INTERESTS AND PREFERENCES IN STUDENT ENGAGEMENT THROUGH LEARNING CENTERS

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ABSTRACT

In the age of globalization, communication is a relevant aspect that requires efficient and dynamic methods of teaching-learning, which implies a challenge, ever more demanding for languages' teachers. Taking into account that textbooks may not be an appropriate tool for certain contents or in many cases in our country for the lack of these in the classroom, this research project aims to identify the students' interests and preferences to design material that can be used in Learning Centers, which is a successful pedagogical strategy in some English countries.

We as teachers need to bear in mind the interests and preferences in the introduction of different materials in the classroom dynamics to increase students' engagement and motivation in such a way that our students can learn and enjoy English classes at the same time.

Key words: Students Interests and Preferences, Learning Centers, Students' engagement, Designed material.

RESUMEN

En la era de la globalización, la comunicación es un aspecto relevante que requiere de métodos eficientes y dinámicos de enseñanza-aprendizaje, lo que implica un desafío, cada vez más exigente para los profesores de idiomas. Teniendo en cuenta que los libros de texto no son la herramienta adecuada por su contenido o en muchos casos en nuestro país por la falta de estos en el aula, este proyecto de investigación tiene como objetivo identificar los intereses y preferencias de los estudiantes para diseñar material que se pueda utilizar en los Centros de Aprendizaje. Lo cual es una estrategia pedagógica exitosa en algunos países de habla inglesa.

Nosotros como maestros tenemos que tener en cuenta los intereses y preferencias, en la introducción de diferentes materiales en la dinámica del aula, para aumentar el compromiso y la motivación de los estudiantes de una manera tal que nuestros estudiantes puedan aprender y disfrutar de las clases de inglés al mismo tiempo.

Palabras clave: Intereses y Preferencias de los estudiantes, centros de aprendizaje, compromiso de los estudiantes, diseño de materiales.

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CHAPTER 1

INTRODUCTION

In the contemporary world of technological globalization, the necessity of information and communication produces technology tools to connect to the economic, social, intellectual and political field. These tools such as social networks and the media have a great influence on the learning of individuals. Thus the need to learn a foreign language is of vital importance today. Considering these aspects and the great need of the students in our country to speak a foreign language to achieve the level of international standards and access to exchange programs, abroad jobs, national and international employment links. The “Ley General de Educacion” (1994) has proposed the learning of English as a mandatory subject in our education system. The "Estándares Básicos de Competencias en Lengua Extranjera: Ingles”(2006) is based on this law in order to develop abilities and skills in the learning English process in young children in Colombia because if we learn a foreign language since childhood we guarantee a better performance in youth as well as in adulthood.

These skills and abilities should be developed in the social and educational environment of our city such as public schools in which we observed the need to produce in students of primary school the desire and like for learning a foreign language; their interests will make them lifelong learners of English. These interests and preferences of the students should be taken into account to develop a successful learning process in young learners.

The process developed in this project starts with the creation of different learning centers in order to students could learn better English as a foreign language, each learning center was created according to different interest and preferences found in fourth grade students through

implementations, for these we organized and create activities and materials according to the different topics assign for each session implementation. The main idea to use learning centers is that students can develop dynamic activities which they involve their interest, preferences strengthening the four skills and citizen competences.

1.1. Research problem

The introduction of English in Primary school was an important success in Education as was described by Johnstone (as cited by Garton, Copland & Burns, 2011) as:

"Possibly the world's biggest policy development in education" being that in Countries like Poland and some others that have other varieties of language, chose English as an important language that children have to learn. This success started with the assumptions that:

1. The widespread assumption that earlier language learning is better (Y. Hu, 2007; Nunan, 2003).

2. The response to the ever-increasing demand for English as a result of economic globalization (Enever and Moon, 2009; Gimenez, 2009; Hu, Y., 2007). Such a demand leads to pressure on governments from international economic forces to ensure there is an English-speaking workforce.

3. The pressure from parents in the national context who want their children to benefit socially and economically from learning English (Brock-Utne and Holmarsdottir, 2004; Enever and Moon, 2009; Gimenez, 2009). "(p.4) (as cited by Garton, Copland & Burns, 2011)

Colombia is far behind because at this time, English education has been increasing along the years, one example of this is since 1994 when the "Ministerio de Educación Nacional" introduced English in teaching curriculum in public schools. To these days this organization has

created some English programs which people can have easily access to, and at schools it has implemented English classes not only for higher levels, but for lower levels, too.

Therefore, one of the most frequent questions we ask ourselves in our training as future English teachers is how to use the energy of learners in a positive and enriching way in their learning process. However, according to field notes and some observations, students of primary levels do not have appropriate strategies or material in their classes because when teachers are explaining the topics, they do not use suitable materials for the age of the students, and this causes that they do not pay attention during the English classes nor do they show any learning about the language. We could evidence this in the first class when researchers asked them some questions about personal presentation and to introduce their classmates. Some student understood, but they did know how to answer those questions in English (Teaching journal No 1, May 7th), and this created confusion when they had to do exercises and production activities in English. Therefore English should be interesting and attractive for them in order to be able to learn more and make their learning process successful. Also, as was noted in one of the observation done to a class (Observation No 3, May 21th), children in the early grades seemed to have little interests and concentration in the class, the materials and activities that were used in the class to explain and develop the topic lacked interest and appeal, and this caused problems of discipline and misbehavior because students were not interested neither in the topics nor in the English class. Besides, students did other activities different from English class, there seemed to be concentrate problems, and students being off task. When those situations happen their learning process is slower, frustrating English teachers in their goal to get successful classes.

Taking into account those difficulties and the challenge to design appropriate didactic material for the learners to work in each class, the principal objective in this project is to use the

interests and preferences of students in the teaching process to catch their attention in a didactic way in order for teachers to be able to use different activities and be able to engage students in their classes and promote learning. With this project we want to propose a different strategy and classroom dynamic where students should work in a collaborative way to learn in a task to develop skills about the topics. That methodology is not only useful for collaborative work, but each student has to do exercises independently so they can reinforce their knowledge and learn more about the new topic with their classmates.

1.2. Justification

This research project emerges from the necessity of using didactic materials and more appropriate strategies to create interests in students from a primary school to learn English as a foreign language. The participants are beginner students who have a basic knowledge about the language. With this research project we want to introduce new strategies and methodologies to achieve students` engagement, dynamic classes, and appropriate material according to the age and cognitive level of participants. Also to awaken in students the desire and interests to learn a foreign language so that they can be more involved in their learning process.

According to the data obtained in the field notes (Observation No 3, May 21th) in first attempts and activities done with students, when the teacher tries to focus on interests and preferences of students and develop a class according to this, the teacher can catch their attention, and the learners want to learn more and more each class (Observation No 3, May 21th). With those preferences and interests of students, learning centers can be developed through didactic sequences. The learning centers strategy proposes different ways in where students can develop and practice their languages skills in a dynamic ways like games or activities that students enjoy. Another goal of this project is to extend the knowledge to new language teachers in terms of

methodology and class design for best results always focused on the interests of students to keep them motivated in the process of learning a foreign language.

This project is also important because taking in mind that the "Estándares Básicos de Competencias en Lengua Extranjera: Ingles" (2006) suggest that the students in primary must have and English level of A1 which may not happen if teachers do not use appropriate strategies and methodologies. Another important aim or purpose of this research is to open the opportunity to new researches based on the interests and preferences of the students and the methodology applied in English classes. In this perspective, this research project seek the benefit of the students who were object of our research group, because we intended to apply methods and processes of teaching focusing on their interests and expectations to create lifelong learners of a Foreign Language (FL). Also this research project purpose is to achieve successful classes in which students can learn in a natural way with their own interests inside their familiar and social context using their previous knowledge in the first language (L1). It also expected that with the socialization of results of this project, new English teachers know how they can plan and do successful classes in their teaching practice, promoting the interests the students in English learning adapting the lesson plans of learning centers, where learners have the opportunity to learn and play with different material and activities that learning centers provide.

1.3. Purpose Statement

The purpose of this research project is to know how interests and preferences of English learners of a public school influence their learning process through learning centers.

1.4. Research question

How can English teachers adapt learning centers in teaching young English learners taking into account their interests and preferences to increase language practice and interaction?

1.5. Research objectives

- **General objective:**

  To implement learning centers focused on interests and preferences of young learners.

- **Specific objectives:**
  - To adapt methodologies and activities that focus on the interests and preferences of English young learner (EYL), using the learning Centers.
  - To identify the interests and preferences of young learners and the influence of these in the learning process of a foreign language through learning centers.
  - To analyze how the interests and preferences of young learner influence their foreign language learning.

In this chapter the reader found the problem, the rational, the purpose statement, research questions and the objectives of this project. Those aspects were necessary to guide researchers in the construction of this project and also, to help readers understand this. In the following chapters, they will find the different components of this research project, such as: the Theoretical framework, methodological design, the instructional design, data collection analysis and conclusions that researchers developed along this project.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the reader will find the most relevant constructs of the present research project. The first construct, learning centers, is an important topic that will be developed in this action research, in this section; reader will find why learning centers make a great contribution in learning process of a second language. Also reader will find how these learning centers help teachers to create and develop different English classes where the students will be involved, motivated to participate and interact with the foreign language in different learning activities with materials designed according to young learners taking into account their preferences and interests. Therefore, the second construct is Interests and Preferences of the students and how these have influence in their learning process, and the third construct is Student engagement. This theoretical framework illustrates the concept of how learning centers, the interests and preferences of the students influences their process and engagement in foreign language learning.

2.1. Learning centers

In our country, Learning Centers are a fairly unknown methodology because this teaching approach is developed in countries such as the United State where teachers teach different subjects in small groups in a suitable environment through the Maria Montessori method using life skills.

Learning Centers is a pedagogical methodology implemented by her as a methodology to teach to young learners lifestyles using the Centers in which children can learn different subjects, such as math, science, language, history among others. Unfortunately, this type of methodology have not been widely-used in academic context in our country, and for this reason, we did not find previews research studies on Learning Centers in teaching English as a foreign language.

Therefore, this action research is an innovate proposal in order to contextualize and adapt this kind of methodology in our English classes with young learners; working with our own designed material suitable to develop different skills in Foreign language Learning.

According to Bennie (1977), Learning centers represent the attainment of the highly sophisticated level of integration of people, processes and resources. In the same train of thought, Pattillo & Vaughand, (1992) expressed that "learning centers enable the teacher to integrate skills from various academic disciplines into activities that are meaningful and purposeful to the child" (p.194). In this part the authors said that it is important to use different skills and materials that come from other subjects and in this way create successful activities that involve not only English but also others subjects that may be connected to a topic that the teacher is currently handling in order to maintain a sequence of knowledge to integrate context with English structures.

Howard & Taylor (2006), (as cited Taylor & Parsons, 2011) state that "the richer the environment, the more likely students will discover new interests, information, and skills. Enrichment comprises opportunities for exploration, inquiry and discovery related to topics and activities that are not part of the usual curriculum" (p. 272). The use of methodologies where students feel self-confidence and comfortable into the classroom using different activities which they can develop on their own, designed especially for them involving new knowledge with previous knowledge help to improve their language skills in the classroom, also these activities that are involved in the development of learning centers create an appropriate environment where the students work together and share their experiences and knowledge about a specific topic.

Also for learning centers, it is important to take in to account different development periods that make part to this important process, as Gutek (2004) wrote about Maria Montessori, she identified three major developmental periods in the human: first from birth to age six (the stage of

the “absorbent mind”); second, from age six to twelve; third, from age twelve to eighteen. This study is focused on the first stage called by Montessori “absorbent mind”, and she explains how in this period children go through environmental explorations, absorb information, construct their concepts about reality, begin to use language, and enter into the larger world of their group’s culture. Taking into account this system, education is based on two important developmental needs of children:

- The necessity of freedom within limits.
- A carefully prepared environment which guarantees exposure to materials and experiences.

Through these developmental needs, in order to help children develop intelligence, and psychological abilities, in our study, we try to demonstrate how through Learning Centers, the teacher can take an advantage of the children’s desire to learn and their unique ability to develop their own capabilities. Children need adults to expose them to the possibilities of their lives, but the children must determine their response to all the possibilities (Gutek, 2004).

As complement the Montessori’s philosophy teaches during the second phase of the “absorbed mind”, the child needs to find the tasks or activities that stimulates her or his interests and needs to learn how to correctly perform the action to do it. This idea supports how the interests and preferences of students can be developed with Learning Centers. Children are especially attracted to manipulative tasks that satisfy their needs to coordinate and control their movements. Taking into account Gutek’s (2004) point of view, this aspect complemented with the repetition which gives to children the power of knowing the something is being done correctly, leads to the empowerment of independent performance. Bearing in mind those important aspects and the need of children to experience concepts in concrete “hands-on” ways, rather than on abstract learning

we follow with the last aspect of this construct which is how to design material appropriate to work on Learning Centers.

2.2. Designing materials for learning centers

According to Montessori (as cited in Gutek's, 2004), "exist some stages of development for children. In the second stage or phase "absorbent mind", children of lower ages need to develop their abilities through tasks and activities interesting for them so that they can correct their mistakes and learn from those errors to develop their knowledge better". The use of specific material in the learning centers can help students to develop activities that they find interesting. The material must be appropriate for each one of them, it means, materials that will be developed for each learning center have to have a specific function in order to develop the language and cognitive process.

Following the Montessori Method according to the author, the Montessori didactic materials were designed to be self-correcting. If the child did not perform an exercise correctly, he or she would fail in the task. Only as the child used the material correctly would the task be accomplished. As Gutek (2004) states, the main objective when we are designing didactic material is that children can use them several times until they reach the aim of the lesson plan, since it is through repetition that children develop independence and autonomous learning.

According to Dewey & Kilpatrick and other experimentalist progressist (cited by Gutek 2004), "objects were instrumentally open to a variety of uses; their definition came from their practical use, rather than from their intrinsic nature. For the progressive educators, children exercise their creativity by designing innovative ways of using objects. The children are introduced to the materials in the classroom through careful presentation; the teacher presents slowly and precisely the use of the material in its initial way, while small group of children observe". At times it is appropriate for the teacher to offer some instructions to the child; she may represent the

exercise in order to show variations or to help the child learn when children have presented some difficulties.

As Bennie said (1977), the design of material depends on the activity that is developed in each learning center. The use of audiovisual equipment such as cassette players, filmstrip viewers, and books are very useful to improve listening skills, at the same time the use of typewriters, overhead projectors, and manipulative film lop projectors, and slide projectors are useful to the creation of materials to develop speaking, visual and writing skills. All of them are useful to develop material for different grades. The main point is the context and the topic that is development in the classroom, all technological tools in addition with hands on activities can engage the students and focus on their interests and preferences.

The interests and preferences of the students are important for designing classes and material but also it is important to take in to account that these aspects are important to innovate and develop successful learning centers. Montessori (1965) suggested that teachers must follow a guidance that contains three important parts: motor education, sensory education and language.

- **Motor education:** Means to create activities where the students develop and coordinate their movements and monotonous practice.

- **Sensory education:** In this part, the students develop their senses to complete different activities that are related to a specific topic.

- **Language:** In these kind of activities the students develop their hearing and speech senses. (p.7)

These parts are important to create and implement different activities for the students because in different activities that we develop in the classroom, we not only develop in them skills

to learn second language, but also these activities develop in them skills that they can use in other subjects or real situations.

2.3. Interests and preferences

In this study, the interests and preferences are present as way to help teachers to know how these influence learning process of the students and in the same way how these help to implement and create successful classes where the students are motivated to participate and interact in the class through different activities that includes their interests and that enables them to improve their learning process. Gardner (2007) "Motivation to learn a foreign language is not a simple construct. It cannot be measured by one scale; perhaps the whole range of motivation cannot be assessed by even three or four scales" (p.2). This refers that students are motivated in a class for different factors that teachers present and the students find interesting. This different factors need to be interesting for the students because if these are not interesting to them, they might lose the attention of the class. Dornyei (1994) said for this kind of situations "Several studies have confirmed that students will lose their natural intrinsic interests in an activity if they have to do it to meet some extrinsic requirement (as is often the case with compulsory readings at school)" (p. 276). Also this mentions that students must innovate with every class with different activities that involve them in the classroom in an active way, as Bermejo (n.d.) said in her investigation:

"My students are more motivated, participate actively, present a very positive attitude and learn in a meaningful and entertaining way. One of the things that they have told me is that they like the fact that I am worried about their learning processes, their interests and that I try to change my teaching methods if they are not suitable for them. I always listen to my students, hear their voice and care about what they really want. I try to pay attention to their different learning styles." (p. 71)

She suggests that it is necessary to take to into account the opinions that students have about the classes because this help teachers to create new material according to their interests and preferences, methodologies and materials that teachers use to explain a topic are important too because from here students show interests to learn a Second Language. In addition to the information above, Moreno (2011) said, "I considered it is necessary to know my students' needs, likes, learning styles, preferences and dislikes better in order to design activities that would motivate their interests to learn English" (p.2) . It means that teachers need to know what the principal necessities of their students are in order to create and implement satisfactory activities that motivate them to participate actively in English classes, also involve that kind of activities focus in their interests and preferences using learning centers.

2.4. Student Engagement

In this study, it is important to refer to the importance of students' engagement at the moment to develop different activities on learning center. As Parsons and Taylor (2011) said student engagement is about increasing achievement, positive behaviors, and a sense of belonging in all students. The authors state that teachers must innovate and create different strategies and materials to catch the attention of the students and they enjoy these. Bearing in mind our objective is create innovative classes to keep the attention and obtain students 'engagement, we want to create didactic materials according to the context and the social- cognitive process of students.

Student engagement also is defined in 3 different types: Behavioral, Academic-cognitive and Social- psychological. (Dunleavy 2008) (Cited by Parsons & Taylor, 2011) defined these:

"Behavioral – value of schooling outcomes, participation in extracurricular and non-academic school activities, attendance.

Academic-Cognitive – time-on-task, homework completion, response to challenges in learning, effort directed toward learning, cognition and strategic learning.

Social-Psychological – sense of belonging, relationships, perception of capacity for success/sense of competence, motivation, interests, need for choice and autonomy" (p.23).

For learning centers, it is important to take into account the different types of students' engagement such a way we as teachers could develop successful classes and activities that develop the learning process of the students. Also to select different activities and materials that motivate students to participate during the classes to get in touch with foreign language and generate positive emotions. If we as teachers want to see the good results of the students at the end of the classes, we have to create a good environment in which students feel comfortable, involved, confident, and the most important, motivated.

