low
Student 11	18	49	26,9%	1,35	Low
Student 12	18	49	26,9%	1,35	Low
Student 13	19	48	28,3%	1,4	Low
Student 14	15	52	22,4	1,1	Low
Student 15	19	48	28,3%	1,4	Low
Student 16	32	35	47,8%	2,4	Low
Student 17	41	26	61,2%	3,05	Basic
Student 18	17	50	25,4%	1,25	Low
Student 19	19	48	28,3%	1,4	Low

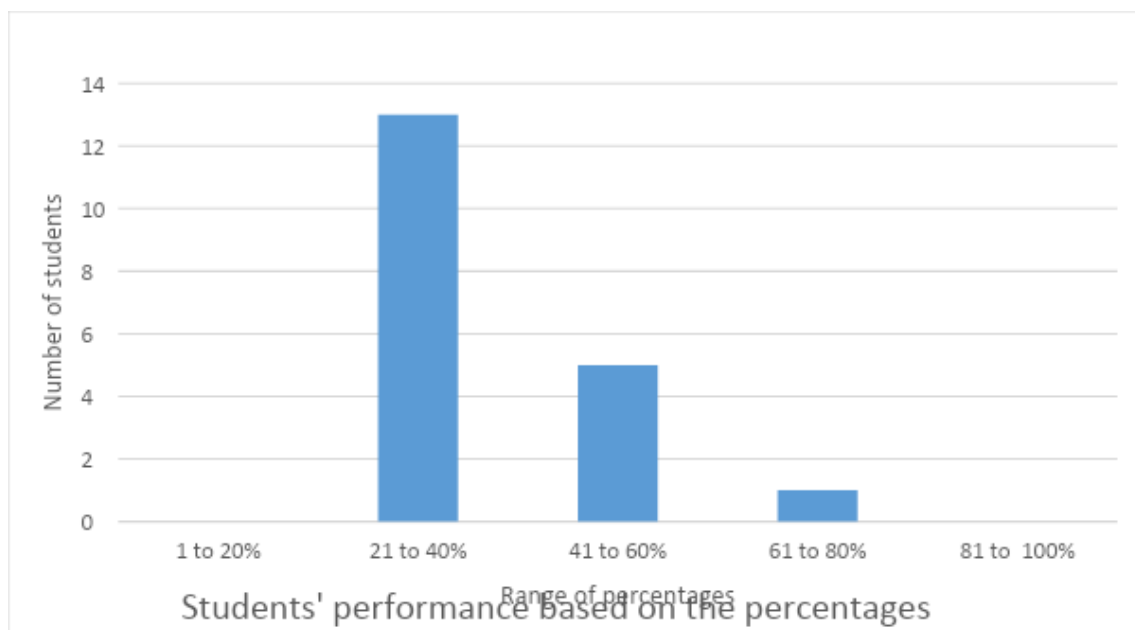
This rating scale was done based on the Institutional Evaluation System (SIE for its acronym in Spanish), this counts with four levels: low (from 1.0 to 2.9), basic (from 3.0 to 3.9) high (from 4.0 to 4.5) and superior (from 4.6 to 5.0) (SIE I. E. El Placer 2022). The percentage and grades were the results of the number of correct

answers in relation to the total number of exercises in the test. Based on the percentage and grades, the performance was established.

Pre-Test Analysis

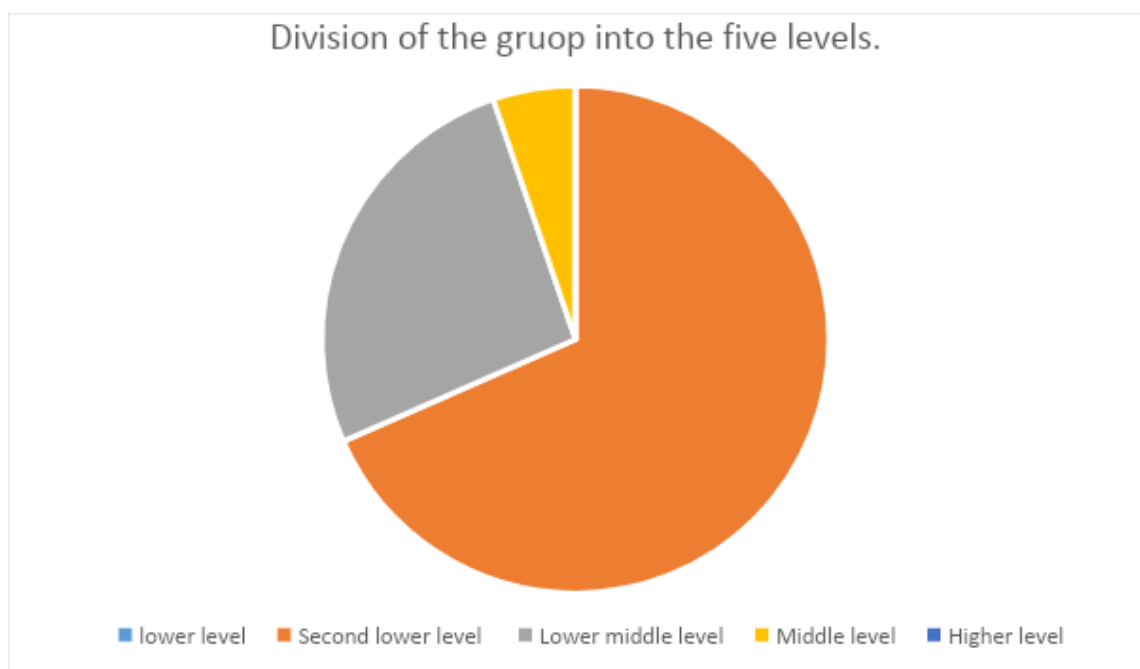
The first impression is that almost all students are in low performance and just one is in basic. This is an indicator that the students have a similar level of knowledge of the English language. This is logical because they all belong to the same sociocultural setting, and they have a similar background. This characteristic is frequent in almost all the different subjects, and it has a direct impact in students' learning processes. However, the scale based on the performance is very wide. If the analysis is done based on the percentages, the findings undergo small but considerable changes.

Graphic # 1 Pre-test student's performance based on the percentages



In the bar graph, there are five intervals, the first one is from 1 to 20 percent (first lower level), the second is from 21 to 40 percent (second lower level), the third is from 41 to 60 percent (low-middle level), the fourth is from 61 to 80 percent (middle level) and the fifth is from 81 to 100 percent (higher level). With these intervals, the students' performance is divided into five categories. In the first one which is the lowest, there are no students, the same occurs in the last one which is the highest level. In category number four there is just one student. Then students who were part of the study were located at the time of the pre-test in the lower middle part of the intervals, with thirteen in the second lower level and five in the third middle level.

Although the information is the same with the intervals based on percentages the analysis is different. Given that, the categories are based on the performance. There is just one big category (low) which encompasses almost all the group except for one student who is in the basic category. With the intervals based on the percentages there are two subcategories, it means that there is a group of five students that have difficulties with the second language, but they are close to the middle level and with the implementation of the learning guides developed in this project they can overcome those difficulties. This group represents 26,3 % of the population. In the case of the other group of thirteen students they were in the second lower level, in this case the issues to overcome are more, but in the same way that the other group with the elaboration of the learning guides these difficulties could be overcome. This group represents 68,4 % of the population. See graph 2.



Pre-Test Results Analysis Based on the Skills (Reading, Writing and Reading-Writing)

As I said above, the Pre-test was focused on reading and writing skills. Questions five, six and eight were divided into thirty-four small exercises linked to the reading skill; it represents the 50,7% of the test. Questions one and three were divided into twelve small exercises related to the writing skill; it represents 17,9% of the test. And finally, questions two, four and seven were divided into twenty-one small exercises associated with both reading and writing skills. This represents 31,3% of the test. In chart two is the information about the individual students' performance based on the skills. The low level showed after the application of the pre-test evidenced the need of learning guides developed specifically to improve the reading and writing skills. In general students showed low level in both reading and writing, however the main difficulty is in the writing skill.

Chart # 2 Pre-Test Results based on the skills (Reading, Writing and Reading-Writing)

Student	Number of Correct Answers in Reading Skill	Number of Correct Answers in Writing Skill	Number of Correct Answers in Reading-Writing Skills
Student 1	18	6	5
Student 2	6	3	7
Student 3	11	5	7
Student 4	10	5	6
Student 5	13	4	8
Student 6	21	7	11
Student 7	14	6	7
Student 8	15	4	7
Student 9	16	7	9
Student 10	15	5	8
Student 11	8	4	6
Student 12	7	5	6
Student 13	5	6	8
Student 14	7	5	3
Student 15	7	4	8
Student 16	19	5	8
Student 17	24	7	10
Student 18	7	6	4
Student 19	6	6	7

Post-Test Analysis

The post-test was applied at the end of the process and when the four learning guides were developed by the students. In chart two are the results of this.

