

*CONTENT BASED SECOND LANGUAGE LEARNING AS TRAINING TO CREATE
NATURAL COMMUNICATION AND INCREASE READING COMPREHENSION LEVEL
IN LA NORMAL SUPERIOR SCHOOL IN TENTH AND ELEVENTH GRADES.*

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FACULTY OF EDUCATION
FOREIGN LANGUAGES PROGRAM
PAMPLONA

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FINAL REPORT

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PAMPLONA

2014

APPROVAL COMMENT

Practicum Committee Signature

Supervisor's signature

ACKNOWLEDGEMENTS

I have to give special thanks to my supervisor Rafaela Cote for having shown patience in all the setbacks i had when planning lessons and for her practical guide in classroom which made the sometimes the students were more interested during the course of the class.

Also, to the practicum committee and my mentor Gonzalo Vargas for both his critics and praises to my lesson plans and worksheets and finally and essential to the teacher of physical Education and students of eleventh B grade for their contributions for help planning contents for English classes and dynamic activities.

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INTRODUCTION

After seven classes of observation, I realized that students show difficulties when dealing with authentic material and English texts. The problem lies on the lack of vocabulary knowledge and misunderstanding of different tenses such as first conditional and past perfect. This is not an exclusive deficiency of this population in la Normal Superior School, but rather is a generalized truth in both, Colombian public and private schools as regards reading comprehension. The results show low levels for the reading comprehension sections in ICFECS tests for students of eleventh grade throughout Colombia territory.

The Content and Language Integrated Learning is an approach who emerged from the inner programs in the eighties decade and was David Marsh who encompasses the teaching of institutional curriculum contents through second language. Under the guidelines of this approach I expect to increase students' reading comprehension level and therefore skills like writing, listening and finally speaking may be strengthened.

The ELT journal defines the CLIL in this abstract, In ELT literature, the reader often finds the terms Content and Language Integrated Learning (CLIL) and immersion used interchangeably, even though there are important differences between them. These two labels usually appear as generic terms covering any kind of teaching in which an L2 is used to teach (a) content....

By integrating institutional curriculum contents with second language teaching students will be able to comprehend texts about contents, ideas and concepts about different subjects and also they will gauge their knowledge in L1.

1. STATEMENT OF PROBLEM

During my observation stage achieve in tenth and eleventh grades, I could perceive that though the teacher use most of the time the second language to report students grades, give directions, remind students' grammar rules and structures for tenses, they do not communicate genuine simple ideas but rather, they read answers or examples. The lack of naturalness or run smooth reading indicates that most of them ignore part of the meaning of what they are reading.

1.1 Justification

Although the Colombian government has established clear policies by means of the M.E.N, the reality says that Colombia is ranked in the last place in Latin America as regards English learning in classrooms, especially in secondary school. This situation has brought subsequent deficiency when students start professional careers at Universities.

Comparing past decades with this decade, there are some external incidental factors that have led students to feel the need to strengthen the use of their native language with the subsequent result of isolate English just a subject of the school they have to take or pass at the end of the academic year.

The former means that students receive today, a lot of input in native language through the media and the media at the same time provides them that need of receive information in their native language. This does not mean that the media do not provide foreign language input, but simply, students and young people prefer to choose information and entertainment in their native language. Another example we can observe comparing the past with the present as regards how the media provides information and entertainment in native language is the cinema. In the past most of the movies were available in foreign language only, what does not happen today for we can go to a cinema and see labels containing information about native language available.

In response to this phenomenon, my proposal consists of providing students with curriculum contents using second language so that they feel and perceive that the curriculum contents (Economy, physical education, mathematics, environmental education, sexual education etc.) will become a vehicle for second language learning.

However, this teaching requires working in united coordination with the teachers of the institution in order to determine the specific topics seen in their classes, the amount of related vocabulary, the most useful phrases, short definitions or concepts.

This approach has shown better results in European countries for both second language learning and content based learning. According to statistics, reading comprehension and listening skills are increased under the implementation of this approach though, the same results showed that writing skill were similar to those of traditional teaching.

1.2 Goals

1.2.1 General goal. Stimulate students' reading comprehension skill by integrating curriculum contents such as economy, psychology, environmental education and physical education.

1.2.3 Specific goals. To show students the importance of CLIL (Content Language and Integrated Learning) in a near future as students of Universities or Institutions.

To increase reading comprehension, listening, writing and communicative skills through curriculum contents.

To highlight students' progress in class and recognize teachers' participation and support in the planning of every English class.

2. INSTITUTIONAL OBSERVATION

a. location of the school facilities

The “Escuela Normal Superior de Pamplona” (ENSP) is located in the Colombian northeast, Norte de Santander Department, in the urban zone in Pamplona. Its address is Avenida

Santander, barrio El Zulia. This institution was created on May 6th, 1940; it has a mix character approved by the Education Ministry, through the resolution number 2347 on November 11th, 1992, in order to impart formal teaching in the pre-school, primary and high school levels and also in complementary training level, with the purpose of training new generation of teachers highly competitive, promoters of the human and environmental development. This institution is characterized by training professionals in education and pedagogy.

b. Educative Authorities

The board of directors is composed by: The principal, Mr. Jose Gregorio Bautista, the head of the institution, next are the different committees, academic direction, academic research committee and administrative management. Those departments work together to enhance the quality and performance of the institution. In the organization chart it is possible to distinguish the different departments, hierarchies and dependencies that exist in the school facilities.

c. Institutional Educative Project Important highlights (PEI)

It is important to highlight that the PEI (PEI for its acronym in Spanish) proposed for this public institution, presents lines of research where the main interests are given to identify processes and pedagogical practices designed to identify new branches in communication. The most important objectives are gradually formed from the pedagogical nature of its role in education, its ability to improve organization, its capability to reinvent itself. The constant redefinition of its identification and at the same time the improvement of the integral teacher trainings in personal, professional, scientific, ethical and esthetical aspects in pre-school and primary school settings emphasizing the artistic-humanistic education.

d. Rulebook’s important aspects

Mission

To form new generations of teachers with high pedagogical and research competences, in order to lead the transformation in rural and marginal urban sectors, enhancing the human and environmental development.

Vision

To be consolidated in 2015, as the best Normal Superior School of the Colombian northeast that leads initial training teacher programs, agents of change in rural and urban sectors.

e. Physical distribution of ENSP

The ENSP has different services such as psychology, cafeteria, scholar restaurant, whole farm, among others, which provide to the institution an adequate service for integral operations. It also includes environmental improvement, classroom service support, audiological treatment offered by the University of Pamplona, cultural projects, sport competitions, parents' school, complementary cycle; the beneficiary population are the students that belong to the ENSP as well as teachers, managers and parents.