According to Skinner (2009) (cited by Marzano & Pickering, 2011) the emotions that are associated with engagement are: Enthusiasm, interests, enjoyment, satisfaction, pride and vitality. These are the positive emotions that teachers should make their students feel with the different activities to develop during the classes; this can be called high engagement. One of the objectives of this study is that students can feel positive and attracted to the English class with the use of the didactic materials in the learning centers, where students can learn different topics practicing different skills like: writing, speaking, listening and reading; in addition to develop collaborative work with their classmates to achieve citizen competences.

According to Emmer and Gerwels (2006) (cited by Marzano & Pickering, 2011) the teacher needs to keep the activity moving avoid interruptions to the activity flow by using good pacing. It is important in the development of the learning centers that students maintain concentration during each stage being that the groups have a different activity where they need to maintain the

engagement in it to have well results in the development of the activity. It is important for students to know how the activities are being developed so that they do not lose concentration and motivation. For this reason, the teacher should use clear instructions, be assertive and accurate when the center is changing because students need to know where and when they have to rotate avoiding interruptions and misbehavior that probably appear during the class.

2.2. Theoretical Framework.

The Literature review for this project was somewhat difficult for researchers being that Learning centers are something unknown in our country that only one school develops. The different studies that are going to be presented here are related with topics that are develop in this study.

The first study that has something similar to this project was the study developed by Garcia (2006) in a Secondary school in Madrid. In this study, the researcher developed dynamic classes, different to the photocopies or textbooks, with their students to encourage the use of the FL especially at the moment to practice speaking activities. The researcher found that if we as teachers do not use different activities to motivate and encourage students to participate in English class they will probably feel frustrated and bored; something that will cause disinterest in the student for the FL. The difference between this project and our project is that researcher wanted to develop activities where students practiced speaking while we with this project wanted to develop successful learning center activities where the four skills where developed. Also another differences is that this project was develop with students of secondary school and we develop this project with students of primary school.

The second study similar to this project was: How to motivate students through the use of activities this was a study developed by Bermejo (n.d) with students of sixth grade in a Public

school of Moratalaz, Madrid. The purpose of this research project is to motivate 27 students to pay attention and participate in English classes all of these through the use of different activities different from the text book and the guidelines, materials that students find boring and that not motivate them to explore the FL. The difference with this project is that this project was developed with students of secondary school, and also that they did not develop any activity similar to learning centers.

The third study that has a relationship with this study was: Creating and implementing a didactic sequence as an educational strategy for Foreign Language Teaching. This study was developed by Soler, Villacañas & Eva Pich Ponce (2012) in Valencia, Spain with students of sixth grade. The purpose of this study was to motivate students to participate in different activities that were involve with speaking and writing. This was develop in Bogota, Colombia. A difference with this project also is that the participants of this were students of secondary school and that the activities were develop to practice speaking and writing while we develop different activities to practice the four skills.

One of the purposes that this research project has is the importance of using interest and preferences of students at the moment to create activities; one of the studies that have a purpose similar to this was: Explicit Teaching of Socio-Affective Language Learning Strategies to Beginner EFL Students*. With this study the author Fandiño (2007) wants to a way where students participate in an actively way in English classes, this study show different results like students have an engagement with the activities if these have a relationship with their likes. This was develop with students in a Secondary school. This was developed in Barranquilla, Colombia. The difference with this project is that it was developed with students of secondary school using different activities but not in the same way that learning centers.

But this is not the only study that talks about the importance of interest and preferences also Moreno mention these in her study: Motivating Students to Learn English by Responding to their Interests and Learning Styles (2001). This study was developed with students of seventh grade in a Public school and the results of this showed that students prefer activities that involve visual aids and that involve their daily routines. This project did not develop activities similar to learning centers and the age of participants is different to the participants we worked.

Also another study related with the previous topic was: Reading motivation and interactive process, by: Santoyo and Morales (2000). They tried to develop interesting material to motivate students to get in touch with this skill, the students that participated in this project were students of tenth grade from a private school. The results showed that if books have topics related with their likes and interest students will be motivated to read as a hobby. This was developed in Bogota, Colombia. The difference with this project is that researchers want to develop activities were students develop reading skill and in this project we wanted students to practice all the skills through the learning centers.

Finally the last study that researchers found was a study related with learning centers in Kansas, United States. This study was develop with a Kindergarten and researchers wanted to try this to catch the attention of students through the use of different materials and not only for teach English also to other different subjects. The study was developed with children that use English as their mother language. This project was Centering Your Classroom Setting the Stage for Engaged Learners and was developed by Stuber (2007).

CHAPTER 3

RESEARCH DESIGN

This chapter includes the type of research, the research approach, characterization of the participants, the context in where they are involve, and finally the instruments used to gather data. In this chapter, the methodological design is illustrated in order to visualize a possible solution of the problem that is developed in this project. The methodology includes an action research that shows the interaction between the participants and researchers to improve their interests to learn English as a foreign language. A qualitative research is also considered when the data is collected in order to be analyzed as a help to resolve and develop solutions for the problem.

3.1. Research Paradigm

3.1.1. Qualitative Research

According to McKay (2006)(cited by Burns, 2010) "A qualitative research starts typically with an assumption that classroom learning must be studied holistically, taking into account a variety of factors in a specific classroom" (p.6). With this different aspect the researcher studies the reality in a way that the research is multiple and cannot be divided or broken into different parts.

Another important characteristic of qualitative research is that the researcher is a relevant actor of the study because the researcher expresses her opinions and feelings about what she can observe in her investigation and her observation because the purpose of the qualitative research is that the research fits the context that is observed, and later from the observation, are interpreted the different factors that she finds in their observation process. In this observation process, it is necessary to take into account the different elements that the researcher is going to observe.

According to Goetz & Le compte (1984), Taylor & Bogdan (1984), Borg & Gall (1989), Patton (1990), Bogdan & Biklen (1992), (as cited by Merriam 1998), there is a list of different factors to observe. "These factor are:

- **The physical setting:** The setting design.
- **The participants:** The number of the students on the classroom.
- **Activities and Interactions:** The activities that participants develop are good according to level and topic.
- **Conversation:** Who speaks and what kind of conversations the participants have.
- **Subtle factors.**
- **Your own behavior:** The observer is a part of the environment but it does not affect the behavior of the students." (p, 98)

These are some factor that researchers need to take into account to develop a successful observation and a successful data collection. But this list is not the only way to collect information about the participants and the information which is required to develop a qualitative research.

3.2. Research Approach

3.2.1. Action Research

This research project is based on Action research because the purpose of this research involves teacher reflection about a specific problem that is found in the classroom and this project tries to find and develop appropriate strategies for the participants that are related with this.

As Burns (2010) states, an Action research is related with a Reflective practice where teachers play as a researcher that makes a self-reflection about her teaching process and makes a reflection about the surrounding context. This in order to identify what she needs to improve and what she is doing well, also to help teachers to identify the different problems that are inside the

classroom and how to solve these in order to improve the way that the FL is exposed in the classroom and in order to find an adequate way to create and develop successful materials for a better understanding of the students.

Another purpose of the action research is to help the researcher to have different instruments of data collection and have resources to analyze and evaluate the process that is developed during the observations. For data collection there are some components that make part of the action research. These components are: Field notes, interviews, artifact, etc. These are for researchers in order to gather information about what they need.

3.3. Setting

This study took place in a public school, located in Suba. This school belongs to Secretary of Education of Bogota and has three different headquarters. It has preschool, primary and secondary education. This action research was developed at branch C with children of fourth grade. This branch has one English teacher who teaches only in the morning sessions, hence the afternoon students of grade do not have English Classes.

The Institution has specific emphasis on: Business Administration, Systems, Communication and Design in the morning and afternoon sessions. This is in agreement with the Minuto de Dios University. To 2016, it will be positioned in Suba as a school of excellence, productive, participatory, responsible, honest, tolerant and respectful community, solidarity, whose students will be formed as the best technical Systems, Business and Communication - Design; with the support of committed and qualified directors, teachers group and with the effective participation of parents, and other members of the community. (Manual de convivencia, 2014, p.3)

3.4. Participants

The participants of this research were 24 fourth grade students of branch C; 12 boys and 12 girls between eight and nine years old who belong to social status 2 and 3 (Social stratification is the formation of groups according to beliefs, values, attitudes, styles and acts of life to their properties also). These students are full of energy and willing to learn and share their knowledge. They are children with a background about their life and their social environment. For this reason, they are capable to associate this knowledge with the foreign language and develop different skills in the same language. Furthermore in communicative English skill the students have the ability to communicate and understand when someone asks about greetings, and basic information about themselves.

3.5. Role of the researcher

The role of the researcher in this project is, as Mc Kay states (as cited in Burns, 2010), to become part of what is being studied. This mean that the role of the researcher in this project is to be an observer as participant and a complete observer:

- **Observer as participant:** This role is important at the moment to collect data because as Mc Kay (as cited by Burns, 2010) said if the researcher observes activities and participates in these, this participation is secondary, and may be the researcher has access to some participants and gathers some information from these in order to control this information.
- **Complete observer:** This is the most important role at the moment to gather information about the context and the kind of participants that are going to make the investigation. Mc Kay (as cited by Burns, 2010) suggested that a complete observer is either hidden from the group or in completely public setting.

Other aspect about the role of researcher is the collaborative research as Aubert & Soler (2006), Gomez, Puiguert & Fleecha (2011),(cited by Phillips 2013) said, collaborative research can be understood as a part of a 'dialog turn' across diverse fields of social practice. In the dialog turn, communication is conceived as a dialogue among participants in which knowledge is co-produced collaboratively. In this project the researchers worked in a collaborative way in order to play several roles facing to the challenge of the implementations. We made the decision of changing roles in each implementation class, with the goal to have different points of view of the students' feelings and thoughts. For this reason, in each class the researchers developed different jobs such as: teacher, teacher observer, video recorder teacher. To obtain the data information and classify it, the researchers used various kind of instruments such as: teaching journal, field notes, observation format, video recording format, students' artifacts and teacher questionnaire.

3.6. Data Collection matrix.

In this part of the project, the reader will find a figure with the research question of the project and the different data collection sources and instruments that investigators used to answer this question.

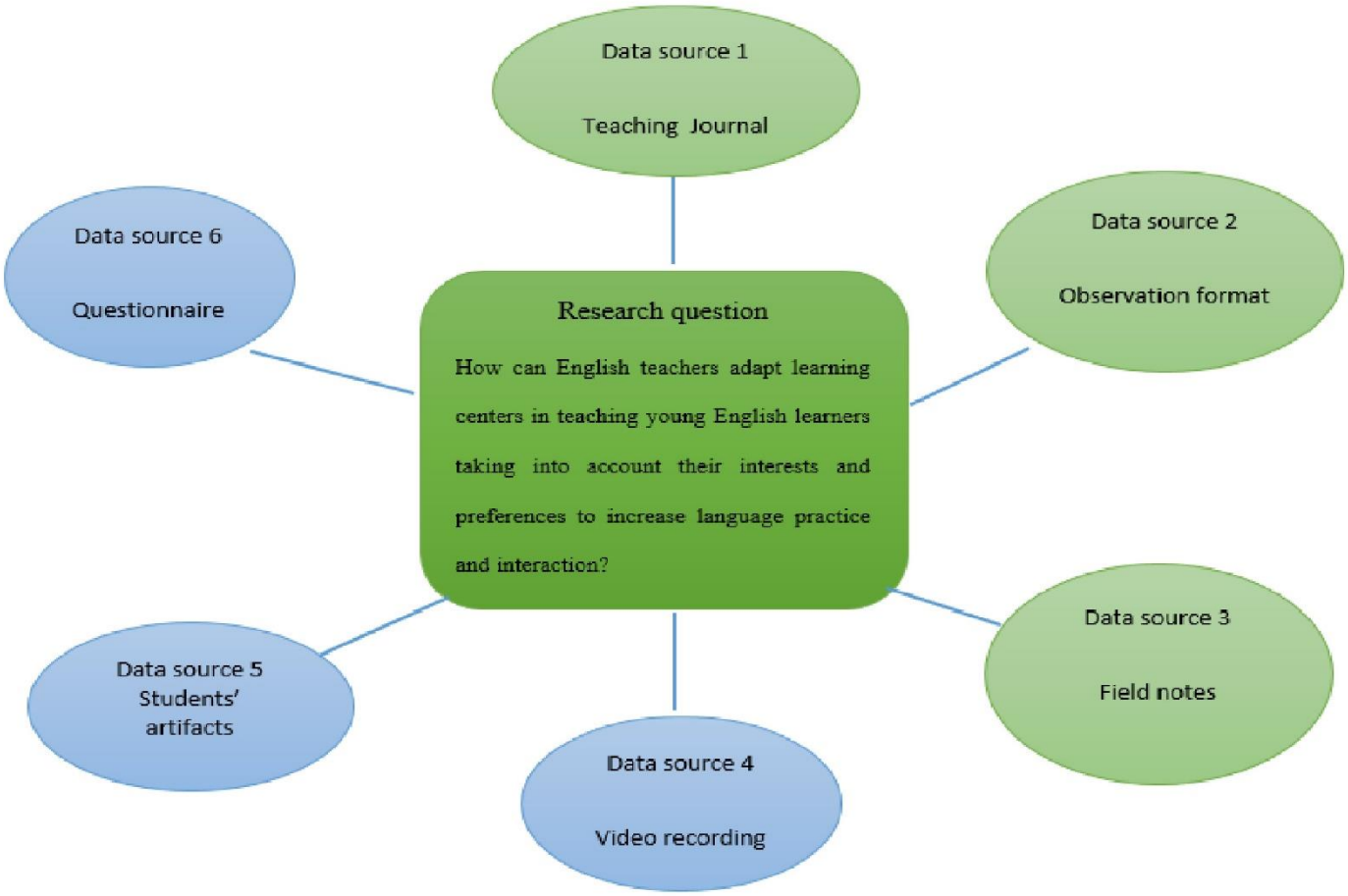

Figure No 1: Data collection matrix

3.7. Data collection instruments

The main objective or this research project is that the participants increase the practice and interaction with the FL taking into account their interests and preferences in order to create and develop different activities with these in each learning center.

To gather information if the implementation of learning centers and the material designed for this purpose really engaged the participants with the FL, the researchers used four different instruments of data collection.

3.7.1. Teaching journal:

In this project, it is important to consider the different reflections that researchers had about the different process that they could see at the observation that they made. As Meiriam (1998) said, the purpose of teaching journal is to provide continuing accounts of perceptions and thought processes, as well as of critical events or issues which have surfaced in the classroom. For teachers it is important to evaluate all the course or their classes, the advantages and disadvantages of the activities carried out in class, and the possible problems to improve and change in the next class.

To make a teaching journal, it also is important to differentiate the variety of these. Mc Kernan (as cited in Meirian, 1998) "categorizes these teaching journals in three types:

- **Intimate Journal:** This is the most personal of documents. It is a set of personal notes.
- **Memoir:** This is less personal; it is more objective and does not concentrate on personal feelings.
- **Log:** This is more like a recording of the events and transaction during the day" (p.89).

The intimate and log are the journals that researchers used for the observations and data analysis". (See appendix B)

3.7.2. Field Notes – Observations

According to Meiriam (1998) field notes are instruments we can use to allow important information like time, place, and purpose of the observation. It also helps the researcher to develop a list with the participants that were present at the moment to develop the observation. With this instrument the researcher has the opportunity to remember and identify different details that they observed during the observation process and the different comments that include feelings, reactions, and interpretations that she had at the moment to make this notes.

It is also important to consider different aspects to do a successful observation with field notes. As Meiriam states, a good development of field notes need:

- "Verbal descriptions of the setting, the people, the activities.
- Direct quotations or at least the substance of what people said.
- Observers comments – put in the margins or in the running narrative". (Meiriam,1998, p.88)

(See appendix C & D)

3.7.3. Video recording

Video recording is an instrument which is part of data collection in qualitative research because this captures in detail important information like interactions and reactions that participants made and that researcher needs for analysis. As Meiriam (1998) notes, the video recording is a very valuable source of accurate information on patterns of interactional behavior. This is valuable in assisting teacher researchers to reflect on the implicit beliefs, classroom scripts or mental schemata which are brought to classroom processes.

For this project, it is important to take into account the different factors that were developed during the implementation process of learning centers, factors that involve: Engagement, likes, dislikes, development of skills and other different classroom interactions. Meriam (1998) suggested video recordings to observe and analyze various points and discuss our interpretations of the way that the class was develop, the positive and negative aspects that have to be improved. (See appendix E)

3.7.4. Student's artifacts

As Burns affirms, an important element at the moment to collect data are the classroom documents or in this case the artifact. For researchers, it is important to take into account the

different aspects that they must evaluate to see if the project was successful. Burns gives different examples of these:

- "Collect copies of your students' writing once a week over a whole term. Identify the main improvements that the students have made, and diagnose what areas you need to focus on to assist them further.
- Collect your lesson notes for a logical period of time (e.g. a whole unit of work, a whole week, a whole term). Analyze them to see what kinds of activities, skills materials (or any other aspects) you tend to focus on. Think about the strengths and weaknesses in the patterns of your lesson planning.
- Collect a portfolio or dossier of students' work from one individual, a group, or all of your students over a period of time. Identify some obvious signs of learning development in these documents and discuss them with your students.
- Get your participants to draw pictures that represent how they feel about different aspects of learning (e.g. learning grammar, reading stories, practicing listening tasks, learning vocabulary, doing practicum teaching). Identify what the messages in the pictures are telling you about their learning." (Burns ,2010, p.91)

These are different aspect or ideas that researchers can use for collecting data and analyze these works that students developed during the observations in order to see if the objectives of the study were meet. (See appendix No F)

The collection of Students artifacts was develop when all students finished with these. Teachers collect these at the end of the class. These are saved as a personal collection by teachers.

3.7.5. Teacher questionnaire

One additional source to this project is the teacher questionnaire because with this, researchers have a different and important point of view about the implementation process that was developed in classroom and the different interactions that were significant in this process. The questionnaire was answered by the Head teacher of the grade in order to know the different perceptions that she had about this project. Meiriams (1998) suggested that the subject matter of a questionnaire is to recollect important information that is related with: Fact/ personal perceptions, experiences/ anecdotes, opinions and ideas that help researchers to develop a successful process of data collection analysis and get feedback about the advantages and disadvantages that the process presented during the development of this implementation.

Another of the advantages of questionnaires as Oppenheim (as cited in Beiske, 2002)" affirms is that when the researchers develop a good questionnaire, this can motivate the participants to give accurate and complete information and this would provide reliable and relevant data in return. Also a questionnaire can serve as an inductive method which aims to formulate a new theory, where open- ended questions are used to explore a substantive area" (p.2).

The sample of teacher questionnaire format from this project can be seen in Appendix G. This questionnaire is categorized as an open items questionnaire because as Burns (2010) declares, an open items contains items or questions that ask for concrete information.

