

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY**

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**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY**

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Language Teaching

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### **Abstract**

The following research project is a qualitative action research that emerged after a series of observations made in an EFL first grade class at a private school in Fontibón, Bogota. Bearing in mind the situations, procedures and activities that took place into this context, it was possible to identify some obstacles that were making the vocabulary activation and the interaction promotion difficult and interrupted processes. As an intervention plan, a Situational Syllabus Wilkins (1972), based on the main Communicative Language Teaching Principles Richards (2006), was designed and implemented to cover the units of the fourth school term. Its objective was to provide the learning experience with contextualized situations and interactive activities that encouraged the students to be active participants and users of the target vocabulary in order to activate prior knowledge, exchange information and understand English language as a way to perceive the world.

**Keywords:** Situational Syllabus Design, Communicative Language Teaching, Vocabulary activation in Young Learners.

### **Resumen**

El siguiente proyecto de investigación es una acción cualitativa que surgió después de una serie de observaciones realizadas en una clase EFL de primer grado en una escuela privada en Fontibón, Bogotá. Teniendo en cuenta las situaciones, procedimientos y actividades que tuvieron lugar en este contexto, se pudieron identificar algunos obstáculos que dificultaban y interrumpían la activación del vocabulario y la promoción de la interacción. Como plan de intervención, se diseñó e implantó un Plan de Situación Wilkins (1972), basado en los principales Principios de Enseñanza de Lenguas Comunicativas Richards (2006), para cubrir las unidades del cuarto término escolar. Su objetivo era proporcionar la experiencia de aprendizaje con situaciones contextualizadas y actividades interactivas que animaban a los estudiantes a ser participantes activos y usuarios del

vocabulario objetivo a fin de activar conocimientos previos, intercambiar información y entender el idioma inglés como una manera de percibir el mundo.

**Palabras claves:** Diseño de syllabus situacional, método llamado “Communicative language teaching”, Activación de Vocabulario en jóvenes aprendices

## Chapter one

### Introduction

Teaching to young learners could be seen as a real challenge; even more when a foreign language is introduced. In this specific case, first graders, of a private school in Bogotá, are in an exploration process in which they are still learning new ways to express ideas in their mother tongue; and the foreign one (English) is limited to a single subject. The aforementioned fact is based on the primary English teacher's observations registered on his journals (See appendix A) from the last two months of 2015 to the first two months of 2016 and a couple of interviews to an English teacher (See appendix B) and the principal of the same school (See appendix C). For instance, in the first journal made by the titular English teacher of this private school, it was mentioned that: "Talking about speaking and their use of English, it is still limited to the isolated use of the vocabulary". Additionally, in the principal's interview it was evident the necessity of applying new strategies and methods to enrich the English learning and practice within this population.

Nevertheless, considering other reflective observations developed by the researchers during the methodology and didactics class in the first semester of the year 2016. It is necessary to clarify that the design of the observations was made by Cuervo (2016) who was the professor in charge of that class (See appendix D); it is possible to perceive a clear understanding of the vocabulary proposed by the school English syllabus (See appendix E). However, there was a constant teacher-student interaction. Furthermore, students showed motivation and interest on practicing the vocabulary learnt through questions (information requests and short questions). However, establishing interaction in short conversational moments with peers, which include the new vocabulary taught in previous lessons was still not possible because some factors such as the classroom arrangement, timing, the absence of the English subject in previous courses (Kindergarten) and the lack of interactive activities,

such as conversational models, role plays, sharing personal information, personalizing the vocabulary, may have been affecting the learners' opportunities to communicate ideas and use the vocabulary learnt in English.

In order to analyze this problematic situation, it was substantial to be aware of the different data collection instruments that guided this research: Direct observations- field notes to the target population (First graders) that were useful during six lesson plans implemented; observation made by a colleague/ teacher in charge of the class, a classroom document analysis to examine the activities sequence and its impact, and a couple of interviews made to the principal of the school. (See appendix A, B, C and D).

In this chapter, the reader will find the description of the problem that is related to the lack of interaction activities and the use of vocabulary in the EFL classroom. Then, the rationale of the study that intends to justify its importance for young learners' lessons when teaching a foreign language; the research questions which establish the starting point of the study; its general and specific objectives are showed in order to clarify the main goals to be achieved by this study which are stated to overthrow the difficulties explained during the problem statement; and a possible intervention plan, based on a Situational Syllabus proposal (Wilkins,1972) and its lesson plans which were designed by the researchers.

Secondly, in chapter two, the literature review and theoretical framework that supported and guided the current research project are stated. It is necessary to remark those studies were mainly designed to overcome communication and interaction difficulties when learning a foreign language, to activate prior knowledge using a series of tasks and to contextualize the vocabulary use by means of situational activities. Afterward, in the third chapter, the reader will find the research type and design that corresponds to an action research one and the different instruments selected to collect the kind of data required to respond the general question and enrich the teaching experience. In addition, the chapter 3

includes the ethical aspects related to the whole research procedures.

Then, chapter four offers the implementation stage features such as schedule, dates, procedures, the syllabus proposal and a sample of one of its lesson plans based on Communicative Language Teaching principles stated by Richards (2006). Following out, chapter 5 shows the kind of data collected, its analysis that reflected the strengths and weaknesses of the lessons and the activities planned that helped to reach the objectives regarding interaction and the use of vocabulary in context. Finally, chapter 6 offers concrete conclusions, limitations and implications that are drawn based on each one of the previous chapters, information and procedures.

### **Justification**

Richard (2006) said:

Language teaching has been seen from different points of view and based on principles such as the importance of interaction with meaningful and purposeful intentions, collaborative creation of meaning and the incorporation of new forms into students' development of communicative competence. (p.4).

In concordance with the above-mentioned statement and comparing them with the procedures, methods and interactions that were observed in the English class for first grade in the private school during the second term of 2016, it was evident a lack of communicative activities in the English class which could promote interaction among the students and give them an active role in their learning processes. Throughout this research project, the reader could have a wide perspective about the significance of designing tools and strategies to promote interaction in the classroom. Most of the times young learners repeated words in English language due to the necessity to repeat and memorize them; but they did not have idea what their meanings were and, what may be worse, they were not guided to use them. Otherwise, Příbilová (2006), mentioned that it is recommendable to present new vocabulary at least into a simple context and provide oral practice for promoting interaction. Bearing in

mind that, Brown (2000), says that “Historically, “conversation” classes have ranged for quasi-communicative drilling to free, open and sometimes agenda-less discussion among students” (p. 268). It means that it is advisable to introduce at least simple and short conversation models in class, to start scaffolding the interaction process. Undoubtedly, it is essential to work on speaking proficiency from early ages, since first graders can learn quickly imitating what others say, facilitating the correction of mistakes and in that order the performance of new language might be successful.

This research arises from the necessity to analyze the problem that has been presented in the private school, where first graders were facing difficulties when using the vocabulary learnt in communicative activities. Therefore, researchers proposed a syllabus that underlined situational characteristics and had some of the communicative language teaching approach principles, where the students could practice the vocabulary learnt by simulating real context situations.

This research project and its proposal was as necessary as pertinent due to the conditions and situations faced by the target population when learning a foreign language with the lack of opportunities to exchange information, the absence of situations to understand and develop activities in a context and the use of the vocabulary learnt only in isolated situations such as repetition drills exercises and memorization. This project also lies on the principles of the National Bilingual Program (2016) that has been developed by the National Education Secretary and which main goal is fostering the use of the English language in every single classroom of the country, having real communication in meaningful tasks and giving students the chance to obtain influential and better jobs.

### **Problem statement**

The English teacher of this school, who has been working for six years from first to fifth grade, has faced some challenges such as the implementation of a more interactive

methodology along with the use of a formal textbook to guide reading and listening exercises. Even when the status of the English subject may have grown into the educational community (In the private school); and the possible improvement of the four comprehension and production abilities (reading, listening, speaking, writing) described by “Ministerio de Educacion Nacional” (Hereafter, MEN) have had an important impact into the academic field, the teacher researcher of this project noticed that the vocabulary learned was hardly used during short conversations and it could be constantly relegated to the memorization of new words to develop class exercises or tests. Indeed, there was an initial attempt to keep a short conversation moment with one of the students by means of the vocabulary learnt, but it was not successful.

As a primary resource to collect information about the first graders needs, some helpful data collection instruments were used: Teaching journals, made by the current English teacher; direct interviews- field notes to the English teachers and the school principal, an overview to the syllabus proposed by the school and observations made by the researchers during the methodology and didactics class. (See appendix A, B, C, D and E).

After analyzing the observations, interviews and the English study plan of the institution, it was possible to find some specific procedures that were leading the English class into one that could be interfering in the inclusion of communicative moments and the activation of the vocabulary previously learnt. The class had a dominating kind of interaction and it was the teacher- student one, something that made the class teacher-centered. Most of the activities were focused only on the learning, identification and repetition of vocabulary. In addition, the study plan did not specify the kind of activities and interactions, providing the topics and some possible grammar structures that were barely the starting point of an entire and common English class. Finally, the interviews showed the necessity to innovate the methodologies and strategies used in class to achieve an integral learning.

As one of the main goals of this research project, it was considered to design a syllabus proposal based on the characteristics of a situational one. As it was stated by Wilkins (1972), this type of syllabus is suitable and pertinent because it can provide elements such as the development of a topic into a single and general situation that is familiar for the students and communicative and interactive activities around it.

### **Research question**

What is the contribution of a Situational Syllabus, based on Communicative Language Teaching principles, in order to activate the vocabulary, in EFL young learners at a private school of Bogota?

### **General objective:**

To propose a Situational Syllabus, based on Communicative Language Teaching principles, to activate vocabulary in young learners at a private school of Bogotá.

### **Specific objectives:**

To diagnose the English vocabulary teaching and learning process and the interaction patterns during the activities proposed for first graders from 6 to 7 years old by the English teacher at a private school of Bogotá, during the second semester of 2016.

To determine the lesson plan activities from the Situational Syllabus that contribute to the English learning experience in terms of interaction and vocabulary activation, in EFL young learners (first grade from 5 to 7 years old) at a private school of Bogotá.

To assess the use of vocabulary in contextualized and simulated situations in order to activate vocabulary in EFL young learners (first grade from 5 to 7 years old) at a private school of Bogotá.



## Chapter Two

### Literature review

Along this chapter, the readers will find a theoretical background that supports the current research. This literature review was made by the collection of foreign and national research studies that were focused on the vocabulary teaching to young learners, situational syllabus and suitable communicative activities that engaged the target population and that led to the authentic and meaningful use of English in class.

The first study, “Teaching vocabulary to Young Learners”, was done by Přibilová in Brno (2006) in which she reported her experience as a teacher in a primary school. She admitted that at the beginning she doubted about any knowledge acquisition for young learners; but then, she realized chances and occasions that English language could offer to infants and she started to be a big fan of teaching English to young learners. So, basically it was the way in which she presented her research problem, because she thought that many other teachers could have the same doubts and she wanted to apply some strategies that could be applied in young learners to teach English effectively.

In her research, the main objective was to show several ways that could be used for teaching vocabulary to young learners. So, she showed very explicitly her pedagogical intervention presenting the more efficient reasons and ways to teach vocabulary to that population using different methods like Suggestopedia, Total Physical Response and Communicative Language Teaching. Throughout her research project, she centered her attention in a focal group from 7 to 11 years old because she preferred to work with this kind of population and as Přibilová (2006) said:

Learners at this age are grateful when someone invests time in them. The results are seen quite easily and of course teachers demand this kind of satisfaction. These children still want to learn something new. When they know it, they are happy to present it and they feel more important. (p.10).

It means that if the activities proposed by the teacher in an English lesson are planned in detail, the results could be efficient and meaningful because young learners can create a strong bond with the teacher. In other words, if a teacher works like a counsellor and guide in detail the introduction of the foreign language, unconsciously, the learners start feeling comfortable expressing ideas in a language different from the mother one due to the confidence sensation.

Přibilová (2006), on first hand, defined young learners as anybody from the age of three to the age of eighteen; and on the other hand, she said that even teaching only words are the first part, it is indispensable to provide a simple context or conversational models in order to learn how and where to use those words. That is why, it is important to identify not only the topics that should be taught for that specific population; it is necessary to include in the lessons, activities that promote interaction among the students taking into account likes and interests to catch their attention immediately.

However, teachers in the same classroom and grade find a variety of feelings, behaviors and knowledge. So, Přibilová (2006), established that teaching to young learners requires the knowledge of knowing the differences that each person has different ways of learning, thinking or styles because in that way teachers can understand the methods that are suitable in the process of teaching. Additionally, it is indispensable to provide communicative activities where students can put into practice the words which are being taught through the lessons in order to achieve a complete understanding of the words and its uses.

This study contributes to this research project because the author emphasized on the importance of providing oral work to the use of the vocabulary learnt. That is why it is similar to the current research, as it was aforementioned, first graders of a private school in Bogotá do not use the vocabulary in communicative acts; they just memorize isolated words; but they do not know how to use them due to they are not totally engaged to practice

speaking. Also, this literature reasserted the importance of choosing the right activities like oral work, games and competitions which might motivate students to produce the language. So, throughout the pedagogical intervention that was carried out in this research, the idea was to include some activities taken from the communicative language teaching approach to teach and practice the vocabulary assigned for the fourth term (jobs and family) by means of “real context” and games.

The study which was done by Přebilová (2006), implemented a variety of methods such as Suggestopedia, Total Physical Response and Communicative Language Teaching to develop her activities; but in this case all the activities were designed by means of the last approach she used which was Communicative Language Teaching Approach because fit perfect to provide a real context. In that way, researchers could verify strengths and weaknesses of the syllabus that may have benefited the activation of vocabulary and pair and group interaction within situational contexts in first graders from 6 to 7 years old.

The second study “ Methodological techniques used for English teaching in pre-school education” which is supported by Rodriguez (2006), found the necessity to describe the experiences of a group of professors who implemented methodological techniques to English teaching in young learners (Specifically, younger than the age of 8), in non-bilingual environments such as the South of Galicia, Spain. The main objectives of this case study research were related to the necessity of working on the teachers’ methodologies with kindergarten students and first graders in the foreign language (English) development; and to focus on the importance of learning a new language using a variety of communicative activities in early ages, which could define the bases of future achievements or failures.

During this research project, an analysis of the language teaching techniques used in twenty- five different rural schools was made by non- participant observations and video recordings of the whole didactic process in every classroom. Using both data collection tools,

it was possible to develop exhaustive statistics charts analysis to describe all the techniques and resources the teachers implemented in their daily performances and to identify the ones which kept the children engaged during the language learning process.

It is indispensable to teach a new language not only to enrich their knowledge, but their personal development. Then, Rodríguez (2004) refers that the promotion of a healthy and motivating class is to create a setting where students used to feel the stress of listening and practicing with the foreign language, avoiding the risk of demotivation or inhibition. Finally, the importance of the activities was emphasized on the comprehension and oral skills improvement, taking them as the starting point of learning any foreign language and to imitate the natural process in which the mother tongue was learned.

Regarding the types of activities implemented to work on comprehension and oral skills in this case study research, Rodríguez (2004) mentioned, the importance of using role plays to foster interaction, participation and self-confidence, images games such as puzzles, pictograms or memory challenges that are elements that link motor and communicative skills; the songs for the memorization of new words and expressions by repetition; fairy tales for listening skills, constant input and motivating stories and mimics. The last one, mimics, resulted to be one of the main resources to teach English because it engaged the target population in many ways: The use of the body, teamwork, interest in expressing and guessing ideas using body gestures and the new language.

Significant contributions to the English teaching were given through the study. To start with, children's introduction should be gratifying and playfulness. Consequently, the author explained that the teacher has to take into account the affective, teacher- students' interaction, class rules based on respect and the constant recognition of the goals achieved, and motivational, activities which catch children's attention and are familiar to them: songs, rhymes, etc, factors when lesson planning.

Research studies like the one developed by Rodriguez (2004), provided many useful techniques, ways and ideas, such as role plays and puzzles implementation, to work with young learners. Children's training in speaking skills, which are comprehension and oral expression, are the starting point to activate the use of vocabulary within context, and to foster a natural learning process based on the first language, even more when they were implemented in a non-bilingual context (Spanish is the mother tongue there) such as the current study and with the same target population (Children younger than 8).

On the other hand, bearing in mind South America and its education system, it is different from the ones in continents such as Europe and Asia because their realities and necessities extremely changed due to factors such as the colonization process, violence and the priorities of the educational system itself. Without doubt, the way in which they are seen and practiced is quite different from here thanks to the population necessities and realities; So, it is highly recommendable to consider researches made in Colombia that were interested in fostering interaction, analyzing the communication features in class and, perhaps, providing different tools to promote the use of English in class. That is why; this third study "Oral communication and interaction: ways to use them in the EFL class" made by Alvarez & Rojas (2015) could give closer contributions to take into account to the current research project.

Having as its purpose the oral communication and interaction improvement in a bilingual primary school of Bogota in fourth graders, this research project is based in similar problem statements, theoretical principles and procedures: Lack of interaction between students (Excessive use of mother tongue), the application of CLT principles to expand the speaking performance in young learners such as student-centered classes and the promotion of communicative models; and a possible alternative to tackle the students' difficulties based on a functional perspective of the language learning: The project-based one, a method that

starts from the students' interests and intends to use the target language as a mean to produce knowledge by interacting.

The type of activities proposed during the implementation were developed in groups of four and some of the examples were: Invention selection (Project), poster designing, negotiation between peers, choral drilling, brainstorming, asking for specific information and the use of L1 as a mediator to establish natural conversation moments. Even when the selection of activities could be directed to an advance level population, the participation roles given to the students were key elements to make them an active part of the class, and the guidance role of the teacher, providing models and stimulating the use of the L2 in every lesson.

Some of the instruments to collect and analyze data were field notes, that are related to the classroom experience and reflections upon them to make the learning experience a more productive one, observation notes and interviews (Open and closed). This kind of resources are recommendable to focus on interaction patterns, levels of motivation, body language and the effectiveness of the lessons' structure, goals and activities selection.

Definitely, this study contributed the current research project because the problem they encountered was very similar to the one pretended to be solved here. Also, they did not just share examples about the methods that could be implemented, but also, they used some instruments such as field notes, observations and interviews to gather information that perfectly fit to verify if the techniques that could be carried out in this study work. The analysis of this research project was useful too, because it highlighted the importance to not underestimate the students' abilities even when they are children, and also the necessity of an appropriate guidance role of the teacher, providing models and stimulating the use of the L2 in every lesson.

In the next study "Vocabulary Techniques for Teaching English in Elementary

schools” made by Arroyo & Crespo (2010) in Cuenca, Ecuador. One of the main objectives was to design and create activities to be implemented at Manuela Cazines School, specifically in fourth graders. In concordance with Arroyo & Crespo (2010), the intention was to make the class more interesting for young learners and motivate them to learn vocabulary in a communicative and practical way, using different methodological strategies, educational resources and vocabulary techniques. Additionally, they tried to organize this study to change the concept that some teachers had about teaching vocabulary. It means that explaining is not only a requirement, and it demonstrates that it is essential for the real students’ life.

Also, the researchers explained the importance of the creation and implementation of strategies for teachers that could help them to teach in an appropriate way the vocabulary in primary schools. In this study, the authors said when teaching a second language, the vocabulary part is usually practiced as an isolated process; and those activities have become for learners in a constant study of list of words or isolated lexical sets that makes the students waste their time in memorization without learning meaning or correct grammatical use. On the other hand, this research emphasizes on the importance of finding possible changes in the English class and turn it in something fun for an effective communication and way to practice the target language.

Additionally, Arroyo & Crespo (2010) are informing teachers that teaching vocabulary to kids involves: the use of different kind of methodological strategies, presentation, practice, application and evaluation as parts of a class, Total Physical Response and Task Based Approach, didactic resources, jumping rope, guessing games, mimics or the ABC contest, and vocabulary techniques, develop basic abilities of understanding through learning vocabulary, learning of English while having fun, use everyday expressions, such as greetings, farewells, self-introductions, etc. They used puppets as primordial material,

supported by activities as games, songs, rhymes, “chants”, jokes and conversations. They had as a goal the motivation and interaction among the students throughout a variety of the aforementioned activities during the different lessons. Also, it is very important to mention what is going to be taught and learned in light of children’s nature and their own experience where they can use it in different context. Besides, according to the research made by Arroyo & Crespo (2010), the vocabulary is more than teaching words and pronunciation. It is the raw material for the understanding and the complete learning of the target language (English).

So, the current research could be benefited by this literary resource because it is highly important to make children feel motivated when they are learning a second language using innovative and creative strategies of teaching vocabulary as it was seen. Besides, students have to know about the correct use of the words apart from the meanings of each one of them. Arroyo & Crespo (2010), explain “The findings clearly indicate the limitations of this practice. Because definitions provide only a superficial level of word knowledge and rarely show students how to use the words, vocabulary instruction must move beyond the definitional level of word meanings” (p. 17). It is something that was taken into account at the moment to design the syllabus (and implement the instruments for the data collection according to the activities worked).

Consequently, this project intends to inform teachers that they must give the students the opportunity to discover the different uses and features that English language has. However, it is necessary to know which communicative competences would be worked and the students’ learning styles. On that way, the students will be capable of participating in communicative exercises in a more confident way. That is why, to achieve the aforementioned results in the study, different activities with different methodological strategies were used.

Finally, it can be said that vocabulary is crucial for learning a foreign language and it



is involved in the learning of the other skills. They provide useful information about this topic using different kind of strategies, methods or techniques. So, the research is concluded by Arroyo & Crespo (2010) when they state that:

Interaction is the best way to get good results in the language teaching learning process, so we recommended language teachers to get a good vocabulary the concept that language cannot be taught without a vocabulary purpose. In the same way, every language skill requires vocabulary for its development (p.46).

Another study called “Authentic Oral Interaction in the EFL Class: What it means, What it does not” made by Herazo (2010). He attempted to characterize samples of oral communication that occurs in EFL classes in public secondary schools of Montería – Colombia. The main objective proposed was to provide an informed discussion of what authentic oral communication involves and the possibilities that it has in the EFL classroom. In this study, the author gives the reader the opportunity to understand the learning conditions that a teacher should apply during the English educative process, especially at the moment to practice the oral production. For that, the researcher explores both; student – student and teacher – student interactions.

This study highlights the variety of activities which come from the communicative language teaching approach and its importance for the development and promotion of communication in EFL classrooms, such as role plays, simulations, project work, conversation strategies, dialogues and presentations. However, the use of these activities might not be enough to say that a teacher understands what oral production is or if he/she achieved the communicative competences in a lesson, for that reason, when Herazo (2010) suggests that, he says:

The use of these activities, we assume, renders our teaching practice ‘communicative’ and so, when asked how we teach, we usually say we use the communicative approach, or that we develop oral communicative competence in our classrooms. However, have we ever

wondered about what we understand by oral communication and its characteristics? (p.48).

Consequently, to answer the question mentioned in the previous quotation the researcher implemented four interaction events. The first event was about the script-based exchange, dialogue based on a model presented, and the second was a survey, students collecting data from their classmates, to determine the effectiveness between a student-student interaction. The results showed that both contribute to the oral communication, but the second one was focused to the real communicative process. On the other hand, the third event was about the IRF Initiation Response Follow-up, exchange, learner's participation is limited to one turn, i.e. Questioning and Answering, and finally the fourth was based on contingent interaction (Conversations), to determine the effectiveness of Teacher-Student interaction. Demonstrating that the contingent interaction seems to open possibilities for a more symmetric, meaningful, realistic, and effective interactional mode in the pursuit of EFL proficiency.

Based on the results obtained from the interaction events presented, Herazo (2010), concluded that in the schools studied, "The script-based dialogue and the teacher-student IRF interaction have very little to offer in terms of EFL proficiency growth". (Herazo, 2010, p.59). In the same way, the research allows the reader to understand that the oral production goes further than the simple implementation of activities from an approach and involves more aspects as it was stated by Herazo (2010) "for oral communication to be authentic there need to be a considerable degree of spontaneity and a true exchange of meaning to which the interacting parties are oriented and in which they are interested" (p.59).

Consequently, the researchers of this current study can consider this research a very relevant resource, because it might give a wide perspective about the different aspects that involve the oral production and the interaction between Student-Student and Teacher-student. Especially, considering that for the current research conversational models were used as

according to the author the conversations offer more possibilities to apply the vocabulary learned in real context. For that reason, this study is considered useful because the results of Herazo's analysis helped to understand that communicative learning involves more than just interaction but aspects such as considerable degree of spontaneity and true exchange of meaning. For example, within a role-play, students have the possibility to simulate a real situation, they can use all the materials such as clothes and location to simulate as real as possible and if they are familiar with the situation presented, they cannot just take turns to speak, on the contrary they can exchange information with real meaning and act spontaneously.

Even when the studies and researches mentioned before contributed, in a significant way, to the selection, design and application of each one of the activities and lessons that compound the situational syllabus proposal; it is vital to review other pedagogical experiences that are closely related to the implementation of situations and contextualized tasks in order to tackle different areas of the foreign language learning. In this case, "Improving speaking through role plays and dramatization" by Cárdenas & Robayo (2001), is a study that followed the action research method and had as its population a group of third graders from a school located in the Southeast of Bogotá, in Los Libertadores neighborhood. The problem that this population was facing was the lack of oral production, vocabulary and demotivation in the English class due to decontextualized topics and activities that were not related to the students' experiences.

In order to find possible ways to intervene, a main objective was established to determine the impact of role-plays and dramatizations on students' oral production and the effect they may have on students' learning processes. Based on that, the two researches implemented a series of activities where the students' speaking development and acting skills were the most relevant aspects. These dramatizations and role plays were decorated in

situations such as greetings, family photo album, fashion show, speaking by telephone and free dramatization. During the implementation, situational elements such as clothes, set items and different elements to make the situation a more realistic one were constantly used to support the learning process and encourage participants to feel as real characters.

Some conclusions based on the data provided by the instruments, like direct observation (field notes), questionnaires and videos, were drafted gratifyingly because of the evident interaction and cooperative learning promotion. Firstly, the enjoyment and enthusiasm showed by the students when performing the dramatizations and role-plays. After each one of them took place, meaningful assessment moments were developed and they led to a deeper comprehension of each one of the situations showed and the vocabulary and expression used within them. Then, the models provided were key elements when interacting due to their effectiveness and the teacher's input and guidance importance of an appropriate environment. Additionally, the good and useful resources complemented the process.

Besides, to implement activities that are situational ones and to let students create and make decisions when speaking could bring difficulties that interfere with the goals achievement and the teacher's motivation when proposing new ways to learn. One of the most evident ones was the lack of students' initiative when creating their own dramatizations.