This institution is distributed in 17 buildings identified with their respective names, names that are also found in the trees of the forests, gardens and sport fields; at the same time, the institution has audio-visual rooms equipped with video bean consoles, another one with a smart TV and laptops for students, all this constitutes an excellent setting for English classes. The institution also has a library, and the school bus service. In addition the institution has the following physical resources: one (1) soccer field, one (1) basketball court, one mini football field, one (1) volleyball court, one (1) chemistry lab and one (1) physic lab, two (2) music workshop classroom, one computers room, one (1) language lab, one (1) chapel, one (1) theater, one (1) nursing, and bathrooms for girls, boys and teachers. The classrooms in the institution are distributed among sections, primary and high school.

This High school is divided into three buildings: “El prodigio” building composed by 6 classrooms, “La gruta” building composed by 5 classrooms, “El Bosque” building with four classrooms, a coordination office and five complementary cycle classrooms. In the administrative area, it is found the 11th grade classrooms and finally, all of those classrooms are endowed with chairs, tables, blackboards, billboards, musical instruments, balls, etc.

g. Normal superior timetable Luis Franco

Tabla 1. Table 1. Normal superior timetable Luis Franco

	Monday	Tuesday	Wednesday	Thursday	Friday
1st class		10B 6:45			11: A 6: 45
2nd class		10B 8:25			
3th class					10B 8:45
4 th class			10c 9:15	10C 9:15	
B	R	A	K	E	
5th class				10C 10:45	11B 10:45
6 th class				11A 11: 35	11B 11:30
7th class			11 B 12: 25	11A 12: 25	

3. PEDAGOGICAL COMPONENT

Introduction

Content Based Second Language Learning As Training To Create Natural Communication And Increase Reading Comprehension Level In La Normal Superior School in Tenth And Eleventh Grades.

In the content based second language teaching, the second language is derived from the curriculum contents learnt in L1 in previous classes. The language is a vehicle to negotiate the content and learning is done from a contextualized use and not from fragmentary examples of phrases or dialogues.

The negotiation (comprehensible input and most important vocabulary) of the content will stimulate learners to make use of second language thus, working up students' comprehension in natural situations which constitutes a basic stimulus for language learning.

By joining language teaching and curriculum contents, an appropriate context for the development and formative learners' needs is created. These needs have to deal with the reaching of communicative goals since most of the proponents assert that speak a language requires to talk about different topics such as biology, economy, geography, technology, medicine, etc. We must remember that one the goals of the M.E.N (Ministerio De Educación Nacional) is that students eleventh grades reach B2 level, which would require more than handle grammar but rather to communicate in foreign language talking about different topics as it is stated above.

Justification

Students in la Normal Superior are not capable to communicate simple ideas or read texts smoothly, in addition, their knowledge about vocabulary and grammar are deficient what reports

them negative reading comprehension levels. My proposal do not intend to change this reality in matter of months but to create a basis or model to establish a plan for English classes in order students may raise their sense of curiosity, participation and investigation towards this approach. That is why my proposal will focus on reading comprehension with the subsequent benefits of improvements in writing and listening skills. Only, with the process of time and under the continuity of this approach for future pre-service teachers the general knowledge provided by the different contents in English classes, will give a preceding background to make students start giving short answers, complete different exercises such as matching ideas, select correct answers, order ideas, classify specific vocabulary into categories, compare opposite ideas etc.

When studying curriculum contents in foreign language, we will perceive that students will start to solve different activities which deal with writing, and reading comprehension skills, but speaking is something that could delay some time because though the students may understand the written input thanks to previous information studied in L1, they could feel most likely fearful to express ideas.

One aspect that I consider important to start making students feel secure of what they are going to read is to gauge and stimulate their abilities for pronounce vocabulary related to topics and sentences. That is why I will carry out in English classes, a *pronunciation time* activity, something that I will use not only in order to prevent mistakes in pronunciation but also for improving the way to join consonants with vowels (elisions) and some funny pictured short tongue twists.

Common goal

- To improve by means of curriculum contents, reading comprehension skills and reading performance.



Until present, students have shown willingness for reading silently in class and answer questionnaires, though this does not shed positive conclusive outcomes in their reading comprehension levels. However when the teacher produces comprehensible input, this proves to be joyful for them. For instance, when the teacher asks a question about a Colombian character with a public familiar name, the students feel more comfortable to participate by giving some possible answer.

Specific goals

- Designing lesson plans with contents that help students to associate those contents with language learning.



As regards this goal, the lesson plans have included contents for improve reading comprehension such as syntax word order as similar as possible to that of the Spanish. Also by choosing English-Spanish similar vocabulary, for instance:

Marco Fidel Suarez was elected president of Colombia in 1914.

Jorge Vicente Concha was a conservative educator, diplomatist, and parliamentarian for the conservative party.

- To give students pronunciation guidelines to get better reading and performing role plays in classroom.



This goal has not been achieved fully because of lack of time, classes that have been interrupted or finished before the time set, or appropriate interesting activities for improving pronunciation.

Role plays are activities that will consume time and having into account that there are only six weeks remainder, it would be inappropriate for collecting more specific results as regards the general goal of this proposal

- To improve writing and listening skills as benefits derived from reading comprehension skills.



An exercise that I consider will be helpful for reaching concrete results is the definitions and illustrated examples to be matched. The pictures can convey definitions in some degree better than the words do, of course, the words are necessary for communicating ideas, but this concept of ideas reinforced by pictures and use of vocabulary is a complementary cycle.

Theoretical framework

This proposal is based on the CLIL which many authors have emphasized in order to get benefits in English classes with curriculum contents. Since this approach has been officially implemented in some European Countries where students' needs and abilities are different from the students I observe, in this theoretical framework I will refer mainly to research or studies that support the background knowledge in native language my students may have, for this is going to be the basis which will allow students to get near to the English contents and participate in classroom activities. After analyzing the skills I could encourage in students of 10th and 11th having into account their linguistic and cognitive skills, I found that reading and writing will be the most appropriate skills that could help students to enhance their cognitive and linguistic abilities. (First International congress about special didactics June UNSAM, 2008). (SEE ANNEX 1 List of students)

In this proposal, the integration of basic skills will be crucial for reaching the last and most significant skill; communicative skill. Meanwhile, as a starting point for begin reading and writing process, (Dalton-Puffer (2008) suggested that some skills and competencies showed significant gains in CLIL, among them, vocabulary, fluency and emotive/affective factors which could enhance the reading and writing process in students.