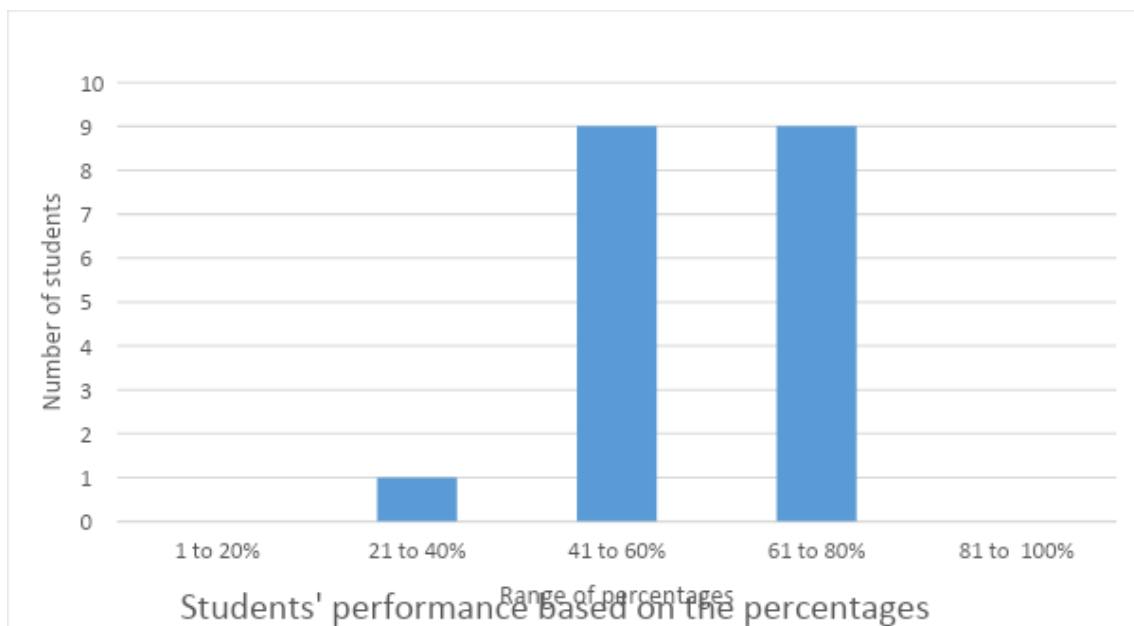
Chart 3 post-test results

Student	Number of Correct Answers	Number of Wrong Answers	Percentage of correctness	Grade	Performance
Student 1	38	29	56,7%	2,35	Low
Student 2	15	52	22,4%	1,1	Low
Student 3	37	30	55,2%	2,75	Low
Student 4	39	28	58,2%	2,9	Low
Student 5	46	21	68,6%	3,4	Basic

Student 6	47	20	70,1%	3,5	Basic
Student 7	29	38	43,3%	2,15	Low
Student 8	37	30	55,2%	2,75	Low
Student 9	52	15	77,1%	3,85	Basic
Student 10	42	25	63,7%	3,15	Basic
Student 11	40	27	59,7%	2,95	Low
Student 12	48	29	71,6%	3,55	Basic
Student 13	33	34	49,2%	2,45	Low
Student 14	38	29	56,7%	2,35	Low
Student 15	33	34	49,2%	2,45	Low
Student 16	52	15	77,1%	3,85	Low
Student 17	54	13	80,6%	4,05	High
Student 18	43	24	64,2%	3,7	Basic
Student 19	44	23	65,7%	3,3	Basic

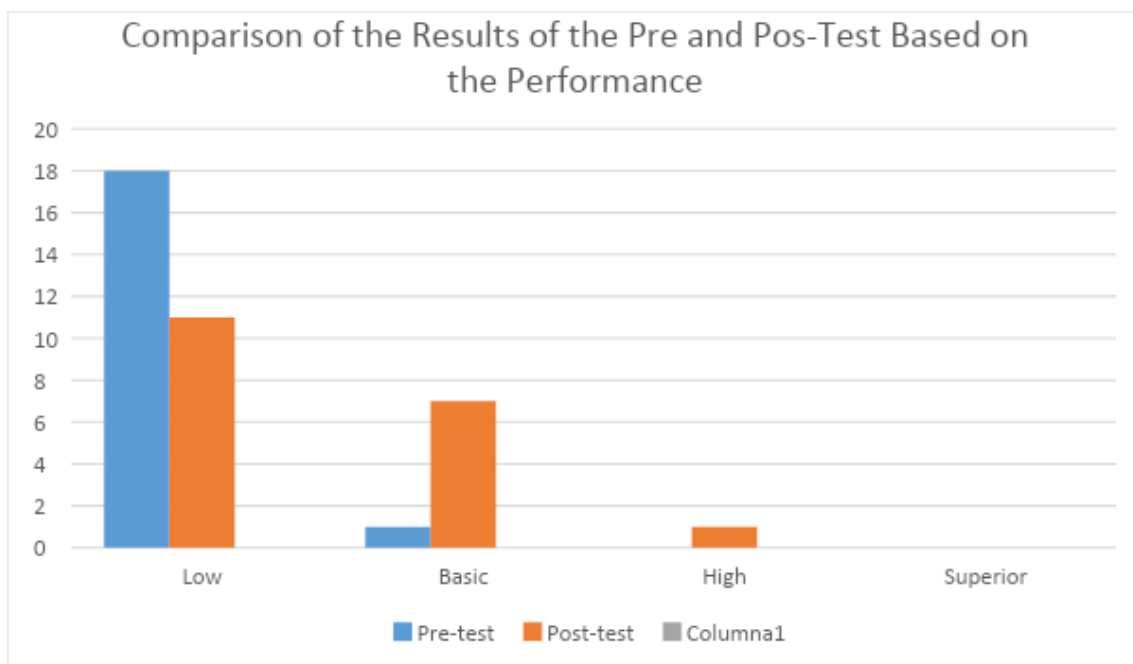
In general terms and based on the performance there are eleven students in low level, seven in basic level and just one in high level. However, if the division is done based on the percentages like it was done in the analysis of the pre-test. In the first lower level (1 to 20%) there are not students, in the second lower level (21 to 40%) there is just one student, in the lower middle level (41 to 60%) there are nine students, in the middle level (61 to 80%) there are nine students and in the higher level there are not students

Graphic # 3 Post-test student's performance based on the percentages



In the pre-test, the second lower level is the category in which there is the major number of students (thirteen). On the other hand in the post-test into this category there is just one student this means that twelve students move on to the low-middle level and to the middle level, this is important because this represents a considerable improvement in their learning processes. In the pre-test into the low-middle level there are five students, and, in the post-test, there are nine. This level had an increase of four students. In the case of the middle level in the pre-test there is just one student, however in the post-test there are nine students, this is a significant increase of eight students. Although in the higher level there are no students in the pre-test, and in the post-test. In the last one there was a student that was close to reaching that level given that the percentage of correctness of this student was 80,6. In fact if the analysis is done based on the performance in the pre-test there are eighteen students in low and one in basic. On the other hand in the post-test there are eleven students in low, seven in basic and one in high performance. This represents an improvement of the performance in the group.

Graphic # 4 shows the comparison of the results based on the students` performance.



In general, the group shows a considerable improvement. In order to be more precise, I am going to analyze the performance of the students individually. In chart number three are the difference in the percentage of correctness between the pre-test and the post-test.

The individual variance was positive in almost all the cases just one student (Student # 2) had a decrease in the results. The student who presented the biggest increase was student12 with a 44.7 increase in the variance. Coincidentally there are two pairs of students who obtained the same results in the pre-test and in the post-test, these were students 9 and 16 and students 13 and 15. The average variance is 23,8. It

means that the grades increased by more than one point per student, and this is a considerable improvement.

If the analysis is done based on the performance, it shows that 9 students improve their grades, but they do not reach the basic performance. Eight students improved their grades and besides, they reached basic performance. One student improved the grade but continued in the basic performance. And 1 student passed from low performance to high, and this was who presented the biggest improvement in the grades.

Chart # 4 Individual variance of percentage between the pre and post-test.

Student	Pre-test percentage of correctness	Post-test Percentage of correctness	Variance
Student 1	43,3%	56,7%	13,4
Student 2	23,9%	22,4%	-1,5
Student 3	34,3%	55,2%	20,9
Student 4	31,3%	58,2%	26,9
Student 5	37,3%	68,6%	31,3
Student 6	58,2%	70,1%	11,9
Student 7	40,3%	43,3%	3
Student 8	38,8%	55,2%	16,4
Student 9	47,8%	77,1%	29,3
Student 10	41,8%	63,7%	21,9
Student 11	26,9%	59,7%	32,8
Student 12	26,9%	71,6%	44,7
Student 13	28,3%	49,2%	20,9
Student 14	22,4	56,7%	34,3
Student 15	28,3%	49,2%	20,9
Student 16	47,8%	77,1%	29,3
Student 17	61,2%	80,6%	19,4
Student 18	25,4%	64,2%	38,8
Student 19	28,3%	65,7%	37,4

The post-test results based on the skills show in more detail the students' improvement in each one of them. Students improved their performance in three different aspects which were assessed (reading, writing, and reading-writing). Nevertheless, the main improvement was in the reading part, this is logic given that it represented more than the fifty percent of the test. The writing skill was the one in which the improvement was minor. This is consequent given that it represented the minor part of the test. This is evidence that the implementation of the learning guides developed under the new school pedagogical approach had a positive impact in the students' learning processes. In chart 5 it is more detailed information.

Chart # 5 Post-Test Results Based on the Skills (Reading, Writing and Reading-Writing)

Student	Number of Correct Answers in Reading Skill	Number of Correct Answers in Writing Skill	Number of Correct Answers in Reading-Writing Skills
Student 1	22	7	9
Student 2	6	5	4
Student 3	24	6	7
Student 4	23	7	9
Student 5	24	8	14
Student 6	26	7	14
Student 7	17	4	8
Student 8	23	6	8
Student 9	29	9	14
Student 10	25	8	9
Student 11	22	6	12
Student 12	26	9	13
Student 13	19	7	7
Student 14	18	8	12
Student 15	17	5	11
Student 16	30	8	14
Student 17	30	9	15
Student 18	23	8	12
Student 19	25	7	12

In general, the students had improvement in all the language skills assessed. Just student two had no variance in reading skill because all the others had positive variance in reading skill and as I said above it was the bigger improvement. In the writing skill just student six had no positive variance the other students evidenced positive variance. Finally, in the part in which there was a mix of reading and writing, two students had negative variance, which means that they had better performance in that skill in the pre-test than in the post-test. To sum up, in the whole test just one student had negative variance and the rest of the students had positive and considerable improvement. As I said above this evidence of the impact of the application of the learning guides. In chart # 6 is the information about the individual variance based on the skills.