This study is different from the current research project because of the target population; they selected third graders to apply the aforementioned activities. In addition, the grammatical structures were not specified in each one of the dramatizations and role-plays; they were limited to the teacher's models. Finally, the implementation was not structured as an entire Situational syllabus even when the activities were completely contextualized

Then, it is important to highlight the resemblance of this study with the current one,

and the contributions that it offers to the consolidation of a syllabus that has as its main feature the implementation of contextualized situations to foster interaction and activate vocabulary learnt. At first moment, the fundamental role of contextualized, meaningful and familiar situations to encourage young learners to use the vocabulary and expression they know was reconfirmed and highly recommendable when the intention is to tackle oral production problems. At a second moment, the use of realia items supported the situations presented because the students personify characters that made them feel they are part of a real situation and that the expression and vocabulary included would be useful for them in the future.

### **Theoretical Framework**

This research is focused on the analysis of the students' performance in a situational syllabus and communicative activities based on CLT Richards (2006), using the vocabulary proposed by the private school. Thus, as a support for the study three main concepts emerged from the research question. Those constructs are Situational Syllabus Design which explains how to create, the features that a Situational Syllabus includes and how the researchers adapted this kind of syllabus to the selected population. Communicative Language Teaching Approach which provides the communicative activities which were developed and applied in the pedagogical intervention. Each concept has some different theories that came from different authors who stated ideas about these three constructs to contextualize and guide the current study. Finally, vocabulary activation in EFL young learners, on the other hand, points the standards of competences, age and level that students should have in each grade according to the "Ministerio de Educación Nacional" in Colombia.

### **EFL Syllabus**

Due to the main purpose was to do a syllabus proposal, it is fundamental to define the term syllabus before the way it should be designed and discussed. According to Nunan

(1988) “a syllabus is a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content” (p.6). Bearing it in mind, a syllabus has as guidance role; so, it is vital to decide “what, how and why” when selecting content and possible activities. In this case, the first-grade syllabus of the private school has basic vocabulary and grammar topics which are taught according to their level of difficulty throughout the four periods. In addition, White (1988) remarks that a well-structured syllabus should be “based on the objectives to be achieved and the content to be learned” (p.5). In this way, it is possible to say that the first-grade syllabus of the school is based on objectives such as the knowledge of basic vocabulary that surrounds the students in their school and corresponding routines (Numbers, colors, class objects).

Before a specific type of syllabus is chosen according to the needs of this research project, it is necessary to name and give a brief definition of the different ones that exist. In concordance with Mohsemi (2001), there are thirteen possible types of syllabus which were proposed to tackle different necessities and respond to diverse teaching styles and approaches:

1. Procedural syllabus: Structures are learnt by focusing on meanings.
2. Cultural syllabus: Based on acquiring knowledge from the natal country and fostering curiosity about the same.
3. Situational syllabus: Language is related to the situation, context and participants who are involve in.
4. Skill-based syllabus: Development of linguistic competences such as pronunciation, vocabulary, grammar and discourse.
5. Structural or formal syllabus: It gives priority to language form.
6. Multi-dimensional syllabus: It responds to a variety of orientations and requirements by tackling structures and notions learning.

7. Task-based syllabus: Activities directed to achieve purposes in multiple tasks.
8. Process syllabus: A type of syllabus that can be design in an on-going way and based on teaching and learning proceeds.
9. Learner-led syllabuses: Proposed to increase the learner's motivation interest and the development of specific skills required to learn.
10. Proportional syllabus: It tries to develop an overall competence due to the existence of learners who are not enough exposed to the target language.
11. Content-based syllabus: It uses the language as a mean to teach other subjects (e.g Science).
12. Notional/functional syllabus: Based on teaching and developing functions and notions of the language. It means that students learn how, when and where it is possible to use the language.
13. Lexical syllabus: Takes the lexis as the starting point to identify and understand the language features.

Based on the aforementioned types of syllabus and their characteristics, it is selected the Situational Syllabus because it is appropriated to tackle different needs presented in the current population.

### ***Situational Syllabus***

Even when it is possible to use more than one of the syllabus and their characteristics to tackle the lack of interaction and to give an active role to the student in class, it is indispensable the guidance of the learning process through real-life situations in which the vocabulary learnt could be activated and the interaction between peers is promoted, due to the need of exchanging information with others and use role plays to guide the learning experience: The situational syllabus is defined by Wilkins (1972) as one that: “(...) is based upon predictions of the situations in which the learner is likely to operate through the foreign

language” (p.257). In addition, Yalden (1987) states that: “it is aimed at meaningful conversational interchange in specific contexts” (p.35). This type of syllabus could foster some of the features of the English class in the first grade of the school, for example the vocabulary organization in thematic units, where topics, goals and materials can be explained. Also, the active participation, timing and students’ motivation can be promoted due to they are being part of role games based on real life situations, and in that way, the vocabulary from the unit is included. Learners would have the chance to face a common situation (Going to the store) and find the words they had practiced in previous lessons, numbers, school supplies, but having as a plus the joy to feel like an “actor” or a “player” of one of the games they use to play during the break time.

A situational syllabus also relies on some of the main principles of the CLT approach. As it was mentioned by Brandl (2008), this approach requires:

Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems, use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels and approaches that are learner-centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions (p. 208)

Then, it is necessary to understand that the syllabus needs to have specific content taking into account what will be taught. At the same time, it is indispensable to know well the educational competences and the population in order to design a structured syllabus. In that way, the method and strategies can be designed to reach the syllabus aims.

To achieve that, Bok (2016) mentions eight steps that a Situational Syllabus should include in its structure:

1. **Learning Objectives:** What students will gain or take away from your course. Why these objectives are the most important skills/knowledge for the course (helpful if



objectives are included for each topic/session).

2. **Goal/Rationale:** How the course relates to primary concepts and principles of the discipline (where it fits into the overall intellectual area). Type of knowledge and abilities that will be emphasized. How and why the course is organized in a particular sequence.
3. **Basic Information:** Course name and number, meeting time and place, instructor name, contact information, office hours, instructional support staff information.
4. **Course Content:** Schedule, outline, meeting dates and holidays, major topics and sub-topics preferably with rationale for inclusion.
5. **Student Responsibilities:** Particulars and rationale for homework, projects, quizzes, exams, reading requirements, participation, due dates, etc. Policies on lateness, missed work, extra credit, etc.
6. **Grading Method:** Clear, explicit statement of assessment process and measurements.
7. **Materials and Access:** Required texts and readings, course packs. How to get materials including relevant instructional technologies. Additional resources such as study groups, etc.
8. **Teaching Philosophy:** Pedagogical approach including rationale for why students will benefit from it.

The effectiveness of a Situational Syllabus depends on how well it is structured and if this instrument really helps the students and teachers to reach the aims proposed, as

Yalden (1984) stated:

“[The syllabus] replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom” (p.14).

So, the situational syllabus includes the most important aspects within the

communicative competence, and it is what can be incorporated considering the activities where the interaction and the application of vocabulary in context are allowed.

Throughout this research, the idea was to improve the interaction among the students to encourage them to use the vocabulary learnt. That is the reason why a Situational Syllabus was designed in order to be concentrated in detail in some topics, and in that way, include appropriate resources to complement the learning and teaching process. But, as there are many types of syllabus, the situational one was applied in this study because it allowed to incorporate real situations, activities, materials, resources from CLT, where students felt in a real context, as Wilkins (1972) says “Situational Syllabus, therefore, is based upon predictions of the situations in which the learner is likely to operate through the foreign language” (p.256). e.g. Students performing a family in a supermarket using real accessories and following a conversation model given by the teacher that is likely to be used in the future.

Hence, the information gathered about the situational syllabus design was important and useful at the moment to create a syllabus proposal within the parameters needed to apply activities from CLT approach in real context. Even when this kind of syllabus does not emphasize on grammatical structures and procedures, the one proposed in this research included, between the competences and the activities, a balance in relation to the grammatical and communication stages. However, the communicative practice was the main focus and it was designed according to the guidelines of the CLT approach.

### **Communicative Language Teaching (CLT)**

According to Richards (2006), CLT can be defined as the approach that is focused mainly on the communication and interaction among students. The main goal of CLT is the development of the communicative competence facilitating the vocabulary in real situations especially for children. Affirming this, Klippel (2009) indicates that teachers in communicative classrooms will find themselves talking less and listening more becoming

active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal. Therefore, communicative language teaching is very important in the complete development and practices focused on the orality and its application in real contexts.

Additionally, Richards (2006) said "Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p.2). That is why, CLT was crucial taking into account that one of the aims of the current research tried to know how students' performance was or how to improve it, in relation with the teaching of the application of vocabulary to children for their communicative act.

Moreover, there are four main purposes of communicative activities that were mentioned by Richards (2006) and they were useful and relevant for this investigation. The first one was to provide for all the students different kind of communicative activities structured in order to suit the learners' level ability. The second, supported that the learning motivation could be maintained if the interaction and communication with their classmates was related to help the others to achieve their goals.

The third one states that, there are some aspects inside the learners and teachers that go beyond the pedagogical control. It is likely, that many aspects of Language learning only take place through natural processes and the last one affirms that communicative activities can design a context which supports the learning where some activities provide opportunities for positive personal relationships to develop among learners and teachers. These relationships can help to create an environment that supports the individual in his efforts to learn.

All the aforementioned purposes are important because they contributed in a

significant way to the current research. That is, they provided support to understand about what the children had achieved during the implementation and during the development of the communicative activities, but especially at the moment to choose the activities that were convenient for this research. It means that throughout this bachelor project some activities were taken from this approach to promote a real interaction among them. Due to the use of this approach, it was possible to simulate a real context taking as a base the aims that proposed in this project. The topics that were worked were the ones which were established in the syllabus for the fourth term (jobs and family), so, the purpose was to design three classes per theme using communicative language activities.

Bearing in mind the observations which supported the classroom management (See appendix D), the observers could notice that all the classes were in a teacher-centered way and according to this approach this should be avoided, as Richards (2006) says:

Teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning (p.5).

In this case, researchers facilitated the topics and the activities, monitoring their performance during the implementation, and the students participated actively through the process. It means that all the activities should be developed to facilitate and promote student-student interaction and increase the autonomous work at the same time.

What is more, Richards (2006) talks about three practical activities called mechanical practice, meaningful practice and communicative practice. In the first place the mechanical practice Richards (2006) says "the students do not have to understand for carrying out successfully the target language, and there are activities related to repetition drills and substitution drills designed for using a particular grammatical or other items" (p.16), in this case to practice the vocabulary. In the second place, with the same goal meaningful practice

can be found; as according to Richards (2006) “an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice” (p.16). Here the common activities that may help to the development of this research were the ones related to ask and respond (Questions) with topics bound to the students’ reality for facilitating their vocabulary learning.

Finally, Richards (2006) says that communicative practice are “activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable” (p.16). In this case, it is necessary to mention that some activities from the communicative language teaching were taken throughout the implementation of this research project. Some activities were jigsaws (Photomontages), songs, conversational models, and role plays; because within these activities all the vocabulary used was related to the real context information, making the learning process through situations easier.

Furthermore Littlewood (1981), propose in the same line of communicative practice, the group of two categories of communicative activities. In this first category, there are the pre-communicative activities; and within this field, there are the structural and the quasi-communicative activities, which are the ones that give the learners fluent control over linguistic forms, preparing the students for later communication. On the other hand, the second category has the communicative activities in which the functional communication and the social interaction activities can be found, with the aims of providing ‘whole - task practice’, to improve motivation, to allow natural learning, and to create a context which supports learning.

Considering the information given by Littlewood (1981), the activities which were useful to the current study were those that belonged to the functional communication and social interaction activities because they focused on appropriate simple utterances in

communication. The speaking skill was totally practiced, students emphasized on context and not in form, also the function was to make learners to communicate. This is supported by Richards (2006) when he says that:

Functional communication activities require students to use their language resources to overcome an information gap or solve a problem. Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language (p.18).

For that reason, there were five activities implemented: jigsaws puzzles, photomontages, songs, conversational models and role plays. They were then combined throughout the lessons and in each one; the students were exposed to real situations. It means that all the lessons were created following the Situational Syllabus in which the students learnt through real context and also, they interacted with some activities from CLT that also were included. It is so important to know that in this research these kinds of communicative activities were the pillar for the implementation, especially activities that might be done; based on two topics that students were going to learn during the fourth term, family and jobs. In addition, it is relevant to name that there are three classes per topic and each one lasts two hours.

According to Richards (2006), in regards to the jigsaw puzzles activities:

The class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. With that in mind, the teachers used this activity to introduce the vocabulary and do an icebreaker for the topic, making emphasis on the questions the learners started to gather at the beginning of the activity based on the topic. In the case of the photomontages, they applied as a variation of the task completion activities proposed by Richards (2006), having as its main objective the use of one's vocabulary to

complete a task.

After this, teachers used the conversation models to apply the vocabulary already gathered from the last activity, from which the students started to ask simple questions by themselves related to the topic. They are part of the mechanical when students are supposed to practice pronunciation, intonation and get familiarized with the correct grammatical order of the sentences, meaningful students identify the target vocabulary in different contents and the communicative practice moment students use the input given by the conversation models to exchange information, use the vocabulary learnt and interact with others to obtain new information and to understand that the learning process is meaningful and useful in the real life. Communication models also contribute to one of the major changes to language teaching proposed by CLT: The social nature of learning. In concordance with Jacobs & Farrell (2003), it is basically that “Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint” (p.106).

Furthermore, songs were used to help the practice environment, using it to make students use and practice the vocabulary learned in the session for the context of the topic. The songs were taken from the course book itself because it had the songs with the context applied into them. The conversation models were used as a way in which learners had the opportunity to exchange the information and in that way, practice a more fluent real conversation. Besides, teachers implemented the role-plays, to verify if they could create and maintain a proper conversation among them, using the vocabulary learned on previous classes. As Richards (2006) says: “Activities in which students are assigned roles and improvise a scene or exchange based on given information or clue.” (p.20). It means that each student could perform a character where they could put into practice in a “real context”, all the structures worked in the previous lessons and it could help the teacher-researchers to

assess the process, aspects like the target vocabulary, participation, pronunciation and how the interaction presented was.

For that reason, all these activities that were planned to use during the implementation could help as base for the data collection and to understand in a better way all related to the interaction among the students. With this in mind, CLT can be seen as a very important term which needs to be further explained to the readers in order to achieve a better understanding about the reason why this approach has been used; and the purpose of that within the development of this research, complementing the information required for the whole investigation and the points that had to be evaluated according to the approach.

### **Vocabulary Activation in Young Learners**

In first place, it is necessary to define vocabulary in order to know its process of activation when teaching to young learners. To Williamson (2014) “Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis”. (p.45). It means that the knowledge about the meaning, the uses and the form of a word is essential for effective vocabulary learning. Also, it can be said that the amount of vocabulary learnt is a key factor in many fields of the students’ development; but it is also relevant to help them to connect the new words with their prior knowledge and experiences to facilitate the use of them in future speech. As Linse (2005) says:

Another important component of vocabulary teaching in YL classes is deep processing, which means working with the information at a high cognitive and personal level. Deep processing makes it more likely to remember the information, as the students build connections between new words and prior knowledge. Instead of memorizing list of words and their meanings, personalizing vocabulary lessons greatly helps students’ deep processing (p.35).

Learning a new vocabulary is not a simple task that is done once and then completed. Learning words is a cyclical process of meeting new words and initial learning, followed by



meeting those words again (Vocabulary activation), each time extending knowledge of what the words mean and how they are used in the foreign language. So, the vocabulary learning plays an essential part when learning a foreign language but it has more value when is taught by its meaning and their experience. Especially, in this age that teachers and researchers can take advantage of students' context and background, as Cameron (2001) states:

Young learners of a foreign language are still building their first language vocabulary, which is tied up with their contextual development; thus, in planning and teaching a foreign language we need to take into account this first language background to know what will work and what may be too difficult for children (p.23).

Because the learner intrinsically finds a motivation to continue with the learning process which is communicate using other language. For first graders, the meaning of the words and how to use it need to be taught progressively but giving them the opportunity to produce the language by themselves no matter if the structures are very simple.

In second place, it is important to take into consideration the target population of this research project, first graders between 5 to 7 years and according to Rixon (2012), young learners are children in the "Ages 5 to 12 years that covers primary school in many contexts, this is the least visited and researched age group for testing but not for assessment in general" (p.3). In that age, Johnson & Newport (1989) mention that they are in the critical period, for that reason, children are in an elemental phase of the learning process, for them learning is still matter of experimentation than submit certain information to the memory. So, students in those ages are likely to learn in an easier way a second language, but it could be achieved if the students have an adequate English learning training; basically, where they have the opportunity to learn the language and its uses, also learn the language as a whole and not divided by isolated parts.

Additionally, it can be said that during the educational process of a second language it is important to follow some tips proposed by Brown (2001) that established that there are

some aspects that should be avoided when teaching to young learners like grammar and rules stated in abstract terms, and there are certain patterns that should be developed to make the process successful mainly at the moment to introduce or active vocabulary such as, make lessons become interesting, lively, and fun. Also, the affective factors play an important role, be patient and supportive to build self-esteem, be firm, and elicit as much oral participation as possible from students.

Those are some aspects that could improve and make the learning of vocabulary and the English in general more effective. Also, Brown (2001) young learners are willing to learn without the risk of giving up in the first mistake committed in the process, so be a facilitator and a guide instead of being just the teacher who presents a grammar topic that could support the learning process in a more positive way.

On the other hand, the Ministry of Education (MEN) establishes some criteria to teach different subjects in Colombia. It is divided by the grade, level and the basic competences when learning a language, which are listening, reading, writing, speaking and monologues; But this project is center on communicative competences in English for first graders. it is evident that what is established is so basic because it just explains the standards, what the learner should know; But it does not specify how the interaction between the student and its peers or family is done. The MEN (2016) does not have any parameters or conditions to explain this interaction, lacking in what the language is aimed for. From the parameters already established, and based on the observations made before to carry out the project, it is known that first graders of this private school did not respond to indication and expression of basic and personal needs, and how to answer questions about people, objects and places around them. They could handle basic expressions like greetings, farewells and how to respond to them, and a constant usage of non-verbal language to make them clear.

Bearing in mind the aforementioned statements, the researchers could determine this

construct as a vital aspect before, during and after the implementation because it helped them to understand the vocabulary activation process in young learners. Especially when applying the activities proposed in the Situational Syllabus such as the song (Family members), the jigsaw puzzles, photomontages, conversation models and role-plays. Where the students had the opportunity to practice vocabulary used in English that was limited by two factors: Their mother tongue vocabulary bank, which is in a basic building stage and it is difficult do not recognize words which are not part of their daily routines (Vocabulary activation). Also, the words that they learnt according to the teacher's lesson planning during the implementation.

What has been mentioned within this construct was very relevant information and it was essential for the complete development of the current research, because it was necessary to know about the importance of the vocabulary activation in young learners, and not just to recognize the concepts, also the aspects to take into account at the moment to carry out the classes and the way in how children learn new vocabulary according to their experience. The project was aimed to consider all of those interactions and parameters not included in the MEN's criteria for a deeper interaction between the students.

## Chapter three

### Research Design

This chapter aims to describe the stages or the procedure to create a Situational syllabus proposal, based on Communicative Language Teaching principles, to activate vocabulary in EFL young learners. It is necessary to say that aspects to consider were the type of approach and the research paradigm, which were selected to observe and identify the possible series of activities that could be used when creating the situational syllabus proposal. In the same way, the participants and the context will be described within the chapter.

In addition, to reach the objectives proposed in this study it is necessary to use an appropriate research paradigm for collecting and analyzing the data. That is why, the qualitative research method was selected in order to provide enough information for completing, correcting and designing the syllabus for EFL young learners at a private school. Essentially, the purpose was to provide a possible solution to the problem related to the oral production applied in context; also, the lack of vocabulary application in communicative activities because first graders learned words in isolation and for that reason they do not know how to apply them in a meaningful context.

### Research Paradigm

#### Qualitative Research

The qualitative research method helped researchers to understand through first-hand experience and truthful data collection instruments about the problems that could have a determined sample population, as the current research that had a qualitative technique for the data collection and its later analysis. Supporting this, Mack, Woodsong, Macqueen, Guest & Namey (2005) stated that “Qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective obtaining culturally specific information about the values, opinions,

behaviors, and social contexts of particular populations” (p.1). All of this, to identify and gain a deep understanding about the problem studied in this research project, in which the vocabulary learned was hardly used during short conversations and it could be constantly relegated to the memorization of new words to develop class exercises or tests. Indeed, there was an initial attempt to keep a short conversation moment with one of the students by means of the vocabulary learnt, but it was not successful. Therefore, it is important to know in first place what the qualitative research and the function of the researchers are. To that respect, Merriam (2002) says that:

“Qualitative researchers are interested in understanding what those interpretations are at a particular point in time and in a particular context. Learning how individuals experience and interact with their social world, the meaning it has for them, is considered an interpretative qualitative approach”. (p.4).

The previous quotation explains that the qualitative method is focused on the identification of the possible solutions for the problems stated, and taking advantage of the characteristics that this paradigm can offer in order to help the researchers. In that way, the activities proposed in this study based on the CLT approach were applied within the situational syllabus designed because they were adapted with the intention of promoting interaction in EFL young learners considering the context and current situation. On the other hand, the qualitative paradigm was adapted to the students’ needs facilitating the teachers’ priorities as Grady (1998) states:

Qualitative research methods are flexible and capable of being adapted to meet the needs of ever-changing social situations. This flexibility makes qualitative research ideal for use in classrooms, particularly in the form of action research which often is termed “ school-based research” in educational settings (p.4).

That is why, the most likely research approach could be the one related to the action research, and it was implemented because this type of study as Sarmiento (2016) stated, is

understood as one which is systematic, sustained and subject to empirical tests when they are appropriated. The general idea of this methodology is focused on identifying each classroom as a laboratory in where different hypotheses and proposals were tried and proved.

## **Research Approach**

### **Action Research**

The idea of a proposal arose from the experience that one of the researchers had taken as an English teacher in a private school, and some observations made in first grade by the other two researchers in the first term of 2016 during the methodology and didactics class. It was possible to realize that first graders did not apply the vocabulary learnt in simple conversational models, because basically the class was managed in a teacher-centered way and they were not engaged to interact with their peers.

As a support for the chosen approach Hine (2013) state that:

Action research is a form of collective reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. (p.151).

It means that, while the implementation of this research was made, students had the opportunity of improving their English language learning. At the same time, they could understand the importance of practicing and applying what was learnt in a real context throughout the activities proposed in this study. That is why, it was important to implement activities which encouraged students to an active participation in their educative process, even more when it was in a foreign language.

In this specific case, the main goal was to do a Situational syllabus proposal based on the Communicative Language Teaching approach Principles that promoted pair and group

interaction in young learners and vocabulary activation (first graders from 6 to 7 years old) at a private school of Bogotá, during the second semester of 2016. ; in that way trying to improve an educational practice (communication and interactions among the students) and its respectively understanding.

In order to be more precise in the educational environment, Hine (2013) affirmed that: “action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process”. (p.152). In this project, the aim was to apply a Situational Syllabus, based on Communicative Language Teaching principles, to activate vocabulary in EFL young learners at a private school of Bogotá. In that way, giving to the researchers new knowledge and understanding about how to improve or solve the problem which has been presented in the classroom.

In addition, Hine (2013) supports that there are some benefits that an action research in education provides like:

- (a) Helps teachers develop new knowledge directly related to their classrooms.
- (b) Promotes reflective teaching and thinking.
- (c) Expands teachers’ pedagogical repertoire.
- (d) Puts teachers in charge of their craft.
- (e) Reinforces the link between practice and student achievement.
- (f) Fosters an openness toward new ideas and learning new things.
- (g) Gives teachers ownership of effective practices. (p.152)

All the aforementioned benefits helped to establish different ways to enhance the lives of children, due to the teachers should always be looking for ideas and strategies to improve their practices. Throughout this study, the main skill practiced was speaking in terms of

communication and interaction because the students did not apply the vocabulary previously learnt in the few interactive activities planned.

Action research is described as cyclical process and according to Hine (2013) there are five key steps: “Designing the study, collecting data, analyzing data, communicating outcomes, and taking action”. (p.154). In the first one, it is necessary to select in detail what is investigated, plan processes and check the validity of the work. Basically, in this current project what was stated in the first chapter, was the explanation of the problem and the importance to carry out a research project with this specific population. In the second phase, researchers gathered information related to the problem found using different instruments such as field notes, journals etc. The third one, was the implementation of the syllabus designed based on the CLT Approach. Finally, the data collected from the implementation was assessed to identify main features. In this case, the researchers used three different instruments; field notes, video- recordings and think aloud to triangulate the information collected. Then, they created different categories that emerged by means of the color- coding technique to organize the information into two principal categories that comprehended the main features of the current research. In the fourth stage the outcomes were presented to relevant audiences through the use of some digital tools (Video beam, PC, speakers or audio recordings if they are necessary). Finally, in the research defense, the researcher took action by using the outcomes of the study. These two last stages were done as soon as the investigation was fully completed. It is indispensable to share what was found with the educative community and all people interested on improving the education environment.





**Figure 1:** Diagram of an Action research cycle (Hine, 2013, p. 154)

All the aforementioned stages were relevant in this project, as the author stated, key elements that guided this action research were the main objective that was to design a Situational Syllabus proposal based on the Communicative Language Teaching principles, to activate vocabulary in EFL young learners at a private school of Bogotá. This did not just help to determine the activities proposed enrich the English learning experience in terms of interaction; but also, to know how the process should be followed in each step in order to take action by using the result of the study.

### **Participants**

In this current research project, the target population was located in a private school from “La Aldea” (A neighborhood from Fontibon, Bogotá). These students came from a variety of socio-economic features in which “3” was the most common social stratum. This kind of population was selected because of its availability and the school English teacher’s

interests on complementing the institutional syllabus with new and more interactive activities. Twenty- four first graders, from 6 to 7 years old were selected to be the sample taking as a based the Non-probability sampling, in specific the convenience sampling type. According to Battaglia (2008) “The primary selection criterion relates to the ease of obtaining a sample. Ease of obtaining the sample relates to the cost of locating elements of the population, the geographic distribution of the sample, and obtaining the interview data from the selected elements” (p. 525). It means that the researchers selected the population due to the availability of the private school supported by one researcher who worked there. It was also chosen based on the children developmental stage and their vocabulary learning, in the mother and foreign tongue. In addition, it is necessary to highlight that the foreign language teaching at early ages, first graders of this private school had A1 or basic English level. Most of them were very active and others not at all; that is why, they needed to be controlled in detail, it depends on the hour in which the class took place. They used to be more undisciplined in the last hours; but in general, the class handled a positive attitude and they learnt easily the English language. This fact was supported by some observations made before carrying out this investigation.