(Marsh and Langé, 1999; Marsh and Marshland 1999; Met, 1998) suppose that in the CLIL the use of the second language will allow students to gauge concepts of varied contents and at the same time, they will develop a correct and effective use of the second language.

Furthermore, the integration of contents and second language create a fundamental basis for students, qualifying them to learn different contents and the second language involved.(Genese 1987, Lambert and Tucker 1972).

Methodology

The following are aspects and strategies I will use in a CLIL class:

Planning

In the CLIL the planning stage is of great importance because the teacher requires the collaboration of teachers of different contents to design and establish the contents and the most appropriate sequence. I will plan lesson under these guidelines:

Contents: the contents will be the core of students learning and what determines the **course** of the learning

Communication: using the language to communicate directions, clarifying doubts, reminding previous contents.

The planning will include comprehensible input according to what the students have studied in their contents. The classrooms activities will include exercises which make students integrate basic skills (selection of correct answers, selecting odd words, matching ideas, classifying vocabulary into categories). This is harmony with Krashen's theory about comprehensible input which argues that language acquisition is caused by learners understanding input which is slightly beyond their current stage of knowledge, by means of context and other extra-linguistic cues (comprehensible input).

Students centered learning

This supposes the inclusion of students in negotiating home works and contents, selection example and situations close to real life and working on projects or role plays.

This aspect has been important in determining the degree of motivation and participation in class activities, for instance, when students of 11B were offered three different contents, they

chose musical education. As a consequence, there was a noticeable participation in class when the teacher asked direct and indirect questions about the content.

Facilitative and flexible teaching

This implies facilitating contents comprehension which can be gotten by using alternative L1 data store in their notebooks or documents, setting reading comprehension home works, using linguistic and paralinguistic strategies (charts, brainstorming, items, classifying ideas etc.) This methodology is supported by the ELT JOURNAL in its article the use of mother tongue in the classroom.



Teachers and trainers who work with non-native-speaker colleagues will be aware of frequent differences of opinion over the question of whether or not to use the students' mother tongue in the classroom. With the expansion of ELT in Eastern Europe, this question is becoming progressively more of a stumbling block to co-operation between local teachers and those sent from Britain. This article seeks to look at various ways in which teachers at the chalk face use L1 and what theoretical view of language learning (if any) motivates them to do so, as well as to compare these with some alternative techniques using the target language.

This help for students has been useful for they have used their L1 content for understanding L2 content and also for selecting answers as home works

Autonomous and interactive learning

This can be enhance and achieved by working in classroom activities in per and group, activities implying meaning negotiation, training in strategies for class comprehension and follow up (to show lack of comprehension, ask for clarifications, deduce, pick out the essential)

Learning focus on home works and steps

Home works are activities that require students use the second language, putting emphasis in the meaning to get a goal. (Bygate, Skehan and Swain 2001)

Results

Planning

Planning was the most important part of my practicum stage a time consuming activity. However it worked because students were always attentive and always looked for the way to solve and answer the reading comprehension questions each text demanded. During my planning I also had into account students' opinion about what content to study in class, and what subtopics have the teacher of that content dealt in class. For instance, for religion content, students of eleventh grade provided specific information about the religion investigation they have to work. That information led me investigate about four scenarios in Jewish society of the first century.

(SEE ANNEX RELIGION WORKSHEETS)

However, when there was no effective way to plan contents due to the lack of new contents implemented by teachers by the end of the year, I decided to create a way of contextualization based on daily news. I used information in L1 store in a video and combined it with a questionnaire in L2. The output the students produced by selecting correct answers were noticeable because the questionnaire contains all the information they were watching and they could choose right answers. (SEE ANNEX WORSHEETS)

Students Centered Teaching

Among the results for this methodology, I found that the level of motivation and class participation were good as well as the level of concentration during the development of the class work.

For instance, students of eleventh grade propose examples of what they would do if they were some famous characters such as Bieber, Zuckerberg and Obama. The result of this planning with these students call the attention of students of 10th grades during their English classes for the planning was for these students. In other words, we can say that planning a lesson containing students' interests about entertainment and general culture will result in a more spontaneous class participation. Specifically they drew up sentences making hypothesis about the mentioned character above.

Another significant aspect which improved the start of English classes by making students pay attention was the use of illustrated pictures and in one occasion, drawn cartoons which I personally did. This latest attracted students' attention even more. I could realize that some of them look at the cartoons at the board in order to develop the sentences required in the class. The former is supported by this definition which states that *Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.*

Exemplifying the former, the use of pictures on the board along with questions of easy or easy-medium comprehension, made students argued in class about the possible answers to teacher's questions, for instance, as possible answers to the teacher's questions: "What relationship there was between Zeus and Perseus"? Or, "what special powers did Zeus have"? (SEE ANNEX, GREEK MYTHOLOGY)

Facilitative and Flexible Teaching

In order to make students understand the contents better than they did it in the past, I organized vocabulary on wallpapers independently, for instance a list of nouns vocabulary and a list of verbs related to the topic dealt in class. This strategy was planned with the purpose of facilitated students to identify the action of the main ideas, personal objects or properties connected with the characters of the class text. I also decided to highlight the verbs in a text in bold and italics; this made students ask about the meaning of the verbs and subsequently identifying the action quicker and easier.

Classifying was a strategy that helped students to set vocabulary into categories, for instance, in a class based on Colombian History, they had to classify some vocabulary into: Education, Law and Politics. It is expected that this kind of exercise reinforce the acquisition of vocabulary and establish relations between words when the students work on these activities.(SEE ANNEX, Colombian Ex-presidents)

Autonomous and Interactive Learning

Through some classes students understood the purpose of the class by working in per students or three students group. Most of the classes I used this strategy to produce significant results instead of individual work since the level of concentration and attention could be better if the students support each other while working on the task planned for the class.

Fortunately, I considered that the interaction of the students of the class in foreign language though minimum, was significant for the students made questions about the meaning of words and sentences which showed their authentic interest in the topic of the class. These could be reflected on the kind of t

Planning CLIL along with the teacher of different subjects was no significant, first because it was difficult to set a schedule to organize this activity. The teachers of the contents I proposed

them to work on this proposal did not show so enthusiastic. Consequently, I conclude that a proposal like this would have to be coordinated since the beginning of an academic year having into account that the commentaries of the students made in the interview were positive about their point of view of the proposal.