Chart # 6 Individual variance of the pre and post-test based on the skills

Student	Individual Variance in Correct	Individual Variance in	Individual variance in Correct	Total
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	Answers (Reading Skill)	Correct Answers (Writing Skill)	Answers (Reading- Writing Skills)	
Student 1	4	1	4	9
Student 2	0	2	-3	-1
Student 3	13	1	0	14
Student 4	13	2	3	18
Student 5	11	4	6	21
Student 6	5	0	3	8
Student 7	3	2	1	6
Student 8	8	2	1	11
Student 9	13	2	5	20
Student 10	10	3	1	14
Student 11	14	2	6	22
Student 12	19	4	7	30
Student 13	14	1	-1	14
Student 14	11	3	9	23
Student 15	10	1	3	14
Student 16	11	3	6	20
Student 17	6	2	5	13
Student 18	16	2	8	26
Student 19	19	1	5	25

Class Observation Analysis

As I mentioned in the methods, the class observation analysis used during this case study was the one implemented by Zaare in his research about the effect of classroom observation on teaching methodology. This is a model of observation checklist Known as, Johns Hopkins University School of Nursing, this was adapted by Zaare to the requirement of teaching English as a foreign language in his investigation mentioned above (Zaare 2013). This is a model used with the intention to rate teacher's performance in a given class. It is divided into four main sections: section one is called content organization; section two is related to questioning skills; section three is about the rapport with students and section four focuses on teaching methods. The scale designed by Zaare, to rate teachers' performance with the intention to provide a diagnostic profile for teaching improvement was organized in the following way:

- E = Excellent
- VG = Very Good
- G = Good
- NI = Needs Improvement

- NA = Not Applicable

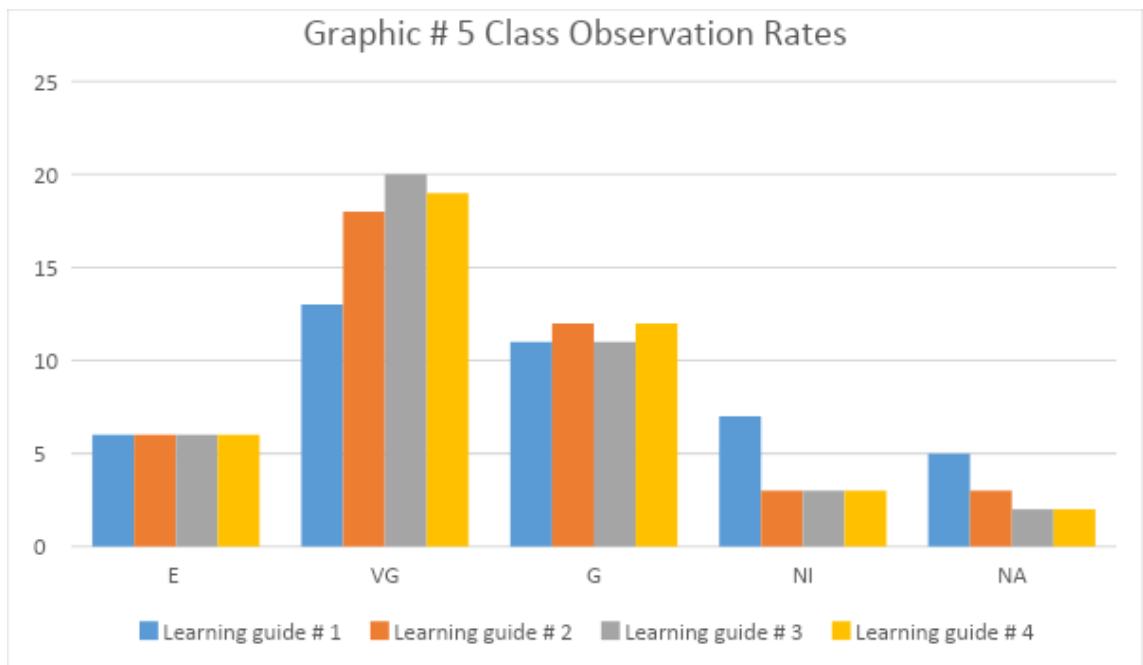
The main difficulty to do this kind of observation was that it was created to do peer observation, and, in this case, I was the one who did self-observation. In chart 4 is the information about the observation of learning guide number one implemented during this study (See appendix 3).

Chart # 7: Observation of Learning guide # 1; First week from January 31st to February 4th, Second week from February 7th to 11th, and Third week from February 14th to 18th

CONTENT ORGANIZATION	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Started and ended class on time	E	E	E
Presented overview of class	NA	VG	VG
Presented key concepts	VG	VG	VG
Used relevant examples to explain major ideas	G	G	G
QUESTIONING SKILLS	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Encouraged students' questions	NI	G	G
Listened carefully to students' questions	VG	VG	VG
Answered questions appropriately	G	G	VG
Restated students' questions or comments as necessary	G	G	G
RAPPORT WITH STUDENTS	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Greeted students at the beginning of class	E	E	E
Responded appropriately to students' puzzlement or boredom	NI	NI	NI
TEACHING METHODS	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Discussion	NA	VG	G
Small-group activities	NA	VG	VG
Game	NA	NA	VG

Use or integration of technology	NI	NI	NI
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The two weekly class hours were taught on the same day as a block. All the time the classes started on time and finished on the stipulated hour. The first class in what a new learning guide started was dedicated to the exploration of previous knowledge and the presentation of class objectives. After that the class was related to the acquisition of new vocabulary associated with the topic, for that reason, some aspects of the class such as the overview of the class, the discussion, the small-group activities, and the games were rated as not applicable (NA). Classes number two and three were dedicated to do the practice activities proposed in each learning guide. In general, just two items were rated as excellent (E), these were the time in which the classes started and finished and the greetings at the beginning of each class. Just one item was always rated as needs improvement (NI) ; it was the use or integration of technology.



In the graph above, there are four learning guides applied in the process of learning. In the research developed by Zaare he compared his observation with the one done by his peers and then he estimated an average rate of convergence (Zaare, 2013). As I said above in this case, I was the only observer. For that reason, I could not do the same comparison. What I did was compare the observations during the three different learning guides. It shows that the rate Excellent (E), Needs Improvement (NI) and Not Applicable were less used in the rating and regularly were graded the same items in the case of Excellent it was in Started and ended class on time and greeted students at the beginning of class. On the other hand, almost all the Needs Improvement rates were related to the use or integration of technology, this is something logical given that in the rural area of The I. E. El Placer the internet connection does not exist, and technological devices are not enough and are also outdated. For that reason, the videos and different

technological tools proposed in the learning guides were downloaded for being used in the school. In the same way, the rate Not Applicable (NA) was few used. This was used always for the same items (the small group activities and the game) due that these aspects were not considered in the first week of each learning guide. The most used rate was Very Good (VG). It was used seventy times and it had a progression because in the first learning guide observation it was used thirteen times, in the second learning guide observation it was used eighteen times, and in the third learning guide observation it was used twenty times (in this learning guide was in what it was more used) and finally in the fourth learning guide observation it was used nineteen times, For the last reason I can claim that based on the observations of the different classes I could improve in the items in what I was being weaker. The second item most used was Good (G) this was used forty-six times, eleven in the first learning guide observation, twelve in the second, eleven in the third, and twelve in the last learning guide observation the use of this rate was more constant given that the quantity of times used in the learning guides did not have considerable changes. This is a useful tool in order to monitor our classes and improve our teaching practice, because you as a teacher can do an action plan based on your own observations.

Qualitative Description of the Implementation of the Learning Guides

In general, the four learning guides were well accepted by the students given that they are used to working under the New School approach of learning. For the students the existence of learning guides in the English language was something new and they took this as something positive. Based on the last and in order to be more specific in this section of the report I am going to describe the way in which these were applied in the classroom and how the students reacted to the material.

In the first learning guide which was related to the spelling of names and numbers, the students were participative and enthusiastic. However, during the development of the learning guide, I realized that the students were more interested in the topic linked to numbers than in the other one associated with the spelling of names. The reason for that is difficult to know. Perhaps it was because they liked one topic more than the other, or because in the learning guide one topic was better broached than the other one. In the development of this learning guide two games were proposed, the one known as stop (In this game students must write names, last names, cities, fruits, vegetables, etc.) obviously this game is related to the topic of spelling. They like it. However, they showed more enthusiastic with the other game. It was the popular Bingo; in this game somebody says numbers from one to seventy-five and the rest of the group must put little papers or something on his/her “table” and the one who fills it first wins. This game is associated with the topic of numbers, and they loved it. They wanted us to continue playing it after weeks. To sum up they were committed to the resolution of the different activities. Likewise, I saw them more enthusiastic about the topic of numbers. In the development of this learning guide, the section known as cross-curricular was

linked to mathematics and they liked it because they could use what they learned in another subject.

The second learning guide was about telling the time and the dates. In my opinion, it was the learning guide in which the students were more interested because they participated, did the activities proposed, and understood the topic. Indeed, in the revision of the post-tests, I found that the activities from this learning guide were answered correctly most of the time. Something curious about this learning guide is that almost all the students did not know to say the time in analog clocks, and it was additional learning that students took from the learning guide. This learning guide was so significant for the students that even after weeks of the implementation of it, the students continued asking for the time and telling the time in English. The negative part was like the one in the first learning guide. It was that the students were more interested in one topic than in the other.

The third learning guide was about places (the countryside and the city), this was complicated because the topics included a lot of new vocabulary and the activities to practice it were not enough. Despite this, the students did all the activities proposed in the learning guide and they liked the comparison between the countryside, which is their context, and the city. As I mentioned above the difficult part was that the topics were very wide and learning that amount of vocabulary was complicated for the grade and the age of the students. In short, it was too much for them.

The fourth and last learning guide was about the daily routine, this was well accepted, and the students worked on it very well. Besides this learning guide, they could put into practice the knowledge acquired in the others learning guides. However, I noticed that the daily routines proposed in the activities were not related to the real routines of the rural students, and sometimes they felt that it was not about them. For that reason, I had to change and adapt some activities to their context with the intention that they feel more involved in the process.

In conclusion, the four learning guides were well accepted, and the students were interested in them, although they had never worked on an English learning guide because of the nonexistence of them in the institution they worked in a good manner and understood almost all the topics. Likewise, the classes were participative, and the students were active learners (this is an important characteristic of the New School pedagogical approach of learning). A recurrent difficulty in the four learning guides was that the topics were very wide and in some cases for each learning guide were developed two topics. I consider that it was a mistake because it complicates the students' learning process instead of facilitating it.