Regarding vocabulary, first graders were studying and practicing some of the chief topics that were colors, numbers 1 - 10, wild animals, school supplies, shapes, fruits and some family members. The kind of grammatical structure they were practicing were Wh-questions and answers in simple present. In the same way, from the parameters already established, and based on the observations made before to carry out the project, it is known that first graders of this private school did not respond to indication and expression of basic and personal needs, and how to answer questions about people, objects and places around them. They could handle basic expressions like greetings, farewells and how to respond to them, and a constant usage of non-verbal language to make them clear.

## **Instruments**

This process was developed throughout direct observation- field notes made by the teacher/colleague during the development of the activities included in the situational syllabus proposed such as, role plays and simple conversational models, jigsaws puzzles, songs and photomontages, where students had the opportunity to act and interact.

Besides, three instruments were selected for the data collection during the implementation: direct observations (field notes), video recordings and Think-alouds. Those helped researchers to understand and classify the information obtained from the participants of the study in a more efficiently way, taking into account that those tools when gathering the data fit the research paradigm that was being worked in this study. They also allowed the researchers to analyze each specific fact that was observed during the implementation.

## **Field notes**

According to Kumar (1996) “The main advantage of direct observation is that an event, institution, facility, or process can be studied in its natural setting, thereby providing a richer understanding of the subject” (p.4). That is why, this instrument was important for the study and why it was needed for the researchers at the moment to adopt a position facing what was happening in the analysis of the data gathered during the implementation. Besides, as it was mentioned by Mack, Woodson, et al (2005) the direct observations could allow the researchers approach the participants in their own environment rather than having the participants come to the researchers.

The observations were done after class by each one of the researchers in order to write as much as possible about their positions and perceptions related to what happened in each activity in class. In that way, they did not omit some aspects that could be relevant based on

three main aspects selected; teaching analysis, learning analysis and language analysis. The following sample is the format designed to collect this kind of information. (Table. 1).

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY**

**Field notes observation form #1**

**Session #1      Observer:**

**Topic:** Introducing my Family at School

**Learning objective:** Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.

Activity	Teaching analysis	Learning analysis	Language analysis
Vocabulary activation by means of the textbook's flashcards (Family)			
Groups: Jigsaw puzzles and label the images.			
Photographs presentation- follow the conversation model.			
Textbook's song- Family members identification in context.			
Groups: Role			

play- Introducing my partners as my family.			
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*Table 1:* Field notes- observation form #1

### **Video recordings**

Other technique that was used is the video recording. Hopkins (2008) states: “the videotape recorder is increasingly being used by teachers as a means of gathering general information about their teaching. It allows the teacher to observe many facets of their teaching quickly, and provides heuristic and accurate information for diagnosis.” (p.115). It was made during the different activities based on the CLT approach to identify students’ characteristics and possible weaknesses/strengths while doing communicative activities. It was necessary to this study because behavioral patterns of teacher and pupils could be identified, enabling situations to be constantly reviewed.

It means video recordings as a research instrument could give the researchers a wide perspective about the multiple aspects (Positives and negatives / Weaknesses and strengths) that students had during the whole study. For that reason, videotapes were relevant to obtain truthful and specific information to generate a rightful diagnosis in order to carry out the appropriate process of the data analysis of this study.

This tool was used to evaluate in detail lessons 3 and 6 in which students presented a role play as assessment. In that way, researchers not just reported their positions related to the activities as in the direct- observations, but also, they had the opportunity to evaluate main features of the pair and group interaction presented such as exchange of information, eye contact and use of vocabulary taught. Then, researchers transcribed everything to a post analysis based on Jakobson (1960) functions of language where three of these functions were taken into account: Emotive which included body language, gestures and possible

expressions that showed interest in the conversation, phatic which incorporated expressions and other ways to keep the conversation flowing and the messages clear, finally, the metalinguistic that involved the use of the vocabulary learnt in the correct context and with a suitable meaning. The following sample is the format designed to analyze the tape scripts. (Table.2).

<b>Tape script</b>	<b>Functions' analysis</b>
<p><b>S7:</b> Sister  <b>Teacher:</b> Do you like...  <b>S7:</b> Do you like a park?  <b>S8:</b> yes. Brother, do you like a park?  <b>S9:</b> Yes. Dad do you like to go the park?  <b>S10:</b> Yes  <b>Teacher:</b> Ready? (Student 10)  <b>S10:</b> Yes... Park?  <b>S11:</b> Yes...Let's go!  <b>Group:</b> Let's go!</p>	<p>Within these conversation model can be identified three functions of language proposed by Jacobson.</p> <ul style="list-style-type: none"> <li>Emotive</li> <li>Phatic</li> <li>Metalinguistic</li> </ul>

*Table 2:* Tape script #1

### **Think-alouds**

The third instrument provides a deeper perspective about the strategies and activities planned to tackle the main difficulties of first graders when interacting with each other. Lankshear & Knobel state (2004) that Think-alouds “Enables the researcher to collect a verbal report of an activity-in-process while observing that activity subsequent comparative analysis between what was said and what was observed” (pag. 37). This instrument presents some of the main researchers' thoughts, about the steps, instructions and behaviors, that were collected when implementing, a comparing the objectives and procedures to achieve them and the real results and situations that took place into the classroom. This comparative chart was made weekly and after each lesson describing what happened in detail in order to include all the information of the situations presented in class. It is different from the other two

instruments because researchers recorded their thoughts while observing an activity in process; and then it was compared and analyzed. In contrast, field notes collected the perceptions per each activity related to three (3) main aspects selected which were teaching, learning and language analysis. With video- recording was evaluated the use of the vocabulary taught in lessons 3 and 6 where students presented a role play as assessment moment of the unit. In this last instrument which are think aloud, were a comparison between the objectives and procedures that took place into the classroom based on the researchers' thoughts. The following sample is the format designed to analyze the think aloud. (Table.3).

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY IN YOUNG LEARNERS EFL CLASS**

**Think Aloud Form #1**

**Session #1 Date:**

**Learning Objective:** Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.

**Topic Situation:** Introducing my Family at School

<b>Thoughts</b>	<b>What actually happened</b>	<b>What could be improved For Further Implementation</b>

**Table 3:** Think aloud # 1

For that reason, the qualitative research was a method that helped the researchers to assess through the aforementioned instruments of collecting data, the effectiveness of the implementation and the vocabulary activation within pair and group interaction allowing the opportunity to reflect and communicate to the researchers if the students experienced any kind of positive or negative change in their learning processes. It is important to clarify that

three instruments were selected not just to identify different features in the implementation; but also, to triangulate the data, in that way reducing bias and increasing the rate of certainty in the current project.

### **Ethics**

It is indispensable to adhere the ethical norms selected throughout this research in order to promote the aims of the project and the avoidance of errors. So firstly, to protect the participant's identity some codes for each student were used because of their ages. That is why, it was important to follow all the legal procedures throughout this research project to avoid possible problems. Secondly, the video recordings were studied and used only by the researchers avoiding the exposure of the learners to a third person. Thirdly, the vocabulary was provided by the school teacher because the objective was to express simple ideas with the vocabulary taught without interrupting the normal teaching process of the course.

Also, the dates proposed by the researchers for the implementation were respected to avoid problems with the private school and the success of the study and finally it was necessary to have the parents' permission for developing this research project (See appendix F). For that reason, the researchers wrote a consent letter in which parents had to sign the authorization to start with the process.



## **Chapter Four**

### **Instructional Design**

Throughout this chapter, the reader will find information about the implementation stages of the current research project, each one of its features such as pedagogical intervention, stages, steps and population; the three kinds of visions (Language, learning and classroom) and evidence about the situational syllabus design and the lesson plans.

### **Vision of language**

The vision of language that was adopted for this pedagogical intervention was the functional perspective. According to Tudor (2001) “Students’ target uses of the language are thus the starting point and course content is selected in order to enable students to operate effectively in the relevant situation” (p. 57). Throughout this research project, the language was used at the starting point as a way to promote interaction among first graders and the content was selected based on the syllabus proposed by the school. Here, some changes were being added in order to analyze if it helped the project to propose a new syllabus where learning words in isolation or presenting weaknesses in terms of interaction would be part of the past.

For that reason, there were some communicative and interactive activities based on CLT that belonged to the functional communication and the social interaction activities, in which some situations or contexts were simulated; and at the same time to gather all the real vocabulary presented in that specific moment, but taking into account the two topics established for the fourth period in the school which were family and jobs. In this case, it was necessary to practice constantly the conversational models which were proposed because the population selected needed to be controlled and guided in detail.

Tudor (2001), said that “if the students can relate at least fairly well to their possible

future uses of the language and are willing to engage in the relevant learning activities which genuine personal involvement, then this approach can work well” (p. 62). This is one of the main goals of this research because during the implementation learners were exposed to different meaningful and real situations (Included in the situational syllabus proposed) to practice a conversation model according to the topic that was worked in the class (Topics, vocabulary and expressions that are related to their context), involving all the students in a pair and group interaction moment. The instruments which were being used to gather information to a later analysis were field notes observations, video-recordings and think-alouds. All those aforementioned tools helped to validate if the syllabus and activities selected worked well or not with that specific population. Additionally, Tudor (2001) said:

“The decision to adopt a functional vision of language therefore needs to be evaluated not only in terms of objective relevance but also with respect to the dynamic interaction of this vision with the perceptions and concerns of the students in the here-and-now of their life both in a beyond the classroom”. (Pg. 64)

Surely, first graders were going to be exposed in dynamic interactions all the time because the activities taken from CLT promoted this. In addition, the situations chosen to practice in class were part of the here and now of the students’ lives, and in that way, they will have the opportunity to go beyond the classroom. Without doubt, they can practice in class or at home or put into practice what they learnt in class in a real and a near situation.

### **Vision of learning**

Bearing in mind the information given by the vision previously presented, students should be exposed to constant interaction and meaningful communicative moments with others to create knowledge. In this specific case, through a series of simulated situations and contexts provided by the syllabus itself. In concordance with, Hutchinson & Waters (1987) the learning process should be an active one and should take into account that it is not the learners’ first experience with a language. It clearly means that students should be seen as

active participants in their learning processes, having the opportunity to experiment with the foreign language and to use it for concrete activities with others. Also, the language learning process is more meaningful for students when it can be used in real situations and to be part of their own real world. Based on that, the preparation and design of the CLT Situational syllabus proposal was directly related to a cooperative and interactive learning experience where the exchange of information and the use of the foreign language as principal source.

### **Vision of classroom**

The classroom in which the lessons were taught was an environment where students of first grade received all the subjects proposed (Including English classes) by the private school. In this case, teacher played the role of a person in charge of a group of students by limiting the English learning to the vocabulary teaching, without considering a context; so, students used to learn new words but all of them in isolation. According to Tudor (2001) " the classroom would, therefore, become a place of communication which would allow students to practice the communicative skills that they would need to use outside the classroom in real interactive situations" (p.113).

Definitely, the aforementioned view of classroom was the one that fitted the most with the syllabus proposed in this study which was the situational, because its main focus was to provide a real interactive situation combined with activities taken from CLT in order to promote a learning in context, where students learnt new word recognizing when to use of all them.

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. On one hand, students had to be active participants in the classroom activities, additionally, become comfortable when listening their classmates. That is why, it is expected students take on much more responsibility for their own learning. On the other hand, teachers now had to assume the role of facilitator and monitor rather than

being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of their own role in facilitating language learning.

### **Implementation**

“A Situational syllabus proposal, based on CLT principles, to activate Vocabulary in a young learners EFL class” was a project created by three researchers from Uniminuto, to analyze a Situational Syllabus, based on Communicative Language Teaching principles, to activate vocabulary in young learners at a private school of Bogotá. For that reason, it had as its main objective to propose a Situational Syllabus Wilkins (1972) based on the Communicative Language Teaching Approach Principles Richards (2006) that promote interaction in young learner and that encourages them to use each one of the vocabulary banks practiced throughout the lessons.

In addition, it is possible to find three specific objectives which guided the research through each procedure: To observe the English vocabulary teaching and learning process, and the interaction patterns during the activities proposed for first graders from 6 to 7 years old by the principal English teacher at a private school of Bogotá, during the second semester of 2016. Then, to describe the possible factors that may have interfered in the vocabulary activation and the lack of pair and group interaction in a group of first graders. Finally, to determine the effectiveness of the situational syllabus to the English learning experience in terms of pair and group interaction and vocabulary activation, in young learners (first grade from 5 to 7 years old) at a private school of Bogotá.

### **Pedagogical intervention**

The pedagogical intervention was a Situational Syllabus designed for a first-grade class from a private school of Bogota, specifically with the units and topics related to the fourth term of the scholar year. Here the whole Situational Syllabus design is presented,

including each one of its categories: Units, goals, learning objectives, learning content, grammar structures, suitable situations related to the learning content, activities and materials needed. (Table .4).

Unit	Goal	Learning objectives	Learning content	Grammar structures	Situations	Activities	Materials
<b>FAMILY</b>	Identify members of the family in contexts such as the park, the movies and the supermarket.	<p>Students will be able to use the family vocabulary into simulated situations.</p> <p>Students will be able to identify their families using conversation models.</p> <p>Students will be able to introduce their family members by using conversation models.</p>	<p><b>Vocabulary:</b>  <b>FAMILY-</b> Mom, dad, brother, sister, grandpa, grandma  <b>CITY PLACES-</b> Supermarket, the cinema, park.  <b>OBJECTS</b> Glasses, ball, basket  <b>Recycled expressions:</b>  <b>Greetings</b> (Hello, good morning, how are you?)</p>	<p>+How are you?</p> <p>+What's his/her name?</p> <p>+Are they your family?</p> <p>+Is he your _____                      _ (Grandpa, dad, brother)?</p> <p>+Is she your _____                      _ (Grandma, mom, sister)?</p> <p>+Who is she?</p> <p>+Who is he?</p> <p>+ Are there _____                      (number)</p>	<ul style="list-style-type: none"> <li>● Introducing my Family at School</li> <li>● With my family at the _____</li> <li>● Dressing my family to go to the supermarket / park / movies!</li> </ul>	<ul style="list-style-type: none"> <li>➢ Jigsaw: Family members</li> <li>➢ Conversation models.</li> <li>➢ Song: Page 71</li> <li>➢ Listening: Point, ask and answer.</li> <li>➢ Puppets design</li> <li>➢ Photo montages</li> <li>➢ Role plays (Based on the situations given)</li> </ul>	<p>Photographs                      Posters                      Costumes/real clothes                      Context settings                      Textbook                      Audio CD                      Cardboards                      Markers.                      Board.                      Photos                      Glue sticks                      Masks.                      Jigsaw puzzles                      Photo montage contexts</p>

				<p>members in the family?</p> <p>+ What are the family members?</p> <p>+ Do you like to go to the _____ with your family?</p>			
<b>Jobs</b>	Identify some jobs in their contexts/work places	<p>Students will be able to use the jobs vocabulary into simulated situations.</p> <p>Students will be able to identify jobs into their corresponding contexts/ places using conversation models.</p>	<p><b>Vocabulary:</b>  <b>Jobs:</b>                  Cook                  Doctor                  Student                  Teacher                  Soccer player                  Actor</p> <p><b>Places:</b>                  Stadium:                  School:                  Hospital:                  Theater:                  Restaurant:</p>	<p>+Q. Who is____?</p> <p>+A. _____ is a_____</p> <p>+Q. Who are____?</p> <p>+A. _____ are_____</p> <p>+Q. Is_____ a _____?</p> <p>+A. Yes, _____ is                  No, _____ isn't</p> <p>+Q. Are they_____?</p> <p>+A. Yes, they are.                  No, they aren't</p>	<ul style="list-style-type: none"> <li>● “Look! A teacher!”- Identifying jobs in my city</li> <li>● “Where is the teacher? At school!”- Identifying jobs into places.</li> <li>● “Hi! I am a teacher”- Role play situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Jigsaw: Jobs</li> <li>● Mimics</li> <li>● Chinese whispers</li> <li>● Conversation models.</li> <li>● Song: Page 76</li> <li>● Listening: Ask and answer.</li> <li>● Photo montages</li> <li>● Role plays (Based on the situations given)</li> </ul>	<p>Flashcards                  Clothes items                  Context setting                  Photo montages                  Textbook                  Audio CDs                  Images.                  Glue stick.                  Jobs images</p>

**Table 4:** Situational Syllabus

The information gathered related to the design of a Situational syllabus helped the researchers at the moment to create the Situational syllabus within the parameters needed to apply activities from CLT in real context. So, as soon as the topics were given to the researchers, it was necessary to look for real and familiar situations where students might have the possibility to interact with their peers. Obviously, some other main characteristics

were needed to establish a well-structured syllabus and they were based on some steps by Bok (2016) and the researchers' contributions. For instance, within the learning objectives it is identified what students took away from the syllabus application. In the goal, it is evident the type of knowledge and abilities that were emphasized; additionally, it is shown the major topic and subtopics, the kind of activities that were applied and the materials needed for each one.

The kind of syllabus proposed included two hours per lesson and there were six lesson plans. It is important to remark that in the private school where the implementation took place, the English subject took place three times a week and its duration was about 45 mins. The class length for the implementation was modified due to a previous arrangement with the school. This decision was made because the length of the activities proposed by the Situational Syllabus and the school schedule for October-November, with the final tests being presented between these two months.

The Situational syllabus proposal had six lesson plans and each one of them counted with five different stages. It is necessary to highlight that the formats selected for the lesson plans were designed by the University professors to the teaching practicum class (Appendix K), but some of the stages were modified to evaluate the specifically the speaking and interaction moment.

1. The setting the stage: It was the first step of each implementation. Here, the class was prepared for the upcoming activities through warm ups (Including Total Physical Response songs/exercises) and vocabulary reviews. It also included the kind of contexts/situations in which the vocabulary and conversation models took place.
2. Target language input: The target vocabulary was introduced by means of activities such as jigsaw puzzles (Students cooperate to match its pieces), songs (Provided by the textbook) or photo montages. It could also include some expressions to interact

with others or recycled conversation models from previous lessons.

3. Two main interaction moments: Some of the aforementioned activities were used during these stages again as well; Even though, these moments were designed specially to compare results, check vocabulary and perform short role plays by means of conversational models and emphasizing on student-student interaction.

4. Closing: The lessons were closed with a vocabulary review, a roleplay or even with a special activity plan to assess interaction and the use of vocabulary into short conversational moments. The homework was assigned during this stage as well.

It is important to clarify that in the lesson plans designed; it was not explained and practiced the grammar structure because the researchers were following the main aims that the Situational Syllabus establishes such as the vocabulary activation and students' interaction based on the learner-centered class. Wilkins, (1972). Additionally, the kind of grammatical structures needed were provided in the conversational models.

In the next chart design proposed by Gamboa (2013), the lesson plans' features are explained (Including the kind of data to be collected) (Table. 5):

Session and date	Learning objective	Topic	Pedagogical activity/ies	Kind of data to be collected
Lesson 1 October 18 <sup>th</sup>	Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.	Lesson Plan 1 - Introducing my family at school	Family vocabulary review by means of the flashcards provided by the book, Jigsaw puzzle activity (Groups) where the family members are found and labeled, identification of the family members, information exchange between students by means of a communicative model; song practice and role play to	Field notes made by each one of the researchers/teachers  Think-alouds chart to compare the lesson planning with the real procedures and outcomes  Video recordings about the family introduction (Role play).



			introduce the family members.	
Lesson 2 October 19 <sup>th</sup>	Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.	Lesson Plan 2 - With my family at the _____  Families and contexts (Movies, park and supermarket)	Warm up based on a song and body movements, Introduction of a photograph with the members of the family (By means of the song practiced the previous lesson); Song's lyrics unscrambling exercise (Pairs), places introduction (moves, park, supermarket), photo montage with the family member in each one of the places, family members' identification by means of a recycled conversational model and role play with Peppa's family masks and context objects	Lesson planning with the real procedures and outcomes  Video recordings about the Peppa's family (Role play) in one of the corresponding places.
Lesson 3 October 25 <sup>th</sup>	Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.	Lesson Plan 3 - Dressing my family to go to the supermarket / park / movies!	Unscramble the family members' names (Pieces of paper) In groups, clothes introduction by means of a game "put on as many items as you can", puppets design (Family and clothes vocabulary) and free conversation practice; role play (Including one of the context learned, family members, clothes and a conversation model)	Field notes made by each one of the researchers/teachers  Think-alouds chart to compare the lesson planning with the real procedures and outcomes  Video recordings about the role play (places, clothes and family members)
Lesson 4 October 27 <sup>th</sup>	Students will be able to use the jobs vocabulary into simulated situations and identify jobs by using conversation models.	Lesson Plan 4 - Identifying jobs in my city	Greetings activity (Short conversation moment with the closest partners), use of the flashcards provided by the book to identify jobs vocabulary (e.g Is he a _____?), jigsaw puzzles about jobs, unscramble the name	Field notes made by each one of the researchers/teachers  Think-alouds chart to compare the lesson planning with the real procedures and outcomes  Video recordings about

			of each job and label the images from the jigsaw puzzles, Vocabulary identification by means of a conversation model and interaction with partners, paper puppets' creation for a role play moment (With a new conversation model).	the jobs in the city (Role play).
Lesson 5 November 1 <sup>st</sup>	Students will be able to use the jobs vocabulary into simulated situations and identify jobs by using conversation models.	“Where is the teacher? At school!”- Identifying jobs into places.	Greetings activity (Short conversation moment with the closest partners), mime out activity to activate the vocabulary knowledge, places related to jobs and their introduction by means of images and a photo montage (Which includes a conversation model) and a final mime out activity (Ss are the performers) with expressions when guessing the right word.	Lesson planning with the real procedures and outcomes  Video recordings about the jobs and places identification (Role play).
Lesson 6 November 3 <sup>rd</sup>	Students will be able to use the jobs vocabulary into simulated situations and identify jobs by using conversation models.	“Hi! I am a teacher”- Role play situation.	Greetings activity (Short conversation moment with the closest partners), Chinese whispers activity to check vocabulary, students presentation about what they want to be when growing up (By means of a conversation model), groups presentation (According to similar jobs) using a final conversation model	Lesson planning with the real procedures and outcomes  Video recordings about the jobs presentation (Role play).

**Table 5:** Topic for the lessons. Rubric design made by (Gamboa, 2013)

## Chapter five

### Data Analysis

Throughout the current chapter, the data collected during the six lessons, based on the situational syllabus proposal, from the implementation stage is described and analyzed. In that way, it could be possible to answer whether the possible strengths and weaknesses of a Situational Syllabus, based on Communicative Language Teaching principles, in order to activate the vocabulary, in EFL young learners at a private school of Bogota.

After the collection, reviewing and analysis of the information, three instruments were selected: Direct observations-field notes made by each one of the three researchers, think aloud that highlighted the most relevant aspects of the activities done; and video recordings as a way to assess the interaction moments from lesson three and six (See appendix G, H and I). Then, different categories emerged by means of the color-coding technique. According to Stottok, Bergaus & Bergaus (2011):

Uses colors to reflect the code, concept, and finally category to which a piece of text is assigned. Codes in this sense are keywords and short sentences, typically assigned to statements in the interview transcript, concepts are interrelationships of codes, and categories are interrelationships of concepts. (p.472).

The color coding technique allowed to organize the information into two main categories that comprehended the core features of the current research: The first one was called Situational Syllabus as a way to enhance the vocabulary activation processes in EFL young learners, where the results and analysis are expressed into two sub categories: Rhythm and body language, the key to enrich the learning experience in terms of vocabulary activation and Collaborative work towards the contextualization and activation of vocabulary.

Then, a second one was designed with the name of Situational Syllabus as a mean to foster interaction with the vocabulary activated in EFL young learners divided into Using suitable vocabulary and expressions according to the situation and Real situations that promoted the meaningful use of vocabulary and expression.

As an essential feature of any situational syllabus and its tasks, it is important to recollect what was announced by Brandl (2008) “The use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels” (p.549). Each one of them was adapted to contextualize the students and to make the learning experience a more meaningful one.

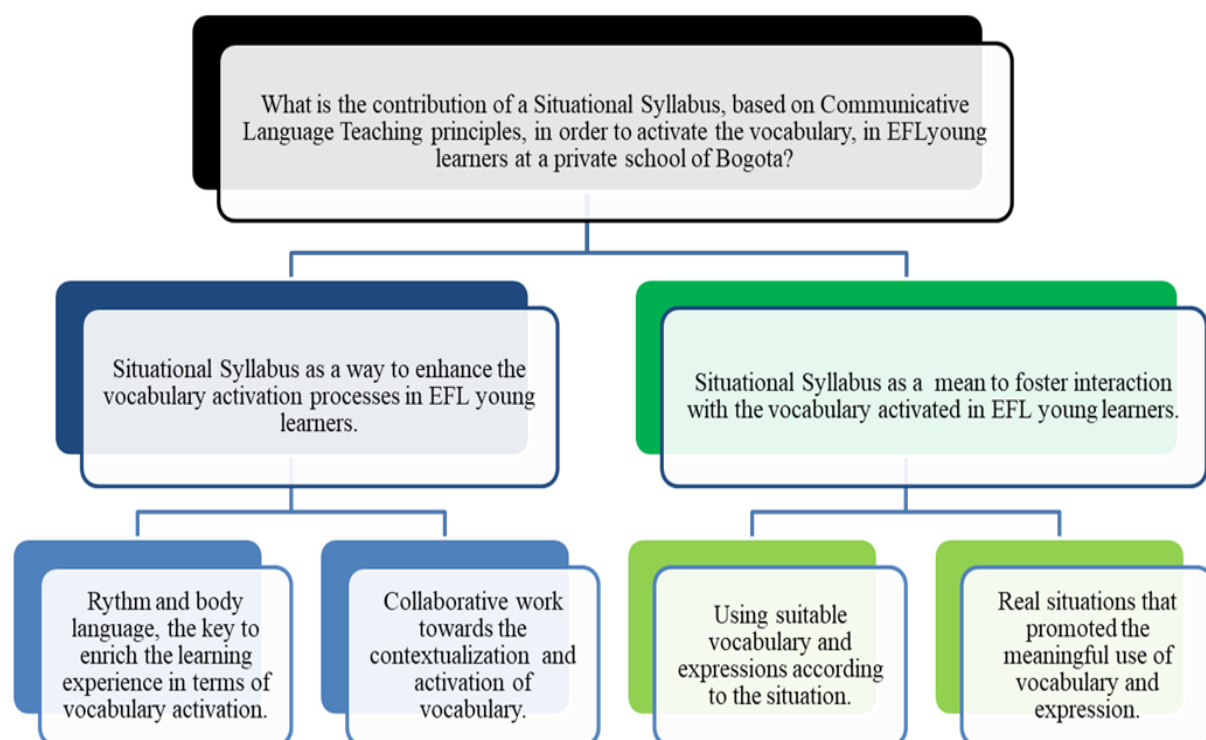
In order to examine each one of the researchers’ perceptions, based on the data from the direct observation-field notes and think alouds, and to cite them in a more controlled way, a different number was assigned. So, they are presented as observer one, two and three.