Communication

During the initial stage of the class, this is the warming up or time reflection i used careful selected words to attract students with the use the foreign language. For example, in a tie reflection called "the secret of the happiness ", i used three basic verbs (to have, to be, to love) which i wrote them on the board, then i showed them three pictures related to the verbs.

I selected three pictures which most of the students are attracted by, and finally i asked them what make them happy. The answers were similar because most of them were concerned about material and physical objects. The answers and the polemical interaction were not important but the authentic interaction and participation.

As an anecdotic report, i have to include even when I reprehended some students for misbehavior or inappropriate commentaries, the students caught the message maybe due to the tone of voice of the teacher but also because of the words of selected to communicate. For example: "hey, you have to respect your partners all the time in class, if you disrespect your partners in class, you disrespect your teacher too. Watch out your vocabulary".

Warming up

The warming up activities was a moment of the class crucial to determine to what extend the students will keep interest in the development of the class as well as their level of responsibility with the task of the class. Thus, I usually hanged some pictures on the board, and then I introduced to them the topic and asked them questions about the character of the pictures who

will take part of the text of the class. For instance, “ I was talking to teacher of Spanish Pedro Sarmiento a topic you were working on class”, immediately they turn their attention to that teacher, but when I wrote them the topic on the board, the start making comments in their native language as reminiscing the topic step by step. **(SEE FIGURE Worksheets)**

4. RESEARCH COMPONENT

Introduction

This part of my proposal will be focus on data collection, semi structured and structured interviews as the practicum stage goes by in order to improve and strengthen the students learning process and my own teaching stage. Although the contents will be balanced and carefully selected with a comprehensible input, the students' learning process must be examined in order to determine the problems and difficulties the students may show in the process of learning under this approach and how to help them to overcome those difficulties.

Action research as defined by Peter Reason and Hilary Bradbury is:

A participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people and more generally the flourishing of individual persons and communities.

Though my proposal deals with integrating curriculum contents with second language learning, one of my possible challenges is to adequately and balance my proposal with the previously established yearly English area plan. This will require to adapt grammar focus with the cross curriculum content English class.

Statement of problem

As I have stated in previous sections of this proposal, students of 10th and 11th grades in ENSP showed little written and oral production when they were asked to perform role plays and propose written exercises on grammar structures specific examples. That is why I will implement

the content integrated language teaching as a natural approach which can change the perception of students' for language learning.

Justification

The research action will report advantages for both teacher and students because this action can make understand students that teachers are concern about their learning and make efforts for a better understanding of every single class between the two parts. If this research would not be implemented, the students would feel that the teachers are not deeply concern for their genuine learning.

Besides this appreciation, the teacher will collect applicable information at the right moment if research action is done periodically. These results could help pre service teacher to adjust new activities, work on a specific skill that needs to be gauge, make follow up and guidance of isolated or general problems as regards students' process learning.

Research Questions.

- What if the contents would not provide enough motivation for students' learning?
- Will be the students feel comfortable at the time of completing or filling data collection applications?
- To what extend will the students relate the previous knowledge acquired in L1 to connect it with the same content in language in order to ignite cognitive and linguistic development of English language?



About this question, I have realized that some students are not contextualized with their L contents, which place them in disadvantage before the rest of the students, I would say that maybe fifty per cent of the students are undergoing this problem. I will make some surveys to

collect data and establish to what extent does this problem affects their motivation and performance in English classes.

Theoretical framework

Most of the concepts for an appropriate selection of theoretical framework for action research depends heavily on the literature we have read.

Action research is generally defined as a form of educational wherein a professional actively involved in practice, engages in systematic, intentional inquiry into some aspect of that practice for the purpose of understanding and improvement (Cochran Smith and Lytle, 1990; Kemmis and McTaggart, 1998; Sagort; 1992). In this Inquiry, I elected to use the three-phase process of action research described by Bullough and Gitin (1995, p 181)

Phase one: identify and write up a concern or issue; collect baseline data. In light of the data, reconsider and reformulate the issue and write a question.

Phase two: Write and implement an action plan.

Phase three: Asses the plan in the light of the data analysis. Make recommendations for future study and practice.

Sagor's 819929 perspective emphasized that the pre-service teachers initiate and direct their own action research project, with the goal of improving their practice. The degree of individual autonomy offered by this model was consistent with our commitment to empowering pre-service teachers to apply these tools in their own future classrooms.

Methodology

In order to collect data to improve the practicum stage process, I will use the following collecting data:

- Semi- structured and structured interviews

- Organizational charts containing appreciations about their progress, initiative, autonomous learning and different aspects related to teacher classroom management and use of strategies for learning motivation.

Results

While working on how to increase or maintain students' interests in the topics and activities of the class, I had to give space to my supervisor participation in class, though short, significant because it enhanced students' performance at the beginning, in the middle or at the of the class, This led me to the conclusion that a time reflection or a matter which considered students' needs, is a moment that help students to feel themselves more comfortable before starting the activities in class or to motivate them to finish the activities in a right way making necessary corrections.

The time reflection was a suitable moment for correcting some negative attitudes and behaviors displayed in a particular class; this helped to start the class with a commitment of cooperation and participation on the class activity.

Another important aspect of my research action achieved during my practicum stage was the implementation on grammar teaching for I have not planned to focus on this aspect since the beginning of my practicum stage. Reminding that the grammar is something that interferes in the CLIL since it tends to isolate the use of real life contents, planning the grammar exercises and sentences using real life and polemical examples were the negotiating point in order to continue with the CLIL proposal. The principle core of CLIL is to give students a real life context to work on, thus, when my supervisor asked me to implement grammar on tenth grades, I found that using sentences with real life situations and characters, was an alternative way of second language contextualization. In fact, it worked because it gave students reflection and analysis on

making hypothesis as in the case of teaching second conditional topic. (See annex WORSHEETS)

For instance, for a particular class for tenth grades, I proposed six examples of real characters (Nairo Quintana, Barack Obama, Justin Bieber, Miley Cyrus, Cristiano Ronaldo and MarkZuckerber) I collected information about what other students of eleventh grade believed they would do if they were those famous people. The result was authentic interaction students-teachers and competitive class work though focusing on grammar.