7. CONCLUSIONS

This master report was done with the intention to determine the improvement of fifth graders' English reading and writing skills by using the learning guides designed under the New School pedagogical approach in the I. E. El Placer from Guadalajara de Buga. To reach this goal four learning guides were developed and implemented in the institution, a pre-test was applied in order to define the students' English level, and the different classes were followed up through a class observation checklist with the intention of collecting data and establishing improvement plans during the research. Likewise, this study contributes to the institution with valuable experience in the elaboration of learning guides which are the backbone of the New School pedagogical approach.

The results of the pre-test showed the students' English low level. Nineteen students presented the test, just one was at a basic level and the rest of the students were at low level. This was the evidence of the post-pandemic times and the non-existence of learning guides for English classes. During the pandemic, the Institution focused its attention just on the four principal subjects (Sciences, Mathematics, Language, and social studies). This added to the non-existence of the learning guides in English explains the low level presented by the students in the pre-test.

The class observation evidenced a slight improvement in the students' English skills, this was because I found the weakness of the teaching-learning process and I planned the following classes based on these findings. Furthermore, the class observation allowed the monitoring of the classes in several aspects such as content, questioning skills, rapport with the students, and teaching methods. To sum up, class observation was a useful tool that allowed students' and teachers' improvement. However, this class observation had the main difficulty, it was that I was my own observer. This situation is uncomfortable for me as a researcher at the moment to rate my own teacher performance.

In general, this study showed the importance of the use of learning guides under the New School pedagogical approach, because as I have been saying learning guides are crucial in this approach. Given that they are the support and as the same name indicates the guide for teachers and students in rural zones in Colombia. During the implementation of the four learning guides, the students showed interest in the different topics and in general, they evidenced improvement. Almost everyone had a positive variance in the comparison of the pre-test and the post-test, just one student had a negative variance. Based on the last, I consider that a set of learning guides developed for the rural context could improve the students' English reading and writing skills and it could enhance teachers' performance. For the last reasons, English learning guides for every grade in rural elementary schools should be developed. This research also helped me to be aware of the relevance of monitoring teaching performance because it allows the teacher to establish action plans in order to improve his/her performance. All these actions should close the gap between rural and urban education.

The I. E. El Placer should develop learning guides under the New School pedagogical approach for elementary education as well as the implementation of a self-

monitoring class based on class observation. As I said above, this allows teachers to establish their weaknesses and strengths and then to do an action plan to overcome that weakness and to continue applying the positive aspects of their teaching practice, because with this tool a continuum self-assessment could be implemented in the institution. In short, the development and implementation of the learning guides in elementary school in the institution based on class observation and monitoring of the same could have a positive impact in teaching-learning processes in the institution, in order to overcome the low level of English presented in the institution.

The elaboration of learning guides is an important aspect of rural education, for this reason, a research that includes the information and development of learning guides for a whole scholar year would be great because of its impact on students' learning processes. New School pedagogical approach should be studied deeply because this is the most used pedagogical approach in rural areas in our country and the little knowledge about it could influence the increase of the gap between rural and urban education.

However, during the research a series of study limitations arose. First, I did not collect information on students' reactions. This is a difficulty given that this sort of information provides value data to give validity to qualitative research like this. This was not included in the methodology as a research tool, and I consider it as a mistake based on the last information. Another study limitation was the few emphasis given to the speaking and listening skills of language, this was more an external limitation due to the rural context factors mentioned during the research. Likewise, the fact that the learning guides covered each one the content of two different topics was a difficulty in the moment of the development of them, considering that it was very wide for the students and in the moment to do the activities the time was not enough. Finally, the limitation mentioned repeatedly related to the self-direct class observation because this is a tool developed to do per observation and I tried to adapt it to self-observation.

This kind of research contributed to my development as a researcher and teacher because it allowed me to recognize my weakness and to notice the importance of working with material designed and thought for a given context. The elaboration of the learning guides should be a conscientious work alike the selection of the material which is going to be included in it. Likewise, I realize the importance of monitoring my classes because the goal is constant improvement and if I do not do a continued self-assessment of my teacher performance it is difficult to improve my teaching practice and methodology.

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<https://escuelanueva.org/>

9 APPENDICES

Appendix 1: Pre-Test

Realice la siguiente prueba de manera responsable y comprometida, aplicando los conocimientos adquiridos durante su proceso de aprendizaje.

1. **Spell your full name and your parents' full name.**

2. **Answer the following questions about you.**

- **What is your ID number?**
- **What is your phone number?**
- **What is the first and the last letter of your name?**
- **How old are you?**
- **How many cows are there in your farm?**

3. Write in English the following numbers like it is done in the example.

28- Twenty-eight.	43-
19-	64-
100-	20-
79-	90-
32-	7-

4. **Answer the following questions about you.**

- **What is your day of birth?**
- **What is your Father's Day of birth?**
- **What is your Mother's Day of birth?**
- **What is your sister's day of birth?**
- **What is your brother's day of birth?**
- **What time is it?**
- **What time is your breakfast?**
- **What time do you milk your cows?**
- **What time is your favorite cartoon?**

5. Write the time in numbers.

It's two o' clock _____

It's three – ten _____

It's four - twenty. _____

It's a quarter to seven. _____

It's five to two. _____

It's twenty minutes to nine. _____

It's a quarter past four. _____

It's half past ten. _____

6. Write in Spanish the following words.

Supermarket	Gas Station
Park	Hospital
Street	Bank
Bakery	Mountain
Cinema	River
Police station	City
Country	Nature

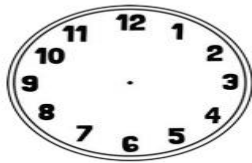
7. Answer the following questions about you.

- What time do you get up?
- Do you usually have a shower in the morning?
.....
- What time do you start work or college?
.....
- Where do you have lunch?
- What time do you have dinner?
.....
- What do you do in the evening?
.....
- What time do you go to bed?

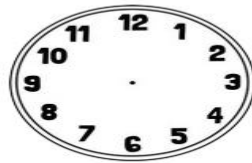
8. Dibuje las manecillas del reloj para representar la hora.

Tell the Time: Drawing the Time

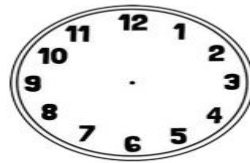
Draw the time on each clock.



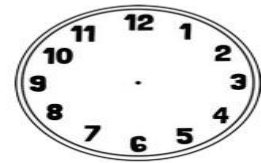
5 o'clock



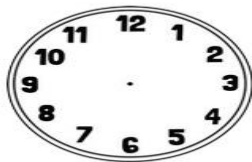
11 o'clock



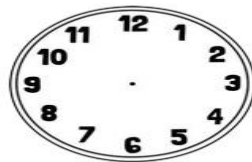
4 o'clock



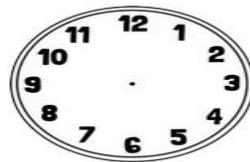
9 o'clock



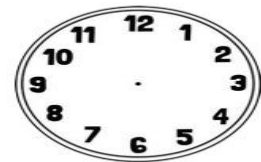
1 o'clock



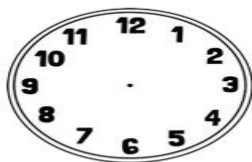
10 o'clock



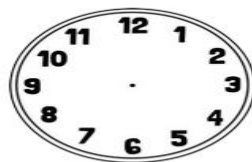
2 o'clock



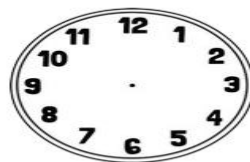
6 o'clock



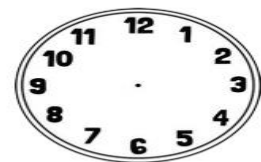
3 o'clock



8 o'clock



12 o'clock




7 o'clock

Tomado de: <https://agendaweb.org/vocabulary/time-worksheets-exercises.html>

Rating scale used to revise the pre and post tests.

The rating scale was done based on the Institutional Evaluation System (SIE for its acronym in Spanish), this counts with four levels: low (from 1.0 to 2.9), basic (from 3.0 to 3.9) high (from 4.0 to 4.5), and superior (from 4.6 to 5.0) (SIE I. E. El Placer 2022). In total there are 67 exercises.

	INSTITUCIÓN EDUCATIVA EL PLACER – GUADALAJARA DE BUGA					
	PERIODO 1- GUÍA # 1					
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	NOMBRE DEL ESTUDIANTE				31-01-2022	18-02-2022
DOCENTES DEL EQUIPO DE ÁREA	Oscar Hurtado					

Appendix 2 Learning guides

Learning objective: Participa en diálogos cortos y sencillos dando y pidiendo información (nombre, teléfono, fechas, lugares, etc.) y utiliza el deletreo.

Topic: Deletreo de nombres y números. (Spelling of names and numbers)

1. PREVIOUS KNOWLEDGE

- Do you remember the numbers in English? Try to write the numbers from 1 to 20. (¿Recuerda los números en Inglés? Trate de escribirlos del 1 al 20)
- Can you mention a characteristic of the English alphabet? (¿Puede mencionar una característica del alfabeto del idioma Inglés?)
- Do you remember some informal greetings in English? Mention it. (¿Recuerda algún saludo informal en Inglés? Mencionalo.)
- Do you remember some formal greeting in English? Mention it. (¿Recuerda algún saludo formal en Inglés?)

En esta guía que es la número uno del primer periodo del año lectivo vamos a abordar las temáticas relacionadas con la escritura y pronunciación de los números en Inglés, igualmente vamos a aprender a deletrear nuestros nombres y algunas palabras del idioma Ingles, todo esto teniendo en cuenta que existen unas marcadas diferencias entre el alfabeto del idioma español y el alfabeto del idioma Ingles, la principal de estas es que en nuestro idioma las letras se escriben como suenan, en el Inglés esta situación no se presenta, por esta razón es importante memorizar las palabras para no cometer errores relacionando las palabras con el idioma español.