The questionnaire was designed in Spanish because the head teacher does not speak English; she is the Head teacher in 4th grade, but she is not an English teacher.

3.8. Ethics

To develop this project researchers developed a consent form where the project aims, and methodology was specified to the head teacher and parents of each student. In this project the

identity of each student was kept private, and neither name nor image of students will be known by the reader; this in order to protect the rights of students and parents. For head teacher and students this project was beneficial because at the moment that we arrived to this school and worked with this students they did not had an English teacher so while a new teacher of English arrive we were teachers for this course so for that reason the level of English on students increased in a positive way, also students replied in a positive way to the topics that we taught to them and also to the activities that we gave to them. Therefore, there were no negative consequences to the students nor to the schools with the development of this research project.

CHAPTER 4

INSTRUCTIONAL DESIGN

This action research is based on discovering the interests and preferences of students that are learning English as a foreign language in order to find the way how we can use this to create and implement learning centers to facilitate language learning. In this case, the researchers designed lesson plans focusing on the interests and preferences that students demonstrate during the develop of the activity and how this could motivate them to participate with their classmates to achieve successful communicative practice. Observing young learners performance during the class, we wanted to implement some didactic materials such as: songs, videos, games, cards, word cross, puzzles, story books and images; develop the senses of the students and motivated them to participate actively in the English classes. All those material are based on the Montessori Method (1965) which gave us an example of different materials that we can use to develop classes with young learners classes. The Montessori Method states that it is important for children to make activities that are related with the senses because they can recognize the material that is involved in the activity. The materials are attractive for them because these are designed with activities like games which the students find interesting. For this reason, they may want to participate, and it is a good way to engage them in their process while they are learning a foreign language.

The lesson plans for this action research were designed to implement with children of fourth grade in a primary public school. The learners are beginners because they have not had much previous experiences with English language. For this project, researchers planned, organized and designed material and activities according to the age, level, preferences and interest of the students as observed in each implementation. Coming up next, we present the topics and activities in detail for each implementation:

Date	Topic	Activities
April 16th	Farm and Zoo Farm animals and Zoo animals..	Learning Centers: ● L1: Find my pair. ● L2: Word search ● L3: My animal book. ● L4: Filling the gaps. ● L5: Domino.
May 14th	Sides and Colors	Learning Centers: ● L1: Word research (Size & colors, House's parts) ● L2: My book house. ● L3: My big house. ● L4: My own house. ● L5:Word search.(House parts)
May 21st	Clothes	Learning Centers: ● L1:Order, write and color ● L2:Clothes Word search puzzle. ● L3:Clothes unscramble and match. ● L4: Clothes crossword. ● L5: My clothes.
June 4th	Food "I want to...."	Learning center: ● L1: Word search. ● L2: Dice-Picture ● L3: Dice-words. ● L4: My restaurant book. ● L5: Find my pair.

Chart No 1: Dates and activities.

The lesson plan was organized into the steps described next:

• **Opening:** For the opening of the class the students did an activity where they remembered the previous topic. In this way, the teacher identified if the students really understood the topic and which questions they had about it. Also in this moment of the class, the teacher did an introduction of the new topic.

• **Presentation:** For this part of the class teachers asked to the students what they could remember about the explanation of the topic. Teacher did this activity in order to observe if the students paid attention, enjoyed, and understood the concepts.

- **Guided practice:** For the guided practice the students were divided in five (5) different groups in order to create five (5) Learning centers. Each group developed a different activity that was related to the topic. In the guided practice we developed a variety of activities through learning centers. It was very important to design a sequence with which students developed better their knowledge depending on the center that they were. Each learning center had a grade of difficulty; students had to develop each activity, and all groups had to pass for each one of the centers. Those activities provided a complete practice for the students about the topic. It is important that learners practice the previous knowledge with different activities that they enjoy and find it attractive because it is necessary to keep the students interested and improve their motivation with a variety of activities. Also it is important to take into account that these activities are appropriate for the students (Garder, 2007).

• **Communicative Practice:** For the communicative practice students develop the activities created for each learning center, while they work on each center at the same time they develop a communicative practice with their classmates.

Now this is a short explanation of the learning centers and the main objectives that these developed:

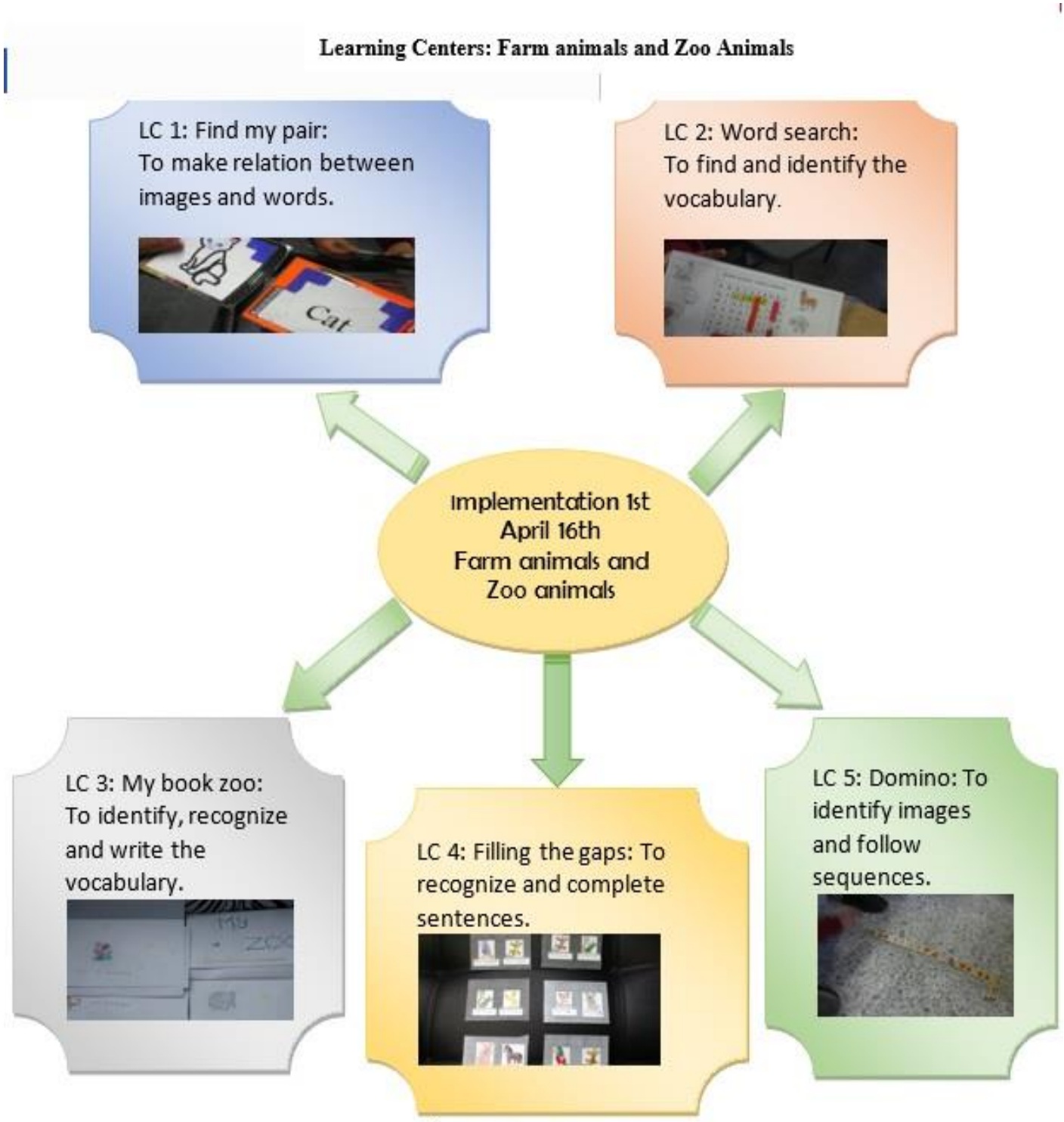

Figure No 2.; Implementation No 1

Explanation:

Learning Center	Description
L.C. 1 "find my pair"	In this L.C. researchers designed cards with the favorites TV programs of the children and in other side we had vocabulary and pictures about the topic. Learners have to find the right pair and who collect more pairs is the winner. While they play they should practice communicative skills. They practice this communicative skills at the moment to find the correct pair because they have to name the image with the right word and share this information with the classmates that are in this learning center.
L.C. 2 " word search"	In this L.C. Ss have to find different words on the word search, then write them on the sheet, finally coloring the pictures. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process. They practice reading in the process to find the word, writing at the moment to write the word found, speaking when they help their classmates to find a word and listening when they pay attention to the teacher and their classmates.
L.C. 3 "My book zoo"	In this activity Ss should organize, color, paste, and write complete sentences about the topic. They have to design their own house book according to the picture given. This L.C. wants to develop different skills like reading, writing and listening in the students' learning process. Writing is developed at the moment to write a sentence on the book, reading when they read the sentence to check if this is correct, and listening when they pay attention to the teacher.
L.C. 4 "filling the gaps"	In this LC, students have to recognize an animal picture and guess and say what kind of animal it is. Then students have to fill blank spaces in order to create a word that makes the name of the animal. Finally students have to read the name of the animal.
L.C. 5 "Domino"	In this LC, researchers designed an animal domino in which students have to recognize the different kind of Farm animals and Zoo animals. The idea is that each player has to put a piece on the table and say the name of the animal. The next player has to identify the piece that is on the table and put one piece with the same picture of the animal and say the name of the Farm animals and Zoo animals inside the piece. The winner is the player that puts all his/her pieces on the table. Students are practicing reading from the black board and speaking when they have to name the Farm animals and Zoo animals. Inside of the pieces.

Chart No 2: Explanation Farm animals and Zoo animals. Learning center.

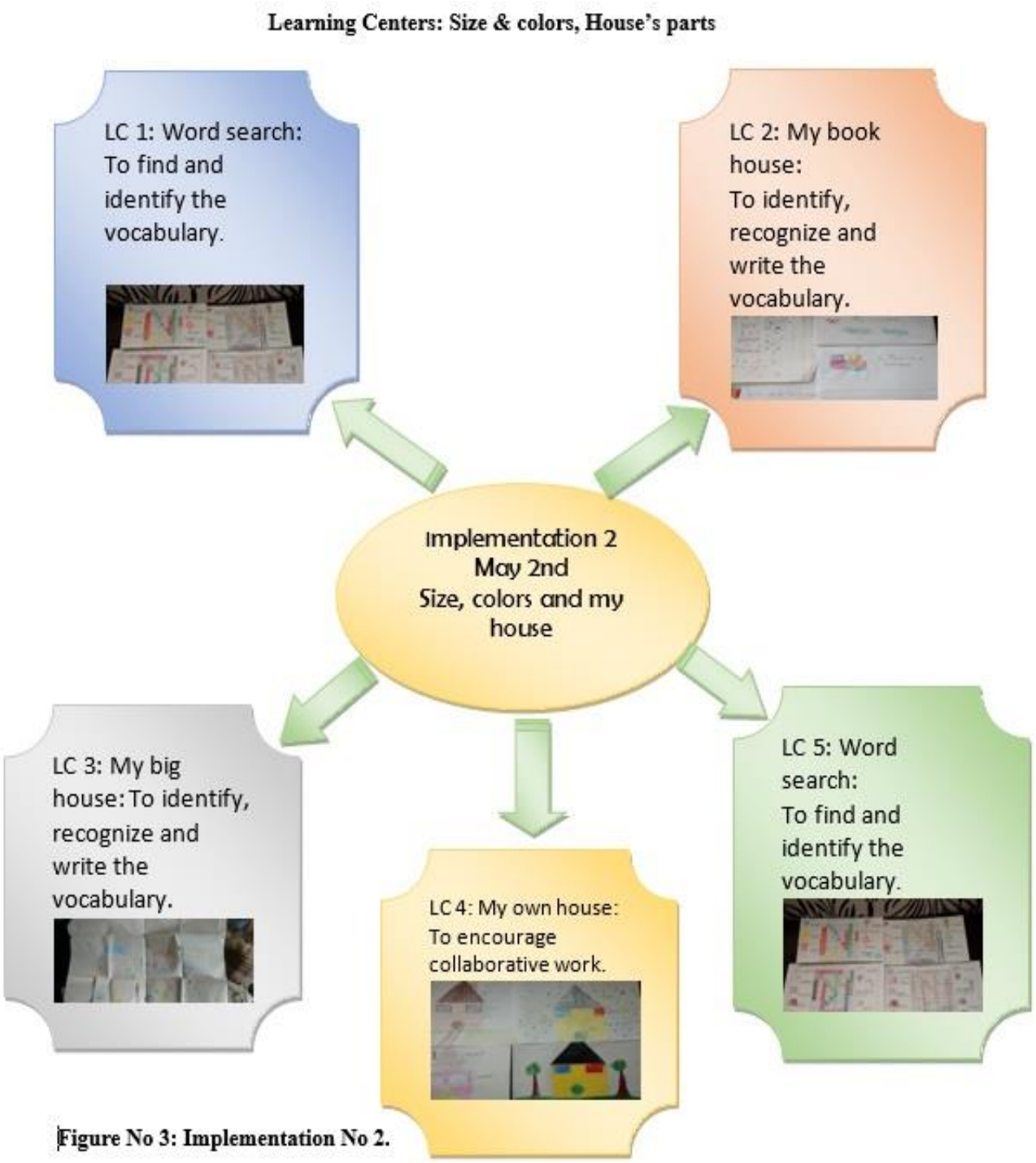

Figure No 3: Implementation No 2.

Explanation:

Learning Center	Description
L.C. 1 "Word search Size & Colors"	In this L.C. Ss have to find different words on the word search. Then write them on the sheet, and finally color the pictures. This L.C. wants to develop different skills like reading, writing, listening and speaking in the students' learning process. They practice reading in the process to find the word, writing at the moment to write the word found, speaking when they help their classmates to find a word, and listening when they pay attention to the teacher and their classmates.
L.C. 2 " My house book"	In this activity Ss should organize, color, paste and write complete sentences about the topic. They have to design their own house book according to the picture given. This L.C. wants to develop different skills like reading, writing, and listening in the students' learning process. Writing is develop at the moment to write a sentence on the book, reading when these read the sentence to check if this is correct, and listening when they pay attention to the teacher.
L.C. 3 "My big House"	In this L.C. Teacher gives to Ss in the group material to design a poster with a big house where each student should draw and write one part of the house. This activity wants to develop citizen competencies such as responsibility because each student is responsible for their own work, solidarity at the moment to share their own work with the group work, and respect at the moment to value the work of the others and collaborative work in addition of communicative skills in L2.
.C. 4 "My own House"	In this L.C. Teacher gives to each Ss different sizes like square, circle, triangle, and rectangle. With these material Ss have to do a house on the sheet. They should write the name of house's parts right way to identify the size and colors. This L.C. wants to develop different skills like reading, writing, and listening in the students' learning process. These skills are developed in different times of the class: Reading when they read the information on the board, writing when they have to write the parts of the house, and listening when they pay attention to the different instructions that teacher gives to them.
L.C. 5 "Word search house's parts"	In this L.C. Ss have to find different words on the word search, then write them on the sheet, and finally color the pictures. This L.C. wants to develop different skills like reading, writing, listening, and speaking in the students' learning process. They practice reading in the process to find the word, writing at the moment to write the word found, speaking when they help their classmates to find a word, and listening when they pay attention to the teacher and their classmates

Chart No 3: Explanation Size & colors, House's parts learning centers.

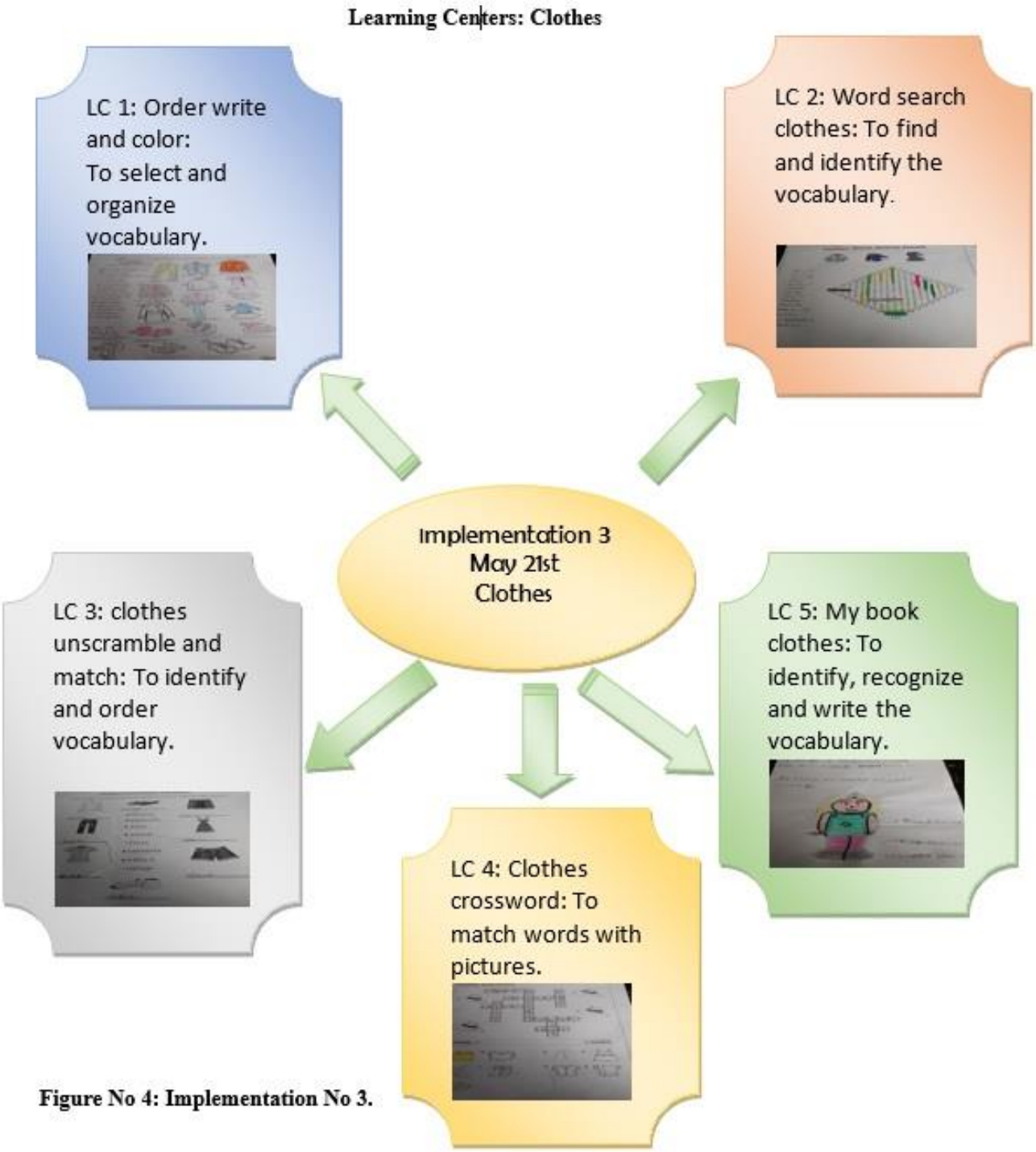

Figure No 4: Implementation No 3.