A final important research I did for planning classes was a topic a studied. This topic was a complementary activity or gauge activity for a content we have worked in class. This research led me conclude that contents worked in another subjects can be strengthened if the class included a video with information in native language and simultaneously, a questionnaire of unique selection in which the selection of vocabulary was carefully selected and keeping a syntax similar to Spanish word order. (See figures WORSHEETS)

Finally I wanted to collect data about their opinion of the proposal implemented during this practicum stage. (See figures RESULTS INTERVIEWS)

I concluded in this component that though I did not sit down to think about this component, I did look for the way to vary the topics and increase students motivation by implementing an effective and attractive warming up at the beginning of each class.

For instance, in an English class based on Colombia History, the text drawn up contained past tense in most of it. Therefore, the way to negotiate grammar with the cross curriculum content was making questions for reading comprehension so that the grammar aspect didn't look isolated

but integrated. In this way the student is more concerned in a subconscious way with the cross curriculum content rather than focusing on grammar.

5. OUTREACH COMPONENT

Introduction

For this Content and Language Integrated Learning approach there is an implicit help that can be done by the teachers of the curriculum contents. This help will eventually provide the basis for a better CLIL implemented for future pre service teachers in this school. Thus, is evident that the cooperation of participants other than English teacher and students could mean a substantial pillar for a future CLIL proposal.

Justification

Teachers of curriculum contents cannot do this by their own initiative or will. This requires even more than taking an English course for even though the teachers take English classes by themselves, probably they will feel that they would be working alone when giving some English input in their particular contents.

Goals

Under this training, I will expect that two benefits are derived:

- Make young learners see foreign language as language which the institution is engaged with.
- Make teachers of different contents have initiative ideas for future pre service teachers.



This goal has not been implemented, but the teachers of physical education have shown interest in starting some sports classes with children and teenagers in the afternoons. In this classes, the use of commands when doing particularly football movements, will be crucial for encouraging students to make use of real life English contexts.

Explicitly, related vocabulary such as parts of the body, clothes, movements, rules, fouls, positions and techniques will be fundamental in the content of the classes with the teachers of this contents.

Methodology

This part of my proposal will be directed to qualify some teachers of the curriculum contents in primary and secondary school by making individual classes since each of the teachers handles different contents. In these personal classes I will work on articles which can provide us specific vocabulary, concrete ideas and simple definitions and concepts. However the teaching of some basic grammar structure will be helpful and appropriate when the trained teacher wants to ask questions or give affirmative statements in foreign language.

Results

This part of my proposal was directed to qualify teacher of physical education, however they gave me spaces and setting to work with students of primary and sixth and eighth grades with the purpose of teach them physical education contents through games and dynamics which pleased the teachers of physical education and his pre service teacher too. During these activities students feel that English was a natural vehicle for playing and sharing per group responsibly or even individually.

These classes include bingo games, dynamics of physical education in group, per students and individually:

Bingo Games: The bingo was played with contents of football

Physical education dynamics: They included activities in which students in group, per students and individual students had to depict out the sport action the teacher said. Previously, they had received a list of physical exercises. The pre service teacher of physical education had

the chance to monitor this activity by saying the words the students had to depict out with movements.

Who wants to be millionaire?: This game that is a copy of the original format, had slides with questions about football worldwide and also included questions of local football. During these classes I had to control the level of interaction with clear rules for the students during the first classes wanted to participate when the participants were choosing answers. (**see annex GAMES**)

Another activity I had as complement of this component was to attend the institution two times in the afternoons on Wednesdays in order to guide students on how to pronounce their conversations in role play assigned by the Teacher of English, my supervisor Rafaela Cote.

I was pleased of having helped students when they came to me in order to correct mistakes and ask for clarifications every time teacher Rafaela Cote suggested their pupils to take my monitoring outside the classroom and having shared funny and entertained moments with primary grades and secondary grades with the games mentioned above.

6. ADMINISTRATIVE COMPONENT

Introduction

The pre-service teacher needs the cooperation of the institutional staff at the beginning of its practicum stage and during this stage he will continually receive support. Therefore, the pre-service teacher must take initiative in showing concern about the activities scheduled by the institution such as rising flags ceremonies; inter institutional activities, religious ceremonies among others, in order to strengthen bonds with all the staff, always under an optimistic and enthusiastic atmosphere.

In addition, the pre-service teacher must make an effort in order to make contributions regarding to his methodologies and approach trying to obtain success. That is why I will work hard in order to propose this CLIL approach becomes to be part of the P.E.I. (Institutional Educative Project).

If this project success and becomes part of the P.E.I, it will report benefits and accreditations for the institution as regards second Language learning.

Justification

The pre-service teacher is a person almost professional who has to become part of the institutions in all that affects its organization and participation in institutional activities. In this way, the students will see the pre-service teacher as a member of the staff of the institution and not only as probationary teacher supervised by their official teachers.

Additionally, one the needs ENSP has, is to stay firm as one of the leading educative institutions in Pamplona, thus, my contributions as an active participant in different institutional activities will contribute students have a positive perception about the English pre-service teachers in the ENSP.

Goals

- The pre-service teacher will contribute to create an atmosphere of good relations and cooperation with the institutional teachers regarding to the process of receiving advice in the planning of the content for English classes.
- The pre-service teacher will coordinate and set a schedule to qualify teachers of other subjects, understanding that this activity requires coordination and can be useful for these teachers for the sake of looking for new and complementary competences in their teaching.

Possibly, due to the lack of time, or some ambiguity on teachers' contents side, I could not have coordinated goals, nor specific guidelines for planning English classes based on the syllabus of the institution, I have to receive the support of the students for planning the contents such as Economy, sports, musical education , history and religion. However, for the remainder part of this academic year I will try to create better bonds with the teacher in order they become passive participants of this proposal by providing me ideas and concepts and making comments in their classes about what they are learning in English classes based on the syllabus of the institution.

Another important activity that I will organized in association with my supervisor Rafaela Cote is the Christmas meal and a Christmas song for the final activity for students of eleventh grades not only as a activity for English entertainment, but also as a way to create deep bonds among students and teachers.

Methodology

The pre-service teacher in order to fulfill or achieve the stated above, will stay at the institution according to the schedule set, this is, from 6: 40am to 1: 15 pm in order to participate

in all the institutional activities, meetings and personal commitments related to his four components.

Raising flag ceremony was an activity I participate by controlling discipline and reminding students respectfully their commitment with those activities.

The Halloween day was an event not celebrated in the school rather the institution celebrated the student's day an occasion in which I along with other pre service teachers organized a game in order to entertain and get together students of different grades I have never had contact with.