2. What I am going to learn

Write in your notebook the information of the point 2: (Escriba la información del punto 2 en su cuaderno)

Características del Abecedario en el Idioma Inglés

Recordemos que el abecedario inglés tiene 26 letras: 21 consonantes y 5 vocales. Cada letra del alfabeto inglés puede tener diferentes pronunciaciones, dependiendo de dónde se sitúe dentro de una palabra. En la siguiente imagen dejamos la pronunciación de cada letra cuando se nombra por sí sola, por ejemplo, cuando se lista dentro del abecedario.



Tomado de: <https://images.app.goo.gl/q6Ekko8CbFp4d8TM8>

[Listen the following audio:](http://el-abecedario.com/audio/pronunciacion-abecedario-ingles.m4a)

<http://el-abecedario.com/audio/pronunciacion-abecedario-ingles.m4a>

Vocabulario básico en inglés acerca de Los Números – Numbers

Del 1 al 10

- 1 – One
- 2 – Two
- 3 – Three
- 4 – Four
- 5 – Five
- 6 – Six
- 7 – Seven
- 8 – Eight
- 9 – Nine
- 10 – Ten

Del 10 al 20

- 10 – Ten
- 11 – Eleven
- 12 – Twelve

A partir del número 13 la formación de los números es regular. Con algunas excepciones, se trata del Número + teen.

- 13 – Thirteen
- 14 – Fourteen
- 15 – Fifteen
- 16 – Sixteen
- 17 – Seventeen

18 – Eighteen
19 – Nineteen

Lo mismo sucede con los números redondos, 20,30,40,50, etc. Con algunas excepciones, se forman con el Número + ty.

20 – Twenty
30 – Thirty
40 –Forty
50- Fifty
60 – Sixty
70 – Seventy
80 – Eighty
90 – Ninety

100 es one hundred y para seguir formando números después del 100 solo es cuestión de combinar

101– One hundred (and) one
110– One hundred (and) ten
125– One hundred (and) twenty-five
163 – One hundred (and) sixty – three

Y los siguientes centenares, siguiendo el mismo modelo.

200 – Two hundred
300 – Three hundred
400 – Four hundred
650 – Six hundred (and) fifty
782 – Seven hundred (and) eighty-two

Y ahora llegamos a 1000 = Thousand

Tomado de: <https://trucoslondres.com/aprender-ingles/vocabulario/numeros-ingles/>

To learn the pronunciation of numbers in English watch and listen the following video:

<https://youtu.be/iNU1ILy63Wc>

2. Practice what you learned

A. Spell your full name and your parents' full name.

B. Play “the hanged game” (el ahorcado) with a classmate. Cada uno debe pensar en una palabra en inglés y el otro debe adivinar cual es.

C. Ask the following questions to a classmate (Hágale las siguientes preguntas a un compañero de clase):

- What is your ID number?
- What is your phone number?
- What is the first and the last letter of your name?
- How old are you?
- How many cows are there in your farm?

When your partner finish you must response the same questions. (cuando su compañero termine usted debe responder las mismas preguntas.)

D. Make an acronym with your name. Look the example (Realice un acrónimo con su nombre. Mire el ejemplo)



Tomado de: <https://images.app.goo.gl/sW11b7H263sWxgx37>

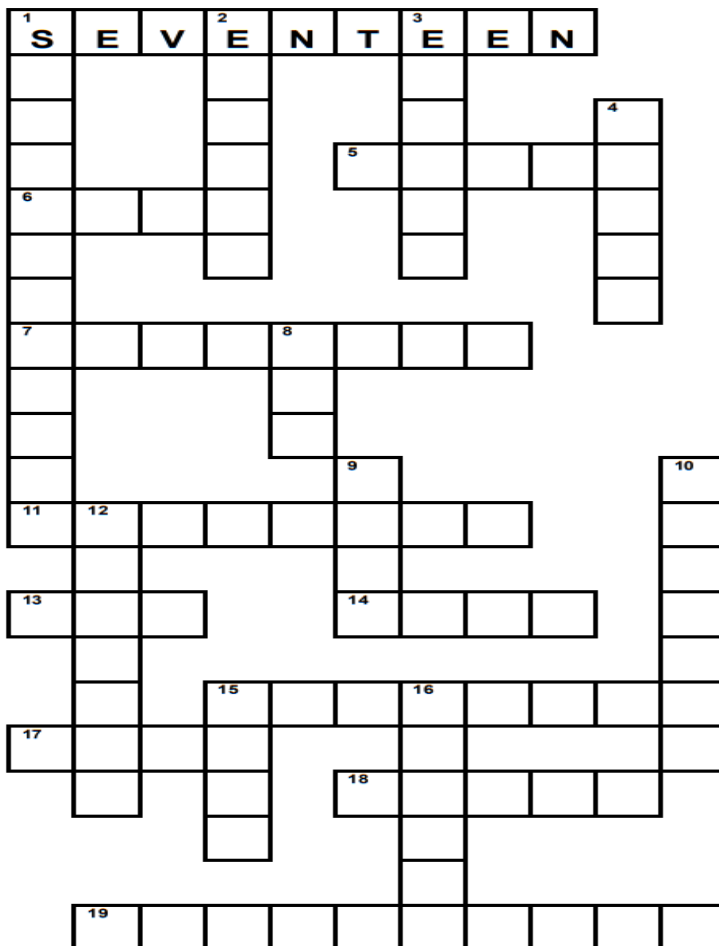
4. Cross curricular

E. Haga el siguiente crucigrama de números aplicando las operaciones básicas de la matemática:

CROSSWORD NUMBERS

● Read the clues and fill in the missing words.

Plus +
Minus -
Times X
Divided by ÷
Equals =



ACROSS

1. How much is 9 plus 8?
5. How much is 10 minus 7?
6. What is 5 plus 4?
7. How much is 9 plus 9?
11. How much is 10 times 100?
"One"
13. How much is 45 minus 44?
14. How much is 25 divided by 5?
15. How much is 31 plus 21?
17. What is 96 times 0?
18. How much is 120 divided by 2?
19. How much is 103 minus 78?

DOWN

1. How much is 69 plus 9?
2. How much is 21 minus 10?
3. What is 47 plus 33?
4. How much is 63 divided by 9?
8. How much is 100 divided by 10?
9. What is one half of one?
"One"
10. How do you say this number:
1,000,000? "One"
12. How much is 90 plus 10?
"One"
15. What is 100 divided by 25?
16. How much is 18 plus 12?

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Tomado de: <https://www.allthingsgrammar.com/numbers-cardinal.html>

F. En grupo realicen el popular juego stop usando palabras en Inglés, este juego consiste escribir palabras que empiecen por una determinada letra que dice uno de los

participantes. Este tiene Name, Lastname, city, colour, fruit or vegetable, thing and animal.

G. Answer the following multiple-choice questions.

1. **$7 + 8 = ?$**

- a) ten
- b) fifteen
- c) eleven
- d) thirteen

2. **$9 + 19 = ?$**

- a) eighteen
- b) twenty-six
- c) thirty-two
- d) twenty-eight

3. **$24 + 36 = ?$**

- a) fifty-eight
- b) sixty
- c) sixty-two
- d) seventy

4. **$21 - 7 = ?$**

- a) fourteen
- b) eleven
- c) ten
- d) twelve

5. **$12 - 3 = ?$**

- a) six
- b) nine
- c) fifteen
- d) seven

6. **$99 - 33 = ?$**

- a) sixty-three
- b) fifty-six
- c) sixty-six
- d) thirty-three

7. **$54 - 13 = ?$**

- a) thirty-seven
- b) twenty-nine
- c) seventy-seven
- d) forty-one

8. **$3 \times 4 = ?$**

- a) twelve
- b) seventeen
- c) seven
- d) one

9. **$4 \times 20 = ?$**

- a) twenty-four
- b) thirty-six
- c) eighty
- d) sixteen

10. **$6 \times 13 = ?$**

- a) sixty-three
- b) seventy-eight
- c) nineteen
- d) thirty-six

11. **$3 \times 18 = ?$**

- a) eighty-three
- b) thirty-eight
- c) twenty-one
- d) fifty-four

12. **$99 \div 11 = ?$**

- a) nine
- b) nineteen
- c) one
- d) ten


13. **$44 \div 1 = ?$**

- a) forty-three
- b) thirty-three
- c) forty-four
- d) twelve

14. **$91 \div 7 = ?$**

- a) thirteen
- b) twenty-six
- c) ninety-eight
- d) twelve

Tomado de: <https://www.allthingsgrammar.com/numbers-cardinal.html>

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	PERIODO 1- GUÍA # 2					
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	Oscar Hurtado	Inglés	5°	Principal	ENTREGA	DEVOLUCIÓN
	NOMBRE DEL ESTUDIANTE				21-02-2022	11-03-2022
DOCENTES DEL EQUIPO DE ÁREA	Oscar Hurtado					

Learning objective: Participa en diálogos cortos y sencillos dando y pidiendo información (nombre, teléfono, fechas, lugares, etc.) y utiliza el deletreo.

Topic: Fechas y horas

1. PREVIOUS KNOWLEDGE

- Write the days of the week in English. (Escriba los días de la semana en Inglés)
- Write the months of the year in English. (Escriba los meses del año)
- Which is the difference between the clocks in the picture? (En que se diferencian los relojes de la imagen)



Tomado de: <https://a.ipricegroup.com/trends-article/analog-or-digital-clock-which-one-to-choose-medium.jpg>

En esta guía que es la número dos del primer periodo del año lectivo vamos a aprender a preguntar y decir fechas importantes, asimismo aprenderemos a preguntar y dar información sobre las horas del día, es importante tener en cuenta que estas son habilidades necesarias para comunicarse de manera efectiva en el idioma Inglés.

2. What I am going to learn

Write in your notebook the information of the point 2: (Escriba la información del punto 2 en su cuaderno)

Asking for the time

Primero, vamos a ver la manera en que se debe preguntar ¿Qué hora es? en inglés

En inglés se dice:

- What time is it?
- What's the time?
- Could you tell me the time?