Explanation:

Learning Center	Description
L.C. 1 "Order, write and Color"	In this L.C. Ss have to find and identify sentences that are in disorder and organize these in the correct way From one to 17. Also Ss have to color the images here and re-write the sentences in the correct space. This learning center wants to develop the skills of reading, writing and speaking indirectly being that students could use cooperative work to complete the activity. Students practice reading at the moment to identify the words that are in disorder and writing at the moment to write these in the correct way.
L.C. 2 " Word search clothes"	In this L.C. Ss have to find different words on the word search, then write them on the sheet, and finally color the pictures. This L.C. wants to develop different skills like reading, writing, listening, and speaking in the students' learning process. They practice reading in the process to find the word, writing at the moment to write the word found, speaking when they help their classmates to find a word and listening when they pay attention to the teacher and their classmates.
L.C. 3 "Clothes unscramble and match"	In this L.C. Ss identify and organize words that are in disorder and match these with the correct image and finally color these pictures. This L.C. wants to develop different skills like reading, writing, and speaking indirectly being that Ss could help their classmates when they don't understand something. Students practice reading at the moment to identify the words that are in disorder and writing at the moment to write these in the correct way.
L.C. 4 "Clothes crossword"	In this L.C. Ss should identify pictures and match these with words. This L.C. promotes in Ss to develop reading, writing, and speaking indirectly when they help their classmates to find a word that they do not understand, reading at the moment to check if the word that they write is correct, and writing at the moment to write the name of the clothe that they see on the image.
L.C. 5 "My clothes book"	In this activity Ss should organize, color, paste and write complete sentences about the topic. They have to design their own clothes book according with the picture given. This L.C. wants to develop different skills like reading, writing and listening in the students' learning process. Writing is develop at the moment to write a sentence on the book, reading when these read the sentence to check if this is correct and listening when they pay attention to the teacher.

Chart No 4: Explanation Clothes Learning centers.

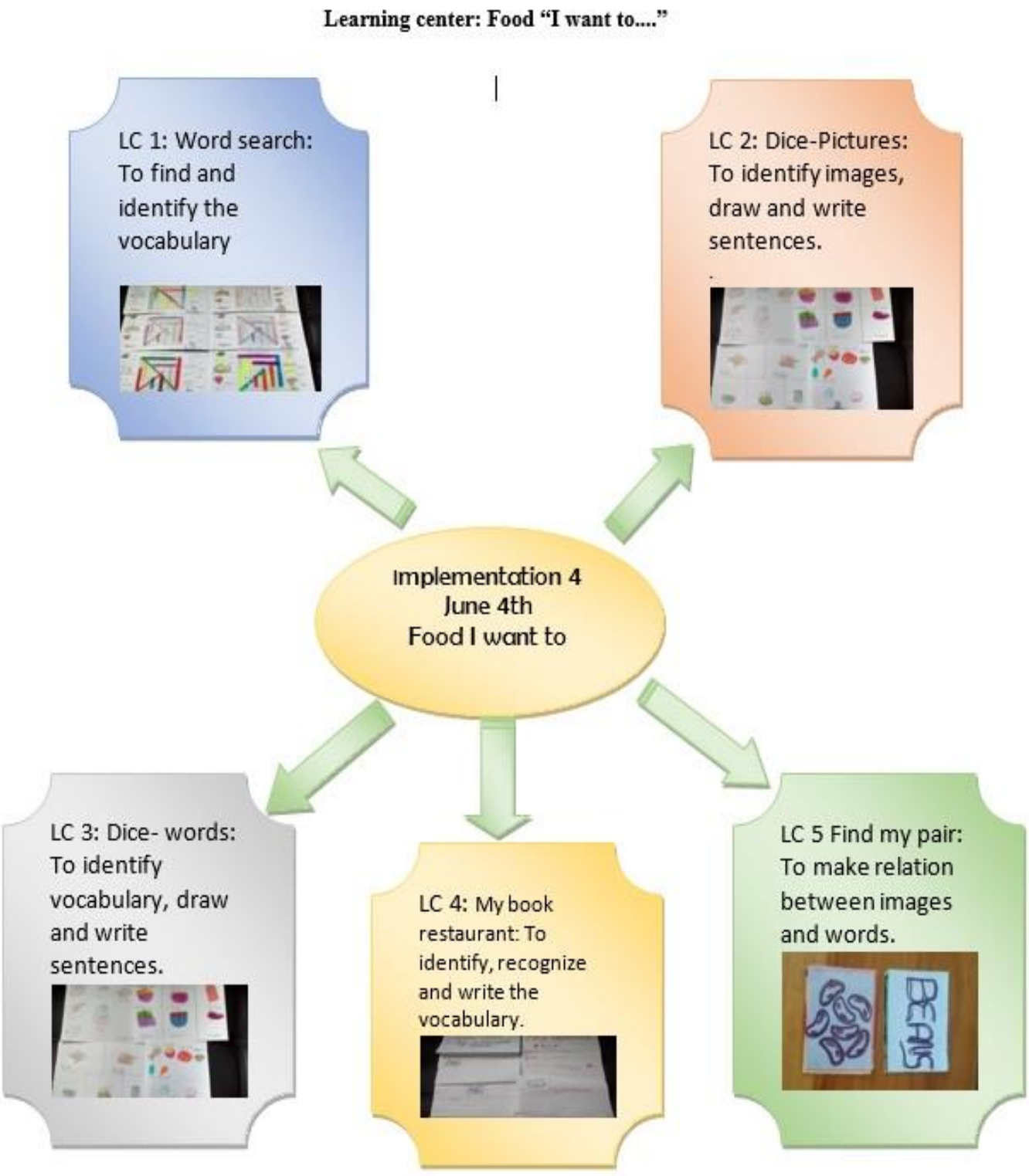

Figure No 5: Implementation No 4.

Explanation:

Learning Center	Description
L.C. 1 "Word search Food "I want to....""	In this L.C. Ss have to find different words on the word search, then write them on the sheet, and finally color the pictures. This L.C. wants to develop different skills like reading, writing, listening, and speaking in the students' learning process. They practice reading in the process to find the word, writing at the moment to write the word found, speaking when they help their classmates to find a word, and listening when they pay attention to the teacher and their classmates.
L.C. 2 " Dice-Pictures"	In this L.C Ss find a dice with six faces and different pictures about Food "I want to..." In this L.C each member of the group has to throw by turns , identify the picture here, say the name of this picture, and then in a piece of paper, write the name of the Food "I want to....".
L.C. 3 "Dice - words"	In this L.C. Ss find another dice with six faces and different words about Food "I want to..." In this L.C each member of the group has to throw by turns, identify the words and then in a piece of paper, draw and write the name of the Food "I want to...."
L.C. 4 "My restaurant book"	In this activity Ss should organize, coloring, paste and write complete sentences about the topic, They have to design their own restaurant book according with the picture given. This L.C. want to develop different skills like reading, writing and listening in the students' learning process. Writing is developed at the moment to write a sentence on the book, reading when they read the sentence to check if this is correct, and listening when they pay attention to the teacher.
L.C. 5 "Find my pair"	In this L.C. researchers designed cards with the favorites TV programs of the children and on the other side, we had vocabulary and pictures about the topic. Learners have to find the right pair and who collects more pairs is the winner. While they play they should practice communicative skill. They practice this communicative skills at the moment to find the correct pair because they have to name the image with the right word and share this information with the classmates that are in this learning center.

Chart No 5: Explanation Food "I want to...." Learning center.

CHAPTER 5

DATA ANALYSIS

In this chapter the researchers are going to present the way how they collect data and analyze these in order to show the results acquired during the implementation process.

As Gibbs (2007) said the different categories or concepts that researchers are going to analyze are represented by different tools such as the research literature, interviews and the issues discussed in these, assumptions that the researcher has about the events during and then the observation.

Also he suggested that before using codes to the collected information, it is important to organize key ideas about what the researcher wants to find, information that is being taken from the documents or instruments that research used like: field notes, interview and video transcription, questionnaire and student's artifacts . The code method is important in analyzing data being that according to Gorden. R, (1992), assigning category symbols in order to summarize and condense information in a data collection analysis is important to categorize in a secure way assigning an abstract symbol to represent the categories created for the analysis, such a way of each category has their own symbol or code, it can use abbreviations, numbers, letters, colors; all of these to summarize information. In this research project researchers used color and abbreviations to define some categories to analyze information collected.

Bearing in mind as Gibbs said (2007), coding is done by shading, highlighting and marking text with color in this research study the researchers selected information related with the study. Taking into to account the following categories, which they selected and classified according to objectives and research question of this project.

Research question:

How can English teachers adapt learning centers in teaching young English learners taking into account their interest and preferences to increase language practice and interaction?

Categories	Subcategories	Color-Code	Abreviation
Implementing Learning centers	1.Involving all language Skills 2.Citizenship competences developing	Blue	LCE
Designing material by teachers	Students interest and preferences	Purple	I&P

Chart No 6: Data analysis: Categories.

5.1 Category 1: Implementing Learning center

To develop successful English classes, it is important to take into account the different attitudes and feelings that students present in the developing of the learning center activities. For that reason in this project is necessary to show the different attitudes that students develop during

the class and how these affect their engagement process at the moment to develop the activities in learning centers.

Taking into account chart 6: data analysis: categories. This category shows how students participated in an active way and how LC motivated them to interact with the FL and their classmates. According to the implementations done to collect data, in journals, field notes and observations, researchers found that students did not know what a learning center was and how this was developed. That new method to teach for them was satisfactory and they felt engaged with them because each learning center had a different activity to be developed by each student. Bearing in mind as Parson & Taylon (2011) said, student engagement is about increasing achievement, positive behaviors, and a sense of belonging in all students. The authors said teachers must innovate and create different strategies and materials to catch the attention of the students and they enjoy these. Bearing in mind our objective to create innovative classes to keep the attention and obtain students 'engagement, we wanted to create didactic material according to the context and the social- cognitive process of students.

"I observed how in each group the children enjoyed the activities because they had a lot of expectations about the material designed for the Learning Centers."

Taken from teaching journal (Implementation 1)

Engaging students in the learning centers was evidenced in some of the instruments created by the researchers according to the color data. Students were participant actively during the activities and they enjoyed and developed collaborative work with their classmates. All of these in accordance to the expectations that students had in front of the learning centers.

Suggested by Dunleavy (2008) (cited by Parsons & Taylor, 2011) Student engagement also is defined in 3 different types: Behavioral, Academic-cognitive and Social- psychological. Dunleavy (2008) (cited by Parsons & Taylor, 2011) defined these:

"Behavioral – value of schooling outcomes, participation in extracurricular and non-academic school activities, attendance.

Academic-Cognitive – time-on-task, homework completion, response to challenges in learning, effort directed toward learning, cognition and strategic learning.

Social-Psychological – sense of belonging, relationships, perception of capacity for success/sense of competence, motivation, interests, need for choice and autonomy" (p. 23).

The researchers found the following information that giving evidence about how were student's engagement through learning centers during the implementations.

INSTRUMENTS	COMMENTS
Observation	*"They really enjoy work in groups , I discover that they work better and apply collaborative work " Implementation #1,April 16th)* *"All children showed motivation and engagement during the activities, because the Learning Centers were some new for them" (implementation #2 , May 14th)*
Field notes	*"With the activities students use a lot of collaborative work and stop talking while time passed. " implementation #1,April 16th)*
Journal	*"With learning centers I felt comfortable, because students want to do their own activities and they watched another's activities and they wanted to develop them too. " retrieved from implementation #2(May 14th)* *" Also I found interesting that they enjoyed the group work and had the class in a different way to which they are accustomed. " retrieved from implementation #4(June 4th)* *"With the learning centers students develop different activities each center caused a different reaction in the students for example: Find my pair: This activity was successful because students find exciting when they found the correct image and*

	word. For me they felt like they won a prize. Word research: This activity for them represent a challenge because they had to pay attention to every word on paper in order to find the vocabulary that I gave to them before. Dice they found these interesting because they played with these and at the same time they learnt and practice the topic that they saw before, at the same time they feel excited for wait to their turn and threw these to find with image or word they had to draw in the paper." retrieved from implementation #4(June 4th)
Video recording observation	*"This learning center was successful because students participate in these in an actively way and they enjoy these because form them this was a challenge where they had to read and write the words and in some cases they did not find a word and they felt frustrated but in that moment a classmate helped this to found the words and they were smiling again as if nothing happen"* *Retrieved from implementation #3. (June 4th)*

Chart No 7: Data analysis: Instruments First category.

5.1.1 Sub Category 1: Involving all language skills

With creation of materials and interesting activities for children, researchers wanted to see if that students could develop the activities satisfactorily and at the same time, if they could develop the four skills like as writing, speaking, listening and reading. The idea is to use learning centers in order to children to be able to practice with each skill in each different learning centers. At the beginning of the implementations researchers found that students did not enjoy worksheets, guides and activities when they had to speak or write a lot. All of these because they do not know much about English and how to express their ideas in English. With the implementation of learning centers, students really enjoyed playing with different activities. In some of the activities they had

to speak, so at the beginning they did not want to develop in a successful way the activities but then they practiced and developed their skills playing with the different activities designed especially for them, as can be seen in the following interaction.

Teacher Liliana: This animal is…

Student: This is a tiger and this a snake.

(Implementation # 1, video recording # 1 April 16)

Researchers found that students could develop better their skills depending on the activity and material that the teacher presented to them. The collaborative work played a role in that part of the development because students gave help among them and at the same time they were learning new vocabulary that later they could use to express ideas and opinions.

"in some cases they did not find a word and they felt frustrated but in that moment a classmate helped this to find the words and they were smiling again as if nothing had happened." implementation #4 ,June 4th

The majority of the learning centers was satisfactory because they tried to participate actively in each of the exercises proposed by researchers for each learning center. They had never practiced English with this kind of activities and it was very attractive and interesting for them. Researchers could notice that the activities were an educative game challenge which they should win, so the activities were appropriated because they could develop and know what their learning skills were and how they could develop and improve each one of them with English educational games. Students enriched their knowledge through the develop of the skills and correct errors when they made a mistake, this process wants to develop different skills like reading, writing, listening, and speaking in the students' learning process. They practice reading in the process to find the word,

writing at the moment to write the word found, speaking when they help their classmates to find a word, and listening when they pay attention to the teacher and their classmates, in this way teachers can integrate all learning skills.

5.1.2 Sub Category 2: Citizenship competences developing

During the implementations researchers found that when students work in groups, they could develop better the exercises and how the collaborative work could motivate whole group to participate in the activities proposed by teachers. Each student identified different vocabulary and understood in a different way the topic that teachers were teaching for them. Teachers noticed students involvement into the activities created by them and how important is for children to help others to solve difficulties in the exercises one clearly example of this is "word search" activity, students found different works related with the topic explained , they helped others to find the words so in that case they were develop solidarity with classmates. Likewise students showed several citizen competences like solidarity and autonomy through work in learning centers because they had to share their knowledge with their classmates, at the same time whole of these values are necessary to achieve good social relations and maintain respectful for others in real context.

> *Student A: Que toca hacer aquí.*
>
> *Student B: Pues buscar la pareja correcta. Mira si encuentras un león te toca juntarlo con otro león y decir el nombre en Ingles: Lion. (Implementation #1 April 16th)*

Moreover the support that students gave between them in English learning is a good pedagogic technic used to boost in students with more abilities, responsibilities and tolerance in order to stimulate and involve other students to understand topics as their peers.

INSTRUMENTS skills development	COMMENTS
Video recording observation	*"Another important i aspect of this activity were that they not only practice reading and writing, they also practice speaking or pronunciation and between them correct the mistake that other classmate did." Retrieved from implementation 4th , june 4th* ● Teacher Liliana: what animal is this? Student: This is a Lion. ● Student A: This is a Monkay (ˈmʌŋkai). Student B: No es Monkay is Monkey (ˈmʌŋki). ● Teacher Lisbeth: What are you doing here? Student A: A bedroom, a kitchen and a bathroom
Observation	*"They have to design their own house book according with the picture given. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process." Retrieved from implementation #1, april 16th* *"Students showed good disposition in the activities. All of them answered immediately about greeting vocabulary. Some Ss were out task when did not understand the activities but when other classmate explained them, they came back to work.* *retrieved from implementation #2, May 14th*
Journal	*"They should write the name of house's parts in right way, to identify the Size & colors, House's parts in the same time. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process." Retrieved from implementation #2, May 14th*

Field notes	*"Word search: They are talking too much and doing the activity at the same time. They are showing collaborative work" retrieved from implementation # 1, April 16th*

Chart No 8: Data analysis: Instruments First Sub category.

5.2 Category 2: Designing material by teachers

The idea to create and design the material for each learning center was because the researchers wanted to find out what kind of attractive material could be designed especially for them. The material used during the implementation was created by the researchers taking into account the interest and preferences of the students that were observed in each implementation in order to know the importance to create and apply different materials and activities for children in their learning process in the acquisition of a FL.

Researchers found that students really felt attracted to the materials created exclusively to develop in this project. In accordance to artifacts made by the students during the implementation they enjoyed the new kind of materials more than guides and worksheets, clear examples for that are showed in the implementation number one, two and three vs fourth implementation in the first three implementations students participate and develop actively with the activities created, In the last implementation researchers used worksheets and guides and students were some bored with this kind of activities. The result was that students did not develop the activities and felt confused.