Regarding the video recordings and their tape scripts, they were examined and interpreted by the three researchers in a cooperative work and they were exclusively selected to observe, analyze and assess the lessons #3 and #6 of the implementation stage, because the study demanded to collect important data regarding the use of the vocabulary learnt and the way students use it during the role-plays proposed.

In addition, as it was decided by the researchers of this project, only three of the Jacobson’s functions of language were taken into account during the tape scripts analysis: Emotive, body language, gestures and possible expressions that *show* interested in the conversation, phatic, expressions and other ways to keep the conversation flowing and the messages clear, and metalinguistic, the use of the vocabulary learnt in the correct context and with a suitable meaning. On the other hand, the remaining functions were not taken into account: Referential, there were not descriptions of any category, poetic, the language and expressions used were strictly provided by the conversation models and conative, there were

not comments or orders included in the conversation moments. It is essential to remark these functions of language were chosen due to the length of the tape scripts obtained from the role play's conversations and their level of complexity (Basic). Then, the information gathered from them was not enough to analyze the complete set of Jacobson's functions.

The following figure reveals a summary of the two categories and their corresponding subcategories which were examined based on the data gathered by the researchers.



**Figure 2:** Categories and Subcategories created by the researchers.

### Category I

#### **Situational Syllabus as a way to enhance the vocabulary activation processes in EFL young learners**

With the intention to develop an accurate analysis of the different factors and activities that influenced the vocabulary activation process, this first category was designed as the most precise statement to fulfil the research question demands to understand the factors that led to the vocabulary activation as a syllabus implementation consequence. Coming up next, the subcategories that were drawn from the first one are presented according to the

common quotes, thoughts, experiences and learnings registered in the three data collection instruments. Again, they are: Rhythm and body language, the key to enrich the learning experience in terms of vocabulary activation and Collaborative work towards the contextualization and activation of vocabulary.

***Rhythm and body language, the key to enrich the learning experience in terms of vocabulary activation***

Some of the most satisfactory experiences that were lived during the Situational Syllabus were the ones where the class felt comfortable and motivated to participate in each of the moments, due to the creative style of its activities. As it was mentioned by Rodriguez (2004) it is primordial to use motivational activities that catch children's attention and were familiar to them: songs, rhymes, etc. This statement is supported again by some of the findings in the observations made by field notes observations #2 - observer 3 and 2, and the think aloud format #2:

*“Teachers presented a photograph showing the characters of the song. Then teachers motivated the Ss to perform the character with gestures and pointing at them. The students followed the instructions nicely.”*

(Field notes observations #2- Observer #3. October 19<sup>th</sup>)

*“This activity let them to perform the family members in a more contextualized way according to the song. Students enjoyed it and tried to follow the rhythm with their hands, clapping and moving them around.”*

(Think aloud format #2. October 26<sup>th</sup>)

*“Then, the song was played again but this time, teachers used body movements, thing that engaged more students to participate in the song”.*

(Field notes observations #2- Observer #2. October 19<sup>th</sup>)

As it is reflected, students felt comfortable and enthusiastic when songs were part of

the class; even more when they were the starting point of the lesson itself. This kind of activities seemed to foster commitment and interest in the language and allowed participants to use other ways to communicate, understand and learn such as body language. The songs were adapted from the textbook where it did not provide tools and instructions to implement it as a proper pedagogical resource. In this opportunity, students were able to incorporate their own feelings and body movements; therefore, it helped to make the class more meaningful because the learning experience was fruitful. It is important to remark the class was not used to this kind of activities and it made the songs inclusion and innovation proposal to start the class and use the vocabulary previously learnt. As it is also supported by Millington (2011) when he mentions “songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help to maintain classroom motivation, thereby helping learners to reach higher levels of achievement” (p. 136). In that way, songs are activities that stimulate the understanding and participation when using familiar and new expressions with the same purpose.

Then, students did not only have the chance to take the best from the songs as an enjoyment tool, but they could learn, practice and activate the vocabulary and simple grammar structures presented in previous lessons. The benefits provided in the songs can be supported by Observation # 2 by the Observers 3 and 1, and Think aloud format #2:

*“This activity (Song) was connected to the previous one and it has as its main purpose to identify the grammar structures practiced (Questions and answers) in a real situation”.*

(Field notes observations #2- Observer #3. October 19<sup>th</sup>)

*“Students identified the members of the family by listening and pointing to the corresponding pictures. One of them reacted by saying “Ah! Es una canción de la familia” and the others confirmed that. In fact, the loudest parts of the song are the ones with the family members”.*

(Think aloud format #2 October 19<sup>th</sup>)

*“Students could appreciate the family members in a situation in which they were introduced”*

(Field notes observations #2- Observer #1. October 19<sup>th</sup>)

Therefore, songs were highly useful when the intention was to provide an activity where students could recognize the family members and jobs vocabulary. They had the possibility to learn while having fun and it gave an extra push to the lesson because since the first moment of the class, students were engaged and conscious of the words they were using when singing.

The song used: “My mom, dad and brother” (From the Smart English 1 textbook) provided essential factors as context, vocabulary and simple expressions that guided and supported them in every interaction moment, as it was showed in the aforementioned data evidence.

It would be possible to think that the vocabulary activation was interrupted by repeated pronunciation problems; In addition, they did not present pronunciation problems because they follow the songs’ lyrics the best they could and they were also supported by images that complemented the vocabulary activation and recognition processes. Millington (2011) affirms “Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning” (p.135). So, the family members song placed the students in a situation where a common child was introducing his family to a classmate (“Introducing my family at school” was the main topic of that lesson). This helped them to understand the functions of the expressions provided by the song (Question and Answer), to recognize the words related to the family vocabulary (Pronunciation and meaning) and finally, to have a clear understanding of the song content.

As an intrinsic feature of a Situational Syllabus, It is not possible to find other interaction patterns more than the one that is related to the students’ material, students’ song and teacher-student. This activity was chosen only to activate and learn the vocabulary



towards family members and jobs, that is the reason why this subcategory is not discuss again in the second category that emerged from the research question.

Now, it is the moment to check the evidence that the Situational Syllabus application brought in terms of activities that contributed to the contextualization and activation of vocabulary and cooperative work.

***Collaborative work towards the contextualization and activation of vocabulary.***

When it is said that students were cooperating to practice the vocabulary previously introduced, it is relevant to highlight that: first, due to their English level it was not possible to expect that they were working as one by means of the foreign language, but the mother tongue one. Second, they objective of this collaborative work was also to see if students were capable of identifying and using at least the target vocabulary in the expressions used when deciding the location of the jigsaw puzzles and photomontages pieces.

Apart from the cooperative work and the opportunity to exchange information related to the results of assembling the jigsaw pieces and photomontages, it was substantial that the target vocabulary introduced was surrounded by a sort of elements that were familiar for them (context, images) in order to facilitate future conversation moments. In that way, jigsaw puzzles and photomontages activities played an important role because they worked as input to learn and used the words in the appropriate context.

Again, it is necessary to remark that they were specially design by the three researchers with the intention to include the target vocabulary of the units, in situations that were familiar for them. Once, it was established students were supposed to match the corresponding images with the help of their peers, then, point at the main characters, and finally use them into short conversational moment. For instance, the following evidences reflect the influence of jigsaw puzzles and photomontages towards the contextualization and activation of the vocabulary. As it is shown in the Observation # 1 by the Observers 3 and 1,

and Think aloud format #1:

*“This activity contextualized the students with the main topic of the lesson because it showed them the family members in different places such as park, movies and supermarket”*

(Think aloud format #1 October 18<sup>th</sup>)

*“Students were able to place the family members in a different context. Some of them were interested in the place and started talking about the thing they have done there”.*

(Field notes observations #1- Observer #3. October 18<sup>th</sup>)

*“Students were asking questions in Spanish about what the image was about, Once they realized its meaning, they named it with the corresponding English word”.*

(Field notes observations #1- Observer #1. October 18<sup>th</sup>)

Therefore, the aforementioned evidences highlighted significant aspects such as the benefits of placing the words bank into real-life context that could bring interesting elements to the vocabulary activation. Some of them were the construction of meanings by taking as a starting point the places and characters showed, the inclusion of new vocabulary that was based on the one that was previously learnt and the images as a strategy to avoid using Spanish during the core moments of the activity. By way of supporting this, Rodriguez (2004) provided many useful techniques, ways and ideas, such as the jigsaw puzzles and photomontages implementation, to work with young learners. Children’s training in speaking skills, which are comprehension and oral expression, are the starting point to activate the use of vocabulary within context, and to foster a natural learning process based on the first language, even more when they were implemented in a non-bilingual context (Spanish is the mother tongue there).

So, this kind of elements should not be implemented without considering factors such as the main topic of the class, its vocabulary bank and the possible situations in which the words involved (target vocabulary) could be recognized and assimilated by the class and it

reaffirms what was said by Wilkins (1972) when talking about the situational syllabus and its elements, “ (...) it is based upon predictions of the situations in which the learner is likely to operate through the foreign language”. (p.257). In that order, a proper adaptation of the materials was one of the main duties when planning and designing jigsaw puzzles and photomontages for a situational syllabus. They seemed to fit completely if their contents provide full-contextualized visual elements that not only to catch the students’ attention but also to guide them into the vocabulary learning and use processes.

These kinds of dynamic activities did not only activate prior knowledge but guided students into new definitions and ways to perceive language. For that reason, it was evident that the situations included should go along with the students’ interest because intrinsically they could have felt confident expressing what they knew (Situation) regarding to what was learnt (Vocabulary).

As it is clear, the jigsaw puzzles and photomontages were elements that did activated the vocabulary and achieve their goal satisfactorily. Although, they had a second purpose that could be the use in the lesson plans: to serve as the most suitable scenery to use the words illustrated into a short conversation model that will permit the interaction between peers. Some of the implications of proposal will be discussed during the second main category.

## **Category 2**

### **Situational Syllabus as a mean to foster interaction with the vocabulary activated in EFL young learners**

This category emerged not only to remark the contributions of the Situational Syllabus activities as means to develop proper vocabulary processes by motivating, engaging and contextualizing the population with useful resources such as song, jigsaw puzzles and photomontages; but to understand the way in which them led to other moments where the

interaction was plausible and guided through meaningful communicative moments that made the vocabulary activation an useful resource to be used in contextualized expressions, information exchanging and the understanding of the importance of the foreign language learning.

The contextualization and activation of vocabulary was accompanied by interaction patterns that led to integral cooperative work. In order to summarize the importance of collaborative activities towards the achievement of common goals, Richards (2006) contributed by saying:

The class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice. (p.14).

So, the following subcategories were benefited by the input provided by the aforementioned stages and activities from the Situational Syllabus design. To start with, the first subcategory was called *Using suitable vocabulary and expressions according to the situation* where the vocabulary contextualization was completed by the inclusion of the conversation models proposed by the teacher and the Real situations that promoted the meaningful use of vocabulary and expression in which students had the opportunity to put into practice what was learnt in the previous stages through situations that were based on real-life ones.

#### ***Using suitable vocabulary and expressions according to the situation***

In the first journal made by the titular English teacher of this private school, it was mentioned that: “Talking about speaking and their use of English, it is still limited to the isolated use of the vocabulary”. As an intervention plan to this problematic situation, the activities mentioned into the first category helped to activate the vocabulary, but it was

necessary to provide some additional resources where students use in a real context what was learnt and not in isolation, it responds to one of the main deficiencies found when stating the research problem.

In relation to what was mentioned by Arroyo & Crespo (2010) it is indispensable to take into account that the vocabulary part is usually practiced as an isolated process; and those activities have become for learners in a constant study of list of words or isolated lexical sets that makes the students waste their time in memorization without learning meaning or correct grammatical use. For that reason, the jigsaw puzzles and photomontages were supported by including words like family members and jobs in situation in which students recognize easily them such as supermarket, cinema, etc. As evidence, some of the most striking features found during the implementation were the ones selected by the Observation # 2 by the Observers 2 and 1, and Think aloud format #1:

*“The “high achievers” were supporting their partners into the process (Places presentation – photomontage)”.*

(Field notes observations #2- Observer #2. October 19th)

*“Of course with these activities (jigsaw puzzles and photomontages) the Ss interact with their peers because they had to be agreed to locate the pieces of paper in the correct place. Even when the discussion was not develop in English because of their level, it was interesting to see how they use their prior knowledge to achieve the goal the best they could”.*

(Field notes observations #2- Observer #1. October 19<sup>th</sup>)

*“In terms of cooperation, some of the groups had issues when taking and matching the jigsaw puzzles parts (Deciding who the one in charge of that labor was, but with teacher guidance and the “high achievers” leadership, it was possible to give each one of the members the chance to participate.*

(Think aloud format #1 October 18<sup>th</sup>)

The jigsaw puzzles and photomontages activities were designed not only to activate the vocabulary and practice process a more appealing one, but to link the target words with communicative activities that promoted interaction. So, students were involved into different dynamics, such as agreeing where to locate each piece of the puzzle and photomontages using the expression introduced “Here”, and identifying images by means of the WH questions included in the conversation models provided:

A: Hello! Who is she?

B: Hi! she is \_\_\_\_\_

A: Oh, that is good!

B: What is her name?

A: Hello! Who is he?

B: Hi! he is \_\_\_\_\_

A: Oh, that is good!

B: What is his name?

It is here where conversational models are the key connectors between the material provided and the other members of the groups in order to avoid the use of mother tongue. According to Richards (2006): “Meaningful practice refers to an activity where language control is still provided out where students are required to make meaningful choices when carrying out practice” (p.16), the conversation models used were crucial elements when guiding the students through the comparison of results, exchange of personal information and to perform a role based on the main topics of the syllabus. The way they were designed was closely related to the situations provided and the level of difficulty, basic and short expressions, and also as a contextualized mean to practice the vocabulary previously activated about family and jobs.

Fluency and accuracy were considered when designing them, the first one was established to create activities where students were encouraged to negotiate meanings, use communication strategies, and the second one was focused on the formation of correct examples of language. In that order, the models created had as its main intention the mastery

of short and simple expressions accuracy (Wh questions, Y/N answers, simple present short sentences) in the situations provided by the syllabus. Even when the interaction promotion was not part of the main objectives, it resulted to be a consequence of the activities learning effect and the syllabus design. As most of stages of each lesson were contextualized and included familiar words, expressions and situations, it could not be possible to ignore the fact that students were more interested and capable to establish conversational models with their peers. Then, let us take a closer look to what the evidence brought in terms of benefits that conversational models carried to interaction:

*“It could be the first time they really use the vocabulary to talk with others. These kids seem to know how to use the family members in coherent expression. Conversation models may be a helpful tool talking about speaking training”.*

(Think aloud format #2 October 19<sup>th</sup>)

*“This conversation model has been working since last activities and the progress is evident. As much practice, the students are exposed they understand and develop the activities better”.*

(Field notes observations #4- Observer #2. October 27<sup>th</sup>)

*“The conversational model worked was develop as it was planned, promoting interaction among students because they had to ask and answer questions constantly”.*

(Field notes observations #5- Observer #3. November 1<sup>st</sup>)

*“The conversation models proposed worked as they were planned, giving them support to communicate with other partners because learners recognized the words learnt before and they knew when and how to use them. Also, the vocabulary used was according to their levels, context and it helped to make the process of exchanging information in a natural way”.*

(Think aloud format #5 November 1<sup>st</sup>)

The aforementioned thought is consistently related to Richards' quote (2006) when he says that students "(...) must use their language resources to communicate meaningfully and so take part in meaningful communication practice" (p.19). Then, the influence of elements from the CLT approach, such as the implementation of short conversation models when assembling and identifying words in the activities, could be relevant in terms of communication and interaction patterns such as teacher- students and student- student were included. Students seemed to be aware of the need of using the expressions and words provided to achieve a common goal and cooperate to understand the activities provided, a context, situation and specific features like the target vocabulary.

Again, it is indispensable to highlight that the Situational Syllabus proposal underlined many of the principles of the CLT approach that allowed students to assume a more active role in their foreign language learning process and change the perception of a teacher-centered class. The following quotes taken from the data gathered, evidenced some of the first signs of a more activate role of the students:

*"They had to ask and answer questions constantly. Even when teacher was not around or when he started to asking questions, some of them were interesting in initiating the exchanging of information by the use of the conversation proposed (Photographs presentation- follow the conversation model)"*.

(Field notes observations #1- Observer #1 October 18<sup>th</sup>)

*"Ss started to practice the conversation model with the partners next to them using the body language (Smile and shake the hands)"*.

(Field notes observations #4- Observer #2 October 27<sup>th</sup>)

*"By this time, students can ask and answer y/no questions with their partners. They were engaged in the activity because they understood what they were saying."*

(Think aloud format #5 November 1<sup>st</sup>)



Those findings presented built new principles in the perceptions of an English class in the first grade. Some of the most relevant aspects are the importance of not underestimate the students because of their experiences and basic English level, but to train them since early ages in the use of expressions in real context and not the memorization and repetition of isolated words; Also, the necessity to foster the interested on creating new ways to learn, to take advantage of the materials beyond a motivational factor and to raise awareness about the significance of the students' role through the whole learning process.

Additionally, teachers monitored constantly the process because the practice of this vocabulary was important when assessing the students in the lesson three and six. Finally, the performance varied because few students understood and maintained the conversation; but most of them had troubles because they forgot some parts of the dialogue. That is why, teachers realized that more time was necessary to practice, also to change some words in the conversation models proposed to facilitate the process of the students.

When the activity was planned, the researchers believed that students could maintain a conversation fluently because they recognized the vocabulary that was activated in previous activities about family members and jobs. However, what really happened was that most of the students had troubles when practicing the dialogue proposed, as it was stated in the Think aloud #2:

*“The conversation model proposed should be shorter, with more recycled expressions and more suitable for the level of the students”.*

(Think aloud format #2 October 19<sup>th</sup>)

*“At the beginning of the exercise only few of the students answered using the expression model given and the others said I.e. “Doctor, is doctor or he’s doctor” without the “Yes, I know! She/he is \_\_\_\_\_”.*

(Field notes observations #5- Observer #3 November 1<sup>st</sup>)

That is why, the activity was challenging for their levels because they were not still in this practice, and for that reason they tended to forget some parts of the conversation model despite of recognizing the vocabulary in it. But along the practice moments the students' progress was evident, they applied the recycled expressions in a proper way. Then, it was required to find an extra activity where students could apply the conversation models learnt and practiced in real- life situations.

***Real situations that promoted the meaningful use of vocabulary and expression.***

The vocabulary learning during each one of the lessons was required to complete and perform the conversation models. Then, they needed a context/situation to be as meaningful and functional as the situational syllabus demanded. That is one of the main reasons why the role plays were selected to be the converging point of the vocabulary and expressions learning, and the facilitator of interaction into a familiar situation for the class.

Role plays were designed as the concluding stage of each one of the units, as a moment of communication and practice of what was learnt. Then, it is necessary to remember that Richards (2006) says that communicative practice are “activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable” (p.16). In that order and based on the evidence provided by the data collection instruments, the objective was achieved due to the students' performance and the effective exchange of information by means of the models provided and the target vocabulary used. To start with, students seemed to feel comfortable and interested in the role play's dynamic because of factors as the materials used (Clothes, context items) and the enjoyment of acting itself. These statements are evidenced in the following notes and thoughts.

*“Students were engaged because of factors such as the use of realia, the context where the situation took place and the level of the conversation model and expressions*

*proposed.”*

(Think aloud format #3 October 25<sup>th</sup>)

*“All of them were using clothes related to the job at the moment to practice the conversation model proposed. They seemed to enjoy the fact that they were treated like actors”.*

(Think aloud format #6 November 2<sup>nd</sup>)

*“Realia was useful to present the new vocabulary words. It was meaningful for them and allowed to link the new words with a specific context”.*

(Field notes observations #3- Observer #3 October 25<sup>th</sup>)

Those elements made the situation a meaningful and real one where they could identify familiar features and a real purpose to use the foreign language and the family and jobs vocabulary. The contributions made by Cárdenas & Robayo (2001) are reaffirm gratefully when it is said that the situational elements such as clothes, set items and different elements to make the situation a more realistic one were constantly used to support the learning process and encourage participants to feel as real characters and the importance to provide meaningful assessment moments were developed and they led to a deeper comprehension of each one of the situations showed and the vocabulary and expression used within them.

As a starting point and a quick overview of what did happen, it is said the role plays contributed a lot when exchanging information with peers and using the family members and jobs to keep the conversation flowing in a simulated but familiar situation. The teacher's role was more related to guidance, encouragement and supervision. As it is suggested by Richards (2006), “the type of teacher that a class with CLT foundations requires is one that does not have as his/her principal objective to be the model for correct speech and writing, but to make students aware of their mistakes, facilitate the language learning and to be facilitating and

monitoring constantly” (p.5) The teacher role was related to the moments and interventions that are clearly shown in the next evidences.

*“Teachers encouraged the students to greet their partners using the conversation model given and using body language (Smile and shake hands)”.*

(Think aloud format #3 October 25<sup>th</sup>)

*“Teachers played a role of monitor, answering the students’ doubts and at the same time they encouraged them to finish the activity”.*

(Field notes observations #3- Observer #3 October 25<sup>th</sup>)

*“On the other hand, teachers’ role supported the information exchanging by promoting the use of the right word or expression”.*

(Tape-script #1 October 25<sup>th</sup>)

*“The messages were clearly understood and the teacher- student interaction was not only limited to translation, but to exchange information and keep the authenticity of the moment”.*

(Tape-script #2 November 2<sup>nd</sup>)

To analyze what happened with the students’ role when performing the role-plays activities, and as a way to assess their progress in the two units of the Situational Syllabus. It was indispensable to make a comparison with Jakobson's (1960) three different functions of language, that were previously selected due to the importance they had during the communicative act and the complexity of speeches presented when performing roles and developing the activity.

At the beginning, the use of conversation models within the role-plays was difficult due to the lack of familiarization in this kind of activities and the low level, this is proved in the following tape- script in the role-play assessment number 1:

**Teacher: Who is she?**

**S7: Mom...**

**Teacher: Mom, do you like to go to the movies?**

**S8: Yes...**

**Teacher: Now, who is he?**

**S8: Brothers do you like the go the movies?**

**S9: Yes**

**S10: Who is he?**

Bearing in mind the previous tape-script, could be possible to analyze three functions of language. In first place, the emotive is presented because students do not seem as comfortable as they should because they are not getting used this conversation moments. So, they used gestures and body language to make the conversation understandable. Despite of there weren't surprise or annoyance expressions, there were a direct expression in the attitude between the addressee and the message. In second place the phatic where Ss reached the main purpose of this function of language in their groups which is to maintain and extend an interaction moment and through the conversation model presented, students tried to keep a conversation with fluency. It is important to remark that the messages sent and received by the students were clearly understood because of the familiarization with the expressions and vocabulary used in the model, and the context provided by the situational activity itself. On the other hand, teachers' role supported the information exchanging by promoting the use of the right word or expression. The last one is the metalinguistic in which the words used in each one of the expressions given by the model are part of a single topic (In this case, family members and some common places such as supermarket, park and the movies), and even when some of the words were mispronounced by the addressers, most of addressees could understand and keep the conversation flowing. The use of the mother tongue interrupted some of the moments of the conversation, but a) students knew what words should be used b) teachers took a supporting role again in order to remind the write English word. Now, in the following chart it is presented a helpful summarize related to some of the main features highlighted. (Table. 6):

<b>Lesson 3- Role play moment</b>
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<p><b>Emotive:</b> Lack of convenience for the group  Excess of body language</p>
<p><b>Phatic</b>  Too much T-Ss interaction.  S-S was limited by the lack of the required expressions.</p>
<p><b>Metalinguistic:</b>  Some of the words were mispronounced by the addressers, most of addresses could understand and keep the conversation flowing.</p>

**Table 6:** Lesson 3- Role play moment.

Coming up next, it was noticed an important transition between the students' performance in relation to the first role- play assessment and the second one, because they showed a significant improvement regarding the use of vocabulary learnt and the fluency in communicative moments. It is verified in the following data collected:

*“Students used the expressions in a more natural way. Now, they seemed to know when and how to use the expressions and vocabulary in a simulated situation”.*

(Think aloud format #6 November 2<sup>nd</sup>)

*“Most of the students performed the conversation as best as they could. Showing progress in when understanding answering to their peers”.*

(Field notes observations #6- Observer #2 November 2<sup>nd</sup> )

In the same way, the tape script of the lesson six confirms the previous statements found in the think aloud and field-notes observation #6:

**T: Go..**

**S-T: Hello, Hello. I I Emily, I'm teacher at school and you?**

**S: Hello, I Matias and student at school.**

**S-T: and you?**

**S: Hello, Uben**  
**T: You are a student?**  
**S: Etuden a scu**  
**S-T: and you?**  
**S: Hello, I'm Nixon at student at school.**  
**S-T: and you?**  
**S: Hello.**  
**T: Student, student.**  
**S: Hello, hello and you?**  
**T: I am**  
**S: Sebastian and you student at school**  
**S-T: and you**  
**S: you you ... student at school**  
**S-T: and you?**  
**S: Hello, I you. I am**  
**T: Emily?**  
**S: Emily**  
**T: You are a teacher, you are a teacher? A stu..**  
**S: aaaa student.**  
**T: At school**  
**S: a schoo**  
**T: Byeeee**  
**S: Bye**  
**T: Bye teacher**  
**S: Bye teacher**

Towards the tape-script from role- play assessment #6, the functions analyzed are the emotive, due to the familiarization with many of the expressions used during the six lessons and the appropriation of the roles (Each one of the participants had the opportunity to select the job they wanted to perform, including clothing items), students felt more comfortable with the situation and the language itself. Then, gestures and intonation (It raised and fell according to the moment and the role) made the role play a more natural and significant one. Also, the phatic where students have been practicing with this kind of activities in previous lessons, so this time they felt comfortable with the conversation model because they recycled words and expression learnt to respond to their partners' questions. The messages were clearly understood and the teacher- student interaction was not only limited to translation, but to exchange information and keep the authenticity of the moment and the metalinguistic, in

which he words used in each one of the expressions given by the model are part of a single topic (In this case, jobs and their corresponding places of work), and even when some of the words were forgotten by the addressers, most of addressees could understand and keep the conversation flowing. Sometimes, teacher supported students telling the first part of the word with the purpose to remind them the correct word.