Las dos primeras significan lo mismo «que hora es», pero la última es más formal y significa: ¿Podrías decirme la hora?

Cuando se pregunta la hora, para hacerlo cortésmente. Agregue la palabra Please al final, que significa por favor:

What time is it please?

What's the time please?

Could you tell me the time please?

Para decir la hora en inglés siempre se inicia con It is o It's (en su forma corta), que es la tercera persona en presente del verbo to be: Son las...

What time is it? It is one o'clock – Es la una en punto.

What's the time? It's eleven o'clock – Son las once en punto.

Telling the time

¿Cómo se dice la hora en inglés?

Ahora bien, como en español, los tiempos se expresan diferente cuando se habla de las horas en inglés. Existen varias maneras:

La primera de ellas es expresar la hora de forma literal.

For example, las 9:06 se leería como “nine-oh-six” y significa que son las 9 y seis.

Another examples:

12:42 – doce cuarenta y dos / twelve-forty-two.

7:02 – siete y dos / seven- oh- two.

05:16 – cinco y dieciséis / five-sixteen.

Es necesario tener en cuenta que el reloj de 24 horas no se utiliza. Para diferenciar la mañana de la tarde, en Inglés se utiliza mucho la designación “Am” or “Pm” o cualquier indicador de tiempo dentro de la oración.

For example:

It's six o'clock in the morning/ Son las seis de la mañana en punto.

It's twelve o'clock in the night / Son las 12 de la noche en punto.

En algunos casos los minutos no se expresan de forma individual sino en grupos, para ello se utilizan ciertas expresiones. Algunas son:

Cuando es la hora en punto se dice la hora seguida de “o'clock”. Se utiliza para hablar de la hora cuando no ha transcurrido aún ningún minuto.

Examples:

Five o'clock

It's Five o'clock.

Ambas quieren decir que son las 5 en punto.

Cuando son minutos que transcurren más allá de una hora se usa “past” (se pronuncia past) for example, It's twenty-five past three / Son las Tres y veinticinco.

it's ten past ten /Diez y diez

Asimismo, si faltan pocos minutos para llegar a una hora usaremos”to”

Examples:

It's twenty to five /Faltan veinte para las cinco.

It's twenty-five to three /Faltan veinticinco las tres.

Para los cuartos se dice “a quarter seguido de “to” o “past” y luego la hora que corresponde.

For example:

It's a quarter past six / Son las seis y cuarto

It's a quarter to eleven / Falta un cuarto para las once.

Por el contrario, cuando pasan los treinta minutos de la hora se utiliza el término “half past” y luego la hora.

Examples:

It's half past two/ Son las dos y media

It's half past four /Son las cuatro y media

Todas las lenguas tienen sus excepciones, y cada variación del inglés cambia según sus hablantes. Por ejemplo, en inglés británico se dice "quarterpast" o "halfpast".

Tomado de: <https://www.educapeques.com/recursos-para-el-aula/horas-en-ingles.html>

Watch the following video to learn how to tell the time: https://youtu.be/p_4eFPYWqjE

The dates

¿Cómo se escriben las fechas en inglés formal?

Debemos empezar por entender cómo se escriben las fechas en inglés y que existen variaciones entre el inglés británico y el inglés americano. Así las fechas en inglés escrito siguen un orden específico que cambia dependiendo de ciertas variantes. En inglés británico el orden que se sigue es día, mes y año. De forma similar a lo que podemos hacer en español, tendríamos diferentes formas de escribirlo. Por ejemplo, las fechas en inglés formal suelen escribirse:

21 September 2016

21st September 2016

Se debe tener en cuenta que, en inglés, los meses siempre se escriben con mayúscula. Las abreviaturas que se utilizan para expresar que son números ordinales st, nd y th no son obligatoria y puede omitirse. En cualquier caso, los dos ejemplos anteriores serían perfectamente válidos. También existe la posibilidad de escribir fechas en inglés con números: 21/09/2017, 21/09/17, 21-09-2017 o 21-09-17

Sencillo, ¿verdad? Bueno, en el caso del inglés americano, la cosa se complica un poco, porque en este país las fechas en inglés se escriben en orden inverso, es decir se escribe primero el mes, seguido del día y finalmente se añade el año. Por ejemplo, si se quiere decir que la fecha de nacimiento es el 15 de septiembre de 1990, se escribiría así:

September, 15, 1990 or September, 15th, 1990

Aquí como en el inglés británico podemos optar por omitir la abreviatura. Si lo que queremos es expresar la fecha en número, lo haremos de la misma forma, simplemente poniendo el mes delante: 09/15/2017, 09/15/17, 09-15-2017 o 09-15-17.

¿Cómo se pronuncian las fechas en Inglés?

Para pronunciar las fechas en inglés, debemos recordar los ordinales que mencionábamos anteriormente. En inglés, ya sea en su variedad británica o americana, y aunque no se escriban, siempre se pronuncian los números como ordinales. Fijémonos que en el inglés británico se añade el artículo the al principio y la preposición of antes del mes:

21 September 2017: the twenty first of September 2017

September, 15, 2017: September the fifteenth 2017

Para leer los años, en general se leen en grupos de dos, por ejemplo, para 2017 diríamos twenty seventeen, pero para los años entre 2001 y 2009 se lee el número entero, two thousand and one, two thousand and two, etc. En este caso se usan los números cardinales y no los ordinales.

Tomado de: <https://whatsup.es/blog/escribiendo-fechas-en-ingles-todo-lo-que-necesitas-saber>

Watch the following video to learn how to write and tell the dates:

https://youtu.be/aMGv_iulWQs

3. Practice what you learned

A. Telling the time. Escriba la hora que marcan los siguientes relojes:

7:15 AM: It's.....

8:05 AM: It's.....

6:20 AM: It's.....

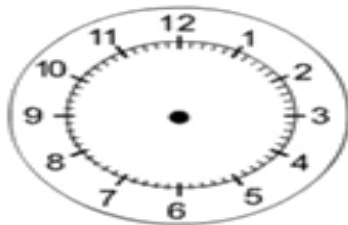
2:30 PM: It's.....

5:00 PM: It's.....

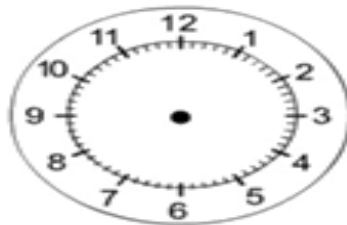
B. ¿Qué hora es? What time is it? Según indican las agujas del reloj.



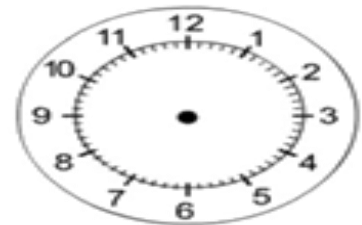
C. Dibuje Las manecillas del reloj que están perdidas. Use el reloj digital de abajo como guía.



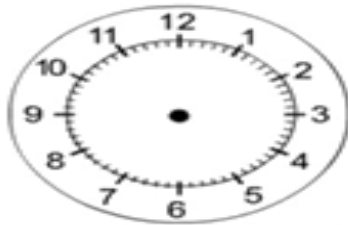
12 : 15



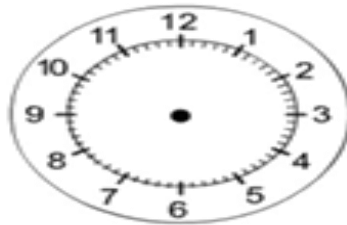
10 : 35



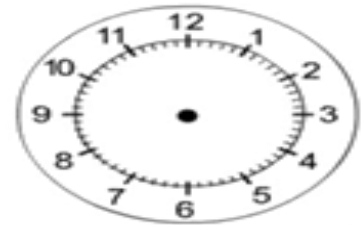
7 : 05



8 : 25



11 : 10



1 : 55

Tomado de: <https://www.educapeques.com/recursos-para-el-aula/horas-en-ingles.html>

D. ¿Cómo se dicen las siguientes fechas en Inglés?

7 April _____

3 May _____

31 July _____

10 November _____

18 December _____

27 September _____

15 January _____

20 February _____

29 June _____

23 March _____

9 October _____

2 June _____

16 August _____

11 January _____

1 November _____

E. ¿Cómo se leen estos años en Inglés?

1567

1987

2000

1894

2001

1790

2006

2009

2011

1665

F. Ask the following questions to a classmate (Hagale las siguientes preguntas a un compañero de clase):

- What is your day of birth?
- What is your father's day of birth?
- What is your mother's day of birth?
- What is your sister's day of birth?
- What is your brother's day of birth?
- What time is it?
- What time is your breakfast?
- What time do you milk your cows?
- What time is your favorite cartoon?

When your partner finish you must response the same questions. (cuando su compañero termine usted debe responder las mismas preguntas.)

4. Cross curricular

G. Watch the following video about Colombian history and then write the dates and the historical facts which they say in it (Mire el siguiente video sobre la historia de Colombia y luego escriba las fechas y los acontecimientos históricos que dicen en el):

<https://youtu.be/prhRNVWQrKo>

	INSTITUCIÓN EDUCATIVA EL PLACER – GUADALAJARA DE BUGA					
	PERIODO 1- GUÍA # 3					
	DOCENTE	ÁREA	GRADO	SEDE	FECHA	
	Oscar Hurtado	Inglés	5º	Principal	ENTREGA	DEVOLUCIÓN
	NOMBRE DEL ESTUDIANTE				14-03-2022	1-04-2022
DOCENTES DEL EQUIPO DE ÁREA		Oscar Hurtado				

Learning objective: Participa en diálogos cortos y sencillos dando y pidiendo información (nombre, teléfono, fechas, lugares, etc.) y utiliza el deletreo.

Topic: Lugares; el campo y la ciudad

1. PREVIOUS KNOWLEDGE

A. Which are the difference between the country and the city? (¿Cuáles son las diferencias entre el campo y la ciudad?)

B. What names of places in the city do you know in English? (¿Qué nombres de lugares de la ciudad sabe en inglés?)

C. What words related to country life do you know in English? (¿Qué palabras relacionadas con la vida en el campo sabe en Inglés?)