According to Montessori (as cited by Gutek 2004), there exist some stages of development for children. The second stage or phase " absorbent mind" children of lower ages need to develop their abilities through task and activities being interesting for them in order to they can correct their mistakes and learn of that errors to develop better their knowledge. The use of specific

material on learner centers can help students to develop activities that they find interesting, the material must be accuracy for each one of them, it means materials that will be develop for each learner center has to have a specific function in order to develop the language and cognitive process

INSTRUMENT	COMMENTS
Journal	*"I observed in the Learning Centers "Find my pair" and "the domino" how they enjoyed the work because while they were playing they had to practice and reinforced the vocabulary" Retrieved from implementation# 1(April 16th)* *"In these Learning Centers I realized the material used was appropriate to preferences and interest of the students because they were excited to start the game when they could identify the cards with which they play"*
Observation	*"In this LC, researchers design an animal domino in which students have to recognize the different kind of Farm animals and Zoo animals." implementation #1, april 16th*
Video recording observation	*"Dice: they found these interesting because they played with these and at the same time they learnt and practice the topic that they saw before, at the same time they feel excited for wait to their turn and threw these to find with image or word they had to draw in the paper"implementation #4*
Questionnaire	*"Si, los materiales hechos con objetos que ellos usan en sus juegos habituales, como las cartas, donde tenían que dibujar, los dados. Cuando trabajaron algunas fotocopias no era tan claro para ellos".* *"Si, muy acordes a su edad y a los intereses de los estudiantes, porque ellos los identificaban rápidamente y los relacionaban con muchos de sus juegos cotidianos".*

Chart No 09: Data analysis: Instruments Second category.

5.2.1 Sub category: Students interest and preferences

To create an interesting and successful classes for the students, it is important to know the age and the English level of the students, in order for teachers to know how to design interesting classes according to this information and the students enjoy the classes each time. The objective to determine the interest and preferences on the students is to know what they want to develop as activities and try that they take ownership about the different topics in English classes.

It shows how the interest and preferences are really important in the learning process of the students. They try to understand the topic and the activities used in the classes with the designing material done by the researchers, taking into account the social environment of the child, TV programs and games that are popular in the community. According to implementations did to collect data and important information, researchers found that students demonstrated more interest with activities that contained information about child TV programs or games.

Dornyei (1994) said “Several studies have confirmed that students will lose their natural intrinsic interests in an activity if they have to do it to meet some extrinsic requirement (as is often the case with compulsory readings at school)” (p. 276). Also this mentions that teachers must innovate with every class with different activities that involve students in the classroom in an active way. The researchers found the following information that gives evidence about how interest and preferences play a big role in the learning process of the students.

INSTRUMENTS	COMMENTS
Field notes	*"Students are showing their interest in Farm animals and Zoo animals. and their preferences in which kind of animal they like the most" retrieved from implementation #1, April 16th*
Journal	*"With learning centers I felt comfortable, because students want to do their own activities and they watched another activities and they wanted to develop them too" retrieved from implementation #2, May 14th*
Video recording	*"This showed that they really enjoyed to share these activities with their classmates and the engagement that they have for complete the activity and they showed this in their faces when they smile and Said: Ganamos, si ganamos terminamos todas las palabras".* *Retrieved from implementation #4.*
Questionnaire	*"Si muchos de ellos manifestaban que les gustaban las actividades sobre todo cuando eran juegos".* *"Si hubo gran interés por parte de los estudiantes para participar en las actividades propuestas".*

Chart No 10: Data analysis: Instruments Second sub category.

CHAPTER 6

CONCLUSIONS

This chapter shows the results of the analysis done in the previous chapter and evidence findings and situations that were present during this process.

6.1. Relevant Findings:

Inside this action research project we as researchers have found interest findings about students learning process a foreign language. The idea to implement learning centers as an innovative methodology to teach English in a Public school in Colombia was very useful because students could develop different activities while they practiced language skills like writing, reading, speaking, listening, and citizen competencies at the same time. It is gratifying to observe how children enjoy the classes playing in the learning center. They also had a lot of expectations about the material designed for the Learning Centers, for that reason, all children showed motivation and engagement during the activities because the Learning Centers were something new for them. In addition, the material designed was interesting to them because students could relate it to their daily games and their favorite TV shows.

The adaptation of student's interest and preferences was fundamental in order to create material for the activities proposed in order for students to interact with these and learn at the same time the topic. This aspect shows that classes with material related with their favorites programs, readings, songs, etc, increases the interest of the students to participate actively in class and each LC. This point was related with the fact that when students are engaged with these they found a challenge that must be overcome, something that they have to win, not for a grade, instead of this, for their own satisfaction. An example of this was the cards where they had to find and match an

image with the correct name. These activity generated in them a spirit of competition in a good way.

The process of creating material was successful because students really enjoyed the activities that were created by the teachers. This motivate teachers to create in every class different material that student will test and give feedback about the advantages and disadvantages of these in order to find the interest and preferences of students.

Likewise students developed several citizen competencies like solidarity and autonomy, among others, through the work in the learning centers because they had to share their knowledge with their classmates. Beside that they were having fun while learning.

6.2. Research question answers:

- ✓ **How can English teachers adapt learning centers in teaching young English learners taking into account their interests and preferences to increase language practice and interaction?**

Taking into account that the learning center methodology is a pedagogical strategy used in English language countries as a successful tool to teach different subjects, we as English teachers are aware of the necessity to teach a Foreign language to children in Public schools in Colombia; we proposed and adapted this methodology in order to increase language practice and interaction among students. To develop this pedagogical strategy, it was necessary to bear in mind the interest and preferences of students. These interests and preferences were observed through different instruments such as teaching journal, observation format, field notes, video recording, student's artifacts and teacher questionnaire and adapted in order to create appropriate material to work in each learning center. The children showed lot of expectations about the material designed for the

Learning Centers because it was familiar and friendly to them since students related it to their daily games and their favorite TV shows. For that reason all children showed motivation and engagement during the activities, because the Learning Centers were some new for them.

This process was successful and rewarding for us as teachers because we could see how children learn while them were playing in a relaxed environment with their classmates. They had a different mental process since they were working in other kind of environment in which is easier to produce and elicit knowledge. Taking into account this we can say that the creation of the Learning Centers require a rigorous planning, dedication and commitment of teachers, besides love for teaching, a strong sense of observation. An open mind to know new ways of teaching. In this order of ideas this pedagogical strategy demands a lot of time in its preparations and its implementations. As seen above this project needs good facilities such as: space for Learning Centers, ventilation, ICT and school supplies. In addition a smart planning groups. These work groups should be small, five or six learner maximum to a good performance.

Although the design of materials for learning centers is time consuming, these material can be used several times and adapted to different topics. All depends on the creativity and willingness of teachers. These material can be designed with recycle material or with new resources, it is important to bearing in mind students´ interest and preferences in order to develop successful and enjoyable classes.

6.3. Pedagogical implications:

In order to carry out this project, the researchers had to bearing in mind several aspects, for the good performance of the activities during implementations which should also be taken into account by teachers who want to apply this teaching strategy.

- ✓ Firstly the researchers had to observe students' interests and preferences to focus them on the design of materials for the Learning Centers. The next step was to think different options to adapt the material in the Learning Centers and finally, to prepare the material and design it according to the lesson plan previously planned.

- ✓ To carry out each one of implementations took a lot of time in the planning, designing and start up. For this reason, the researchers had to spend a lot of time to achieve these tasks.
- ✓ The majority part of materials designed to Learning Centers were of recycle material nevertheless many pieces were designed with other elements obtained by the researchers. The use of recycle material want to show to the learners how all us should take care the environment.
- ✓ It is also worth to take into consideration to select each group work in the Learning Centers, it was necessary to take into account the help and advice of head teacher. In order to achieve a good collaborative work and a good development of citizens competencies. Furthermore to get to keep the children on task.

- ✓ A further aspect involved is the use of ICT how learning tools, like videos and songs, such that students feel comfortable and confident playing while they are learning.

- ✓ Likewise students developed several citizen competencies like solidarity and autonomy, among others, through the work in the learning centers because they had to share their knowledge with their classmates. Beside that they were having fun while learning.

6.4. Limitations:

Researchers showed a good disposition to carry out this research project, despite the different troubles encountered during research project development. To do the implementations researchers had to seek an appropriate place where carry out this project because, It was not possible to do it in the place where the idea was originally developed, since unfortunately this public school was not available for administrative and political reasons.

For this reason researchers had to seek an appropriate place and to get an agreement with the public school to carry out the implementations because its facilities, technology and number of students, for this reason among others the number of implementations were reduced to four each one of three hours, to complement and make up for the missing time. Researchers had to get an agreement with the public school to carry out the implementations because its facilities, technology and number of students, they were better for the development of activities in this action research project.

Regarding the previous point, the other circumstances that were presented during the process were: to seek a new school, pedagogical days, protests made by teachers to “Ministerio de educacion”, Easter, cultural activities, among others. It is important mention that a great help to solve these problems that were presented during this project was the head teacher of this course because she gave us more time to develop this project and helped us with several tools and materials that we needed to develop the Learning Centers; materials like: TV, DVD, board, markers, computer and scholars supplies. Some of these materials that were difficult to obtain in the school.

Another implication for this project was the creation of material and activities for the Learning Centers because these require a rigorous planning, dedication and commitment of teachers, besides love for teaching, a strong sense of observation. An open mind to know new ways of teaching. In this order of ideas this pedagogical strategy demands a lot of time in its preparations and its implementations. As seen above this project needs good facilities such as: space for Learning Centers, ventilation, ICT and school supplies. In addition a smart planning groups. These work groups should be small, five or six learner maximum to a good performance.

6.5. Further research

Foreign language teaching is facing to new challenges in this age of globalization, students are not the same of ten years ago, on the other hand the use of ICT allow to the students expand their knowledge and share it with other cultures. Today Teachers are involved with different environments and learners. It means that they cannot just rely on the competencies they acquired during their training or their experiences learned through teaching work.

Accordingly, FL teachers must open their minds to other pedagogical strategies or methodologies with the aim to find new aspects to improve or change their classes, moreover a good teacher is one who observes and reflects about his/her teaching work. He/She must try to keep informed about others ways more appropriate to teach in addition He/She adapts this knowledge and information to his/her work environment and students.

Teaching through Learning Centers is a methodology widely known in English countries where is used to teach several subjects. In this order of ideas this action research project seeks open other ways to teach EFL in our own academic context, taking into account our culture and our education system. To adapt the Learning Centers to the specific themes of English classes is a good tools to explore other ways to apply in the EFL teaching. This paper can show a different form to teach for this reason is useful for experienced teachers as well as for student's teachers, because with this guide they can do new researches based on the interest and preferences of students to apply in the design of creative material. They can analyze feelings, thought and experiences of students when they are working on the Learning Centers. Likewise researchers have the options to adapt this methodology with all kind of students; they can use with children, youth and adults. In this order of ideas we have the following questions to continue researching with based on this project: How to train in-service English teachers to use this teaching strategy. How

to involve other subject areas in the creation of the materials, activities, etc. How to involve students in the creation of the materials for the learning centers, among others.

Based on this paper, further research can be done in different context as we said before with all kind of students. The most important is that researchers want to explore new methodologies and strategies. The same study could be made in other countries to compare educational issues, and analyze the results of observing of reaction in our students facing to work in the Learning Centers and the other reactions in other educational context in the world. We want to make a reflection. It is important to us as a teachers be strong observer, love our students, passionate for teaching, to have open mind facing new pedagogical strategies. We should be permanent researchers to seek creative things to motivate and engage our students, such a way that they become lifelong learners, autonomous and independent and appropriate their learning process.

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APPENDIXES

Appredixe 1

Lesson plan: Farm animals and Zoo animals.

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Julieth Espinosa - Liliana Jiménez – Lisbeth Tique		135 m	16TH April/2015	1
Grade	**Class Level**	**Topic**		**Language Skills**
4th grade	Beginners	Farm animals and Zoo animals. of the farm – Zoo and Pets		L- R-W-S
Previous lesson summary		**Next lesson topic**		
		My house – shapes and colors		

Learning objective	Personal aim
1. Students will be able to identify vocabulary about greeting, the rules of the class. 2. Students will be able to recognize the name of the farm's animal and zoo's Farm animals and Zoo animals.. 3. Students will be able to communicate the vocabulary about topic.	1. We will identify the preferences and interest of students. 2. We will increase students' participation in guide and communicative activities through learning centers. 3. We will engage of students through learning centers. 4. We will do fun activities in guide practice with the learning centers.

Materials and Resources[1]	Bibliography
• Flash card with the rules of the class • Markets, speaker, color papers, glue, scissors, colors, crayons. • video, and songs about farm and zoo • Flash cards about Farm animals and Zoo animals. • Poster about boy and girl. • Poster about farm and zoo. • Specific material for each learning centers like: cards, dice, cross words, domino.	http://www.escuelaenlanube.com/wp-content/uploads/2012/11/29animalesselva.jpg http://www.guiadelnino.com/var/guiadelnino.com/storage/images/educacion/dibujar-con-los-ninos/8-dibujos-de-animales-de-la-selva-para-colorear/un-rinoceronte/3321230-1-esl-ES/un-rinoceronte_fullblock_bordered.jpg http://www.dibujoswaltdisney.com/i/Dibujo-de-Baguira.gif http://www.editorialhilder.com/revistas/moldes/img_pequeno/animales/molde_animales_00010_p_g.jpg http://pintarimagenes.org/wp-content/uploads/2014/10/animales-salvajes-elefante001.jpg http://www.guiadelnino.com/var/guiadelnino.com/storage/images/educacion/dibujar-con-los-ninos/8-dibujos-de-animales-de-la-selva-para-colorear/un-bebe-tigre/5654939-1-esl-ES/un-bebe-tigre_fullblock_bordered.jpg http://www.guiadelnino.com/var/guiadelnino.com/storage/images/educacion/dibujar-con-los-ninos/8-dibujos-de-animales-de-la-selva-para-colorear/una-jirafa-sonriente/3321290-1-esl-ES/una-jirafa-sonriente_fullblock_bordered.jpg

[1] Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

	http://www.nocturnar.com/forum/attachments/estudios/34245d1340301439-colorear-animales-mono.gif http://www.imagenesparacolorear.net/main.php?g2_view=core.DownloadItem&g2_itemId=11328&g2_serialNumber=1 https://www.colourbox.com/preview/11117307-cartoon-boy-and-girl-giving-thumb-up.jpg http://www.wikihow.com/images/0/05/Paint-Step-7-5.jpg

Anticipated problems (linguistic, behavioural, situational)	**Planned Solutions**
1. Students might have misbehavior, one student might scream or he/she doesn't allow his/her partners understand. 2. Students might misunderstand some word. 3. Students might stand up their chair all time. 4. Recording or video might not work well. 5. Students might be out task.	1. Teachers will talk firmly and authority to keep the well behavior in the Ss. 2. Teachers will explain the topic to whole students understand and learn the vocabulary. 3. Teachers will use songs and videos to create a friendly and pleasant environment. 4. Trough learning canters we will achieve develop citizen competences.

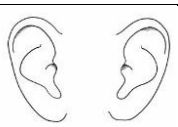
Learner's expected output	**Learner's expected comprehensible input**
● Students will understand and learn some commands: ● This is a cat, dog, pig, cow, duck, horse, rabbit, mouse, hen, sheep, and frog. ● This is a monkey, lion. Panther, rhino, elephant, parrot, tiger, snake, hippocampus and giraffe.	● Good morning, How are you today?, What does mean this picture?, What is the girl doing?, What is the boy doing?, Stand up, please, Sit down, please ● Please, be quiet ● "Keep your mouth shut", "Eyes are watching", "Ears are listening", "Hands are still", "Raise your hand", "Give me five". ● What we can do with our eyes, ears, mouth, etc. …….

Stage	Time[2]	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script[3]	Advisor's comments
Opening	8 5 8 8	T-Ss	Technique Presentation 1. Greet and welcome Students "Hello, hello how are you today? Please "stand up" fine Thank you and you, I'm fine tanks so much, please sit down. **Teacher Liliana:** Good morning dears my name is Liliana and I am going to be with you in the next classes. 2. I start to sing the song "hello how are you today" and Ss have answer "I´m happy" I ask kid by kid, they response "I´m happy" **Song:** Hello how are you today? Hello how are you Today? I am happy I am happy. 3. I show the flashcards with the rules of the class and I ask them what does mean this rules? **Teacher Liliana:** Ok now we are going to see the rules for this class. The rules are:	

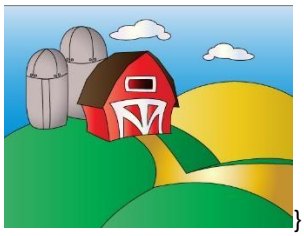
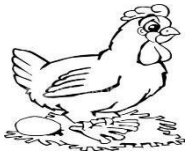
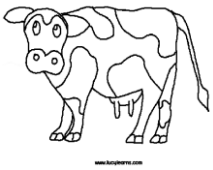
[2] Set the time in not more than 10 minutes for each activity, not for the whole stage.

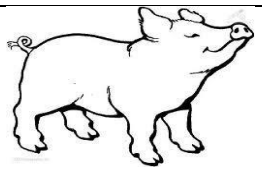
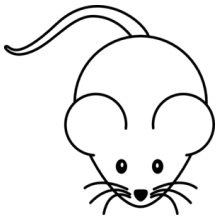
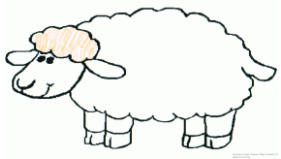
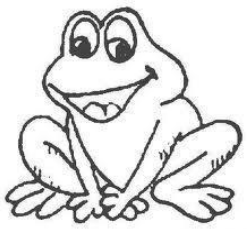
[3] Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			 The first is Raise your hand The second is eyes are watching or pay attention to the teacher. Another is Sit down in class. Keep your mouth shut or silent please. It is an important rule for the class. Give me five. This is when you work well	

			 Ears are listening. This means pay attention to the class. **Teacher Liliana:** Now we are going to see What the girl or boy is doing? 4. Then I show flash cards with the girl and boy to elicit that learners say her/his name and introduce their partners. **Teacher Liliana:** Ok this is a boy and this is a girl. The name of the boy is Steve and the name of the girl is Stefanie. Now you are going to say the name of your partner. You can say this is my partner….	
Presentation [4] **Pre-(skill)** [5]		T-Ss	5. To continue we are going to watch the video about farm's Farm animals and Zoo animals. "we are going to watch the video and please be quiet and pay attention because I ask you some questions about it. **Teacher Liliana:**	

[4] For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.
[5] For a skill lesson, please use pre, while, and post staging.

			Now we are going to watch a video with the farm´s Farm animals and Zoo animals.. Pay attention. 6. While we watch the video I put the poster of the farm on the board and the flashcards of the animal. **Teacher Liliana:** Ok for next we have the farm and in the farm we have different animal:  } The first animal that we find on a farm is the hen  The second animal is the horse Another important animal is the cow  This is a little friend of the farm and is pink: The pig.	

			 This the most little animal on the farm: The mouse  This animal wears cotton: The sheep  A friend that live on the lake: the frog  And on of his more beautiful friends: The duck. Last we have two really friends.	