The fair of the creativity was carried out by the last week of October. This event unfortunately did not prove to be as coordinated as we have planned for the students had to be under a circuit of twenty minutes in each grade watching experiments and inventions, but by the half of the circuit, my students and in general, lost the interest or simply, took another way. So all the teachers decided to let the students watch what they want by themselves.

Though the teachers of physical Education did not take English personal classes as I have planned at the beginning of the practicum stage, however The teacher of Physical education promoted activities linked to physical education contents with grades from fifth to eleventh grades. These games and activities included bingo game with contents of Physical education, interactive exercises using vocabulary related to physical sports and contents in video bean. In these activities we integrated students of different grades creating a challenge among them. In this video game, we I selected a content which attracts most of the boys: The football. Even when the question were long, the use of personal names of soccer players, coaches, countries, leagues and cities helped to contextualized the questions. Of course, the questions had four options which constituted a complementary aid to help them understanding the question fully.

However, there were two limitations in this video game activity and was the population chosen who were completely boys. The girls participated as spectators giving their answers when the participants ask them for help but who showed few level participation in the contest. **(SEE FIGURE GAMES)**

7. REFERENCES

In ELT literature, the reader often finds the terms Content and Language Integrated Learning (CLIL) and immersion used interchangeably, even though there are important differences between them. These two labels usually appear as generic terms covering any kind of teaching in which an L2 is used to teach content. (Taken from ELT JOURNAL 2009). (ELTJ, 2014).

S. D. Krashen argues that language acquisition is caused by learners understanding input which is slightly beyond their current stage of knowledge, by means of context and other extra-linguistic cues.... By Lydia White. (Applied Linguistics, 2014).

Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. (NCSU, 2014).

Teachers and trainers who work with non-native-speaker colleagues will be aware of frequent differences of opinion over the question of whether or not to use the students' mother tongue in the classroom. With the expansion of ELT in Eastern Europe, this question is becoming progressively more of a stumbling block to co-operation between local teachers and those sent from Britain. This article seeks to look at various ways in which teachers at the chalk face use L1 and what theoretical view of language learning (if any) motivates them to do so, as well as to compare these with some alternative techniques using the target language. (ELTJ, 2014).

Research

Hilary Bradbury

1. ¹Case Western Reserve University, USA

Peter Reason

1. ²University of Bath, UK. (SAGE Publications, 2014).

Action research is generally defined as a form of educational wherein a professional actively involved in practice, engages in systematic, intentional inquiry into some aspect of that practice for the purpose of understanding and improvement (Cochran Smith and Lytle, 1990; Kemmis and McTaggart, 1998; Sagort; 1992).

The use of the three-phase process of action research described by Bullough and Gitin (1995, p 181).

Phase one: identify and write up a concern or issue; collect baseline data. In light of the data, reconsider and reformulate the issue and write a question.

Phase two: Write and implement an action plan.

Phase three: Asses the plan in the light of the data analysis. Make recommendations for future study and practice.

8. REFERENCES

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ANENEXES

Annex A. Lista de estudiantes

586	ALVARADI VERA CLAUDIA YASMIN	-	BAJO 5	BAJO 4	ALTO 8
970	ANGARITA SANCHEZ YURI ANDREA	-	-	-	-
			SUPERIOR		
724	ARIAS JAIMES MONICA ALEJANDRA	BASICO 75	100	BAJO 5	ALTO 8
971	BOHORQUEZ ROJAS MARIA FERNANDA		-	-	-
		SUPERIOR			
972	CAUCA LOPEZ ARIANA SULAMITA	9	BAJO 5	BASICO 7	ALTO 8
				SUPERIOR	
540	CARREÑO DULCEY LESLY LEUDIK	SUPERIOR 100	BAJO 5	100	ALTO 8
	CASTELLANOS RODRIGUEZ JEISON				SUPERIOR
101	JAHIR	BASICO 7	BAJO 4	BAJO 5	100
				SUPERIOR	
541	CESPEDES VELEZ ESTEBAN	ALTO 8.4	BASICO 7	9	ALTO 8
	CONTRERAS DUQUE DIEGO				
995	SEBASTIAN	ALTO 9.0	ALTO 8	BASICO 6.5	ALTO 8
1006	DUARTE JAIMES YENIFER VANESSA	SUPERIOR 9.2	BAJO 5	BASICO 7	ALTO 8
			SUPERIOR		
996	DUQUE EDWAR ADRIAN	ALTO 8.4	100	BASICO 6	ALTO 8
					SUPERIOR
973	FLORES CASTELLANOS ERIC JOHAN	BASICO 7	BAJO 5	BAJO 5.5	100
323	FLORES MOGOLLON EIXON FABIAN	SUPERIOR 9.7	-	BASICO 7	ALTO 8
103	GARCIA GELVEZ LEIDY LORENA	-	BASICO 6	ALTO 8	ALTO 8
				SUPERIOR	
80	GELVEZ GELVEZ DIANA MARCELA	ALTO 8.4	BAJO 5	100	ALTO 8
	GRANADOS SUAREZ RICHARD	SUPERIOR		SUPERIOR	
298	ANDREY	9		100	ALTO 8
722	JAIMES MALDONADO JEISON ARLEY	-	BAJO 5	BAJO 5	ALTO 8
307	MENA ROJAS ALDAIR	BASICO 7	BASICO 7	BAJO 5	ALTO 8
				SUPERIOR	
545	PLAZAS SILVA BRAHIAN	BASICO 7	BASICO 7	100	ALTO 8
	QUINTANA SANDOVAL JOHN				
544	ALEXANDER	-	BAJO 5	-	ALTO 8
		BASICO		SUPERIOR	
93	RIVERA JAIMES MIGUEL ALONSO	7.5	BAJO 5	9	ALTO 8
	SANCHEZ VILLAMIZAR CAROL				
388	YOLIMAR	-	-	-	-
	TRUJILLO MENDOZA JEAN PIERR				
974	ESNEYLLER	SUPERIOR 9.4	BAJO 5	-	ALTO 8
			SUPERIOR		
975	VERA CONTRERAS MERY ZULAY	ALTO 8.3	100	ALTO 8	ALTO 8
122	VERA GARAVITO CLAUDIA DAYANA	SUPERIOR 9.0	-	BAJO 5	ALTO 8
			SUPERIOR		
314	VERA PARADA TATIANA ANDREA	ALTO 8.4	100	BAJO 4	ALTO 8
377	VERA ROJAS ANGIE LIZETH	SUPER 9.6	BAJO 5	ALTO 8	ALTO 8