En esta guía que es la número tres del primer periodo vamos a aprender nuevo vocabulario sobre la vida en el campo y en la ciudad y las diferencias que hay entre los dos lugares, también aprenderemos expresiones del idioma ingles para comunicarnos en los dos contextos es importante tener en cuenta que estas son habilidades necesarias para comunicarse de manera efectiva en el idioma Inglés.

3. What I am going to learn

Write in your notebook the information of the point 2: (Escriba la información del punto 2 en su cuaderno)

The City

➤ Elementos que ayudan a organizar la ciudad:

Pedestrian crossing: paso de peatones

Traffic lights: semáforo

Pavement: acera

Bus stop: parada de autobús

Street lamps: Luces públicas

Post box: buzón

➤ Sitios de interés:

School: colegio

Hospital: hospital

Fire station: estación de bomberos

Square: plaza Park: parque

Supermarket: supermercado

Bookshop: librería

Restaurant: restaurante

Church: Iglesia.

➤ Lugares de ocio en la ciudad:

Cinema: cine

Zoo: zoológico

Theme park: parque de atracciones

Swimming pool: piscina

Aquarium: acuario

Library: biblioteca

Stadium: estadio

Theatre: teatro

Museum: museo.

vamos a practicar cómo podemos preguntar en inglés dónde están o indicar a alguien cómo llegar hasta allí. Si es usted quien busca un lugar concreto, tenga en cuenta estas fórmulas para pedir a alguien que lo ayude:

- Excuse me, where is the cinema?: Perdona, ¿dónde está el cine?
- Excuse me, where can I find a supermarket?: Perdona, ¿dónde pueden encontrar un supermercado?
- Excuse me, is there a hospital near here?: Perdona, ¿hay un hospital cerca?
- Excuse me, how do I get to the library?: Perdona, ¿cómo llego a la biblioteca?
- Excuse me, what's the way to the stadium?: Perdona, ¿cuál es el camino hasta el estadio?

- Si, por el contrario, somos nosotros los que queremos dar indicaciones, primero vamos a familiarizarnos con estas cuatro palabras en inglés sobre la orientación:

Right: derecha	Left: izquierda
Up: arriba	Down: abajo

- Para dar indicaciones y formar frases más complejas, añadimos estas expresiones:
- | | |
|--|---------------------------------|
| -Go straight: sigue recto | -Turn left: gira a la izquierda |
| -Turn right: gira a la derecha | -Cross: cruza |
| -Around the corner: al cruzar la esquina | -between: entre |
| -Behind: detrás | -In front of: enfrente de. |

Tomado de: <https://blog.kidsandus.es/aprendemos-los-lugares-de-la-ciudad-en-ingles>

- **Vocabulario para conversar de la naturaleza y el campo**

-Nature: Naturaleza	-Outdoors: Aire libre
-Fresh Air: Aire fresco	-Park: Parque
-Garden: Jardín	-Backyard: Patio
-Woods / Forest: Bosque	-Countryside: Campo/ Campiña
-Meadow: Pradera	-Hill: Colina
-Mountain: Montaña	-Jungle: Selva
-Lake Lago	-River: Río
-Landscape: El paisaje	-View Vista

- **Frases sobre la naturaleza**

-I enjoy being in contact with nature. (Me encanta estar en contacto con la naturaleza.)
-I'm spending the day among the trees. (Voy a pasar el día entre los árboles.)
-I'm traveling to the countryside to enjoy fresh Air. (Voy a viajar al campo para disfrutar del aire libre.)

- **Frases para comparar la ciudad con el campo:**

-Transportation is better in the city than in the countryside. (El transporte es mejor en la ciudad que en el campo)
-Technology is more important in the city. (La tecnología es más importante en la ciudad)

- The environment is more beautiful in the countryside than in the city. (El medio ambiente es más bonito en el campo que en la ciudad)
- There is less pollution in the country. (Hay menos contaminación en el campo)
- Life is more expensive in the city than in the countryside. (La vida es más cara en la ciudad que en el campo)
- Countryside is much quieter than the city. (El campo es mucho más tranquilo que la ciudad)
- In the city everybody is hurried, but in the countryside, people live more peacefully. (En la ciudad todo el mundo está apurado, pero en el campo la gente vive más pacíficamente)
- In the countryside the air is cleaner a more beneficial. (En el campo el aire es más limpio y más beneficioso)
- There are more animals in the countryside. (Hay más animales en el campo)

Tomado de: <https://podcasteningles.com/vocabulario-para-conversar-de-la-naturaleza/>

To learn how to put in practice the vocabulary let's watch and listen the following videos about asking for and giving directions and the countryside. (Para aprender a poner en práctica el vocabulario, veamos y escuchemos los siguientes vídeos sobre cómo pedir y dar direcciones y el campo.)

<https://youtu.be/DPYJQSA-x50>

<https://youtu.be/pkjJsYsy5cA>

3. Practice what you learned

A. Respond true or false according to following image (Responda si es falso o verdadero basandose en la siguiente imagen)



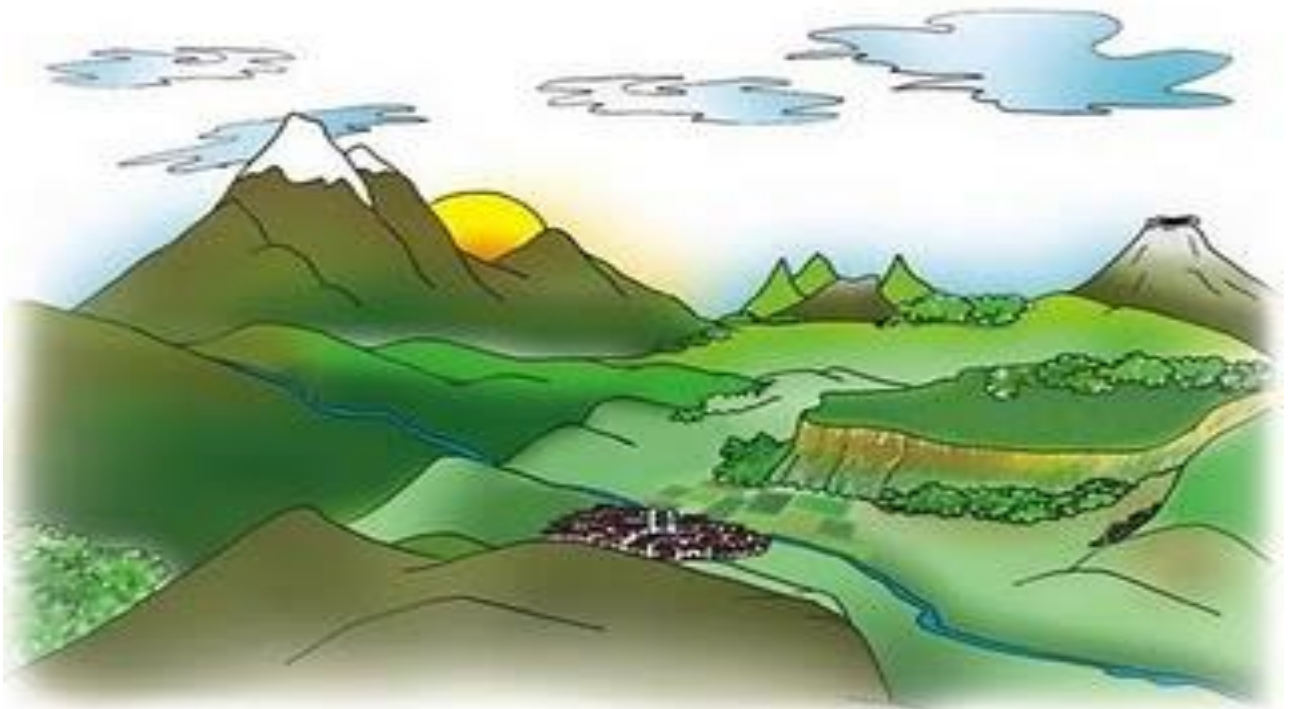
Tomado de: <https://images.app.goo.gl/skqA1AjfGcxdsL7>

- The bus is in front of the school. T () or F ()
- The bank is in front of the police station. T () or F ()
- The Hotel is behind the bank. T () or F ()
- The fire station is in a corner. T () or F ()

- there are eight trees in the image. T () or F ()
- There is a traffic light in the Hospital. T () or F ()
- There are seven cars in the image. T () or F ()
- There is a church in the image. T () or F ()
- There are ten building in the image. T () or F ()

B. Using the words left, right, up and down give directions to somebody that wants to go from the Gas station to the Hotel, then from the hotel to the Hospital and finally from the Hospital to the police station. Write the instructions in your notebook. (Usando las palabras: izquierda, derecha, arriba y abajo, dé instrucciones a alguien que quiera ir de la gasolinera al hotel, luego del hotel al hospital y finalmente del hospital a la estación de policía. Escriba las instrucciones en su cuaderno.)

C. Write the name of the places in the following image about countryside.



Tomado de: <https://images.app.goo.gl/RPd2vCUwCy1UadvU9>

D. Give directions to a classmate who does not know how to get to your home. (Dele indicaciones a un compañero de clase que no sepa como llegar a su casa).

E. Write the name of the places in the countryside that you have seen in your village. (Escriba el nombre de los lugares del campo que ha visto en su vereda.)


F. Watch the following video: <https://youtu.be/orqgsTFcoos>

Answer the following questions according to the video:

- Where is the people happier in the country or in the city?
- Which is the difference between the country in the video and El Placer?
- What are the advantages of the city?
- What are the advantages of the country?
- What do you like the most the country or the city?

4. Cross-curricular

G. Make a map of your village and using the vocabulary above put the name of the different places.

	INSTITUCIÓN EDUCATIVA EL PLACER – GUADALAJARA DE BUGA					
	PERIODO 1- GUÍA # 4					
	DOCENTE	ÁREA	GRADO	SEDE	FECHA	
	Oscar Hurtado	Inglés	5°	Principal	ENTREGA	DEVOLUCIÓN
	NOMBRE DEL ESTUDIANTE				4-04-2022	22-04-2022
DOCENTES DEL EQUIPO DE ÁREA	Oscar Hurtado					

Learning objective: Participa en diálogos cortos y sencillos dando y pidiendo información (nombre, teléfono, fechas, lugares, etc.) y utiliza el deletreo.