			The dog And the cat. 7. Then we listen to the song and stop it to Ss can identify and associate the sound with the flashcard. 8. Then we watch the other video about zoo animal and stop it to Ss can identify and associate the sound with the flashcard, while I put those flashcard on the board.	
Guided practice **While-(skill)**		T-Ss	1. **Teacher Liliana:** Ok my dear students, now we are going to do group work and I need that you please organize you in groups of 5 students per group. (teacher helps students to organize the seating arrangement of the classroom) **Teacher Liliana:** Ok now, I explain the steps to follow in that part of the class. First I have five (5) groups and five different activities about animal farm and Farm animals and Zoo animals. in the zoo. Each group has to develop these activities. When each group finishes the corresponding activity whole the groups have to change of activity in order to at the end of the class, all groups should finishes the five activities. ● Group number one have an activity called “Find my pair” they have a set of cards which contains images of the Farm animals and Zoo animals. farm and name of the Farm animals and Zoo animals. farm, the idea is share the name with the image, when a student finds a couple of cards (image and	

			letters) He/she has to say the name of the animal in English using “This is a”. ● Group number two has an activity called “making a zoo” each student of this group has an album without anything inside it and a set of images of Farm animals and Zoo animals. of the zoo. The idea of this activity is that each student has to create his/her own zoo, students have to paste one image in each one of the pages of the album, one animal by page. Then they have to write which animal is this and pronounce. ● Group number three has an activity called “Playing Domino “the main idea of this activity is: students have to play domino but not using numbers, they have to use images of Farm animals and Zoo animals. and when they put the image with the corresponding image they have to say the name of this animal. ● Group number four: has an activity called “soup Farm animals and Zoo animals.” each participant of the group has to search the vocabulary learned during the class, they have to use different colors to highlight the words and when they finish they have to pronounce found letters.	

			 • Group number five has an activity called "filling the gaps" in that activity each participant of the group has a card with two images inside it and with some missing words in the name of the two Farm animals and Zoo animals. that are into the card. Students have to fill with the missing words and pronounce the different vocabulary that they found during the develop of the activity,	
Communicative Practice **Post-(skill)**			• The communicative practice is develop in each center that are develop on the guided practice.	
Assessment			1. I'm checking Ss are working in the right way. 2. I check that they finish their work.	
Closing			1. I say "good bye" with a song "see you next week"	

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Cat, dog, pig, cow, duck, horse, rabbit, mouse, hen, sheep, and frog. Monkey, lion. Panther, rhino, elephant, parrot, tiger, snake, hippo and giraffe.	With examples and images of these words.	What is this animal? Which animal can climb? Which animal is the best friend of the human? Which animal run fast? Which animal can stomp?

Language Analysis - Grammar

Language point	Meaning / use	Checking meaning	Form	Pronunciation Sounds, stress, linking, elision, weak or contracted forms, intonation?

(grammatical term) Context?		(concept check questions with answers)	Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	
Cat, dog, pig, cow, duck, horse, rabbit, mouse, hen, sheep, and frog. Monkey, lion. Panther, rhino, elephant, parrot, tiger, snake, hippo and giraffe.		Activities: Imagenes, learning centers with different activities that involves speaking practice.	Why is important to know different vocabulary about Farm animals and Zoo animals.? Why is important to differentiate these?	kæt, dɔg, pɪg, kaʊ, dʌk, hɔrs, ˈræbət, maʊs, hɛn, ʃip, ænd frɑg. ˈmʌŋki, ˈlaɪən. ˈpænθər, ˈraɪˌnoʊ, ˈɛləfənt, ˈpɛrət, ˈtaɪgər, sneɪk, hippotamus, ʤəˈræf.

Created by: Lilian Gonzalez

Lesson Plan: Food "I want to…"

Lesson Plan

Teacher's name	Class length	Date	Nr of session
Julieth Espinosa - Liliana Jiménez – Lisbeth Tique	135 m	16TH April/2015	4

Grade	Class Level	Topic	Language Skills
4th grade	Beginners	Food "I want to…."	L- R-W-S

Previous lesson summary	Next lesson topic
My Clothes	

Learning objective	Personal aim
4. Students will be able to identify vocabulary about food and the rules of the class. 5. Students will be able to recognize the different kind of foods. 6. Students will be able to communicate the vocabulary about topic.	5. We will identify the preferences and interest of students. 6. We will increase students' participation in guide and communicative activities through learning centers. 7. We will engage of students through learning centers. 8. We will do fun activities in guide practice with the learning centers.

Materials and Resources[6]	Bibliography
• Flash card with the rules of the class • Markets, speaker, color papers, glue, scissors, colors, crayons. • video, and songs about food.	http://supersimplelearning.com/songs/original-series/three/hello-hello/ http://www.clker.com/cliparts/1/7/2/a/12456945992074225323johnny_automatic_grapes_1.svg.hi.png http://orig12.deviantart.net/6cdc/f/2009/195/4/8/hello___animation_by_apple_hime.gif https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQ63Dk3FYBzsACYTHskBB0OCk-l7QGy3JKeVzVzBfYWjT4xFW8DjQ http://www.clipartlord.com/wp-content/uploads/2015/03/pear7.png

[6] Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

• Flash cards about food • Specific material for each learning centers like: cards, dice, cross words, domino.	http://image.shutterstock.com/display_pic_with_logo/558148/108928094/stock-photo-cute-orange-fruit-cartoon-character-smiling-happy-108928094.jpg https://findingtheyummy.files.wordpress.com/2014/04/cloudy-with-a-chance-of-meatballs-2-barry-the-strawberry.jpg http://orig03.deviantart.net/cfe9/f/2012/077/7/f/doodle_kawaii_ananas_by_metterschlingel-d4t43gy.png http://palermospizzawatson.net/uploads/photo__2_.gif http://www.clker.com/cliparts/d/8/1/f/1197119044800753070ryanlerch_hotdog_-_colour.svg.hi.png http://1.bp.blogspot.com/-uQRTLmYB4cc/UqJ1qEl-jEI/AAAAAAAACCs/nFlN69RNvEk/s1600/mister+choco.gif http://thumbs.ifood.tv/files/image/e6/1b/563111-eggs-can-speak.jpg http://www.featurepics.com/FI/Thumb300/20110922/Bread-Cartoon-2004861.jpg http://media0.giphy.com/media/J3JggixNtADiU/giphy.gif http://orig03.deviantart.net/a53b/f/2013/300/1/4/a_nummy_bowl_of_rice__by_moodedepth-d6s0hyp.png http://1.bp.blogspot.com/-Na5u99ziKNg/T1jM-CRyxII/AAAAAAAAGlE/GmECJoPQrdc/s1600/milk.gif http://vector-magz.com/wp-content/uploads/2013/07/cheese-clipart.png http://4.bp.blogspot.com/-TJJdaz2w2m0/Uf6y6NlR3zI/AAAAAAAAAVk/vpo_rUiKroc/s1600/fried+chicken+leg+cartoon.png http://www.cliparthut.com/clip-arts/49/fish-fry-clip-art-49905.png http://www.how-to-draw-funny-cartoons.com/image-files/cartoon-steak-005.jpg http://m.gifanimados.com/Gifs-Alimentos/Animaciones-Verduras/Cebollas/Cebolla-50005.gif https://www.colourbox.com/preview/3461272-cheerful-cartoon-tomato-raising-her-hands.jpg http://images.clipartpanda.com/celery-clipart-CELERY.jpg http://www.cliparthut.com/clip-arts/309/lettuce-clip-art-309160.png http://orig13.deviantart.net/31a9/f/2013/278/9/c/spinach__commission__by_katyjsst-d6p9mmw.png http://orig13.deviantart.net/2b87/f/2013/311/4/f/potato_man_by_fizzy2011-d6tc6fy.jpg http://www.cliparthut.com/clip-arts/1374/kidney-bean-clip-art-1374742.png http://dietfooddelivery.biz/wp-content/uploads/2014/07/cute-animated-ice-cream.jpg http://www.clker.com/cliparts/d/6/1/1/11949863191805643 9birthday_cake.svg.med.png http://greenfloyd.org/images/image_pool/french_fries.png

Anticipated problems (linguistic, behavioural, situational)	**Planned Solutions**
6. Students might have misbehavior, one student might scream or he/she doesn't allow his/her partners understand. 7. Students might misunderstand some word. 8. Students might stand up their chair all time. 9. Recording or video might not work well. 10. Students might be out task.	5. Teachers will talk firmly and authority to keep the well behavior in the Ss. 6. Teachers will explain the topic to whole students understand and learn the vocabulary. 7. Teachers will use songs and videos to create a friendly and pleasant environment. 8. Trough learning canters we will achieve develop citizen competences.

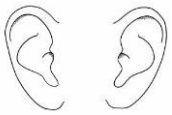
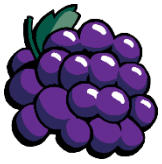
Learner's expected output	**Learner's expected comprehensible input**
● Students will understand and learn some commands: ● I ate for breakfast milk, bread, banana and cheese. ● I ate for lunch ships and hamburger. ● I ate for dinner chicken, lettuce and potatoes	● Vocabulary about food: Grapes, apple, banana, pear, orange, strawberry, pineapple, pizza, hot dog, chocolate, eggs, bread, hamburger, rice, milk, cheese, chicken, fish, meat, onion, tomatoes, celery, lettuce, beans, ice cream, potatoes, cake, ships. ● Please, be quiet ● "Keep your mouth shut", "Eyes are watching", "Ears are listening", "Hands are still", "Raise your hand", "Give me five". ● What we can eat for breakfast, lunch and dinner?

Stage	**Time**[7]	**Interaction**	**Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script**[8]	**Advisor's comments**
Opening	8	T-Ss	To start the class teacher greenting students and later start to sing a song that they have to repeat: **Teacher Julieth:** Good morning dears. How are you today? Later I start to sing and Ss have to repeat this: Hello, hello.	

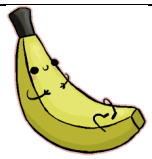
[7] Set the time in not more than 10 minutes for each activity, not for the whole stage.

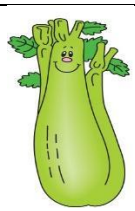
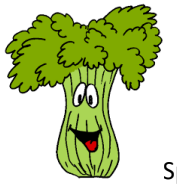
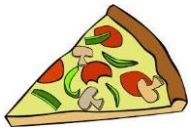
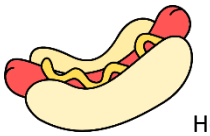
[8] Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

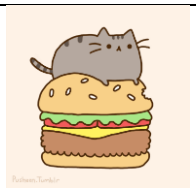
	5 8 8		Can you clap your hands? Hello, hello. Can you clap your hands? Can you stretch up high? Can you touch your toes? Can you turn around? Can you say, "Hello"? Hello, hello. Can you stamp your feet? Hello, hello. Can you stamp your feet? Can you stretch up high? Can you touch your toes? Can you turn around? Can you say, "Hello"? Hello, hello. Can you clap your hands? Hello, hello. Can you stamp your feet? When the song finish I show to them the flashcards with the rules of the class and I ask them what does mean this rules? **Teacher Julieth:** Ok now we are going to see the rules for this class. The rules are: The first is Raise your hand The second is eyes are watching or pay attention to the teacher. Another is Sit down in class.	

			 Keep your mouth shut or silent please. It is an important rule for the class. Give me five. This is when you work well  Ears are listening. This means pay attention to the class.	
Presentation[9] **Pre-(skill)**[10]		T-Ss	To continue with the class I am going to show to them a video with different kind of food. **Teacher Julieth:** Now we are going to watch a video with different kind of food. Pay attention because I am going to ask you: What kind of food did you see on the video? While we watch the video I put on the board images that we saw on the video about food. **Teacher Julieth:** Here we have images with different kind of foods that we saw on the video and others that we don't saw here. These are fruits like:  Grapes Apple	

[9] For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.
[10] For a skill lesson, please use pre, while, and post staging.

			 Banana Pear Orange Strawberry Pineapple Vegetables like: Onion Tomato	

			 Celery Lettuce  Spinach Potato Beans Another kind of food is the fast food like:  Pizza  Hot dog Chocolate	


Hamburger

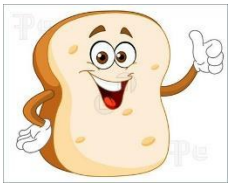
Cake

French fries

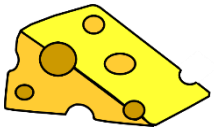
Finally the kind of food that we can eat every day as:

Eggs

Rice


Bread

Meat


Cheese

			Fish Chicken and Milk **Teacher Julieth :** Now that we saw different kind of food I am going to repeat the video and you are going to repeat the food that you see on the video.	
Guided practice **While-(skill)**		T-Ss	**Teacher Julieth:** Now we are going to do the same groups work that we did in the previous class. Let's start to organize the groups. (teacher helps students to organize the seating arrangement of the classroom) **Teacher Julieth:** Ok now, I explain the steps to follow in that part of the class. First I have five (5) groups and five different activities about food. Each group has to develop these activities. When each group finishes the corresponding activity whole the groups have to change of activity in order to at the end of the class, all groups should finishes the five activities. ● Group number one have an activity called "Word search about food" in this activity you have to find different words on the word search, then write them on the sheet also you have to colouring the pictures. ● Group number two has an activity called "Dice with pictures" in this you find a dice with six faces and different pictures about Food, each member of the group have to throw by turns , identify the picture here, said the name of this picture and then in a piece of paper write the name of the Food.	

			• Group number three has an activity called "Dice with words" in this you find another dice with six faces and different words about Food also in this activity each member of the group have to throw by turns, identify the words and then in piece of paper draw and write the name of the Food. • Group number four: has an activity called "My restaurant book in this activity you should organize, colouring, paste and write complete sentences about the topic. Also you have to design your own restaurant book according with the picture given. • Group number five has an activity called "Find my pair" in this activity you have to find the right pair and who collect more pairs is the winner.	
Communicative Practice **Post-(skill)**			• The communicative practice is develop in each center that are develop on the guided practice.	
Assessment			3. I'm checking Ss are working in the right way. 4. I check that they finish their work.	
Closing			2. I say "good bye" with a song "see you next week"	

Language Analysis – Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
• Vocabulary about food: Grapes, apple, banana, pear, orange, strawberry, pineapple, pizza, hot dog, chocolate, eggs, bread, hamburger, rice, milk, cheese, chicken, fish, meat, onion, tomatoes, celery, lettuce, beans, ice cream, potatoes, cake, ships.	With examples and images of these words.	What we can I eat for breakfast? What we can I eat for lunch? What kind of food can I eat for dinner?

Language Analysis - Grammar

Language point (grammatical term) Context?	**Meaning / use**	**Checking meaning** (concept check questions with answers)	**Form** Focus on the aspects you intend to practise eg. Affirmative, negative, Y/N question and short answer.	**Pronunciation** Sounds, stress, linking, elision, weak or contracted forms, intonation?
Grapes, apple, banana, pear, orange, strawberry pineapple, pizza, hot dog, chocolate, eggs, bread, hamburger, rice, milk, cheese, chicken, fish, meat, onion, tomatoes, celery, lettuce, beans, ice		Activities: Images, learning centers with different activities that involves speaking practice.	Why is important to differentiate different kind of foods?	greɪps, ˈæpl, bəˈnɑːnə, peə, ˈɒrɪndʒ, ˈstrɔːbəri, ˈpaɪnˌæpl, ˈpiːtsə, hɒtdɒg, ˈʧɔkəlɪt, ɛgz, brɛd, ˈhæmbɜːgə, raɪs, mɪlk, ʧiːz, ˈʧɪkɪn, fɪʃ, miːt, ˈʌnjən, təˈmɑːtəʊz, ˈsɛləri, ˈlɛtɪs, biːnz, aɪskriːm, pəˈteɪtəʊz, keɪk, ʃɪps

cream, potatoes, cake, ships.				

Created by: Lilian Gonzalez

Appendixe 2

Teacher`s Journal

Teaching Journal Template

Teacher's Name:	**Date:**	**Nr of session:**	**Grade:**

DIARY ENTRIES	**REFLECTION**

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Teacher`s: Journal farm animals and Zoo animlas.

Teaching Journal Template

Teacher's Name: Liliana Jiménez	**Date: April 16/2015**	**Nr of session:** 1	**Grade: Fourth** grade

DIARY ENTRIES	**REFLECTION**

First of all I arrived to the classroom and I organize Five Learning Centers, then I ask students sit according to the groups previously planned. I said good afternoon and I introduce my partners to invite the children to introduce their classmate (on the board were flashcard boy and girl) to help Ss to say "she is my friend …. Or he is…..". I explained the rules of the class while I showed them the flashcards. Then we watched the video about farm animal and we listened to the song farm animal. On the board we put the farm poster and the animals, while I ask Ss what is this?. I used the same technique with zoo animals. Then we started with the activities in the Learning Centers: 1. Find my pair 2. Word search 3. My animals book 4. Filling the gaps 5. Domino I explained in each Learning Centers what they have to do, giving instructions about who started the game or who would be the winner.	I think is important take into account the name, age and personality of the children to engage them within the activities. While I explained the rules of the class they participated actively While I explained the rules of the class they participated actively, because they can identify what teacher wants them. While I explained in each Learning Centers, I ask them to listened the activities to they knew in each Learning centers. I explained the activity what they have to do in each Learning Centers, while I ask them to listened the activities, to they knew in each Learning centers. I observed how in each group the children enjoyed the activities because they had a lot of expectations about the material designed for the Learning Centers. **(I&P), (LCE)**. In general All children showed motivation and engagement during the activities, because the Learning Centers were some new for them. **(LCE)**. In addition the material designed was familiar and friendly to them because Ss could relate it to their daily games and their favorite TV shows. **(LCE)**. I observed in the Learning Centers "Find my pair" and "the domino" how they enjoyed the work because while they were playing they had to practice and reinforced the vocabulary. **(I&P), (LCE)**. In these Learning Centers I realized the material used was designed according to preferences and interest of the students because they were excited to start the game when they could identify the cards with which they play. While they were playing and learning they were

	anxious for knowing the next activities. **(I&P), (LCE)**. In the Learning Center "word search" I observed how they were excited to start. They found some words and wrote the sentences. In this Learning Center Ss needed more time because learners took more time doing this activity. In addition they enjoy this activity because they should help their classmates in each group to finish. **(I&P)** In the Learning Center "My animals' book" I realized this activity was a big challenge to the Ss because they had to write complete sentences, organize and color. This activity took a long time for them. Some Ss could not finish whole the work. Some Ss complained when they did not know how or what write in the sentences. In this activity I could encourage citizen competencies and collaborative work. **(LCE)** In the Learning Center "filling the gaps" I observed they could recognize and identify rapidly, for this reason they finished faster than other Learning Center and they were boring in some times. In this case I worked communicative practice skills with them. **(LCE)**, **(I&P)** I realized while we change the activities within each Learning Center The learners were out task during a few minutes but when we started the new activity they showed motivation and engagement in the class. **(LCE)**. While they were developing the different activities in each Learning Center Ss had to practice communication skills because they should recognize and identify the vocabulary studied in the class. **(LCE)**.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Teacher`s Journal: Size & colors, House's parts.