Again, some of the most relevant features of this assessment is shown in the following chart (Table.7):

<b>Lesson 6- Role play moment</b>
<p><b>Emotive:</b> Due the familiarization with the words and expressions used and the natural use of gestures and body language, students seemed to feel comfortable.</p>
<p><b>Phatic</b> S-S interaction when exchanging information and recycling expressions. T-S was limited to monitoring and facilitating communication.</p>
<p><b>Metalinguistic:</b> When some of the words were forgotten by the addressers, most of addresses could understand and keep the conversation flowing.</p>

**Table 7:** Lesson 6- Role play moment.



## Chapter six

### Conclusions

By means of this chapter, readers will find the conclusions and answers the research question proposed by the researchers regarding the Situational Syllabus proposal, based on Communicative Language Teaching principles, to activate vocabulary in EFL young learners at a private school of Bogotá. In addition, its limitations, implications and aspects that should be taken into account when doing a further research are described.

The main objective of this project was designing a Situational syllabus for first graders (Forth term of 2016), that not only focused on the learning of basic vocabulary from a specific EFL textbook, but also on the promotion of communicative activities that involved real situations that encouraged them to exchange information based on the vocabulary previously learnt. The principles of the CLT approach allowed students to assume a more active role in their foreign language learning process and change the perception of a teacher-centered class.

Firstly, it was evident the necessity to promote communicative activities from early ages due to, most of the times, teachers underestimate young learners' abilities; and they may assume that it is indispensable and traditional to handle a teacher-centered class.

However, after the analysis of the data gathered, it was clear that one of the strengths of the situational syllabus applied was that students presented a more meaningful learning when they were part of the process, and also when they were aware of the expressions and situations in which the words they were used to see in their English subject could be applied successfully. Consequently, even when one of the main goals of the school syllabus is teaching vocabulary units and a limited collection of expressions that are not consistently contextualized; if there is an effective planning, in terms of the appropriated activities, timing

and a suitable difficulty level, there would not be significant complications when building basic foundations in strategies to communicate with others and grammar structures construction, even when it is one of the weaknesses of a common situational syllabus.

In addition, it was important to select adequate activities and some aspects that the researchers needed to consider when selecting and applying them to be appropriate for a typical situational syllabus context. The first one, was checking if the activities were useful in terms of vocabulary activation, even when the dynamics were related to cooperative work, information exchanging based on conversation models and basic vocabulary learnt. The second one was the necessity to choose activities that engaged students to participate actively because they were assuming an active role in the given situations provided. Finally, it was crucial to vary the activities avoiding that students did not fall into monotony which was the main factor why students felt bored and when using this syllabus, it was vital to evade it as much as possible.

Another important factor that helped students participate in situations where vocabulary and expressions were the key elements of information exchanging are the ones related to some of the main evidences brought from the syllabus implementation. So, it is when conversation models and role-plays were fundamental activities because they helped students not only to understand the situation, but also the meaning of the expressions. It means that during the implementation, students were exposed constantly to a series of activities which included conversation models that helped them to practice several times the same words and expressions based on the situation selected for the class. In that way, they felt familiar and comfortable with the expressions they were applying; and of course, all the process was supported by the constant monitoring of teachers. It is necessary to mention that students' progress was gradually reflected in the analysis of each one of the instruments, most of all in the think-alouds and tape scripts interpretation, as they improved some important

aspects when speaking such as fluency and pronunciation with the constant practice.

So, it can be concluded the activities designed and proposed as the base of the situational syllabus brought with them the development and practice of communicative abilities while implementing them. One of the main purposes of that kind of activities was to prepare, and motivate the students to use what was learnt in future classes or applying that in real context. That is, researchers provided activities in which the situations had a meaningful objective that helped to understand the students' level when practicing the different situations to improve the communicative factor in terms of interaction with peers. That is why, Teacher could have a more accurate perception of the students' learning process regarding to the learning objectives.

In the following sections, some possible limitations that in certain way affected or obstructed the correct application and practice of the communicative act while there was pair and group interaction based on the CLT activities applied will be mentioned. In the same way, aspects related to the pedagogical implications of implementing a situational syllabus in relation to school grade, the material that could be used and the teacher/students' roles will be also described. Finally, a further research that could emerge from the current one along with some factors that should be taken into account are mentioned.

### **Limitations**

To start with, it is important to say that during the process of this study there were some unavoidable limitations that were perceived or noticed by the researchers at the moment to carry out each session of the implementation. First of all, it was difficult to develop some communicative activities towards the vocabulary activation because of the size of the classroom, especially when students had to be moved to another floor causing delays with the time planned; and that some of them got distracted while doing it. This kind of interactive and cooperative work requires some students' movement around the classroom or at least at

the moment to create a workgroup to perform or set out an activity. For that reason, the size plays an important role because it should be big and comfortable place where students can develop communicative activities without being a factor that interrupts the class.

Second, as it was mentioned before, the classroom was not big enough to carry out some of the exercises and actions proposed in the Situational Syllabus; However, it was not the only aspect that interfered with the class. As a consequence of that, the quantity of students was a fundamental part of the issues regarding to discipline and misbehavior problems when teaching a lesson. Third, the English class in the school in which the research took place had regularly only forty-five minutes of length excepting the implementation days, two hours a day per week. This was an obstacle because it affected in certain way the improvement of communicative skills and interrupted the continuity of the practice rhythm that students had when researchers implemented the class.

Lastly, in terms of vocabulary teaching, it is recommended to avoid difficulties such as the lack of authentic material that could interfere with the presentation of new words in a specific situation. It means that the items presented should be real, familiar for the target population and as a key element for further communicative tasks. Naturally, repetition drills to assure accurate pronunciation and memorization exercise to facilitate the vocabulary learning process have to be part of the early stages of each situational syllabus lesson plan.

That is why, for some future researches it is important to bear in mind the limitations already checked in order to overcome and anticipate those problems to apply in a more accurate form the research methods and the collection of data for its analysis.

### **Pedagogical implications**

Then, the situational syllabus proposal would bring serious and definite implications if it is implemented as a way to teach the English language. First of all, to have a broader perception about its possible impact, it should be implemented in one of the primary school

grades. In that way, strengths, weaknesses and action plans would be noticed throughout an entire process. It is possible that it could be affected by the limited use of the syllabus proposed type only in early grades. With its application, it is highly recommendable to select a suitable textbook to work with. It should be based on communicative activities development and the proposal of a series of situations and context where the target vocabulary and expressions are constantly used by the participants.

Regarding the teacher's viewpoint, role and skills, changing the perspective of teaching English to young learners is one of the challenges that this syllabus design, its lesson plans and approach proposes. Indeed, it is substantial the mastery of the English language, good communicative skills which support the students in each one of the stages and a responsible lesson planning in terms of selecting motivating, encouraging and dynamic activities, situations and materials. Indeed, the situations should be adapted to the age and English level of the students.

### **Further research**

The current research project proposed a the Situational Syllabus, based on Communicative Language Teaching principles, to activate vocabulary in EFL young learners at a private school of Bogotá. Throughout the implementation some aspects that could be improved or should be taken into account in future implementations were found. To start, it is necessary to highlight that teachers take a more conscious and encouraging role in the progress of the EFL teaching community, because they have the opportunity to share their knowledge with new people and minds; that is why they have to re-invent the way in which they are sharing their knowledge and to implement the situational syllabus could be the starting point.

For that reason, in further research it is necessary to reassert the importance of applying this kind of syllabus not just in one grade; It could be better if teachers use this each

year. It means, to apply it from first to fifth grade because they can evidence students' progress and the students' performance could improve due to they are familiar with this kind of work. It is necessary to mention that the situational syllabus might not work with the population you are working on due to they are immersed in a different context. So, it is indispensable to adapt the current syllabus to the new educational environment, including real situations that are familiar for students in order to achieve a success implementation and excellent results.

To conclude with, there are some questions that would be the starting point of further research related to the use of situational syllabus and CLT principles in young populations to tackle the lack of interaction and use of target vocabulary:

- How to reduce the application of activities that only foster the T- S interaction in favor of a more interactive English class for young learners?
- What is the impact of the implementation of a situational syllabus proposed, in terms of the promotion of interaction and based on CLT principles and roles, in the entire primary process?
- What other approaches could be suitable to apply in a situational syllabus in order to activate vocabulary and its application in real context?

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## APPENDICES

**Appendix A:** Journal made by the titular teacher of the private school.

### TEACHING/REFLECTIVE JOURNALS

**Teacher:** Juan Sebastián Guevara Hincapié

**Grade:** First

**Year:** 2015

Academic term	Syllabus topics	Reflections about the four skills performance
<p><b>First term</b></p> <p><b>February 4th- March 27<sup>th</sup></b></p>	<p><b>Vocabulary</b></p> <p>Things in the classroom Pencil Pen Bag Crayon Book Notebook Sharpener Eraser Scissors Board Chair Desk Clock</p> <p><b>Grammar target</b></p> <p>Wh questions: What is it? Is it a ____? Yes, it is. No, it isn't</p> <p><b>Vocabulary</b></p> <p><b>Pets</b> (cat, dog, hamster, parrot) Wild animals (bear, lion, panda, snake)</p> <p><b>Grammar target</b></p> <p>What's this/that? Is that/this a ____?</p>	<p>Most of the children came with no knowledge related to the English language. This is a consequence of not having this class in the kindergarten levels where they are supposed to learn the basic colors, numbers 1-10, some basic school supplies, pets and conversational cues (Hi, hello, what's your name?).</p> <p>Writing is a delayed process in their natural development and listening is a skill that needs to be improved with lots of attractive exercises, such as songs and short conversational models. Talking about speaking and their use of English, it is still limited to the isolated use of the vocabulary.</p> <p>The adaptation to the new language, instructions and activities is not easy for students, but it seems to be appealing and amusing for them.</p>
<p><b>Second term</b></p>	<p><b>Vocabulary</b></p>	<p>During this second term students have</p>

<p><b>March 31-June 12</b></p>	<p>Wild animals (bear, lion, panda, snake)                  Colors (Black, brown, white, blue, green, orange, yellow, purple, pink, red, blue)</p> <p><b>Grammar target</b>                  What's this/that?                  Is that/this a _____?                  What color is it?                  Is it _____? Yes, it is. No, it isn't                  What's your favorite color?</p>	<p>presented an improvement in their vocabulary and knowledge of some words worked in the previous term. On the other hand their listening skill has been worked taking into account their intention and disposition that they show to the use of songs and the variety of them. Besides, it is a slow process.</p> <p>Despite the writing process is still delayed, some of them show an interest for the written parts and in some cases they try to understand the why of simple structures. It means each term they will develop this skill easier. Contrary to that, the students don't present an improvement in their oral or speaking skill, in spite of the work during the sessions, but they are being attracted by the use of interactive communication and the use of songs.</p> <p>So, this term the students showed their disposition, where they were encouraged and engaged with the material proposed.</p>
<p><b>Third term</b>  <b>July 13- September 11</b></p>	<p><b>Vocabulary</b>                  Fruits (apples, bananas, melons, oranges)                  Shapes (Triangles, rectangles, circles, squares)                  Numbers 1-12</p> <p><b>Grammar target</b>                  What are they? They're _____                  Are they _____? Yes, they are. No they aren't                  What shape is it? It's a _____                  How many _____? There are _____</p>	<p>Throughout the third term, the students were exposed through 3 big topics and many activities to understand them.</p> <p>The writing part was developed at the same time with the mother tongue (using translation) in order to avoid misunderstanding; using this all the students participated and were highly motivated because they felt a bit more confidence with the language.</p> <p>The listening skill was work by songs, thing that caught students' attention because it provides examples from a real context and its rhythm was so attractive while the reading was practicing in exercises within the textbook (Smart English).</p>

		<p>In the oral production, the students just felt in confidence singing a song and answering close question. They didn't show a notable improvement.</p>
<p><b>Fourth term</b> <b>September</b> <b>November 6.</b></p>	<p><b>14- Vocabulary</b> Family (mom, dad, brother, sister, grandpa, grandma) Jobs (Cook, doctor, student, teacher)</p> <p><b>Grammar target</b></p> <p>Who is she/he? Who are they? He's/ she's/ They're Is he/she a _____? Yes, no Are they ____? Yes, they are. No they aren't</p>	<p>In this last term, the students presented a high advance thorough the different skills; specially in the vocabulary learning because the topics worked were familiar for them and they can use it in a real life context thing that facilitates the learning process.</p> <p>Additionally, listening and writing are processes supposedly a bit more slow to develop but the students present a meaningful advance even more that the speaking.</p> <p>On the other hand, the speech development has improved but not as it was expected.</p> <p>However, the students participate actively in the oral production activities as a result of some changes in the activities but with the same rhythm.</p>

**Appendix B:** English teacher interview.

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY IN YOUNG LEARNERS EFL CLASS**

*Con el fin de recolectar datos suficientes para iniciar una investigación de carácter cualitativo en esta situación, solicitamos responder las siguientes preguntas de acuerdo a su experiencia como docente de la institución.*

**1. ¿Qué tipo de actividades desarrolla en el aula para enseñar vocabulario?**

Se utilizan flashcards y presentaciones en donde esté una imagen y con el conocimiento que tienen los estudiantes de su idioma nativo lo relacionen con el significado de la palabra en inglés.

**2. ¿Qué tipo de actividades comunicativas desarrolla en el aula para promover la interacción?**

Debido a situaciones de tiempo y espacio de las actividades que trae el textbook. Algunos de los estudiantes no tienen las bases suficientes y por eso las clases se limitan más a la memorización de palabras, ejercicios de participación individual o de completar, organizar y escribir oraciones.

**3. ¿Qué fortalezas puede resaltar de su clase de inglés y de sus estudiantes?**

Los niños son muy activos al momento de participar y disfrutan de los materiales dedicados a esta clase, además muestran gran interés al aprender el lenguaje y se les ve comprometido en cada uno de las actividades propuestas.

**4. ¿Qué debilidades puede resaltar de su clase de inglés y de sus estudiantes?**

Muchos estudiantes llegan sin las bases necesarias para participar de las actividades propuestas en especial las relacionadas con los colores y números de 1 a 10. Además, el tiempo y la organización del plan de estudios no son muy específicos con el tipo de competencias a desarrollar.

**5. ¿Qué tipo de actividades y materiales implementaría para contribuir con la enseñanza del inglés?**

Me gustaría implementar actividades lúdicas relacionadas con lo que ellos viven diariamente. Pero desafortunadamente el espacio con el que contamos no es adecuado para tales actividades.

### Appendix C: Principal's Interview

Universidad Minuto de Dios.

Licenciatura en idioma extranjero - inglés.

Proyecto de investigación "First steps into pair interaction"

Apreciada rectora de la institución.

El siguiente es un cuestionario escrito diseñado con fines investigados y que está diseñado para que especialmente usted, como cabeza de la institución, pueda responder libremente a las inquietudes sobre la enseñanza del idioma extranjero inglés en su institución (Grado primero).

¿Cuál es la demanda principal que hace el currículo de la institución para el aprendizaje del idioma inglés?

La principal demanda, debido a la duración de la clase y al número de estudiantes es el aprendizaje de vocabulario y aún así en los últimos grados de primaria se trabaja más fuertemente en cada uno de las competencias comunicativas

¿Qué estrategias son utilizadas por los docentes para la enseñanza del inglés y cuales, según ellos, hallan más efectivas?

Se utilizan diferentes técnicas como: Libro guía, cuaderno, audiovisuales, material didáctico, imágenes en el idioma extranjero y se está implementando el uso del computador para mejorar la calidad del aprendizaje. Hablar en este idioma lo más que se pueda es uno de nuestras metas.

¿Cuál es la mayor dificultad que según los profesores, hallan ellos a la hora del aprendizaje de conceptos?

La interacción entre los estudiantes, les cuesta mucho el oírlos el idioma, ya que

no están acostumbrados a estarlo.

¿Creen sus docentes qué esas dificultades se presentan en otras asignaturas aparte de Inglés?

No, ya que nuestro idioma cartellano, se debe iniciar desde la casa, y aun así, estamos trabajando para promover más el uso del idioma extranjero en nuestra Institución a corto plazo.

¿Cómo promueven los docentes la interacción, utilizando el idioma extranjero, en el aula?

En la mayoría de los casos, se utiliza el libro como base para proveer módulos de comunicación. aún así, hace falta más tiempo y espacio para promover este tipo de actividades.

¿Cómo motivan los docentes a los estudiantes para que utilicen de forma permanente los conocimientos adquiridos durante la clase?

El uso del idioma extranjero se promueve diariamente con saludos, permisos, y el uso de vocabulario en oraciones cotidianas y de acuerdo a lo establecido por el libro guía.



¿Cuál es su percepción frente a lo anteriormente mencionado?

Es necesario implementar nuevas estrategias para la estimulación, ya es en casa y en la institución se dan de una gran ayuda, además que es necesario el tiempo real para hacer todas las actividades que se pudiesen implementar.

Según lo que hemos conversado, quisiera preguntarle ¿Considera que es importante que los profesores reformen las enseñanzas del idioma Inglés?

Si, es necesario que los profesores se actualicen en nuevas maneras tomando más recursos para aprender y enseñar el idioma a todo el estudiantado y padres de familia incluyéndolos en ver la importancia que se tiene al saber un idioma.

Colegio Psicopedagógico Infantil La Aldea

Profr. Abigail E.

Dirección



**Appendix D:** Observations developed by two of the researchers during methodology and didactics class.

**Observations:**

<b>Date:</b>  24 – 02 - 2016	<b>Class:</b>  1° grade	<b>Level of class:</b>  Beginner	<b>Observer's name:</b>  Javier Andrés Cárdenas A.
<b>Teacher observed:</b>  Juan Sebastian Guevera		<b>Institution:</b>  Colegio Psicopedagogico La Aldea	

**Introduction:**

Very often, lesson planning begins with a sheet of paper and an objective or set of objectives, and works its way through a number of procedures, steps and phases through to the end. In this observation you will be approaching lesson design from a different departure point – from the perspective of the completed lesson. You will be working from a taught lesson to determine what decisions were made by the teacher in planning that lesson. The task objective is to determine what decisions the teacher made in planning the lesson. (Wajnryb, 1992, p. 74)

**During the lesson:**

1. In the first column “Teacher’s actions” you must describe what the teacher was doing, in the second column “Students actions” you are required to describe what the students were doing, their response and behavior in front of that activity or task, and finally in the third column “Your inference” you should write what you infer from their actions, it means if you consider the activity was prepared in advance or if it was an on-the spot teacher decision (improvise).

<b>TEACHER'S ACTIONS</b>	<b>STUDENTS' ACTIONS</b>	<b>Your inference</b>
The topic and vocabulary introduced by the teacher was about classroom objects. Firstly, he told the students that they had to draw on their notebooks the specific vocabulary (A bag, a book, a	After the teacher’s instructions the students were a little bit bored, because they didn’t want to draw the objects. Teacher said that, if they didn’t draw they have to do more homework. So, they started to develop the activity as the teacher planned.	The activity seemed to be prepared because the teacher had all the materials to do the class. Also some students recognized the vocabulary shown, but they did not put into practice

<p>crayon and a pen). After that, teacher put a poster on the board and then asked the students to pass and point the image of the object according to what he said. I.e. Teacher used a game called “Cat - Cat Dog” to select the students who have to participate in the activity. Then, he pointed an object in the poster and the selected student had to answer (It is a book or the pointed object) and so on. After the bell rang, the teacher did a little review about school supplies.</p>	<p>During the second part of the activity students were motivated and they were enjoying the competence, but approximately half of the students did not feel in confidence because they didn’t know how to answer without the teacher guidance. After teacher decided to help them to develop the activity actively.</p>	<p>when they had to follow the model “It is a _____” alone.</p> <p>Also is important to mention that teacher did not provide an activity where students use the vocabulary learned in context. The whole class was developed in a teacher centered way. It means that the “communication” was always between T –Ss.</p>
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**Reflection**

**Can you use the experience gained during this observation to refine and improve your planning procedures? And if you had the opportunity to teach this lesson, which changes would you include in order to plan a lesson effectively?**

First, I consider that is very important to take into account that a lesson plan is one of the main tools for develop the class well. Secondly, I know that all the things planned by a teacher can’t be perfect and at some point we have to improvise during the development of a class, for that reason I think that the experience gained during an observation to any teacher can be very helpful to us especially when this kind of situations appear, not only when you are in the middle of the class, also when you are planning and creating the activities to a class, waiting for good results of each one of them. If I had had the opportunity to teach this lesson, I would use one activity when students could interact with each other because as I notice here, is necessary to include communicative exercises constantly in order to practice the speaking skill which was forgotten in this class.

<p><b>Date:</b>  01 – 03 - 2016</p>	<p><b>Class:</b>  1° grade</p>	<p><b>Level of class:</b>  Beginner</p>	<p><b>Observer’s name:</b>  Natalia Díaz Tibaduiza</p>
<p><b>Teacher observed:</b></p>		<p><b>Institution:</b></p>	

<b>Juan Sebastian Guevera</b>	<b>Colegio Psicopedagogico La Aldea</b>
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**Introduction:**

Very often, lesson planning begins with a sheet of paper and an objective or set of objectives, and works its way through a number of procedures, steps and phases through to the end. In this observation you will be approaching lesson design from a different departure point – from the perspective of the completed lesson. You will be working from a taught lesson to determine what decisions were made by the teacher in planning that lesson. The task objective is to determine what decisions the teacher made in planning the lesson. (Wajnryb, 1992, p. 74)

**During the lesson:**

- In the first column “Teacher’s actions” you must describe what the teacher was doing, in the second column “Students actions” you are required to describe what the students were doing, their response and behavior in front of that activity or task, and finally in the third column “Your inference” you should write what you infer from their actions, it means if you consider the activity was prepared in advance or if it was an on-the spot teacher decision (improvise).

<b>TEACHER’S ACTIONS</b>	<b>STUDENTS’ ACTIONS</b>	<b>Your inference</b>
<p>Teacher greeted the students and requested them to look the page 118 in the course book. Then, teacher explained the activity which was cut the flashcards and color them. This topic was a review from the last lesson, so the students knew the vocabulary. After, teacher divided the whole group in lines to develop the activity which started with the teacher naming an object, and the first group that rise the correct object win a point. Later, the teacher selected the winners they had to answer chorally “It is a _____”. Teacher had to help the students sometimes to answer.</p> <p>The whole 45 min. of class was dedicated to this activity for</p>	<p>Students took an active role because they already knew the vocabulary. That’s why they were motivated and their attention was focused on the activity.</p> <p>The students were disciplined through the whole class because they enjoyed to work in groups and the challenges that the activity had.</p> <p>Students faced some problems when they had to answer chorally the object following the structure “It is a _____”. Besides the teacher’s help, three students supported the others because they felt in confidence with the theme.</p>	<p>During the class was observed that just three students knew about the topic without the teacher’s guidance. On the other hand, the teacher worked in the class as a facilitator when the students had to develop the activity proposed. This time the teacher let the whole time of the class work in the vocabulary. Although, I consider that he needs to implement or incorporate more activities with this topic in relation to the communicative practice, working in the 4 abilities.</p>

practicing especially the acquisition of vocabulary.		
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### Reflection

**Can you use the experience gained during this observation to refine and improve your planning procedures? And if you had the opportunity to teach this lesson, which changes would you include in order to plan a lesson effectively?**

Definitely, I can use the experience gained during this observation because I could face the importance to provide communicative activities when students can produce the target language without the teacher guidance. Through this class, most of the students could not say simple sentences and I believe that it is because they do not have the chance to interact with their peers applying the vocabulary learnt. If I had had the opportunity to teach this lesson, I would like to take advantage of the students' arrangement to make groups of three where students can practice simple sentences using the vocabulary taught in context. This class was teacher centered because even they had to work in groups when the students had to answer chorally, they could not handle the structure given by the teacher for the activity at the moment to do it alone.

<b>Date:</b> 02 – 03 - 2016	<b>Class:</b> 1° grade	<b>Level of class:</b> Beginner	<b>Observer's name:</b> Javier Andrés Cárdenas A.
<b>Teacher observed:</b> Juan Sebastian Guevera		<b>Institution:</b> Colegio Psicopedagogico La Aldea	

### Introduction:

Very often, lesson planning begins with a sheet of paper and an objective or set of objectives, and works its way through a number of procedures, steps and phases through to the end. In this observation you will be approaching lesson design from a different departure point – from the perspective of the completed lesson. You will be working from a taught lesson to determine what decisions were made by the teacher in planning that lesson. The task objective is to determine what decisions the teacher made in planning the lesson. (Wajnryb, 1992, p. 74)

### During the lesson:

3. In the first column "Teacher's actions" you must describe what the teacher was doing, in the second

column “Students actions” you are required to describe what the students were doing, their response and behavior in front of that activity or task, and finally in the third column “Your inference” you should write what you infer from their actions, it means if you consider the activity was prepared in advance or if it was an on-the spot teacher decision (improvise).

TEACHER’S ACTIONS	STUDENTS’ ACTIONS	Your inference
<p>At the beginning of the class teacher made a short review about the previous class, the topic worked was the classroom objects, In order to practice the vocabulary the teacher started with a matching exercise using pictures and asking some simple questions. I.e. What is it? <u>It’s a sharpener</u></p> <p>After the questioning and answering activity, the teacher told the students that each line would be a group, and for the following stage of the class was used a Pictionary where students had to draw something according to the command given by the teacher. Finally, the teacher gave to the students the homework about “My classroom”.</p>	<p>During this class the students were paying a lot of attention to the teacher because they were enjoying the activities. It means that, although the teacher was controlling the development of the lesson, he could engage the students and caught their interest on learn the vocabulary in a ludic way.</p> <p>Also, it is important to mention that some students were having troubles with the pronunciation of some words or just they didn’t know how to express them, even when they had been practiced during the whole class the correct way to answer what was being asked. Besides, just a few students asked to the teacher to solve their doubts about the topic.</p>	<p>I think that the class was correctly prepared because all the students were participating actively. The material used by the teacher was really elaborated and it was according to the activity. However, the teacher developed the activities creating a competence and teamwork environment, but still there weren’t activities which involve direct contact among the students. It means that the teacher don’t designed or implemented activities focused on the use of the expressions taught in context., the teacher’s role was the same like the previous class (Teacher centered) and the interaction among students was not present.</p>

**Reflection**

**Can you use the experience gained during this observation to refine and improve your planning procedures? And if you had the opportunity to teach this lesson, which changes would you include in order to plan a lesson effectively?**

First, I definitely think that in this especial case the experience that I gained with this observation would increase the possibility of planning procedures in a better way. Because thanks to the activities worked by the teacher was easier than the other times that I observed, to know the importance of the communicative activities at the moment of teaching vocabulary and put them into practice. I could see how some of the students didn’t want to participate because they didn’t know how to express those simple sentences, this can be caused by the way in how the teacher made the role of controller instead of being a facilitator or guide the student in other

way, and not just point an image and ask the students what the object is. So, if I have the opportunity of teaching this class I would adapt the activities that the teacher brought which were really elaborated and enjoyable for the students, trying to make a balance between the teamwork and the interaction among the groups involved in the task.