Topic: Rutinas diarias. (Daily routines)

1. PREVIOUS KNOWLEDGE:

- A. What do you think is a routine? (¿Qué cree que es una rutina?)
- B. What things do you do every day? (¿Qué cosas hace todos los días?)
- C. Do you know what kind of word is a verb? (¿Qué clase de palabra es un verbo?)
- D. What verbs in English do you remember? (¿Que verbos en Inglés recuerda?)

En esta guía que es la número cuatro del primer periodo vamos a aprender expresiones en el idioma Inglés para comunicar y describir lo que hacemos diariamente durante nuestra rutina, es importante tener en cuenta que estas son habilidades necesarias para comunicarse de manera efectiva en el idioma Inglés.

2. What I am going to learn:

Write in your notebook the information of point 2: (Escriba la información del punto 2 en su cuaderno)

Daily Routines

What do you do in the morning? (¿Qué haces en las mañanas?)

Para hablar sobre mi rutina diaria en inglés, inicialmente debo diferenciar el pronombre a utilizar (I, YOU, HE, SHE, IT, WE, THEY), utilizar la rutina diaria adecuada (DAILY ROUTINE) y momento del día en que se realiza la dicha actividad (PART OF DAY)

Example: Pronoun + Daily routine + Part of day

I take a shower in the morning (yo me baño en las mañanas)

La parte del día (PART OF DAY) se puede ubicar al inicio de la oración o al final de la oración.

A continuación encontraremos vocabulario relacionado con la parte del día (Part of day):

- Every day: Todos los días
- In the morning: En la mañana
- In the afternoon: En la tarde
- In the evening: En las noche (5-7 p.m.)
- At night: En las noche (8-11p.m)
- At noon: Al mediodía

Ahora veamos algunos verbos relacionados con las actividades diarias de las personas, estos van a estar acompañados de sus respectivos ejemplos.

- Wake up: Despertarse I wake at 7:30 / Me despierto a las 7:30
- Take a shower: Tomar una ducha, ducharse, bañarse

I take a shower at 8:15 / Me baño a las 8:15

- Have breakfast: Desayunar

He has breakfast at 8:30 / Él desayuna a las 8:30

- Get dressed: Vestirse. -I get dressed at 8:45 / Me visto a las 8:45
- Brush my teeth: Lavarse o cepillarse los dientes
I brush my teeth at 9:00 / Me cepillo los dientes a las 9:00
- Comb: peinarse o peinar
She combs her hair at 9:15 / Ella peina su cabello a las 9:15
- Leave home: salir de casa o también marcharse de la casa
We leave home at 9:30 / Salimos de la casa a las 9:30
- Go to school: Ir a la escuela
My son goes to school on bicycle / Mi hijo va a la escuela en bicicleta
- Take the bus: tomar el bus o autobús (camión)
I take the bus to work / Tomo el autobús al trabajo
- Have lunch: almorzar -We have lunch at noon / Almorzamos al mediodía
- Take a break: tomar un descanso
They take a break before lunch / Ellas toman un descanso antes del almuerzo
- Go home: Ir a casa -She goes home at 5:30 / Ella va a casa a las 5:30
- Have dinner: Cenar - We have dinner at 7:00 / Nosotros cenamos a las 7:00
- Watch TV: Mirar o ver televisión
He watches TV for a while / Él mira la televisión por un tiempo
- Go to bed: Acostarse, ir a la cama
They go to bed before 10:00 / Ellos se van a la cama antes de las 10:00
- Sleep: Dormir -I sleep for 8 hours / Duermo 8 horas

Tomado de: <https://www.aprenderinglesrapidoysencillo.com/2013/05/05/rutinas-en-ingles-con-pronunciacion-y-ejercicios-de-audio/>

Watch the following video to practice the vocabulary:

<https://youtu.be/JwGnClSLOpU>

3. Practice what you learned

A. Based on the vocabulary above try to translate the following paragraph without the use of a dictionary. (Basado en el anterior vocabulario trate de traducir el siguiente párrafo sin usar el diccionario)

Hi! I am Rose. I usually get up early, at about 5:00. I always take a quick shower. I don't make up because I don't like it. Then I cook and have breakfast with my brother, Arnold. I go to work by bus because I sold my car last week. I start work at 7:00 and finish at 4:00. Then I go home and watch TV for an hour or two with Arnold. I go to bed before 11:00 because I need to rest well to be energetic the next day.

Tomado de: <https://www.aprenderinglesrapidoysencillo.com/2013/05/05/rutinas-en-ingles-con-pronunciacion-y-ejercicios-de-audio/>

B. Describe the daily routine of the boy in the following image. (Describe la rutina diaria del niño en la siguiente imagen)



Tomado de: <https://images.app.goo.gl/frew4jbNf7CQ4uh27>

C. In English, tell a classmate your daily routine. (En Inglés, cuéntele a un compañero o compañera su rutina diaria.) After that listen his/her daily routine (Después escuche la rutina diaria de su compañero o compañera)

D. In English answer the following questions about your daily routine:

1. What time do you usually get up?

2. What do you usually have for breakfast?

3. What time do you usually arrive at school / work?

4. Where do you usually eat lunch?

5. What do you like to do after you get back home?

6. About how many hours of TV do you watch every day?

7. About how many hours are you on-line every day?

8. What kinds of exercise do you like to do?

9. What do you like to do on weekends?

10. Do you have too much free time, or not enough free time?

Tomado de: <https://www.allthingsgrammar.com/new-uploads.html>

4. Cross curricular

E. In the clocks drawn the time in what you do your daily activities. After that write the hour in numbers and letters. (En los relojes dibuje la hora en que realiza las actividades. Después de eso escriba la hora en números y en letras)



Get up
I get up at quarter past three



Have breakfast



Brush my teeth



Go to school



Have lunch



Watch tv



Have dinner



Go to bed

Tomado de: <https://ieelrecuerdo.edu.co/wp-content/uploads/2020/06/GUIA-5%C2%B0-INGLES-N%C2%B04.pdf>

Appendix 3: Class Observation

Scale to observe teacher performance design by Zaare (2013). This was done weekly.

E = Excellent VG = Very Good G = Good NI = Needs Improvement NA = Not Applicable

Learning guide # 1: First week from January 31st to February 4th, Second week from February 7th to 11th, and Third week from February 14th to 18th

CONTENT ORGANIZATION	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Started and ended class on time	E	E	E
Presented overview of class	NA	VG	VG
Presented key concepts	VG	VG	VG
Used relevant examples to explain major ideas	G	G	G
QUESTIONING SKILLS			
Encouraged students' questions	NI	G	G
Listened carefully to students' questions	VG	VG	VG
Answered questions appropriately	G	G	VG
Restated students' questions or comments as necessary	G	G	G
RAPPORT WITH STUDENTS			
Greeted students at the beginning of class	E	E	E
Responded appropriately to students' puzzlement or boredom	NI	NI	NI
TEACHING METHODS			
Discussion	NA	VG	G
Small-group activities	NA	VG	VG
Game	NA	NA	VG
Use or integration of technology	NI	NI	NI

Learning guide # 2: First week from February 21st to 25th, Second week from February 28th to March 4th, third week from March 7th to 11th

CONTENT ORGANIZATION	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Started and ended class on time	E	E	E
Presented overview of class	VG	VG	VG
Presented key concepts	VG	NA	G
Used relevant examples to explain major ideas	VG	VG	VG
QUESTIONING SKILLS			
Encouraged students' questions	G	G	VG
Listened carefully to students' questions	VG	VG	VG
Answered questions appropriately	VG	VG	VG
Restated students' questions or comments as necessary	G	G	G
RAPPORT WITH STUDENTS			
Greeted students at the beginning of class	E	E	E
Responded appropriately to students' puzzlement or boredom	G	G	G
TEACHING METHODS			
Discussion	G	G	VG
Small-group activities	NA	G	VG
Game	NA	VG	VG
Use or integration of technology	NI	NI	NI

Learning guide # 3: First week from March 14th to 18th, Second week from March 21st to 25th, Third week from March 28th to April 1st

CONTENT ORGANIZATION	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Started and ended class on time	E	E	E
Presented overview of class	VG	VG	VG
Presented key concepts	VG	VG	VG
Used relevant examples to explain major ideas	VG	VG	VG
QUESTIONING SKILLS			
Encouraged students' questions	G	VG	G
Listened carefully to students' questions	VG	VG	VG
Answered questions appropriately	VG	G	VG
RAPPORT WITH STUDENTS			
Greeted students at the beginning of class	E	E	E
Restated students' questions or comments as necessary	G	G	G
Responded appropriately to students' puzzlement or boredom	G	G	G
TEACHING METHODS			
Discussion	G	VG	VG
Small-group activities	NA	VG	VG
Game	NA	VG	G
Use or integration of technology	NI	NI	NI

Learning guide # 4: First week from April 4th to 8th, Second week from April 11th to 15th, Third week from April 25th to 29th

CONTENT ORGANIZATION	OBSERVATION First week	OBSERVATION Second week	OBSERVATION Third week
Started and ended class on time	E	E	E
Presented overview of class	G	VG	VG
Presented key concepts	VG	VG	VG
Used relevant examples to explain major ideas	VG	VG	VG
QUESTIONING SKILLS			
Encouraged students' questions	G	G	G
Listened carefully to students' questions	VG	VG	VG
Answered questions appropriately	VG	VG	VG
Restated students' questions or comments as necessary	G	VG	VG
RAPPORT WITH STUDENTS			
Greeted students at the beginning of class	E	E	E
Responded appropriately to students' puzzlement or boredom	G	G	G
TEACHING METHODS			
Discussion	G	VG	VG
Small-group activities	NA	G	VG
Game	NA	G	G
Use or integration of technology	NI	NI	NI