Teaching Journal Template

Teacher's Name: Lisbeth Tique	**Date: April /2015**	**Topic: Size & colors, House's parts.**	**Nr of session:** 1	**Grade: Fourth** grade

DIARY ENTRIES	REFLECTION
First, I go to the classroom and organize the chairs in order to students could organize in their respectively groups, then I introduced myself and the rules of the class then I explained the topic that we were developing during the class. I started with a song about geometric figures in which they could identify the figure and the color of each one of them, then I put figures showed in the video on the blackboard and I asked them to recognize again the figure. We watched another video about house parts and relation between geometric figures with house parts, in that part how they could make a house only with geometric figures. I explained each learning center and the activity inside of each one of them.	• When I started the class students are paying attention in my dialogue, think that is very important the explanation of rules of the class since the beginning of the classes because they need to know what they have to do and when they have to do it, I noticed that students were interesting with the figures and videos that I showed them,**(I&P)** because the colours and they could touch and they had the opportunity to study and developed the topic through five different activities. • With learning centers I felt comfortable, because students want to do their own activities and they watched another's activities and they wanted to develop them too. **(LCE), (I&P)** • It is very important that we know want are the interest of our students because from this kind of information we can make activities for our

6. **"Word search Size & Colors"** (LCE): In this L.C. Ss have to find different words on the word search, then write them on the sheet, finally coloring the pictures. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process. 7. "**My book house**"(LCE): In this activity Ss should organize, coloring, paste and write complete sentences about the topic, They have to design their own house book according with the picture given. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process. (LCE), (SD) 8. **"My big house":**(LCE) In this L.C. Teacher gives to Ss of the group material to design a poster with a big house.(DM) Where each student should draw and write one part of the house. This activity want to achieve develop citizen competencies and collaborative work in addition of communicative skill in L2. (SD) 9. **"My own house":**(LCE) in this L.C. Teacher gives to each Ss different sizes like square, circle, triangle, and rectangle. With these material Ss have to do a house on the sheet. They should write the name of house's parts in right way, to identify the Size & colors, House's parts in the same time. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process. (LCE)	students in order to they understand and feel good with English classes. (I&P), (LCE). • Students want to use the material design by the teachers because it was very attractive for them. (LCE).

10. **"Word search house's parts":** (LCE) in this L.C. Ss have to find different words on the word search, then write them on the sheet, **(LCE)**. finally coloring the pictures. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process. **(LCE)**. I explained each learning center with some examples.	

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Teacher`s journal: Clothes

Teaching Journal Template

Teacher's Name: Liliana Jiménez	**Date: May 21/2015**	**Nr of session:** 3	**Grade: Fourth** grade

DIARY ENTRIES	**REFLECTION**
First of all I arrived to the classroom and I organize Five Learning Centers, then I ask students sit according to the groups previously planned. These small groups were selected with the help and advice of teacher advisor. In order to achieve a good collaborative work and a good development of	I think is important take into account the name, age and personality of the children to engage them within the activities. While I explained the rules of the class they participated actively, because they can identify what teacher wants to them. While I explained in each Learning Centers, I ask them to listened the activities to they should know in each Learning Centers.

citizens competencies. Furthermore to get to keep the children on task. I said good afternoon and I reinforced the rules of the class while I showed them the flashcards. Then we listened to the song of warm up. Then we watched the video about clothes and we listened to the song about the same theme. On the board we put the flash cards about clothes while I ask Ss what is this?. I used the drilling technique to reinforce the topic. Then we started with the activities in the Learning Centers: 1. Order, write and color 2. Clothes word search puzzle 3. Clothes unscramble and match 4. Clothes cross word 5. My clothes I explained in each Learning Centers what they have to do, giving instructions. In this specific class we wanted to check if the Learning Centers work better with our designed material or with the work sheets. We selected these work sheets according to students' age and level. When we were in the implementation we realized the students' reaction and have collected these information in this instrument. I explained in each Learning Centers what they have to do, giving instructions. In this specific class we	I observed how in each group the children were a bit confused, In the Learning Centers 1, 2, 3 and 4, the majority of children wanted to work and kept on task **(LCE)**. But the material used, the work sheets were complex and bored for them. In addition this material was not familiar and friendly to them, With our own designed material for Learning Centers we took into account the students' interests and preferences, in order to they feel in a comfortable and quiet environment. In which they can learn while they are playing. I observed in the Learning Centers 1, 2, 3 and 4, students were confused with the vocabulary and the instructions. These Learning Centers were a hard work, because they asked much explanations. I observed how students have low expectations with the work sheets, for them These material is boring and few attractive to keep on task, for this reason some students lost concentration and motivation to learn. **(I&P), (LCE)** In the Learning Center "my clothes" I realized this activity was a big challenge to the Ss because they had to write complete sentences, draw and coloring. **(LCE)**. This activity took a long time for them. Some Ss could not finish whole the work. Some Ss complained when they did not know how or what write in the sentences. In this activity I

wanted to check if the Learning Centers work better with own design material or with the work sheets. I noticed The students' reaction. They were a bit confused with the work sheets, and they asked me too explanations. **(LCE)**.	could encourage citizen competencies and collaborative work. While they were developing the different activities in each Learning Center Ss had to practice communication skills because they should recognize and identify the vocabulary studied in the class. **(LCE)**.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Teacher`s journal: Food "I want to...."

Teaching Journal Templeate

Teacher's Name: Marieth Espinosa	**Topic: Food "I want to...."**	**Date: 4th June /2015**	**Nr of session:** 4	**Grade: Fourth** grade

DIARY ENTRIES	REFLECTION
The class started at 12:30am, English was the first class that they had in their class schedule. Students arrived and were assigned in different learning centers. The same classmates from the last class. The learning centers that I organized time before they arrived. Later I greeting the students, explain again rules of class and made a reflection about cheating on the exams and how this is bad for them. For introduce the topic We watched a video with different kind of Food "I want to....", next to that I used images to remember them the concepts that we watched at the video these were on the board.	• For me is important that my students understand and follow the rules not only at classroom also that they use these rules in their real context. For me was interesting that they said these when I showed to them the image and I had not said the rule because them already knew these. • Also I found interesting that they enjoyed the group work and had the class in a different way to which they are accustomed. **(LCE)**. • Some of them enjoyed to watch the video, some others sometimes did not pay attention but later they started to pay attention **(I&P)**, with the images I showed to them an image about one Food "I want to...." and the name of this and students repeat after me the name.

When we finished to remember these we started with activities on the learning centers. These activities were:

- Find my pair: In this L.C. we designed cards with the favourites TV programs of the children and in other side we have vocabulary and pictures about the topic in order that students have to find the right pair and who collect more pairs is the winner. **(I&P), (LCE)**. One of the purposes of these L.C. is that they play they should practice communicative skill. **(LCE)**.
- Word search: In this L.C. students have to find different words on the word search, then write them on the sheet, finally colouring the pictures. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process. **(LCE)**.
- Dice- Pictures: In this L.C students are going to find a dice with six faces and different pictures about Food "I want to....", in this L.C each member of the group have to throw by turns , identify the picture here, said the name of this picture and then in a piece of paper write the name of the Food "I want to....".
- Dice- Words: In this L.C. Students find another dice with six faces and different words about Food "I want to....", in this L.C each member of the group have to throw by turns, identify the words and then in piece of paper draw and write the name of the Food "I want to....".
- My restaurant book: In this activity students should organize, colouring, paste and write complete sentences about the topic, they have to design their own restaurant book according with the picture given. This L.C. want to develop different

- Later of these I explained the activities on the learning centers but also is important to remember these in different times for a best understanding.
- With the learning centers students develop different activities each center caused a different reaction in the students for example:
  - ✓ Find my pair: This activity was successful because students find exciting when the found the correct image and word. For me they felt like they won a prize. **(I&P)**
  - ✓ Word research: This activity for them represent a challenge because they had to pay attention to every word on paper in order to find the vocabulary that I gave to them before.
  - ✓ Dice they found these interesting because they played with these and at the same time they learnt and practice the topic that they saw before, at the same time they feel excited for wait to their turn and threw these to find with image or word they had to draw in the paper. **(I&P)**

skills like reading, writing, listening and speaking in the students' learning process. **(LCE)**.	

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Appendix 3

Observation Format:

Observation format

Project: Interest and Preferences in Learning Process through learning centers

Teacher's Name:	**Date:**	**Nr of session:**	**Grade:**
Teacher Observer:	**Topic:**		

Answer Yes (Y), No (N) or Both (B) to next questions and explain

Learning Center	Description
L.C. 1	
L.C. 2	
L.C. 3	
L.C. 4	
L.C. 5	

Questions	L1	L2	L3	L4	L5	Why?

All the students participate in the activity.						
Students develop complete the activity.						
Students enjoy working with their classmates.						
Students find interesting the activities.						
Students pay attention to teacher explanation.						
Students participate and ask question about the topic to teacher.						

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Observation format: Farm animals and Zoo animals.

Observation format

Project: Interest and Preferences in Learning Process through learning centers

Teacher's Name: Liliana Jimenez	**Date: April 16th /2015**	**Nr of session:** 1	**Grade:** Fourth grade
Teacher Observer: Lisbeth Tique	**Topic: Farm animals and Zoo animals.**		

Learning Center	**Description**
L.C. 1 "find my pair"	In this L.C. researchers designed cards with the favorites TV programs of the children and in other side we have vocabulary and pictures about the topic. Learners have to

	find the right pair and who collect more pairs is the winner. While they play they should practice communicative skill.
L.C. 2 " word search"	In this L.C. Ss have to find different words on the word search, then write them on the sheet, finally coloring the pictures. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process.
L.C. 3 "My book zoo"	In this activity Ss should organize, coloring, paste and write complete sentences about the topic, They have to design their own house book according with the picture given. This L.C. want to develop different skills like reading, writing, listening and speaking in the students' learning process.
L.C. 4 "filling the gaps"	In this LC, students have to recognize an animal picture and guess and say what kind of animal is, then students have to fill blank spaces in order to create a word that conform the name of the animal, finally students have to read the name of the animal.
L.C. 5 "Domino"	In this LC, researchers design an animal domino in which students have to recognize the different kind of Farm animals and Zoo animals., the idea is that each player has to put a piece on the table and say the name of the animal, next player has to identify the piece that is on the table and put one piece with the same picture animal and say the name of the Farm animals and Zoo animals. inside the piece. the winner is the player that puts all his/her pieces on the table. Students are practicing reading from the black board and speaking when they have to named the Farm animals and Zoo animals. inside of the pieces.

Answer Yes (Y), No (N) or Both (B) to next questions and explain.

Questions	L1	L2	L3	L4	L5	Why?
All the students participate in the activity.	**Y**	**Y**	**Y**	**Y**	**Y**	Students show good disposition for English class. All of them answers immediately about greeting vocabulary. Students show a lot of interest about why they are doing group works
Students develop complete the activity.	**Y**	**Y**	**B**	**Y**	**Y**	Students understood easily the activity and they spend less time, In Learning center 3 they are doing a bigger activity so they spend more time.
Students enjoy working with their classmates.	**Y**	**Y**	**Y**	**Y**	**Y**	They really enjoy work in groups , I discover that they work better and apply collaborative work
Students find interesting the activities.	**Y**	**Y**	**B**	**Y**	**Y**	They are showing a lot of interest in the activities because they don't know that kind of activities. In learning center 3 they watch that they have to do more work so they don't see this activity as the others.
Students pay attention to teacher explanation.	**B**	**B**	**B**	**B**	**B**	They are paying attention to the explanation but in some cases that they don't understand

						they try to find another thing to do , but teacher explained very well so is not for the majority
Students participate and ask question about the topic to teacher.	**Y**	**Y**	**Y**	**Y**	**Y**	They like English so they want to know the meaning of some words in order to learn more things and the topic is very interesting.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Observation format: Size & colors, House's parts.

Observation format

Project: Interest and Preferences in Learning Process through learning centers

Teacher's Name: Lisbeth Tique **Teacher Observer: Liliana Jimenez**	**Date: May 14th /2015** **Topic: Size & colors, House's parts**	**Nr of session:** 2	**Grade:** Fourth grade

Questions	L1	L2	L3	L4	L5	Observations
All the students participate in the activity	Y	Y	Y	Y	Y	Students showed good disposition in the activities. All of them answered immediately about greeting vocabulary. Some Ss were out task when did not understand the activities but when other classmate explained them, they came back to work. Students show a lot of interest about topics and activities developed in the Learning Centers. The material was interesting for them because it was familiar and friendly to them.
Students develop complete the activity	Y	B	N	Y	Y	When Students could understand the activity. They developed it easily and they spend less time. In L.C. 2 "My house's book" this activity required more aptitudes and concentration for this reason no all of them finished it on time. The L.C.3 "My big house" implied a good team work. It required collaborative work, for this reason this activity was a big challenge for the Ss and they spend more time developing it.
Students enjoy working with their classmates.	Y	Y	Y	Y	Y	They really enjoyed work in small groups. I realize the children work better when they can learn of their classmate in this way they can develop citizen competencies such as respect, solidarity, cooperation and teach and learn to others at the same time.

Students find interesting the activities.	Y	Y	Y	Y	Y	I observed how in each group the children enjoyed the activities because they had a lot of expectations about the material designed for the Learning Centers. In general All children showed motivation and engagement during the activities, because the Learning Centers were some new for them. In addition the material designed was familiar and friendly to them because Ss could relate it to their daily games and their favorite TV programs.
Students pay attention to teacher explanation.	B	B	B	B	B	The majority of children were paying attention to the explanation. Only some cases that they did not understand they try to find another thing to do. When teacher reinforced the topic and used other techniques of classroom management. They focused on the task again.
Students participate and ask question about the topic to teacher.	Y	Y	Y	Y	Y	They like English so they want to know the meaning of some words in order to learn more things and the topic is very interesting for them.

Answer Yes (Y), No (N) or Both (B) to next questions and explain

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Observation format: Food " I want to……".

Observation format

Project: Interest and Preferences in Learning Process through learning centers

Teacher's Name: Julieth Espinosa	**Date: Jun 04th /2015**	**Nr of session:**	**Grade:** Fourth grade
Teacher Observer: Liliana Jimenez	**Topic: Food "I want to…."**	4	

Questions	L1	L2	L3	L4	L5	Observations
All the students participate in the activity	Y	Y	Y	Y	Y	Students showed good disposition in the activities. All of them answered immediately about greeting vocabulary. Some Ss were out task when did not understand the activities but when other classmate explained them, they came back to work. Students show a lot of interest about topics and activities developed in the Learning Centers. The material was interesting for them because it was familiar and friendly to them.
Students develop complete the activity	Y	Y	Y	Y	Y	When Students could understand the activity. They developed it easily and they spend less time. In L.C. 5 "My restaurant's book" this activity requires more aptitudes and concentration of the student. Taking into account that they had developed in the last classes this activity, They could work successfully in this specific class. Because they already knew what to do and how to develop it. In this last implementation as observer, I realized the importance of identifying the students' interests and preferences to adapt the class and material to achieve successful classes. Bearing in mind this, the researchers designed material like "Dice of Words and pictures", "find my pair", "word search food" and "My restaurant's book". All of these were used in the Learning Centers. The students really enjoyed each material and the activities. For this reason students could develop all activities on time and in the right way.
Students enjoy working with their classmates.	Y	Y	Y	Y	Y	They really enjoyed work in small groups. I realize the children work better when they can learn of their classmate in this way they can develop citizen competencies such as respect, solidarity, cooperation and teach and learn to others at the same time. While they are learning they are sharing their knowledge with their classmates. I noticed how It is important for the children show independence, autonomy, respectful and solidarity among others citizen competencies. In some classes the teachers asked to some students that be leaders. The students showed responsibility and commitment in these cases.
Students find interesting the activities.	Y	Y	Y	Y	Y	I observed how in each group the children enjoyed the activities because they had a lot of expectations about the material designed for each Learning Centers. (DM, LCE, I&P.) The researchers designed material according the students' interest and preferences. It was familiar and friendly to them because Ss could identify and relate it

						to their daily games and their favorite TV programs. In general All children showed motivation and engagement during the activities. With the dices and cards they felt the learning like a game in the sense, that they had to practice the vocabulary, writing, reading, listening and speaking, while they were playing.
Students pay attention to teacher explanation.	B	B	B	B	B	The majority of children were paying attention to the explanation. Only some cases that they did not understand they try to find another thing to do. When teacher reinforced the topic and used other techniques of classroom management. They focused on the task again. Some techniques used in this class and others classes were: One leader for group, Who had to show responsibility and commitment with their classmates. In order to develop in the right way the activity. Other technique used was "my boy/girl pocket" that consist in to carry the boy or girl with the teacher whole time. This boy or girl works with the teacher instead his/her group mates. Fortunately this technique was not applied because when students understood what would happen, They kept on task with their group mates.
Students participate and ask question about the topic to teacher.	Y	Y	Y	Y	Y	They like English so they want to know the meaning of some words in order to learn more things and the topic is very interesting for them. They asked all time about the topic, the activities and material. For this reason these classes were noisy but what was more interesting they were learning, drilling and playing at the same time. I Realized when the students are in a relaxing environment. They could learn better.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Apprendixe 4

Field notes format:

Field notes

Teacher's Name:	Date:	Nr of session:	Grade:	Teacher Observer:

Observation	Comments

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Field notes: Farm animals and Zoo animals.