350	BATECA SAPUY JHON HENRY	SUPERIOR 100	SUPERIOR 100	ALTO 8
351	BAUTISTA BOADA WENDY BIBIANA	SUPERIOR 100	ALTO 8	-
353	CACERES PARADA LUZ DEIDY	SUPERIOR 100	SUPERIOR 100	SUPERIOR 9
982	CAICEDO ROZO MARYMAR	BASICO 7.5	SUPERIOR 100	SUPERIOR 9
436	CALDERON ROZO ELKIN LEONEL	BASICO 6	100	ALTO 8
356	CASTELLANOS ROJAS JUAN CAMILO	BASICO 6	ALTO 8	SUPERIOR 9
735	DAZA BAUTISTA ANGY LILIANA	ALTO 8	SUPERIOR 9	BASICO 7
357	DELGADO CAUCA BRAYAN ARMANDO	-	SUPERIOR 9	ALTO 8
359	DIAZ LEAL ARCELIA	BASICO 6	SUPERIOR 9	SUPERIOR 9
416	GAMBOA RODRIGUEZ JUAN MANUEL	BAJO 5	BASICO 7	-
737	GELVEZ ACEVEDO CINDY CAROLINA	BAJO 5	SUPERIOR 9	SUPERIOR 9
983	GELEZ GELVEZ LUIS EDUARDO	BAJO 5	SUPERIOR 100	BAJO 5
328	GOMEZ HERNANDEZ ANGELY VALENTINA	BASICO 6	ALTO 8	ALTO 8
417	GOMEZ HERNANDEZ JOHAM SEBASTIAN	BAJO 5	ALTO 8	SUPERIOR 9
419	JAIMEZ FLOREZ JUAN CARLOS	BASICO 6	ALTO8	BAJO 5
330	JAIMES FLOREZ JULIETH ROCIO	-	SUPERIOR 100	-
420	JOYA JIMENEZ ADRIAN	BAJO 5	SUPERIOR 9	SUPERIOR 9
332	JOYA JIMENEZ FAUSTO	BASICO 6	SUPERIOR 100	-
740	LAGUADO PORTILLA WILSON FERNANDO	100	SUPERIOR 100	-
554	LIZCANO JAIMES MARIA DEL ROSARIO	SUPERIOR 100	-	-
368	MERCHAN MENDOZA YINETH ANDREA	BAJO 5	SUPERIOR 100	-
741	MONTAÑEZ DUARTE EDWIN ALEXIS	SUPERIOR 9	SUPERIOR 9	
340	PEÑA FIGUEROA ESTEBANY MARIANN DALLANA			
743	PINZON VARGAS MONICA ALEXANDRA	-	-	-
373	ROJAS MALDONADO YARLY PAOLA	BASICO 6	-	ALTO8
375	SANDOVAL VERA LUIS PLUTARCO		RETIRADO SUPERIOR	
346	VILLAMIZAR CARRILLO KAREN DAYANA	-	100	SUPERIOR 9

ANGARITA SIERRA JOSE RAMIRO	-	BASICO 7	BASICO 7	SUPERIOR 9.5
ARIAS JAIMES JUAN CAMILO	ALTO 8	SUPERIOR 100	ALTO 8	BASICO 7 SUPERIOR 100
ARIAS PABON CRISTHIAN FABIAN	-	BASICO 7	BASICO 7.5	SUPERIOR 100
BARBOZA MARAGON GABRIEL	-	SUPERIOR 9	ALTO 8.5	100
CAICEDO CRUZ ALEXIS	BASICO 6	SUPERIOR 9	ALTO 8	BAJO 4
CONTRERAS RIVERA EDIT SAMARY	-	BASICO 7	-	BAJO 4
FERNANDEZ MONTEZ ZAIDA	-	BASICO 7	BASICO 7.5	BAJO 4
GARCIA GELVEZ ANGIE	SUPERIOR 9	BASICO 7	BASICO 6	BAJO 4
JAIMES ESTEBAN ARLEY	SUPERIOR 9	SUPERIOR 9	ALTO 8	SUPERIOR 100
LEAL ATUESTA DAYANNA	-	SUPERIOR 9	BASICO 7.5	ALTO 8 SUPERIOR 9.5
MARTINEZ TORRES RAMON	ALTO 8	BASICO 6	ALTO 8.5	SUPERIOR 100
MENESES CASTELLANOS JESUS	SUPERIOR 9	SUPERIOR 9	ALTO 8	SUPERIOR 9.5
MONSALVE ARCINIEGAS DANIELA	BASICO 6	-	ALTO 8	ALTO 8
MONTAÑEZ ESCALANTE EDITH	BASICO 6	ALTO 8 SUPERIOR	BASICO 6	SUPERIOR 100
MORENO VILLAMIZAR JESSICA	SUPERIOR 9	100	ALTO 8	100
NIÑO GUERRERO ORIANA	-	BASICO 6	ALTO 8	BASICO 7
PABON RAMOS JHOAN	-	ALTO 8	BASICO 6	ALTO 8
PARADA HERNANDEZ DIANA	-	SUPERIOR 100	ALTO 8	SUPERIOR 9
RODRIGUEZ CARRILLO EDGAR	-	BASICO 7	BASICO 7	ALTO 8
ROZO BASTO MARYLYN	BASICO 6	SUPERIOR 9	ALTO 8	BASICO 7.5
SALCEDO REYES JULIANA	SUPERIOR 9	SUPERIOR 9	ALTO 8	SUPERIOR 9
SANDOVAL PARRA JOHAN	-	SUPERIOR 9	ALTO 8	SUPERIOR 9
VELASCO BASTO YULIANA	-	ALTO 8	BASICO 6	BASICO 7

ENGLISH LESSON PLAN**SCHOOL: NORMAL SUPERIOR PAMLONA DATE: Oct ,Wed the 22nd****LEVEL: A 2****TEACHER: Luis Franco****Chart 2. English lesson plan 1**

TOPIC: Alfonso Cano's death		CLASS: 11 B Time: 11:25
GOAL: To study social reality and Colombian news making students become critical.		
SPECIFIC GOALS: Students will learn specific vocabulary connected to military weaponry and tactical intelligence. Students will use past simple and past progressive		
SPECIFIC LEARNING TO GET: .	PREVIOUS KNOWLEDGE:	BACKGROUND Tv news in native language or media information.
ACTIVITIES: listening, writing and reading.		

INITIAL ACTIVITY

ENGLISH LESSON PLAN

GOAL SOCIALIZATION: TIME: 10 minutes.