<b><u>Date:</u></b> <b><u>08 – 03 - 2016</u></b>	<b><u>Class:</u></b> <b><u>1° grade</u></b>	<b><u>Level of class:</u></b> <b><u>Beginner</u></b>	<b><u>Observer’s name:</u></b> <b><u>Natalia Díaz</u></b> <b><u>Tibaduiza</u></b>
<b><u>Teacher observed:</u></b> <b><u>Juan Sebastian Guevara</u></b>		<b><u>Institution:</u></b> <b><u>Colegio Psicopedagogico La Aldea</u></b>	

**Introduction:**

Very often, lesson planning begins with a sheet of paper and an objective or set of objectives, and works its way through a number of procedures, steps and phases through to the end. In this observation, you will be approaching lesson design from a different departure point – from the perspective of the completed lesson. You will be working from a taught lesson to determine what decisions were made by the teacher in planning that lesson. The task objective is to determine what decisions the teacher made in planning the lesson.

(Wajnryb, 1992, p. 74)

**During the lesson:**

1. In the first column “Teacher’s actions” you must describe what the teacher was doing, in the second column “Students actions” you are required to describe what the students were doing, their response and behavior in front of that activity or task, and finally in the third column “Your inference” you should write what you infer from their actions, it means if you consider the activity was prepared in advance or if it was an on-the spot teacher decision (improvise).

<b><u>TEACHER’S ACTIONS</u></b>	<b><u>STUDENTS’ ACTIONS</u></b>	<b><u>Your inference</u></b>
Teacher called the lesson “ My classroom” , firstly he did a review about the vocabulary	Students participate actively in the first activity, they were enjoying the class. Just some of	I can infer the same problem that I noticed the last observation; the students did not feel comfortable

<p>throughout some flashcards and the students had to say the name of the object.</p> <p>For example, the teacher raised the flashcard which had a book, and the students had to say book.</p> <p>At the beginning, the teacher did it very slowly and then, he passed the cards fast.</p> <p>The students had to answer chorally, and when the teacher noticed a problem in terms of pronunciation or vocabulary, he pointed the student and requested him/her to repeat until he or she did it well.</p> <p>Then, he put on the board the flashcards and under he wrote: It is a _____.</p> <p>Yes, it is.</p> <p>No, it isn't.</p> <p>The teacher explained the activity which was a communicative practice but following a model.</p> <p>So, the students had to work in pairs where one of them had to ask questions true or false and the other had to answer.</p> <p>The idea was exchange the turns,</p>	<p>them face some problems; for example one of them was confused with pen and pencil, he always named the contrary.</p> <p>After some repetitions he understood.</p> <p>The others had problems in terms of pronunciation but they had a good attitude, so they pronounce many times before achieve the correct pronunciation.</p> <p>In the second activity, the students were very distractive because they did not enjoy the activity. They looked confused expressing ideas using the English.</p> <p>The activity seemed to be well explained because the students were doing the activity but using the mother tongue, not the English language.</p> <p>The whole group did the activity well with the teachers' help, but just a few students, could develop the activity alone (3).</p>	<p>expressing ideas in the English language.</p> <p>I could perceive how the class changes when the teacher guides the practice and when he decides that the students have to work alone, their faces and attitudes change immediately.</p>
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<p>it means that if in the first exercise Andres started asking, in the other he had to answer.</p> <p>The teacher noticed problems with this activity and he provided examples, here, the students answer well with his help, but when he gave time again to free practice they had problems sharing ideas in English.</p>		
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### Reflection

**Can you use the experience gained during this observation to refine and improve your planning procedures? And if you had the opportunity to teach this lesson, which changes would you include in order to plan a lesson effectively?**

Without doubt, I can use the experience gained during this observation to refine and improve my procedures. I noticed that the students work well when they work under the teachers 'guidance, but, when the teacher give them time to practice the language alone, they do not feel comfortable and use the mother tongue all time. It could be caused, because the students used to work in a teacher- centered way.

According with Concordia University (2016) there are some negative aspects to work in this way like:

- When students work alone, they don't learn to collaborate with other students, and communication skills may suffer.
- Teacher-centered instruction can get boring for students. Their minds may wander, and they may miss important facts.
- Teacher-centered instruction doesn't allow students to express themselves, ask questions and direct their own learning.

This is what I notice here, the students use to work like this, and they do not feel good following something without the teacher instruction or help, they also do not enjoy interact with their peers and less expressing ideas in English.

If I had had the opportunity to teach this lesson, I could be demanding with the English use, because the

students understood the topic and the activity, so I would like to increase their confidence making that each one at least produce one sentence well, In that way, I will be creating strong steps without be conscious. I could also implement a short communicative activity every class where the students know how and where use the vocabulary learnt through the lessons. With this, I could change the way in which the class is cover because most of the times it is in a teacher way and could be better if students complete the tasks assigned in class doing a cooperative work, in that way they will learn important collaborative skills that might facilitate the process and the real purpose of learning a language which is communicate.

**Appendix E: School English syllabus.**

**Colegio \_\_\_\_\_**

**Study plan 2016**

**First grade**

<b>Period</b>	<b>Unit/Lessons</b>	<b>Topics</b>	<b>Activities</b>
<b>Third</b>	<b>8. At the supermarket</b>	<b>8. Fruits</b>	<b>Drawing</b>
		<b>Apples</b>	<b>Vocabulary</b>
	<b>9. At the store</b>	<b>Melons</b>	<b>Matching</b>
		<b>Bananas</b>	<b>Listen and circle</b>
		<b>Oranges</b>	<b>Look and count</b>
	<b>10. Shapes</b>	<b>Grammar Structures</b>	<b>Listen, identify and answer</b>
		<b>What are they?</b>	<b>Read/listen and color</b>
	<b>11. Numbers</b>	<b>They're _____</b>	<b>color</b>
		<b>9. School supplies</b>	<b>Look and count</b>

		Eraser	Read and draw
		Markers	Fill the gaps in
		Notebooks	short sentences
		Pencils	Follow teacher's
		Grammar Structures	instructions (Teacher says)
		Yes/No Questions	Ask and answer
		Are they _____?	using the flash cards
		Circle	Practice the
		Rectangle	pronunciation by
		Square	means of the cd tracks
		Triangle	Follow the
		Grammar Structures	models/Role plays
		What shape is it?	
		Numbers 1-10	



**Appendix F: Parents' permission.**

**Julio 15 del 2016 Bogotá D.C.**

**Colegio Psicopedagógico Infantil La Aldea**

**SEÑOR (S):  
PADRES DE FAMILIA**

**E. S. M.**

Por medio de la presente nos dirigimos a usted de la manera más respetuosa para concebir su consentimiento, permiso o autorización para realizar nuestro proyecto de grado en esta institución educativa, ya que es nuestro deber velar por el desarrollo y continuo crecimiento académico para el mejoramiento de las prácticas de la enseñanza. En este caso, se trabajará en el área de inglés con la población de grado primero.

Para empezar, nuestro proyecto tiene como nombre *A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO ACTIVATE VOCABULARY IN YOUNG LEARNERS EFL CLASS* y asume como objetivo principal proponer un plan de estudios para el área de Inglés, teniendo en cuenta un enfoque basado en la enseñanza de un lenguaje con actividades comunicativas con la intención de promover la interacción entre compañeros (Alumnos de primer grado de esta institución con edades que van desde los 5 a 6 años). Para seleccionar el tipo de actividades de clase que benefician y aportan al alcance de este objetivo, se realizarán diferentes sesiones (Dentro del horario de la materia/clase en cuestión) en las cuales se abordarán los temas planteados por el plan de estudios de la institución con actividades lúdicas, dinámicas y que fomenten el intercambio de información entre los estudiantes.

Para tal fin, los estudiantes y encargados de la investigación Javier Andrés Cárdenas con CC. 1110521465, Natalia Díaz Tibaduiza con CC. 1020794297 y Juan Sebastián Guevara Hincapié con CC. 1058844035 de Universidad Minuto de Dios, implementarán una serie de instrumentos de investigación (Tales como videgrabaciones y observaciones de las actividades desarrolladas durante la implementación) para probar el desempeño y efectividad de las actividades aplicadas durante los días 18, 19, 25,26 de Octubre y 1 y 2 de Noviembre del presente año. Además, los nombres de los estudiantes no serán revelados, para lo cual se utilizará un método de codificación para facilitar la recolección de datos e interpretación de resultados.

Agradecemos de antemano su colaboración.

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Javier Andrés Cárdenas A.

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Natalia Díaz Tibaduiza

Juan Sebastián Guevara H.

# Colegio Psicopedagógico Infantil La Aldea



PRE-ESCOLAR Y PRIMARIA  
Resolución No. 5644 del 30 de Diciembre de 1994

INFORME ACADÉMICO

Julio 22 del 2016

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**Appendix G: Field notes- Instrument**

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY IN YOUNG LEARNERS EFL CLASS**

**Observation form #1 Session #1**

**Observer: Juan Sebastian Guevara**

**Date: October 18<sup>th</sup>**

**Topic: Introducing my Family at School**

**Learning objective:** Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.

<b>Activity</b>	<b>Teaching analysis</b>	<b>Learning analysis</b>	<b>Language analysis</b>
Vocabulary activation by means of the textbook's flashcards (Family)	One of the teachers was leading this activity. He showed good teaching skills in terms of instructions, general performance and confidence.	Students are familiarized with this kind of vocabulary activities. They answered fast and coherently. Some of them were using semi-completed phrases such as "he grandpa" or "is mom". Many of the students were participating of the activity; The ones that were not paying attention were using the textbook to check pictures.	This was a teacher-Ss interaction moment. The teacher was eliciting information from different students and he was using expression/ questions from the coming conversation model. Some of them could made semi-completed phrases to answer and use the vocabulary



<p>Groups: Jigsaw puzzles and label the images.</p>	<p>The purpose of this activity was to activate the vocabulary into a real context. In that way, the instructions and procedures helped to reach the activity goal. Teachers were monitoring each one of the groups to encourage and guide them during the activity.</p>	<p>Students identified the kind of vocabulary presented easily, answering some of the teacher's questions when they were monitored. In addition, students learned a new expression that allowed them to interact with others when matching the jigsaw puzzle parts. Some of them, by means of the teachers' encouragement, could use it and the others could identify what she/he wanted to express.</p>	<p>Students used the target vocabulary as they did in the first stage of the class. Also, some of them were able to use the expression "here!" when they were encouraged by the teacher. Students were asking questions in Spanish about what the image was about, Once they realized its meaning, they named it with the corresponding English word</p>
<p>Photographs presentation- follow the conversation model</p>	<p>Teachers prepared a video with family photographs but it did not worked as it was expected. Their alternative plan was useful in terms of vocabulary, but it was not as appealing as a it had to be. Although, instructions were clear</p>	<p>Students could identify the target vocabulary into a real context (Teachers' families).</p>	<p>Students were using the target vocabulary. Students also asked questions in Spanish to know who the person was in the photograph.</p>

<p>Textbook’s song- Family members identification in context</p>	<p>The track was played many times. Teachers were trying to involve the class into the activity by means of body language expressions. Teachers were also monitoring the student’s performance and the way they followed the lyrics.</p>	<p>Some of the students were engaged with this activity. Others only identified the target vocabulary words by singing the parts where they were. Students could appreciate the family members in a situation in which they were introduced. The expression used in the song worked as input for the coming role play activity (introducing my family)</p>	<p>Students were repeating what the teachers sang. This kind of activity did not promote the S-S interaction.</p>
<p>Groups: Role play- Introducing my partners as my family</p>	<p>This activity was the one which involved the conversation model, introduction expression and the main pair interaction moment. For that reason, the teachers were guiding, monitoring and helping each one of the groups to select the roles. When presenting, teachers had to intervene to help students in the use of some of the conversation model expressions (Who IS she?) .</p>	<p>Most of the students got easily familiar with the kind of expressions used in the conversation moment. Some other could use most of the structure features (the most common mistake was the omission of the words “is” or, in some cases, the wh words).</p>	<p>Expression from the song lyrics where used and students were able to stablish a conversation with the members of their groups. As it was the first time they were involved in a role play activity, some difficulties were presented (Groups arrangement, the expressions were partially used, lack of autonomy and the need of the teachers participation constantly). Even though, students were using the target vocabulary <b>an</b> interesting structures such as who is ____</p>

			and he/she is_____.
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**Appendix H: Tape script- Instrument**

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY IN YOUNG LEARNERS EFL CLASS**

**Tape scripts form #3**

**Session #3      Date: October 25<sup>th</sup>**

**Topic: Introducing my Family at School**

**Learning objective: Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.**

Based on Jacobson’s functions of language, the next tape scripts (Taken from role plays from lesson three and six) are analyzed. As it was decided by the researchers of this project, only three of these functions are taken into account: Emotive (body language, gestures and possible expressions that show interested in the conversation), Phatic (expressions and other ways to keep the conversation flowing and the messages clear) and Metalinguistic (The use of the vocabulary learnt in the correct context and with a suitable meaning). On the other hand, the remaining functions were not taken into account: Referential (There were not descriptions of any category), poetic (The language and expressions used were extrictely provided by the conversation models) and conative (There were not comments or orders included in the conversation moments).

Tape script	Functions’ analysis
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<p>S7: Sister  Teacher: Do you like...  S7: Do you like a park?  S8: yes. Brother, do you like a park?  S9: Yes. Dad do you like to go the park?  S10: Yes  Teacher: Ready? (Student 10)  S10: Yes... Park?  S11: Yes...Let's go!  Group: Let's go!  Teacher: Go to the park! Very good!  S12: Do you like the go the park?  S13: Yes...Do you like the go the park?  S14: Yes... Do you like go the park?  S15: Yes... Do you like...  Teacher: To go to the park?  S15: Park?  S12: Yes...  Teacher: Let's go! (Whispering)... What happened?  Let's go!  S16: Do you like to go to the parque?  S17: Yes, come on! Do you like to go a supermarket?  S18: yes...  Teacher: Who is he?  S18: Dad, do you like to... a supermarket?  S19: Yes. Do you like to go supermarket?  S20: Yes... Eh..  Teacher: Who is she?  S20: Who is she mom  Teacher: Do you like...  S20: Youyain supermarket?  S16: yes, let's go!  Teacher. Let's go! (Whispering)...  Group: Let's go!  S1: Do you like yurunde movies?  S2: Yes do you like... turunde movies?  S3: Yes. Sister... Do you like turunde movies?  S4: Yes, mom... Do you like to go to the movies?  S5: Yes, let's go! Ah! Do you like to go to the movies?  S6: Yes...  Group: Let's go!  Teacher: Who is she?  S7: Mom...  Teacher: Mom, do you like to go to the movies?  S8: Yes...  Teacher: Now, who is he?  S8: Brothers do you like the go the movies?  S9: Yes  S10: Who is he?  Teacher: Who is he?  S9: Who is he grandpa. Do you like the go the movies?  S10: Movies is yes is grandpa.</p>	<p>Within these conversation model can be identified three functions of language proposed by Jacobson.</p> <p><b>Emotive:</b> It is presented because students do not seem as comfortable as they should because they are not getting used this conversation moments. So, they used gestures and body language to make the conversation understandable. Despite of there weren't surprise or annoyance expressions, there were a direct expression in the attitude between the addressee and the message.</p> <p><b>Phatic:</b> Ss reached the main purpose of this function of language in their grups which is to maintain and extend an interaction moment and through the conversation model presented, students tried to keep a conversation with fluency. It is important to remark that the messages sent and received by the students were clearly understood because of the familiarization with the expressions and vocabulary used in the model, and the context provided by the situational activity itself. On the other hand, teachers' role supported the information exchanging by promoting the use of the right word or expression.</p> <p><b>Metalinguistic:</b> The words used in each one of the expressions given by the model are part of a single topic (In this case, family members and some common places such as supermarket, park and the movies), and even when some of the words were mispronounced by the addressers, most of addressees could understand and keep the conversation flowing. The use of the mother tongue interrupted some of the moments of the conversation, but</p> <ol style="list-style-type: none"> <li>students knew what words should be used</li> <li>teachers took a supporting role again in order to remind the write English word.</li> </ol>
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**Appendix I: Think aloud- Instrument.**

**A SITUATIONAL SYLLABUS PROPOSAL, BASED ON CLT PRINCIPLES, TO  
ACTIVATE VOCABULARY IN YOUNG LEARNERS EFL CLASS**

**Think Aloud Form #1**

**Session #1 Date: October 18<sup>th</sup>**

**Learning Objective: Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.**

**Topic Situation: Introducing my Family at School**

<b>Thoughts</b>	<b>What actually happened</b>	<b>What could be improved For Further Implementation</b>
<p>“This activity could have been better because not all the students brought the flashcards”</p> <p>“It really helps to activate the vocabulary”</p>	<p>Students were moved to the art room (Which counts with enough tables and chair). Teachers asked students for their flashcards to start the class, but not all of them had them. So, teachers decided to collect the flashcards, one per family member to present them in front of the class. Students recognized the family members easily when teachers asked them question. It could be because they practiced in the previous classes the same topic (same activity) with the titular teacher.</p>	<p>It accomplished its purpose: To activate prior knowledge by means of short questions such as “who is she?”</p> <p>For further implementation, teachers could bring extra flashcards.</p>

<p>“The students enjoy the activity a lot because they’re not used to this kind of dynamic”</p> <p>“It is necessary to use cardboards to help students match the pieces”</p> <p>“students participated actively with their pairs”</p>	<p>Students were anxious to match the jigsaw parts, but when they were developing the activity some of them had trouble matching the parts in the correct way.</p> <p>Students were able to recognize the family vocabulary into the jigsaw puzzles. In addition, they were capable of labeling the images in a correct way.</p> <p>In terms of cooperation, some of the groups had issues when taking and matching the jigsaw puzzles parts (Deciding who the one in charge of that labor was).</p> <p>The expression “here!” was used by most of them. Anyway, students needed constant monitoring and encouragement from the teachers. Only a couple of them were capable of using it without supervision.</p> <p>As it was the first time they were part of a type of activity like this, it took more time than was planned.</p>	<p>The groups can be organized in a way which students support their work together.</p> <p>To design jigsaw puzzles with appropriate material for timing.</p> <p>The expression “here” was useful according to their level because it was a new way to establish interaction among them.</p> <p>This activity contextualized the students with the main topic of the lesson.</p>
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<p>“It didn’t work as it was planned because of the dvd player”</p> <p>“It is necessary to have a plan b”</p> <p>“Students could see a real family in a real context”</p> <p>“Students were asking questions about who the people were in the photo”</p>	<p>The activity was not developed as it was expected because of the next factors:</p> <p>The instructions were not clear for the students.</p> <p>The activity was changed because of technical problems (The photos were presented in a video, but it did not work). Teachers tried to present the photos in a cellphone but the images were not clear.</p> <p>Students did not bring the photos and they were asked to draw their families in a piece of paper given by the teachers.</p> <p>The conversation models proposed worked as they were planned giving them support to communicate with others partners. On the other hand, the conversation model had to be practiced to let students understand successfully.</p>	<p>The conversation models should be presented in a way in which students can be attracted and motivated to use them.</p> <p>For further implementation, it could be important to give instructions using body language and using a language according to their level</p> <p>It is necessary to be aware about the problems which could be arise with the digital tools.</p>
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<p>“Students identified the family member in the song easily”</p> <p>“Body language is a key element when performing the activities”</p> <p>“It was necessary to explain the new words in the song”</p> <p>“This activity didn’t foster the pair or group interaction”</p>	<p>Students had to be moved to their original room because of the DVD player location.</p> <p>Teachers started by reading the song lyrics and encouraging students to repeat them. Then, the song was played. Only four students were singing along. After a second time of playing the same song, students showed to be more engaged because of the body language used by the teachers. The last time, students identified the members of the family by listening and pointing to the corresponding pictures (Teachers were monitoring and encouraging students to identify the target vocabulary).</p>	<p>The way in which the song activity was proposed was T- Ss (No peers’ interaction)-. For that reason and further application, it is necessary to reformulate it in a way in which students can exchange information based on what they heard. This activity could be more productive as part of the warm- up because it includes body language and it helps to activate the vocabulary in a dynamic way.</p>
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<p>“the conversation model need to be adapted”</p> <p>“the drawings are the plan b for the original plan”</p> <p>“the first time they really use the vocabulary to talk with others”</p>	<p>The original activity proposed in the lesson plan was not develop because of time, the difficulty level of the communication and the place. For that reason, the students used the drawings that they did in the previous stage and the conversational model was the one that they practice in a previous stage of this lesson.</p> <p>They performed the role play with the partners next to them.</p> <p>The teachers were monitoring the process all time, but was necessary to repeat to some of them the conversational models constantly in order that they used the conversational completed using the vocabulary that they learnt related to the family members.</p>	<p>Taking into account that it is the first lesson, it is necessary to plan for further implementation simple and shorter conversational models.</p> <p>It is pertinent to develop the activity in a suitable setting in order that the students feel in a real situation. In that way, the students simulate real movements to interact with others.</p> <p>It is necessary to be aware about the problems which could be arise, in this case the time and the place did not accomplish their functions for this activity that is why it is important to have an alternative plan.</p>
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## Appendix J: Syllabus proposal

### Syllabus proposal based on situational design and CLT principles

#### First grade

#### Fourth period

Unit	Goal	Learning objectives	Learning content	Grammar structures	Situations	Activities	Materials
<b>FAMILY</b>	Identify members of the family in contexts such as the park, the movies and the supermarket.	<p>Students will be able to use the family vocabulary into simulated situations.</p> <p>Students will be able to identify their families using conversation models.</p> <p>Students will be able to introduce their family members by using conversation models.</p>	<p><b>Vocabulary:</b> <b>FAMILY-</b> Mom, dad, brother, sister, grandpa, grandma <b>CITY PLACES-</b> Supermarket, the cinema, park. <b>OBJECTS</b> Glasses, ball, basket</p> <p><b>Recycled expressions:</b> <b>Greetings</b> (Hello, good morning, how are you?)</p>	<p>+How are you?</p> <p>+What's his/her name?</p> <p>+Are they your family?</p> <p>+Is he your _____ _ (Grandpa, dad, brother)?</p> <p>+Is she your _____ _ (Grandma, mom, sister)?</p> <p>+Who is she?</p> <p>+Who is he?</p> <p>+ Are there _____ (number) members in the family?</p> <p>+ What are the family members?</p> <p>+ Do you like to go to the</p>	<ul style="list-style-type: none"> <li>● Introducing my Family at School</li> <li>● With my family at the _____</li> <li>● Dressing my family to go to the supermarket / park / movies!</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Jigsaw: Family members</li> <li>&gt; Conversation models.</li> <li>&gt; Song: Page 71</li> <li>&gt; Listening: Point, ask and answer.</li> <li>&gt; Puppets design</li> <li>&gt; Photo montages</li> <li>&gt; Role plays (Based on the situations given)</li> </ul>	<p>Photographs</p> <p>Posters</p> <p>Costumes/real clothes</p> <p>Context settings</p> <p>Textbook</p> <p>Audio CD</p> <p>Cardboards</p> <p>Markers.</p> <p>Board.</p> <p>Photos</p> <p>Glue sticks</p> <p>Masks.</p> <p>Jigsaw puzzles</p> <p>Photomontages contexts</p>

				_____ with your family?			
<b>JOBS</b>	Identify some jobs in their contexts/work places	Students will be able to use the jobs vocabulary into simulated situations.  Students will be able to identify jobs into their corresponding contexts/ places using conversation models.	<b>Vocabulary:</b> Cook Doctor Student Teacher Soccer player Actor  <b>Places:</b> Stadium: School: Hospital: Theater: Restaurant :	+Q. Who is ___?  +A. ___ is a ___  +Q. Who are ___?  +A. ___ are ___  +Q. Is ___ a ___?  +A. Yes, ___ is No, ___ isn't  +Q. Are they ___?  +A. Yes, they are. No, they aren't	<ul style="list-style-type: none"> <li>● “Look! A teacher!”- Identifying jobs in my city</li> <li>● “Where is the teacher? At school!”- Identifying jobs into places.</li> <li>● “Hi! I am a teacher”- Role play situation.</li> </ul>	<ul style="list-style-type: none"> <li>● Jigsaw: Jobs</li> <li>● Mimics</li> <li>● Chinese whispers</li> <li>● Conversation models.</li> <li>● Song: Page 76</li> <li>● Listening: Ask and answer.</li> <li>● Photo montages</li> <li>● Role plays (Based on the situations given)</li> </ul>	Flashcards Clothes items Context setting Photo montages Textbook Audio CDs Images. Glue stick. Jobs images

**Evaluation:**

1. Use of the vocabulary learnt in interaction moments
2. Participation
3. Pronunciation

**Appendix K: First lesson plan from the Situational syllabus**

**lesson Plan #1**

Teacher's name		Class length	Date	Nr of session
Natalia Díaz Tibaduiza Andrés Javier Cárdenas Juan Sebastián Guevara		120 minutes	October 18th	Nr 1
Grade	Class Level	Topic/Situation		Language Skills
1 <sup>st</sup>	Beginner	Introducing my Family at School		Listening, speaking

Learning objective
Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.

Materials and Resources <sup>1</sup>	Bibliography
Cardboards Textbook. Audio CD. Markers. Board. Photos Glue sticks	<ul style="list-style-type: none"> <li>Smart English 1- Linda Shinn, E future, 2015.</li> </ul>


Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> <li>Students will be able to maintain a conversation model presenting their family.</li> </ul>	Students will be able to understand an answer what is required.