Field Notes

Teacher's Name:	Date:	Nr of	Topic: Farm	Grade:	Teacher Observer: Lisbeth Tique.
Liliana Jimenez	April 16th	session: 01	animals and Zoo animals..	Fourth grade	

Observation	Comments
Students showed good disposition for English class,**(LCE)** with greetings they show good vocabulary and pronunciation (Good afternoon, how are you?,….. excellent) Teacher starts with rules of the class: Susan saw the picture "raise your hand" and answer immediately. Students participate actively in guessing rules. Students understand teacher's explanation about the rules of the class. Wrap up activity: About boy and girl with this teacher does the presentation of the students. Students present them between them with the explanation and instructions given by teacher Liliana, they develop the activity successfully and at the end students recognize and identify boy and girl terms. Presentation of the topic: teacher plays the video the little red hen the equipment doesn't function very well so the teacher stars to sing, and with flashcards students recognize animal but now they don't recognize some of them. Students try to guess Students listen to an audio and compare it with the flashcards they start looking pictures about Farm animals and Zoo animals. in the zoo.**(LCE)**. Learning centers: Teacher explains the dynamic of the learning centers Domino: They show interest at the beginning but teacher resolve some questions about things that they don't understand.**(LCE)**, **(I&P)** Then follow the sequence Find my pair: Students understand easily this activity, they are participating and answer the "This is a…]"**(LCE)** Word search: They are talking too much and doing the activity at the same time. They are showing collaborative work.**(LCE)**. My Zoo: They start painting the images and at the same time they are guessing the name of each animal. Fill in the gaps: they participate actively**(LCE)**	Students are surprised because they don't know rules so they shows interest for flashcards.**(I&P)(LCE)**. Students really like flash cards is easier for them the use of that resource.**(I&P)** Students are showing their interest in Farm animals and Zoo animals. and their preferences in which kind of animal they like the most**, (I&P)**the use of flash cards play a big role because for students is easy identify the Farm animals and Zoo animals.. Students show a lot of interest in group work,**(LCE),(I&P)** Students are confused with the names of the activity so teacher has to use Spanish. Students like the most the activity "find my pair" because the design of the cards is inspired on child TV programs,.**(I&P)(LCE)**. With the activities students use a lot of collaborative work and stop talking while time pass.**(LCE)**. Some students like the activities but in some cases don't understand the vocabulary.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Field notes: Size & colors, House's parts.

Field Notes

Teacher's Name: Lisbeth Tique	Date: May 14th	Nr of session: 02	Grade: Fourth grade	Topic: Size & colors, House's parts	Teacher Observer: Liliana Jimenez

Observation	Comments
Students showed good disposition for English class, with greetings they show good vocabulary and pronunciation (Good afternoon, how are you?,….. excellent) Teacher starts with rules of the class: Angel and others udents saw the picture "raise your hand" "keep your mouth shut", "Ears are listening", "Eyes are watching" and answer immediately. Students participate actively in guessing rules. Students understand teacher's review about Farm & Zoo Farm animals and Zoo animals.. Wrap up activity: When they listened to the songs they sang with engagement and motivation. Presentation of the topic: All students watched the video about Size & colors. Teacher used different strategies to catch the children's attention. Then she asked questions to the learners to clarify and check if they were learning the topic. Then she played the other video to reinforce the topic while she explained with the flashcards, poster and house's parts. With flashcards students could recognize colors & shapes but no all students could identify some information about the topic. Students try to guess it. Learning centers: Teacher explains the dynamic of the learning centers	Students were excited when the class started, they wanted to know what is the new topic and the activities for this class. Teacher had a good attitude when she did the review about the topic of Farm animals and Zoo animals.. Thus Ss answered very well. Almost all they tried to answer and participate. **(LCE)**. Students really like them the flash cards. It is easier for them understand the topics with the use of this resource. They enjoyed the material used in the Learning Centers, because They felt or thought that they were played, while they were learning.**(I&P)** These small groups were selected with the help and advice of teacher advisor. In order to achieve a good collaborative work and a good development of citizens competencies. Furthermore to get to keep the children on task.**(LCE)**. When the students were confused with the activity teacher had to use Spanish to clarify and check that they were understanding what they should do. While students worked in the L.C. They enjoyed the activities however they talked too much. In each

Word search: They were talking too much while they did the activity at the same time. Because they were practicing collaborative work, when one Ss found one word he or she shared the knowledge with their classmates. In L.C. 2 "My house's book" this activity required more aptitudes and concentration for this reason no all of them finished it on time. The L.C.3 "My big house" implied a good team work. It required collaborative work, for this reason this activity was a big challenge for the Ss and they spend more time developing it. L.C. 4 “My own House” They should write the name of house's parts in right way, to identify the Size & colors, House’s parts in the same time.	case teacher watched and checked that children were working in the right way. **(LCE),(I&P)** Some cases one or two children in some groups were out task mainly because they did not know what they had to do. In this cases teacher asked to leader of the group help to solve this situation. With the activities students use a lot of collaborative work and stop talking while time pass. Some students like the activities but in some cases don’t understand the vocabulary. In L.C. 2 "My house's book" some students complained in some cases because they could not finish on time this activity. But was clear despite this they wanted to keep on task.**(LCE)**. "My big house" was a big challenge to children. This D.L.C. requires different abilities of the children, furthermore It demanded more time and collaborative work. **(LCE)**. It was clear that some Learning Centers like "word search" elicited more communicative practice in the learners than others. Because they shared with their classmates the vocabulary found. **(LCE)**. In general terms all children enjoyed the activities development in the Learning Centers. Although not all activities were finished on time. They said that they do not have had classes so funny and enjoyable like these.**(I&P).**

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Field notes: Food “I want to....”

Field Notes

Teacher's Name: Marieth Espinosa	Date: June 04th	Nr of session: 04	Grade: Fourth grade	Topic: Food "I want to...." I Want to..	Teacher Observer: Liliana Jimenez

Observation	Comments
Students showed good disposition for English class, with greetings they show good vocabulary and pronunciation (Good afternoon, how are you?,….. excellent) Teacher starts with rules of the class: Students saw the picture "raise your hand" "keep your mouth shut", "Ears are listening", "Eyes are watching" and answer immediately. Students participate actively in guessing rules. Wrap up activity: When they listened to the songs they sang with engagement and motivation. Presentation of the topic: All students watched the video about Food "I want to....". Teacher used different strategies to catch the children's attention. Then she asked questions to the learners to clarify and check if they were learning the topic. Then she played the other video to reinforce the topic while she explained with the flashcards. With flashcards students could recognize different kind of Food "I want to...." but no all students could identify some information about the topic. Students try to guess it. Learning centers: Teacher explains the activities in each learning centers. Word search: They were talking too much while they did the activity at the same time. Because they were practicing collaborative work, when one Ss found one word he or she shared the knowledge with their classmates. They were excited when someone find the words. In L.C. 2 and 3 "Dice of pictures and words" the Students had to throw the dices by turns, these	Students were excited when the class started, they wanted to know what is the new topic and the activities for this class.**(I&P)(LCE)**. Students really like them the flash cards. It is easier them understand the topics with the use of this resource. They enjoyed the material used in the Learning Centers, because They felt or thought that they were playing, while they were learning. **(I&P)(LCE)**. These small groups were selected with the help and advice of teacher advisor. In order to achieve a good collaborative work and a good development of citizens competencies. Furthermore to get to keep the children on task.**(LCE)**. When the students were confused with the activity teacher had to use Spanish to clarify and check that they were understanding what they should do. While students worked in the L.C. They enjoyed the activities however they talked too much. In each case teacher watched and checked that children were working in the right way. **(I&P)(LCE)**. Some cases one or two children in some groups were out task mainly because they did not know what they had to do. In this cases teacher asked to leader of the group help to solve this situation. With the activities students use a lot of collaborative work and stop talking.**(LCE)**. It was clear that some Learning Centers like "word search" elicited more communicative practice in the

activities were somewhat noisy, but Ss had to reinforce the topic developing several skills. These activities elicited communicative practice on students. They had to practice different skills through 'dices" activities. The L.C.4 "Find my pair" This was the activity most enjoyable and funny to the Students. They were excited waiting their turn to find the pairs. While they found the pairs they were practicing communicative skills. L.C. 5 “My restaurant’s book” Finally the students learned to work in the right way in this activity, they enjoyed coloring, pasting and writing the sentences.	learners than others. Because they shared with their classmates the vocabulary found.**(LCE)**. In general terms all children enjoyed the activities development in the Learning Centers. The researchers designed material according the students' interest and preferences. It was familiar and friendly to them because Ss could identify and relate it to their daily games and their favorite TV programs. In general All children showed motivation and engagement during the activities. With the dices and cards they felt the learning like a game in the sense, that they had to practice the vocabulary, writing, reading, listening and speaking, while they were playing.**(I&P)****(LCE)**. I Realized that when the students are in a relaxing environment. They could learn better, because their mind is open to new vocabulary and new knowledge. They feel self-confidence to participate. For this reason I think that learning Centers based on students' interest and preferences are a good methodology to develop successful English classes.**(I&P).**

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Appendixe 5

Video recording: Format

Video recording format

Teacher’s Name:	Date:	Video observer:	Topic:	Nr of session:	Grade:

Learning center	Comments

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Video recording: Farm animals and Zoo animals

Video recording format animals

Teacher's Name: Liliana Jimenez	**Date: April 16th**	**Video observer: Marieth Espinosa**	**Topic: Animals**	**Nr of session:** 1	**Grade: Fourth grade**

Learning center	**Comments**
● L1: Find my pair.	This was the first class for students, in some cases the use Spanish for understand the activities that they had to develop. One example of this was this activity. The students felt motivated because they thought that this activity was like a normal game, but they felt

	surprised when they found the concepts that teacher explained in class. For example: ● Student A: Que toca hacer aquí. Student B: Tiene que buscar la carta que tiene el nombre del animal. When students understand what they have to do, they stated to said the name of the animal in the image in English while they found the correct word for this: ● Student: Este es un Lion.
● L2: Word search	In this activity the students carefully analysed the images and words that word search had and with colours they start to separate these from the other kind of words that they found here. This activity involved reading. Some of them found these words in group but some other tried to found these alone. **(LCE)**. They practice speaking when teacher went to the groups and asked where is this animal: ● Teacher Liliana: where is this animal? Student: This is a Lion. Another example of this is when one of the students correct other student when this had a mistake in pronunciation. ● Student A: This is a Monkay Student B: No es Monkay is Monkey.
● L3: My animal book	In this activity students had the opportunity to practice speaking and writing skill and this is demonstrated in the sentences that they write about the animal that they had. **(LCE)**. They write in their book a sentence with the following structure: “This is a snake”, “This is a Lion. In the same teacher came to each group and ask different questions about these animals. ● Teacher Liliana: What animal do you have here? Student A: This is a Lion Student B: This is a Monkey.
● L4: Filling the gaps	This activity showed how speaking is involved with this. **(LCE)**. The reason of this is because students had to filling the gaps but not only had this they said the name of the animal that they found here to their classmates. ● Teacher Liliana: This animal is. Student: This is a tiger and this a snake.

• L5: Domino	In this activitie students must find the correct parner of each animal. Later they have to say the name of this.. • Student A: Que toca hacer aquí. • Student B: Pues buscar la pareja correcta. Mira si encuntras un león te toca juntarlo con otro león y decir el nombre en ingles: Lion.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Video recording: Size & colors, House's parts.

Video recording format sizes and colors, House`s parts.

Teacher's Name:	Date:	Video observer:	Topic:	Nr of	Grade: Fourth grade
Lisbeth Tique	**May 14th**	**Marieth Espinosa**	**Sides and Colors**	**session:** 2	

Learning center	Comments
• L1: Word research (Sizes and Colors)	Again in this activity students had to recognize the images here and found the words that represent these. This word research was about size and colours. The word that they most found difficult was square, it was difficult to find because they did not remember the name of this because in the explanation they did not pay attention to the teacher, but when they found that this word was on the table they started to search this.
• L2: My book house.	In this activity students practice their writing skill at the moment to write a sentence with the different parts of the house. Also they practiced speaking activity in this time when teacher Lisbeth asked to them a question: **(LCE)**. • Teacher Lisbeth: What are you doing here? Student A: A bedroom, a kitchen and a bathroom.

• L3: My big house.	In this activity students showed a collaborative work. All of them were developing different parts of the house and share different opinions about how they could build their house. **(LCE)** Some of them complained about the activity because they thought that this was very long. **(I&P)** • Student A: Yo estoy haciendo el foor. Student B: No es foor. Student A: Lo dije al revés es Roof.
• L4: My own house	In this activity each students had to build their own house, this work was individual but some students work in group and each student work in their own paper. **(LCE)**. Students find this activity interesting because they had the opportunity to create their house in the way that they most like. **(I&P)** Also in this activity they have to write name of the parts of the house, some students forgot these and their classmates help to them. **(LCE)**. When teacher asked to the What are they doing one students answered: • Student A: Yo primero coloreo todo y luego pego. Ahora estoy coloreando el square.
• L5: Word search.(House parts)	This word search was developed faster than the other because in the explanation about parts of the house student paid attention. In this activity teacher asked to them some question while this showed the images in the word search. • Teacher Lisbeth: This picture is? Student A: A garden.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Video recording: Clothes.

Video recording format

Teacher's Name: Lilian Jimenez	Date: May 21th	Video observer: Marieth Espinosa	Topic: Clothes	Nr of session: 3	Grade: Fourth grade.

Learning center	Comments
● L1: Order, Write and Color.	In this learning center students identify and recognize words that are related with clothes. When teacher gave a worksheet students reacted different to the other class: ● Student A: What? Que es esto? ● Student B: Si todo dijimos What? This learning center was difficult for students because the had to find the correct order of the Word and some students did not remember the vocabulary that they saw before and this cause frustration in the students.
● L2: Word search clothes	In this learning center students identify and recognize words related with the previous topic clothes. In this activity students were more motivated to participate because the recognize this activity from before: ● Student A: Mire esta palabra. ● Student B: Esa nos sirve mire Pants. ● Student A: Esta también shoes.
● L3: Clothes unscramble and match.	In this learning center students identify and organize the words that are in disorder: ● Student a: El cuarto el que esta aca es Dress. ● Student B: Como se escribe dress. ● Student A: Mire asi. D- R- E- S- S. This was difficult because the had to organize the words and some of these were difficult for them.
● L4: Clothes crossword.	In this learning center students identify and write these in order: ● Student A: La ultima, la que esta abajo es Hat. ● Student B: Asi esa es cortica solo hay que colocarle la a. This activity was a Little difficult at the moment to complete the words but at the moment to find the words was something easy.

• L5: My clothes book.	In this activity students write a complete sentence about what they draw in a piece of paper(LCE): • Student A: Teacher mira le hice una green shirt y Pink trousses. • Student B: Yo le hice un yellow dress. In this activities students were motivated by draw their own design and these caused that students found a way to express what they want. (I&P)

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Video recording: Food " I want to….."

Video recording format

Teacher's Name: Marieth Espinosa	Date: June 4th	Video observer: Lisbeth Tique	Topic: Food	Nr of session: 4	Grade: Fourth grade.

Learning center	Comments
• L1: Word search.	In this learning center students identify and recognize words that are related with food. This learning center was successful because students participate in these in an actively way and they enjoy these because form them this was a challenge where they had to read and write the words and in some cases they did not find a word and they felt frustrated but in that moment a classmate helped this to found the words and they were smiling again as if nothing happen. (LCE), (I&P) Another important aspect important aspect of this activity were that they not only practice reading and writing, they also practice speaking or pronunciation and between them correct the mistake that other classmate did. (LCE) An example of this was: • Student A: Mire esto es una Aple. • Student B: No es aple es Apple.

• L2: Dice-Picture	In this learning center students felt emotion when the turn of throw the dice was near to them**(I&P)** , an example of this is: • Student A: Genial me toca. • Student B: No todavia sigo yo. This show that they really enjoyed to share these activities with their classmates and the engagement that they have for complete the activity and they showed this in their faces when they smile and Said : Ganamos, si ganamos terminamos todas las palabras. **(I&P), (LCE)**
• L3: Dice-words.	This activity was more difficult to them that the previous activity, but at the same way the enjoyed these as challenge that they had to meet, also they showed and interest to be recognized by the teacher**(I&P), (LCE)** for example: • Student A: Teacher mira mi bread. • Student B: Teacher mira ya hicimos Eggs. Something important for this activity was that one student found something interesting for them and this was: **(I&P),** • Student A: Lanzelo Lanzelo. • Student B: Me salio Fish. • Student A: Huy asi se llama el amigo de Kirby Buckets, Fish.
• L4: My restaurant book.	At the beginning of the class they found this activity boring but when they started to work in this they note that if they worked in this with responsibility they could finish this on time and they could draw on the cover different things that they like and decorate their book according to their likes. **(I&P), (LCE)** Example: • Student A: Teacher mira me está quedando bonito. • Student B: Mira yo le dibuje una flor. • Student C: Mira yo le hice esta letra que está de moda y me parece bonita.
• L5: Find my pair.	For this class this was the most interesting activity that they found in the class. All of the groups wanted to develop this activity, the felt anxious when this activity was near to their group and example was: **(I&P), (LCE)** • Student A: Teacher yo quiero las cartas. • Student B: Teacher ponlas aca nos toca a nosotros. This activity won many smiles from the students because when they finish these they felt like them won a Price and

	that motivated them to participate in an actively way. **(I&P),** Example: ● Student A: Me toca me toca. Huy me salio bread. ● Student B: No ese no es bread es carrot. ● Student C: Me toca a mi. When they found all the card the answer was: ● Student A: Si gane, les gane mire.

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Appendix 6

Student artifacts

Appendixe 7

Questionnaire: Format

Questionnaire format

Docentes:	**Docente acompañante:**	**Grado:**

Preguntas	Respuesta
Se vio que todos los estudiantes participaron en las actividades	
Los estudiantes disfrutaron el trabajo en sus pequeños grupo	

Los estudiantes encontraron interesantes las actividades	
Los estudiantes encontraron interesantes el material diseñado y usado en los learning centers	
El diseño de material estaba adecuado a los intereses, preferencias, edad y nivel de los estudiantes	

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.

Questionnaire: Answered

Questionnaire format

Docentes: Marieth Espinosa, Liliana Jiménez, Lisbeth tique.	**Docente acompañante: LUZ STELLA JIMENEZ TREJOS**	**Grado: 4°**

Preguntas	Respuesta
Se vio que todos los estudiantes participaron en las actividades	Si hubo gran interés por parte de los estudiantes para participar en las actividades propuestas.**(I&P)**
Los estudiantes disfrutaron el trabajo en sus pequeños grupo	Si los niños y niñas disfrutan trabajando en grupo, sobre todo si en el grupo hay un amigo o amiga, con el que siempre comparten, se colaboran en el desarrollo de la actividad.**(LCE),(I&P)**

Los estudiantes encontraron interesantes las actividades	Si muchos de ellos manifestaban que les gustaban las actividades sobre todo cuando eran juegos.**(I&P)**
Los estudiantes encontraron interesantes el material diseñado y usado en los learning centers	Si, los materiales hechos con objetos que ellos usan en sus juegos habituales, como las cartas, donde tenían que dibujar, los dados. Cuando trabajaron algunas fotocopias no era tan claro para ellos.**(I&P), (LCE)**
El diseño de material estaba adecuado a los intereses, preferencias, edad y nivel de los estudiantes	Si, muy acordes a su edad y a los intereses de los estudiantes, porque ellos los identificaban rápidamente y los relacionaban con muchos de sus juegos cotidianos.**(I&P), (LCE)**

Created by: Marieth Espinosa, Liliana Jimenez and Lisbeth Tique.