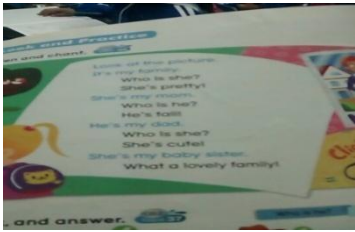
Stage	Time <sup>2</sup>	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> <sup>3</sup>
Setting the stage	35	Ss-Ss	<p>Vocabulary review</p> <p>T calls students' attention by a "teacher says" exercise. Then, T asks Ss for their flashcards about family (the ones that were cut out in a previous lesson from the last part of the textbook). T asks questions about them.</p> <p>T- Who is she? (pointing at the corresponding flashcard)</p> <p>Ss- She is grandma</p> <p>After the review, The class is divided into 6 groups (three Ss per group). Each one of them receives a jigsaw puzzle where</p>

<sup>1</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

<sup>2</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>3</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			<p>the family vocabulary is included. Also, they receive pieces of paper with the names of every single family member. E.g-Grandpa.</p>  <p>(Images taken from: <a href="https://www.dreamstime.com/free-photos-images/family.html">https://www.dreamstime.com/free-photos-images/family.html</a>)</p>
<p><b>Target language input</b></p>	<p>20</p>	<p>T-Ss Ss-Ss</p>	<p>T plays a guidance role here, encouraging students to use the corresponding expressions. Ss match the jigsaw parts (using the expression “here!” among them). After that, Ss stick the cardboards just above the corresponding characters.</p> <p>After the activity aforementioned, T uses photographs to describe their families, they show the pictures and they start to explain the members of their relatives. I.e. She is my mom, her name is_____.</p> <p>He is my dad, his name is_____ etc.</p> <p>The T had asked the Ss to bring a photo about their families the previous class. So, learners have to pick up their photo and they have to exchange the pictures and think what the parenthood between them and the person in the picture is. Students work in the same groups as the previous task.</p> <p>While, the T shows some cardboards with the following conversational models:</p> <p>A: Hello! Who is she? B: Hi! she is _____ A Oh, that is good! B: What is her name?</p> <p>A: Hello! Who is he? B: Hi! he is _____ A Oh, that is good! B: What is his name?</p> <p>The first conversational model is going to be write with red marker and the other with blue in order that the students recognize easily what to use when they want to talk about female or male. The T emphasizes in what they must use if they are talking for example about the grandfather and so on.</p>
<p><b>Interaction</b></p>		<p>Ss-Ss</p>	<p>Ss have to return the pictures and use the conversation</p>

<b>moment 1</b>	20		model explained and written on the whiteboard, to ask what the parenthood between them and the person in the picture is.
<b>Interaction moment 2</b>	15	T-Ss Ss-Ss	<p>The T plays a song which is in the CD that comes with the textbook (Page #72) the students have to chant. The first time, the teacher sings with them to create confidence but after, they have to sing alone.</p> <p>Then, T asks about the song. I.e. Are there four members in the family? What are the family members? Did you listen to “grandpa”?</p>  <p>(Photo taken from “Smart English 1-- Linda Shinn, E future, 2015- Page 71)</p>
<b>Closing</b>	30	Ss-Ss T-Ss	<p>Ss have to introduce their “family” to the teacher at school. (Simulating that there is an event at school where parents can attend).</p> <p>Ss work in groups of four, each one have to represent a member of the family (Ss only represent four of the six family members learnt) I.e. T asks the student (Who is a family member too).</p> <p>T: Are they your family? Ss: He is my father, his name is _____. F: Hello, she is my mom. Her name is _____. M: Hello, he is my daughter/son, his/her name is _____. And so on.</p> <p>The others have to do the same with the rest of the family members.</p>

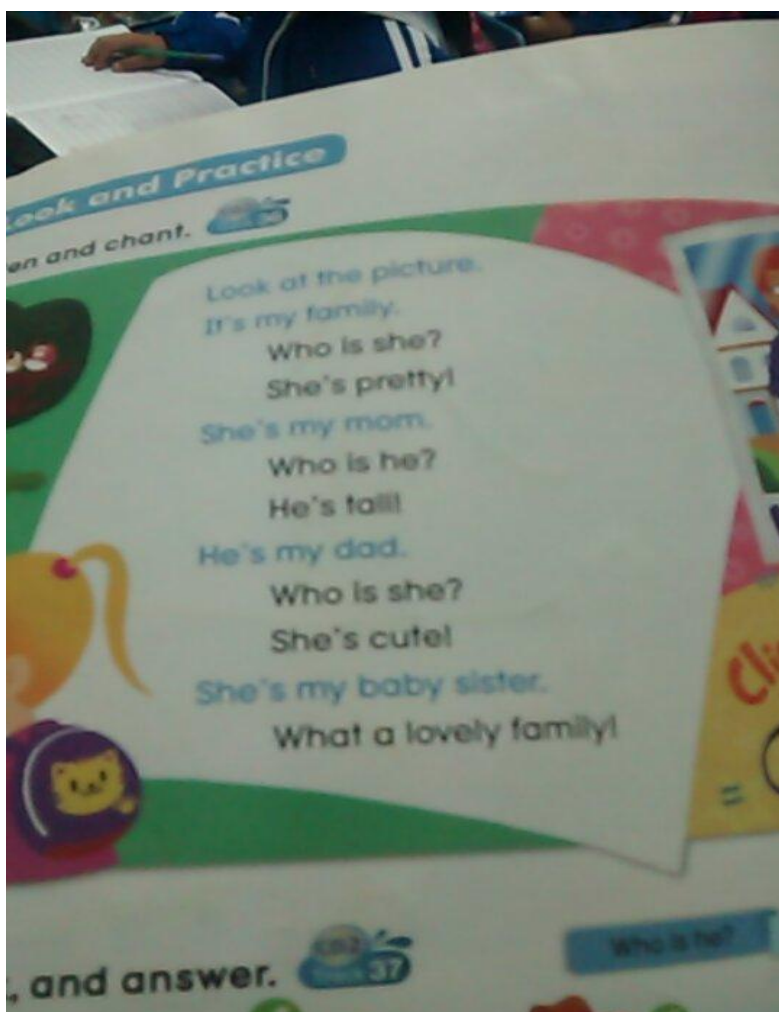
### Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
<b>Mom:</b> /mʌ m/ <b>Dad:</b> /dæd/ <b>Brother:</b> /' brʌ ðə/	<b>Mom:</b> a female parent <b>Dad:</b> a male parent <b>Brother:</b> a male relative who has	+How are you? +What's his/her name? +Are they your family?

<p><b>Sister:</b>/' sɪ stə/  <b>Grandpa:</b>/' g ræn, pɑ : /  <b>Grandma:</b>/' g ræn, mɑ : /</p>	<p>the same parents as another  <b>Sister:</b>a female relative of another, having both parents in common.  <b>Grandpa:</b>the father of one's father or mother.  <b>Grandma:</b>the mother of one's father or mother.</p>	<p>+Is he your _____ (Grandpa, dad, brother)?          +Is she your _____ (Grandma, mom, sister)?          +Who is she?          +Who is he?          + Are there four members in the family?          + What are the family members? +Did you listen to "grandpa"?</p>
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### Appendix

#### Song





## Jigsaw puzzles



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### Conversation models

**A: Hello! Who is she?**

**B: Hi! She is**

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**A: Oh, that is good!**

**B: What is her name?**

**A: Hello! Who is he?**

**B: Hi! he is \_\_\_\_\_**

**A Oh, that is good!**

**B: What is his name?**

**Lesson Plan # 2**

Teacher's name		Class length	Date	Session Nr
Natalia Díaz Tibaduiza Andrés Javier Cárdenas Juan Sebastián Guevara		120 minutes	October 19th	2
Grade	Class Level	Topic/Situation		Language Skills
1 <sup>st</sup>	Beginner	With my family at the _____		Listening,

		Families and contexts (Movies, park and supermarket)	speaking
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**Learning objective**

Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.

Materials and Resources <sup>4</sup>	Bibliography
Cardboards Textbook. Audio CD. Markers. Board. Photos. Glue sticks. Masks. Jigsaw puzzles. Photo montage contexts	<ul style="list-style-type: none"> <li>Smart English 1- Linda Shinn, E future, 2015.</li> </ul>

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> <li>Students will be able to maintain a conversation model presenting their family and interacting with others.</li> </ul>	Students will be able to understand an answer what is required.

Stage	Time <sup>5</sup>	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> <sup>6</sup>
<b>Warm up and Setting the stage</b>	40	T-Ss Ss-Ss	T calls students' attention by singing aloud a song called "If you're happy and you know it..." which includes body language movements.  Then, The whole class practices the song from the previous lesson by following the next steps: <ol style="list-style-type: none"> <li>T introduces a photograph of a family (Characters from the song).Also, the situation is presented (They are a happy family, they are at home, they are taking photographs, etc) . T sings the song and points to each one of the members of the family</li> </ol>

<sup>4</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

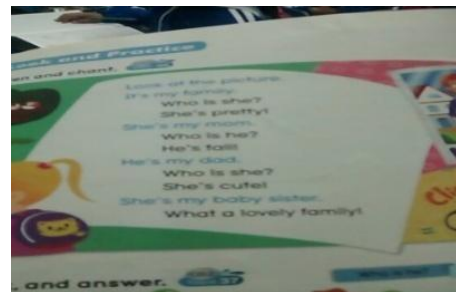
<sup>5</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>6</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.



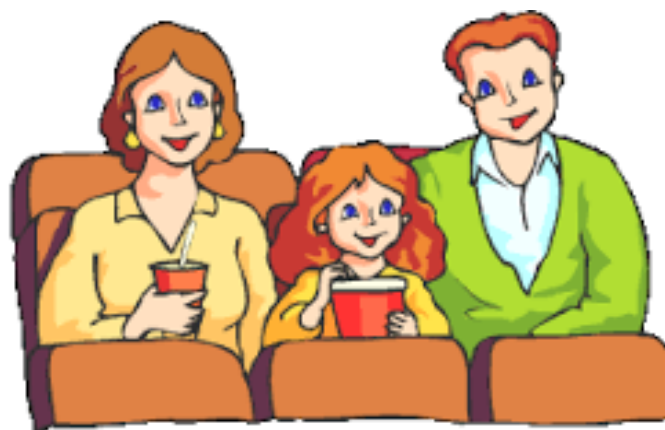
(Image taken from: [https://www.google.com.co/search?q=my+family&biw=1366&bih=662&source=lnms&tbn=isch&sa=X&sqi=2&ved=0ahUKEwj6jdbo0trPAhUGJiYKHbWGDAkQ\\_AUIBigB](https://www.google.com.co/search?q=my+family&biw=1366&bih=662&source=lnms&tbn=isch&sa=X&sqi=2&ved=0ahUKEwj6jdbo0trPAhUGJiYKHbWGDAkQ_AUIBigB))

2. T encourages Ss to sing the song and point to the corresponding characters in it.
3. Some volunteers are chosen to perform the different roles of the song (Black letters and blue letters)



(Photo taken from “Smart English 1-- Linda Shinn, E future, 2015- Page 71)

4. Then, the class is organized in pairs. Each one of them receives pieces of paper with the song lyrics and the objective is to unscramble it (Working in pairs and following the song structure). Again, some volunteers are chosen to sing the song and, in that way, the previous exercise is checked.
5. After practicing the song, T tells the class: “I like to go with my family to the movies, the park and the supermarket!, and you?”. Then, T introduces three places: The movies, the park and the supermarket:



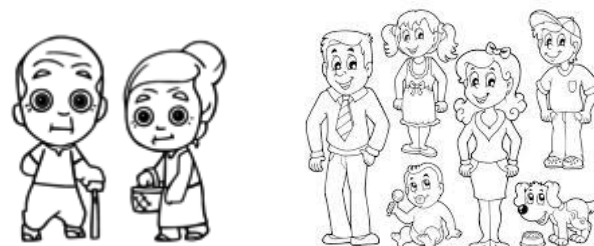
(Images taken from: <http://www.gettyimages.com/photos/family>)


**Target language input and practice**

20

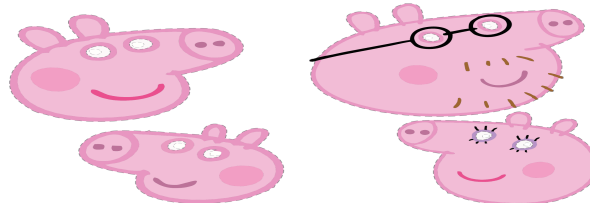
T-Ss  
Ss-Ss

1. Ss are organized in groups of four. Each one of them receives an image with one of the aforementioned situations/contexts and a piece of paper with the members of the family (Ss have the opportunity to color them).



			<p>(Images taken from: <a href="https://www.google.com.co/search?q=familia+para+colorear&amp;espv=2&amp;biw=1366&amp;bih=662&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwjOqpmM1trPAhUBbiYKHeaSBP0Q_AUIBigB#tbn=isch&amp;q=familia+para+colorear+en+ingles">https://www.google.com.co/search?q=familia+para+colorear&amp;espv=2&amp;biw=1366&amp;bih=662&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwjOqpmM1trPAhUBbiYKHeaSBP0Q_AUIBigB#tbn=isch&amp;q=familia+para+colorear+en+ingles</a>)</p>  <p>(Images taken from: <a href="https://www.dreamstime.com/free-photos-images/places.html">https://www.dreamstime.com/free-photos-images/places.html</a>)</p> <p>2. Each one of the groups is supposed to place the family members on the context images (Photo montage) and identify the family members on in by recycling one of the conversation models from the previous class (T-Ss, Ss-Ss interaction by taking turns and asking to the person next to them):</p> <p>A: Hello! Who is she?          B: Hi! she is _____          A: Mmmm... Good! / mmmm, no nono!          B: What is her name?</p>
<p><b>Interaction moment 1</b></p>	<p>20</p>	<p>Ss-Ss</p>	<p>The groups are split. Each student receives a picture with a family in one of the contexts mentioned before. Then, T recycles a conversation model for the previous lesson:</p> <ul style="list-style-type: none"> <li>a. Hello! How are you?</li> <li>b. Hi! I'm fine. And you?</li> <li>a. Fine! Do you like to go to the _____ with your family?</li> <li>b. Yes! / No! And you?</li> </ul> <p>This conversation model will require a lot of practice and teachers' monitoring time. Ss practice the model with the partners next and in front of them twice.</p> <p>3. Ss are encouraged to follow the song patterns and expressions by pointing to the pictures about the family and places. Some of the family members are changed because of the situation (E.g brother)</p>
<p><b>Interaction moment 2</b></p>	<p>30</p>	<p>T-Ss Ss-Ss</p>	<p>The class is organized in four groups again. Each one of the members of the corresponding group receives a mask</p>



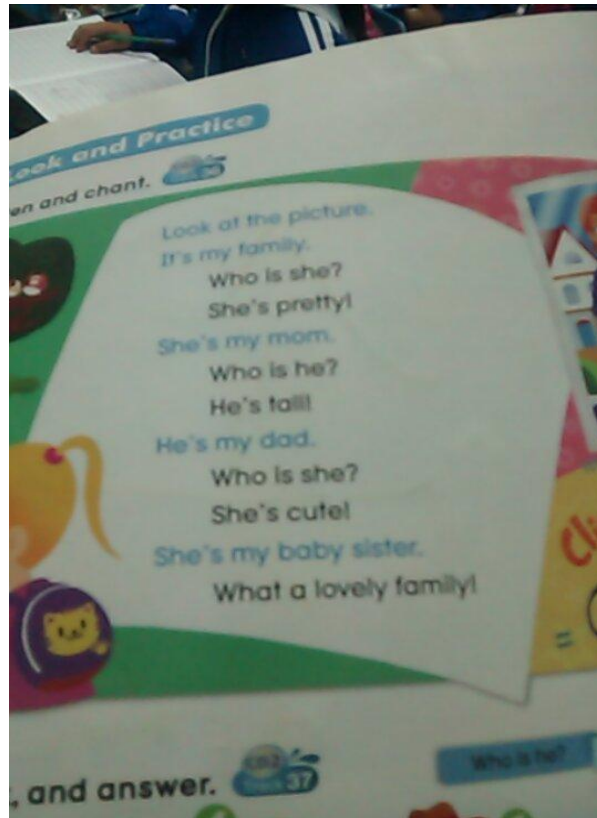
			<p>(Peppa family characters). Then, a specific context is assigned to each one of the groups (Movies, park and supermarket) and some objects are given too (Movies: 3d glasses, supermarket: baskets, park:ball and caps).Ss are supposed to follow and practice the next conversation model and simulate the situation into the corresponding context. T gives Ss some clues about the simulation (Body language):</p> <p>Volunteer (A student form a different group): Hello!          You have a beautiful family!          Peppa: Hi! Thank you! She’s my mon          Mom: Hello! He is the dad          Dad: Hi! He is Peppa’s brother!          Brother: good morning! We love to go the movies!</p>  <p>(Images takes from: <a href="https://es.pinterest.com/pin/51228514484881265/">https://es.pinterest.com/pin/51228514484881265/</a>)</p>
<b>Closing</b>	5	Ss-Ss T-Ss	T asks Ss to bring a drawing of their families in one of the contexts set before. Also, real clothes (Hats, caps, sweaters, glasses, etc) are asked for the next class.

### Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
<b>Mom:</b> /mɒ m/ <b>Dad:</b> /dæd/ <b>Brother:</b> /' brʌ ðə/ <b>Sister:</b> /' sɪ stə/ <b>Grandpa:</b> /' g ræn, pɑ : / <b>Grandma:</b> /' g ræn, mɑ : / <b>Movie:</b> /' muvi/ <b>Supermarket:</b> /' supə, mɑ:kɪ t/ <b>Park:</b> /pɑrk/	<b>Mom:</b> a female parent <b>Dad:</b> a male parent <b>Brother:</b> a male relative who has the same parents as another <b>Sister:</b> a female relative of another, having both parents in common. <b>Grandpa:</b> the father of one's father or mother. <b>Grandma:</b> the mother of one's father or mother. <b>Movies:</b> A place to watch a movie and eat junk food. <b>Supermarket:</b> a large self-service retail store that sells food and other household goods. <b>Park:</b> a public area of land having areas or facilities for sports, relaxation, etc.	+How are you? +What’s his/her name? +Are they your family? +Is he your _____ (Grandpa, dad, brother)? +Is she your _____ (Grandma, mom, sister)? +Who is she? +Who is he? + Are there four members in the family? + What are the family members? +Did you listen to “grandpa”? + Do you like to go to the _____ with your family?

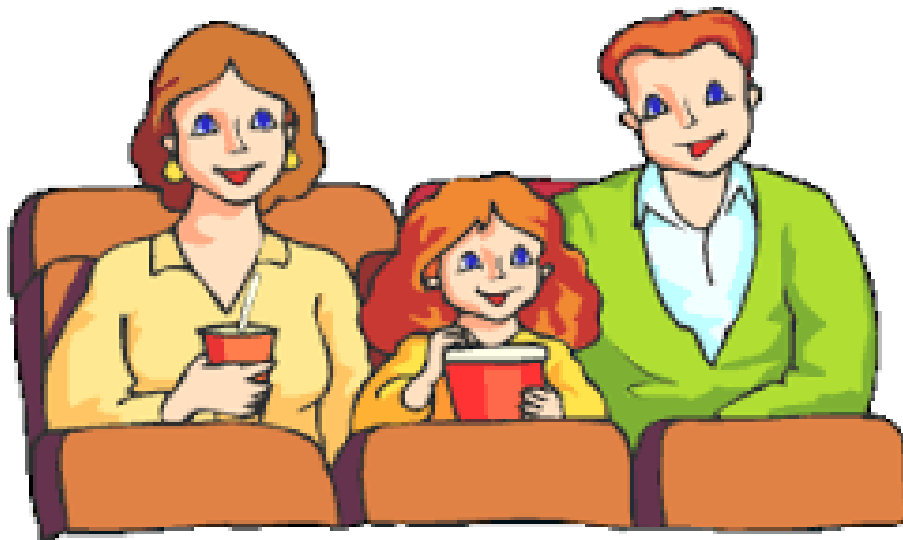
## Appendix

### Song

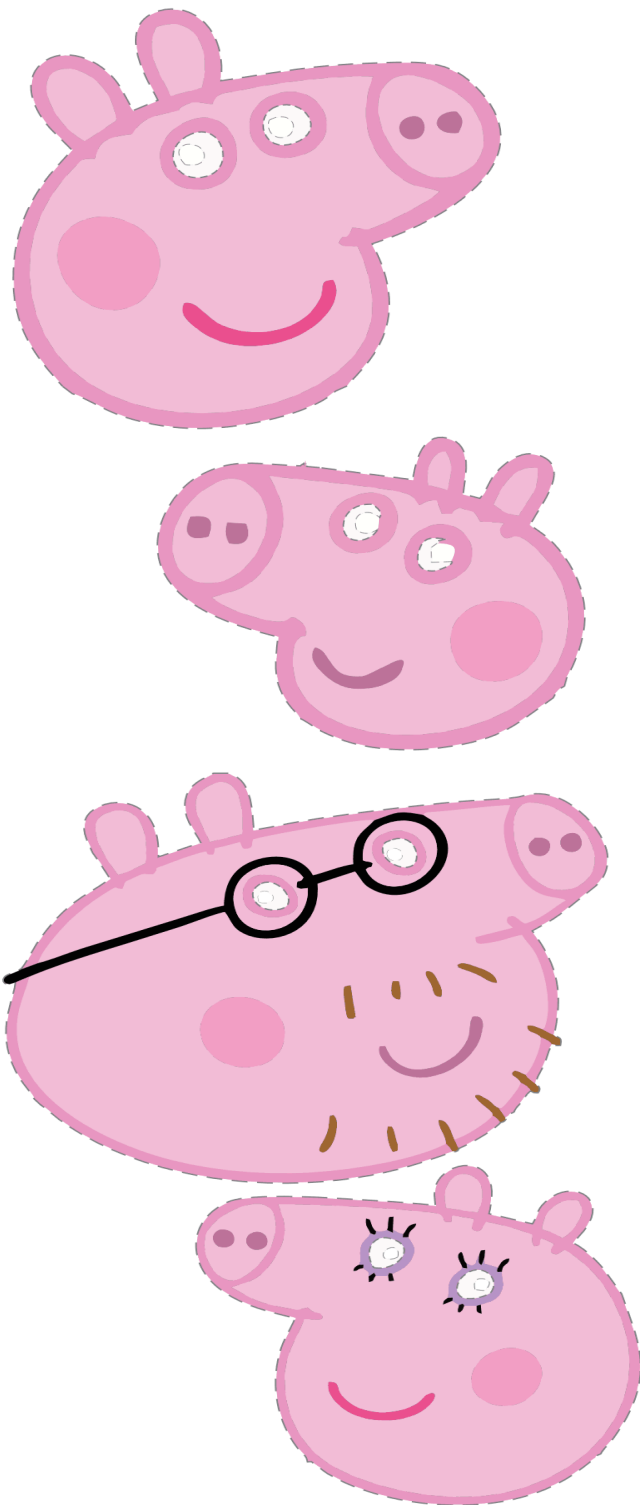


### Images about places





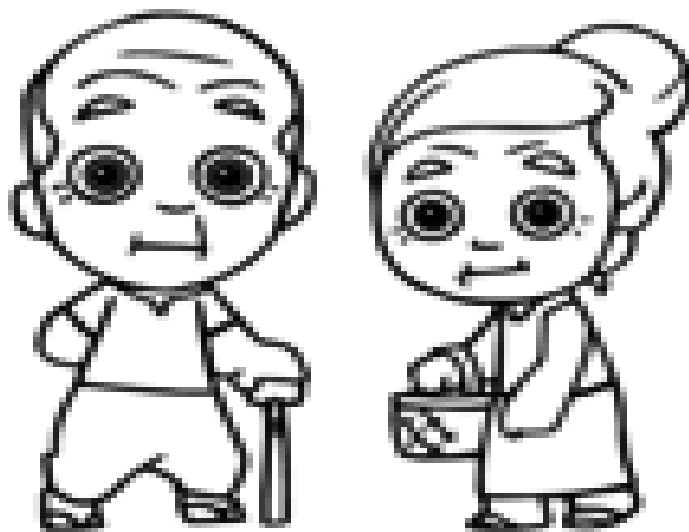
Masks



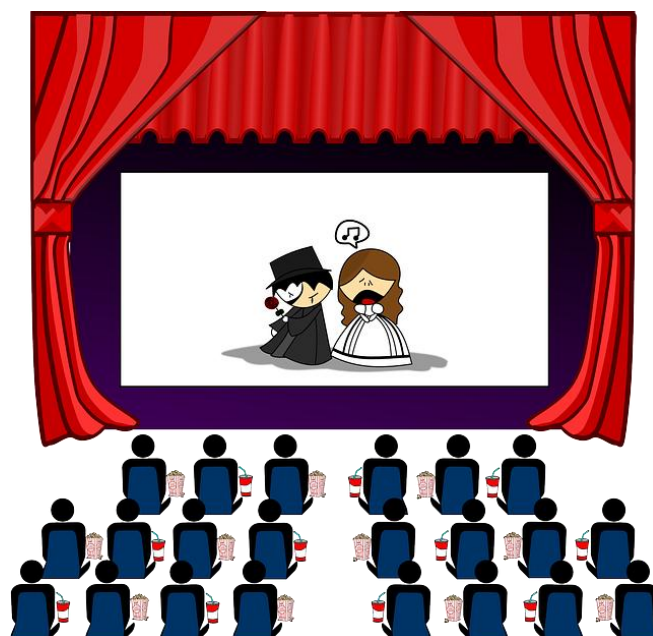
**Family from the song:**



**Images photo montage**







### Lesson Plan #3

Teacher's name		Class length	Date	Nr of session
Natalia Díaz Tibaduiza Andrés Javier Cárdenas Juan Sebastián Guevara		120 minutes	October 25th	Nr. 3
Grade	Class Level	Topic/Situation		Language Skills
1 <sup>st</sup>	Beginner	Dressing my family to go to the supermarket / park / movies!		Listening, speaking

#### Learning objective

Students will be able to use the family vocabulary into simulated situations and identify their families using conversation models.

Materials and Resources	Bibliography
Cardboards Real clothes Textbook. Audio CD. Markers. Board. Photos Glue sticks	<ul style="list-style-type: none"> <li>Smart English 1- Linda Shinn, E future, 2015.</li> <li><a href="http://www.scotch.com.mx/">http://www.scotch.com.mx/</a></li> </ul>

Learner's expected output	Learner's expected comprehensible input
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- Students will be able to maintain a conversation model presenting their family.

Students will be able to understand an answer that is required.

Stage	Time <sup>7</sup>	Interaction	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</b>
<b>Warm up/ Setting the stage</b>	35	Ss-Ss	<p>T asks Ss to bring a drawing of their families in one of the contexts set before (Movies, supermarket and park). T collects them. Also, T asks about the real clothes (If they bring them to class)</p> <p>T starts the class asking the Ss to make groups of four. After they are organized, T gives to each group a bag with some cards. Each one of them has a letter.</p> <p>The idea is to give them a set of cards where they have to organize them until the name of a family member is unscrambled. (e.g /H/ /B/ /R/ /E / /T/ /O/ /R/ = BROTHER)</p> <p>When the groups organize the first set of cards, they have to raise their hands and the T gives them another word to unscramble.</p> <p>All the groups have to organize the following words proposed by the T.</p> <p>Brother, dad, mom, sister, grandpa, grandma.</p>
<b>Target language input</b>	20	T-Ss Ss-Ss	<p>T asks the whole group to make a semi-circle. T also asks for a volunteer (male and female) and him/her stand have to in front of the class with the T.</p> <p>T tells the class that the volunteer is going to get dressed up using as many different types of clothes as possible. Then, the S has to pull out the first clothing item (e.g. a t-shirt). T teaches the clothes and the Ss have to chorus the word for the item.</p> <p>T helps the volunteer to put them on just when the other students say the name of the word correctly.</p> <p>Then, T moves onto the next clothing item and so on.</p>
<b>Interaction moment 1</b>	30	Ss-Ss	<p>Then with the vocabulary aforementioned, the Ss have to develop the following activity: Teacher asks to make groups of 6, where each student has to select a family member and she/he has to create a puppet taking into account the member selected. The puppets have to be made with the clothes learned in the previous activity. (Teacher provides the material: Paper bag, markers, glue, colours, pencil, wool etc).</p> <p>After, the Ss finish the puppets they have a free practice, so they have to follow some of the conversational models</p>



			worked in the previous lesson. I.e. About names, clothes, If they like to go to the movies/park/supermarket. Or introduce their family to another classmate.
<b>Interaction moment 2</b>	30	T-Ss Ss-Ss	T asks students to make groups of two. The idea is that they choose a context (supermarket, park, and movies) and they have to dress according to that. After they are dressed, the idea is to perform a role play in front of the whole group interpreting a family member. The Ss follow the conversational model worked in the previous lesson.  a. Hello! How are you? b. Hi! I'm fine. And you? a. Fine! Do you like to go to the _____ with your family? b. Yes!/ No! And you? a. Yes, but I need my 3d glasses / ball / bag. (Accordig to the place)
<b>Closing</b>	05	Ss-Ss T-Ss	As homework students have to cut out the flashcards related to the jobs which are in the last part of the textbook Smart English 1- Linda Shinn, E future, 2015 and bring them for the next class. Additionally, students have to listen the track 45 from the same book in order to prepare the new vocabulary.

### Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
<b>Mom:</b> /mɒ m/ <b>Dad:</b> /dæd/ <b>Brother:</b> /' brʌ ðə/ <b>Sister:</b> /' sɪ stə/ <b>Grandpa:</b> /' g ræn, pɑ : / <b>Grandma:</b> /' g ræn, mɑ : / <b>T-shirt:</b> /' ti: ʃ 3: t/ <b>Pants:</b> /pænts/ <b>Jacket:</b> /' dʒ ækɪ t/ <b>Glasses:</b> /' g lɑ : sɪ z/ <b>Cap:</b> /kæp/ <b>Skirt:</b> /skɜ : t/ <b>Trousers:</b> /' traʊ zəz/ <b>Tennis:</b> /' tɛ nɪ s/ <b>Sweaters:</b> /' swɛ tə/ <b>Hats:</b> /hæt/	<b>Mom:</b> a female parent <b>Dad:</b> a male parent <b>Brother:</b> a male relative who has the same parents as another <b>Sister:</b> a female relative of another, having both parents in common. <b>Grandpa:</b> the father of one's father or mother. <b>Grandma:</b> the mother of one's father or mother. <b>T-shirt:</b> a lightweight, pullover shirt with short sleeves and a collarless round neckline. <b>Pants:</b> To breathe rapidly in short gasps, as after exertion. <b>Jacket:</b> a short coat, in any of various forms, usually opening down the front. <b>Glasses:</b> a hard, brittle, mostly	Hello! How are you? Hi! I'm fine. And you? Fine! Do you like to go to the _____ with your family? Yes!/ No! And you? Yes, but I need my 3d glasses / ball / bag.

transparent substance, usually produced by heating and melting sand, soda, and lime, as in the ordinary kind used for windows.

**Cap:** a close-fitting covering for the head, usually having no brim.

**Skirt:** the part of a gown, dress, etc., that hangs downward from the waist.

**Trousers:** clothing for the lower part of the body.

**Tennis:** a game played on a rectangular court by players with rackets, in which a ball is driven back and forth over a low net.

**Sweaters:** a knitted piece of clothing, often like a shirt or jacket, in pullover or cardigan style, with or without sleeves.

**Hats:** a shaped covering for the head, usually with a crown and often a brim.

## Appendix

### Puppets model



#### Lesson Plan #4

Teacher's name	Class length	Date	Nr of session
Natalia Díaz Tibaduiza Andrés Javier Cárdenas	120 minutes	October 26th	Nr 4

Juan Sebastián Guevara			
Grade	Class Level	Topic/Situation	Language Skills
1 <sup>st</sup>	Beginner	“Look! A teacher!”- Identifying jobs in my city.	Listening, speaking

**Learning objective**

Students will be able to use the jobs vocabulary into simulated situations and identify jobs by using conversation models.

Materials and Resources <sup>8</sup>	Bibliography
Cardboards Flashcards from the textbook Textbook. Markers. Board. Glue sticks	<ul style="list-style-type: none"> <li>Smart English 1- Linda Shinn, E future, 2015.</li> </ul>


Learner’s expected output	Learner’s expected comprehensible input
<ul style="list-style-type: none"> <li>Students will be able to maintain a conversation model</li> </ul>	Students will be able to understand an answer what is required.

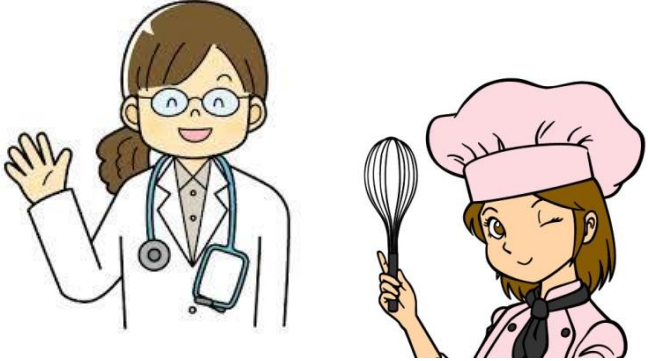
Stage	Time <sup>9</sup>	Interaction	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script</u> <sup>10</sup>
Setting the stage	20	Ss-Ss T-Ss	<p>Greetings: T encourages students to greet the partners next to them by following the next conversation model and using body language (Smile and shake hands):</p> <p>A. Good morning, my friend! B. Hello, how are you? A. Fine, thank you. And you? B. Fine too! Have a nice day</p> <p>With the same partner, Ss are part of a short competition in which they are supposed to find the corresponding job in the book (From pages 74-80).</p> <p>T= Who is he? Ohh! He is a teacher! Ss= (Find in their books the corresponding picture) Look! A teacher/ he is a teacher!</p>

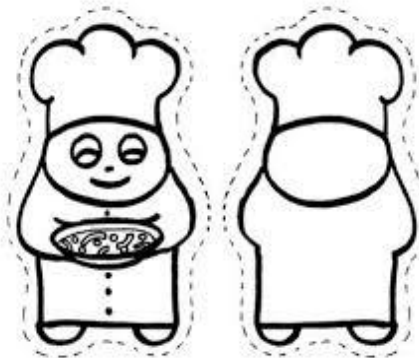
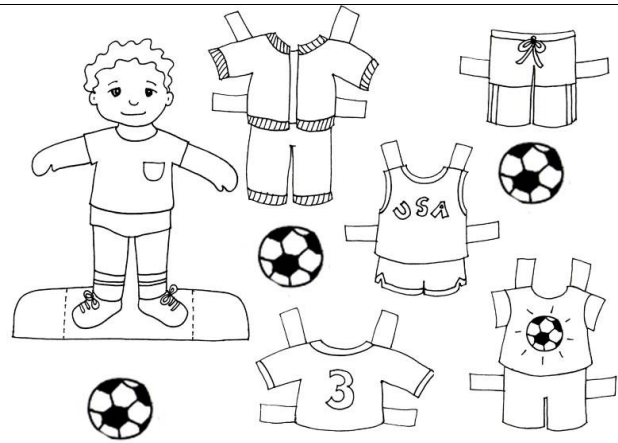
<sup>8</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

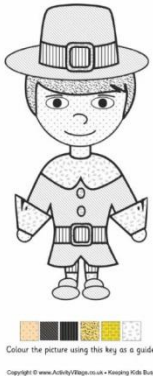

<sup>9</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>10</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

<p><b>Target language input</b></p>	<p>40</p>	<p>Ss-Ss</p>	<p>Then, T asks Ss for their flashcards about jobs (the ones that where cut out as homework). T asks questions about them.  T- Who is she? (pointing at the corresponding flashcard)  Ss- She is a doctor  T- Is he a student? (pointing at the corresponding flashcard)  Ss have the opportunity to check the corresponding answer by taking a look to a couple of cards that T shows them:</p> <table border="1" data-bbox="762 488 1544 533"> <tr> <td data-bbox="762 488 1150 533">Yes, he is</td> <td data-bbox="1150 488 1544 533">No, he isn't</td> </tr> </table> <p>Ss answer- Yes, he is/No he isn't</p> <p>Right after, Ss ask their partners about jobs and using the flashcards and following the aforementioned conversation model.</p> <p>The class is divided into 6 groups (three Ss per group). Each one of them receives a jigsaw puzzle where one of the words from the jobs vocabulary is included. Also, they receive pieces of paper with the job name's letters. Ss match the jigsaw parts and unscramble the job name.</p> <p>Jigsaw puzzles</p> 	Yes, he is	No, he isn't
Yes, he is	No, he isn't				

			 <p>(Images taken from <a href="http://sp.depositphotos.com/29186703/stock-illustration-cartoon-men-jobs-collection.html">http://sp.depositphotos.com/29186703/stock-illustration-cartoon-men-jobs-collection.html</a>)</p> <p>Pieces of paper with jobs' letters</p> <table border="1" data-bbox="762 817 1549 857"> <tr> <td>a</td> <td>c</td> <td>t</td> <td>o</td> <td>r</td> </tr> </table> <p>T plays a guidance role here, encouraging students to use the corresponding expressions. Ss match the jigsaw parts (using the expression “here!” among them). After that, Ss stick the cardboards just above the corresponding characters.</p>	a	c	t	o	r
a	c	t	o	r				
<p><b>Interaction moment 1</b></p>	<p>20</p>	<p>Ss-Ss</p>	<p>To share the puzzles with their partners, three groups go and ask questions to the other three ones (Following the conversation model used in the first stage of this lesson).</p> <p>Ss1= Who is _____?                  Ss2= ____ is a _____ (job)</p> <p>Then, the roles are changed.</p>					
<p><b>Interaction moment 2</b></p>	<p>30</p>	<p>Ss-Ss</p>	<p>Ss do this activity in the same groups. Each one of them receives a “paper puppet”. Ss color it and prepare a short presentation, using the next expressions (Each one of the Ss has a role/expression to say in front of the class).</p> <p>S 1: Hello, my friends!                  S2: Who are we?!                  S3. We are _____ (Job)!                  Ss1,2,3- Thank you!</p>					



			  <p>(Images taken from: <a href="https://www.google.com.co/search?q=actor+puppet&amp;espv=2&amp;biw=1366&amp;bih=662&amp;site=webhp&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwjEzdmz7drPAhXB4SYKHWX3BXQQ_AUIBigB#tbn=isch&amp;q=jobs+paper+puppets">https://www.google.com.co/search?q=actor+puppet&amp;espv=2&amp;biw=1366&amp;bih=662&amp;site=webhp&amp;source=lnms&amp;tbn=isch&amp;sa=X&amp;ved=0ahUKEwjEzdmz7drPAhXB4SYKHWX3BXQQ_AUIBigB#tbn=isch&amp;q=jobs+paper+puppets</a>)</p>
<b>Closing</b>	10	T-Ss	<p>T uses the flashcards to ask questions (Who is she/he? Is she/he a ____ (job)?.). Some volunteers are chosen to answer.</p> <p>T asks the class to listen and practice the song from the page 74, Smart English 1.</p>

**Language Analysis - Vocabulary**

<b>Vocabulary item, part of speech, pronunciation</b>	<b>Meaning (and ways of conveying it)</b>	<b>Concept Check Questions</b>
<b>Actor</b> /' æktə <b>doctor</b> /' dɑ ktə <b>student</b> /' studənt, <b>teacher</b> /' titʃ ə/ <b>cook</b> <sup>1</sup> /kʊk/	Actor: a person who acts in stage plays, motion pictures, etc. Doctor: a person licensed to practice medicine. Students: who is formally	Who is she/he? Is she/he a ____ (job)? How are you? Who are we?



<p><b>soccer</b> /'sɑkə/ <b>player</b> /'pleɪ ə/</p>	<p>engaged in studying, learning, or training at a school.                  Teacher: one who teaches, esp. as a profession; instructor.                  Cook: responsible for the menu and in charge of food preparation.                  Soccer player: A professional who plays soccer.</p>	<p>Is he/she a _____?</p>
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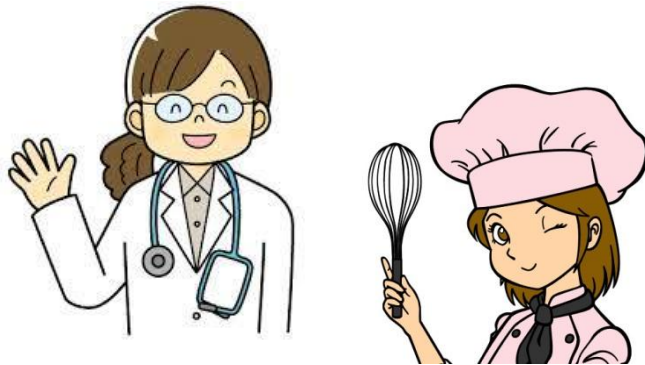
## Appendixes

### Answers cards

<b>Yes, he is</b>	<b>No, he isn't</b>
<b>Yes, she is</b>	<b>No, she isn't</b>

### Jigsaw puzzles





<b>a</b>	<b>c</b>	<b>t</b>	<b>o</b>	<b>r</b>
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<b>d</b>	<b>o</b>	<b>c</b>	<b>t</b>	<b>o</b>	<b>r</b>
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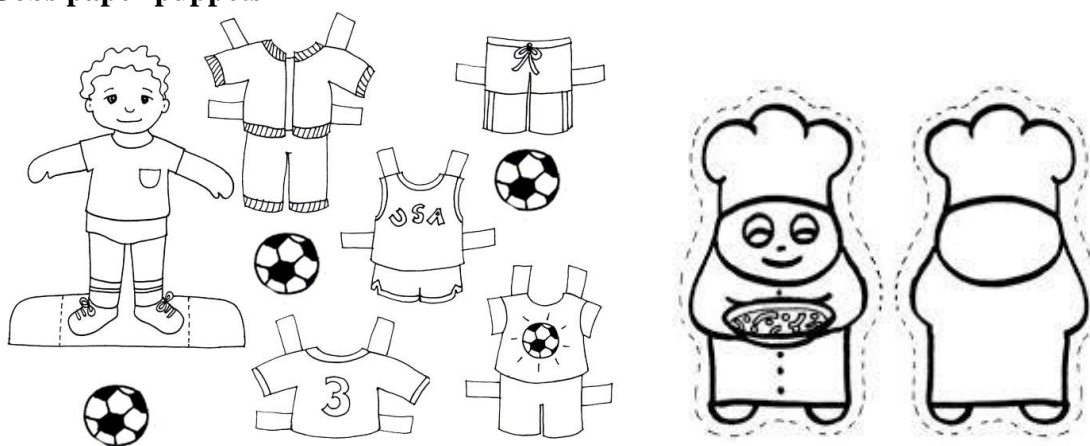
<b>s</b>	<b>o</b>	<b>c</b>	<b>c</b>	<b>e</b>	<b>r</b>
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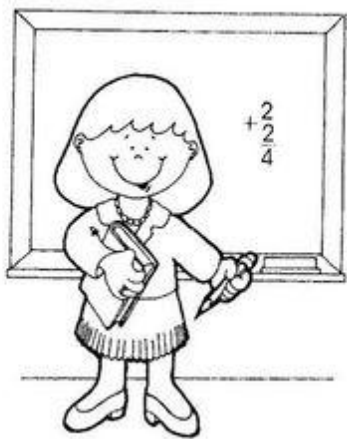
<b>p</b>	<b>l</b>	<b>a</b>	<b>y</b>	<b>e</b>	<b>r</b>
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<b>a</b>	<b>c</b>	<b>t</b>	<b>o</b>	<b>r</b>
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<b>t</b>	<b>e</b>	<b>a</b>	<b>C</b>	<b>h</b>	<b>e</b>	<b>r</b>
<b>s</b>	<b>t</b>	<b>u</b>	<b>D</b>	<b>e</b>	<b>n</b>	<b>t</b>

**Jobs paper puppets**





Colour the picture using the key as a guide.  
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### Lesson Plan #5

<b>Teacher's name</b> Natalia Díaz Tibaduiza Andrés Javier Cárdenas Juan Sebastián Guevara		<b>Class length</b> 120 minutes	<b>Date</b> November 1 <sup>st</sup>	<b>Nr of session</b> <b>Nr. 5</b>
<b>Grade</b>  1 <sup>st</sup>	<b>Class Level</b>  Beginner	<b>Topic/Situation</b>  “Where is the teacher? At school!”-Identifying jobs into places.		<b>Language Skills</b>  Listening, speaking

#### Learning objective

Students will be able to use the jobs vocabulary into simulated situations and identify jobs by using conversation models.

<b>Materials and Resources</b> Images. Glue stick. Photo montage.	<b>Bibliography</b>  <ul style="list-style-type: none"> <li>Smart English 1- Linda Shinn, E future, 2015.</li> </ul>
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Jobs images Glue sticks	
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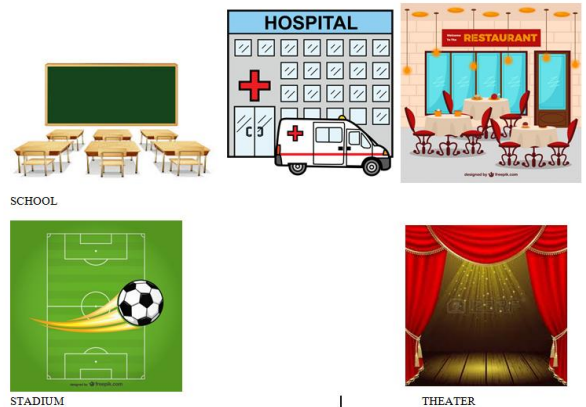
Learner's expected output	Learner's expected comprehensible input
Students will be able to maintain a conversation model	Students will be able to understand an answer what is required.

Stage	Time	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script <sup>11</sup>
<b>Warm up/ Setting the stage</b>	20	Ss-Ss	<p>Greetings:</p> <p>As it was done in the previous lesson, T encourages students to greet the partners next to them by following the next conversation model and using body language (Smile and shake hands):</p> <p style="padding-left: 40px;">C. Good morning, my friend! D. Hello, how are you? C. Fine, thank you. And you? D. Fine too! Have a nice day</p> <p>Later on, T proposes a mimics activity in which he/she mimes out one of the jobs learnt in the previous lesson. Ss have to raise their hands and guess who she/he is. To answer correctly, Ss also have to use the next expression model:</p> <p>S= I know! You are a _____.</p> <p>Then, T chooses some volunteers to do the same kind of performance. One by one, T shows them pieces of paper with jobs and the rest of the class has to guess again (Expression model).</p>
<b>Target language input</b>	35	T-Ss Ss-Ss	<p>T introduces some images related to each one of the jobs in their corresponding places. For example the doctor at hospital, the teacher at school and so on.</p> <p>Firstly, T explains where each profession takes place and after, Ss have to follow a conversational model aloud.</p> <p>T: Students, Who is she/he? S: She/he is a _____ T: Where is she/he? S: she/ he is at _____</p>



(Images taken from: <http://www.vanda51pro.com/worksheets/jobs-and-occupations-game/>)

Later on, Ss are organized in pairs. Each one of them receives images related to the jobs. Ss color them. Next, Ss paste them in their corresponding places/contexts.



(Images taken from: <http://sp.depositphotos.com/32378199/>)



(Images taken from: <http://profesiones.dibujos.net/>)

**Interaction moment 1**

20

Ss-Ss

Right after the jobs images are place in their corresponding contexts, Ss ask and answer questions about them to their partners:

S1: Who is she/he?

			<p>S2: She/he is a _____.</p> <p>S2: Where is she/he?</p> <p>S1: She/he is at _____.</p> <p>Partners are switched three times to perform the same activity and practice the target vocabulary.</p>
<b>Interaction moment 2</b>	25	T-Ss Ss-Ss	<p>Ss are going to be number from 1 to 4 to organize different groups. Each one of the members has a job, she /he has to perform it and the others have to guess where the job takes place.</p> <p>Ss have to answers following this conversation model:</p> <p>S= I know! You are a _____.</p> <p>And you are at _____.</p> <p>It works until all members perform a job.</p>
<b>Closing</b>	10	Ss-Ss T-Ss	<p>As homework the Ss have to think the job that they want to be when they grow up and bring the clothes that represents it.</p>

### Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
<p><b>Actor</b> /' æktə  <b>doctor</b> /' dɑ ktə  <b>student</b> /' stʊdnt,  <b>teacher</b> /' titʃ ə/  <b>cook</b><sup>1</sup> /kʊk/  <b>soccer</b> /' sɑkə/ <b>player</b> /' pleɪ ə/  <b>Stadium</b>: /' steɪ dɪ əm/  <b>School</b>: /sku: l/  <b>Hospital</b>: /' hɒspɪ təl/  <b>Theater</b>: /' θiətə, ' θitə/  <b>Restaurant</b>: /' rɛ stərənt/</p>	<p>Actor: a person who acts in stage plays, motion pictures, etc.</p> <p>Doctor: a person licensed to practice medicine.</p> <p>Students: who is formally engaged in studying, learning, or training at a school.</p> <p>Teacher: one who teaches, esp. as a profession; instructor.</p> <p>Cook: responsible for the menu and in charge of food preparation.</p> <p>Soccer player: A professional who plays soccer.</p> <p>Stadium: place where different sports are played.</p> <p>School: a place for teaching people under college age.</p> <p>Hospital: an institution in which the sick or injured are given medical and surgical treatment.</p> <p>Theater: a building or an outdoor area for plays or motion-picture shows.</p> <p>Restaurant: a place of business</p>	<p>Hello, how are you?</p> <p>Fine, thank you. And you?</p> <p>Who is she/he?</p> <p>Where is she/he?</p>



where meals are served

## **Appendix**





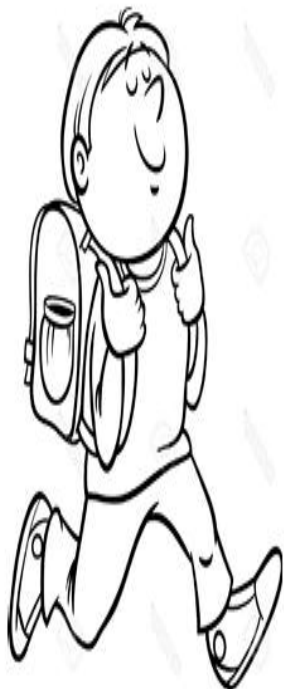
SCHOOL



STADIUM



THEATER



### Lesson Plan #6

Teacher's name	Class length	Date	Nr of session
Natalia Díaz Tibađuiza Andrés Javier Cárdenas	120 minutes	November 2 <sup>nd</sup>	Nr. 6

Juan Sebastián Guevara			
<b>Grade</b>	<b>Class Level</b>	<b>Topic/Situation</b>	<b>Language Skills</b>
1 <sup>st</sup>	Beginner	“Hi! I am a teacher”-Role play situation.	Listening, speaking

<b>Learning objective</b>
Students will be able to use the jobs vocabulary into simulated situations and identify jobs by using conversation models.

<b>Materials and Resources</b>	<b>Bibliography</b>

<b>Learner’s expected output</b>	<b>Learner’s expected comprehensible input</b>
Students will be able to maintain a conversation model	Students will be able to understand an answer what is required.

<b>Stage</b>	<b>Time</b>	<b>Interaction</b>	<b><u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions</u> script<sup>12</sup></b>
<b>Warm up/ Setting the stage</b>	15	Ss-Ss	<p>Greetings:</p> <p>As it was done in the previous lessons, T encourages students to greet the partners next to them by following the next conversation model and using body language (Smile and shake hands):</p> <p>E. Good morning, my friend!                      F. Hello, how are you?                      E. Fine, thank you. And you?                      F. Fine too! Have a nice day.</p> <p>T divides the whole group into three lines to play Chinese whispers, for that reason T says to the first members of the lines a job and they have to pass the word out. The last member has to say it aloud and the first group to say the correct answer wins.</p>
<b>Target language input</b>	30	T-Ss Ss-Ss	<p>T asks the class if they listened and practiced the song from the page 78, Smart English 1 at home.</p> <p>Ss are going to be organized in pairs to unscramble the song lyrics. T plays the song three times, giving Ss time to think and place the song lyrics in the correct place.</p>
<b>Interaction moment 1</b>	30	Ss-Ss	<p>Ss are going to be organized in groups of four, each one of the members has to perform in front of the others what job they want to be when they grow up, following this conversation model, here the Ss have to wear the clothes</p>

			<p>items:</p> <p>Hello. I am Maria and I am doctor. I work at hospital.</p>
<b>Interaction moment 2</b>	20	T-Ss Ss-Ss	<p>After, the students who wants to be the same when they grow up, have to create a group. Example: the doctors, teachers etc.</p> <p>They have to prepare a short presentation, using the next expressions (Each one of the Ss has a role/expression to say in front of the class).</p> <p>S 1: Hello, my friends! S2: Who are we?! S3. We are _____ (Job)! Ss1,2,3- Thank you!</p>
<b>Closing</b>	10	Ss-Ss T-Ss	T gives a small piece of paper to each student to write the activities they like the most during the six lessons.

### Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
<p><b>Actor</b> /' æktə <b>doctor</b> /' dɑ ktə <b>student</b> /' stʊdnt, <b>teacher</b> /' titʃ ə/ <b>cook</b><sup>1</sup> /kʊk/ <b>soccer</b> /' sɑkə/ <b>player</b> /' pleɪ ə/ Stadium: /' steɪ dɪ əm/ School: /sku: l/ Hospital: /' hɒspɪ təl/ Theater: /' θiətə, ' θitə/ Restaurant: /' rɛ stərənt/</p>	<p>Actor: a person who acts in stage plays, motion pictures, etc.</p> <p>Doctor: a person licensed to practice medicine.</p> <p>Students: who is formally engaged in studying, learning, or training at a school.</p> <p>Teacher: one who teaches, esp. as a profession; instructor.</p> <p>Cook: responsible for the menu and in charge of food preparation.</p> <p>Soccer player: A professional who plays soccer.</p> <p>Stadium: place where different sports are played.</p> <p>School: a place for teaching people under college age.</p> <p>Hospital: an institution in which the sick or injured are given medical and surgical treatment.</p> <p>Theater: a building or an outdoor area for plays or motion-picture</p>	<p>Hello, how are you?</p> <p>Fine, thank you. And you?</p> <p>Who is she/he?</p> <p>Where is she/he?</p> <p>Is ____ a ____? A. Yes, ____ is No, ____ isn't Are they ____? A. Yes, they are. No, they aren't</p>

shows.

Restaurant: a place of business  
where meals are served