Warm up:

- Students will look at the board and match weaponry guns with those used by the national army and guerrilla groups.

CLASSWORK:.

Individual
participation

MATERIAL:

Board, pictures.
Wallpapers
containing
vocabulary

RECOMMENDATI
ONS:

Students must pay
attention to their
classmates
participation.

INTRMEDIATE ACTIVITY

ENGLISH LESSON PLAN

ACTIVITY GOAL: TIME: 20 minutes

Students will receive their worksheet containing Alfonso Cano's brief biography.

At the end of the biography they will answer some question for checking reading comprehension.

CLASSWORK:.

Individual test.

MATERIAL:

Worksheets.

RECOMMENDATI

ONS: students

organize the

classroom in pair

students.

CLOSURE ACTIVITY

ENGLISH LESSON PLAN	
<p style="text-align: center;">TIME: 5 minutes</p> <p>ACTIVITY GOAL: students will receive feedback from the previous class activity as well as motivation strategies to continue increasing their classwork.</p>	<p>CLASSWORK: individual.</p> <p>MATERIAL: Previous corrected worksheets</p> <p>RECOMMENDATIONS. To search past progressive vs past simple sentences.</p>

Related standards:

ESCUCHA:

Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema.

ESCRITURA: Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor.

LECTURA: Identifico palabras clave dentro del texto que me permiten comprender su sentido general.

GRAMMAR:

Past simple vs past progressive. This class will include mainly the use of simple past. For the next lesson this topic will be further studied making distinction between past simple and past progressive.

Bibliographical references: http://es.wikipedia.org/wiki/Alfonso_Cano

<http://www.ego4u.com/en/cram-up/grammar/simpas-paspro>

Chart3. English lesson plan 2

SCHOOL: NORMAL SUPERIOR PAMLONA		DATE: Tuesday the 14th	
LEVEL: A2		TEACHER: Luis Franco	

ENGLISH LESSON PLAN	
TOPIC: SECOND CONDITIONAL	CLASS:10 B TIME: 6.45-8-25 AM
GOAL: Students will construct hypothesis	
SPECIFIC GOALS: students will use past verbs and present forms in a correct way to make second conditional sentences.	
SPECIFIC LEARNING TO GET: .	PREVIOUS BACKGROUND KNOWLEDGE: past and present verbs
ACTIVITIES: listening, writing, reading.	

INITIAL ACTIVITY

ENGLISH LESSON PLAN

GOAL SOCIALIZATION:

Initial pray.

Time reflection TIME: 10minutes

Warm up: TIME: 15 minutes

Students will guess the name of Trojan war characters by looking their pictures on the board

Students will participate guessing the name of Trojan war characters after the teacher describe them

GOAL ACTIVITY:

Students are delivered a worksheet which contains a reading text about the Trojan war. Then they receive directions to develop the three activities designed in the worksheet

TIME: 10 minutes

CLASSWORK:

Two students pair

MATERIAL: board, pictures, worksheet.

RECOMMENDATI

ONS: Students will look for the present form of the verbs that appear in the text using dictionaries.

INTERMEDIATE ACTIVITY

ENGLISH LESSON PLAN

<p>ACTIVITY GOAL:</p> <p>Students develop the worksheet under the teacher's assistance and by igniting previous knowledge in L1 content</p> <p>minutes</p>	<p>CLASSWORK: pair students</p> <p>MATERIAL: Worksheet.</p> <p>RECOMMENDATIONS: Use of dictionaries.</p>
---	---

Students develop the worksheet under the teacher's assistance and by igniting previous knowledge in L1 content

minutes

TIME: 30

CLASSWORK: pair students

MATERIAL: Worksheet.

RECOMMENDATIONS: Use of dictionaries.

FINAL ACTIVITY

ENGLISH LESSON PLAN

TIME: 20 minutes

ACTIVITY GOAL: the correct answers are written on the board after the worksheets are collected. Students will also participate by giving oral answers.

CLASSWORK:

individual

MATERIAL:

Board, marker

RECOMMENDATIONS:

Students will participate at random or by they own will.

Related standards:

ESCUCHA:

Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema.

ESCRITURA: Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor

LECTURA: Identifico palabras clave dentro del texto que me permiten comprender su sentido general.

IMPLICIT GRAMMAR: past tense

Bibliographical references: http://en.wikipedia.org/wiki/Trojan_War

Chart 4. English lesson plan 3

SCHOOL: NORMAL SUPERIOR PAMLONA		DATE: Tuesday the 15th	
LEVEL: A2		TEACHER: Luis Franco	

ENGLISH LESSON PLAN	
TOPIC: SECOND CONDITIONAL	CLASS:10 C TIME: 8:30 AM
GOAL: Students will construct second conditional sentences joining two clauses.	
SPECIFIC GOALS: students will use past verbs and present forms in a correct way to make second conditional sentences.	
SPECIFIC LEARNING TO GET: .	PREVIOUS BACKGROUND KNOWLEDGE: past and present verbs
ACTIVITIES: listening, writing, reading.	

INITIAL ACTIVITY

ENGLISH LESSON PLAN	
<p>GOAL SOCIALIZATION: TIME: 10 minutes</p> <p>Warm up:</p> <p>Compound words activity.</p> <p>Students participate by matching illustrated words in order to form new words.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Catwalk pigtail rainbow fireman firefly jellyfish butterfly</p> </div> <p>Students are delivered their previous class activity which will help them as a feedback for the development of the present class activity (second conditional).</p>	<p>CLASSWORK:</p> <p>.Individual</p> <p>MATERIAL: board, pictures</p> <p>RECOMMENDATIONS: Students participate and pay attention to their classmates' performance on the board.</p>
<div style="border: 1px solid black; background-color: #cccccc; padding: 5px; display: inline-block;">INTERMEDIATE ACTIVITY</div>	

ENGLISH LESSON PLAN	
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<p>ACTIVITY GOAL:</p> <ul style="list-style-type: none"> • Students are introduced in the second conditional with examples on the board and grammar explanation • Students are delivered a worksheet containing second conditional exercises to be solved in three students group <p>TIME: 25 minutes</p>	<p>CLASSWORK:</p> <p>Three students group.</p> <p>MATERIAL:</p> <p>Board, worksheets.</p> <p>RECOMMENDATIONS: to work in group cooperatively.</p>
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CLOSURE ACTIVITY

ENGLISH LESSON PLAN	
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<p>TIME:</p> <p>ACTIVITY GOAL: students are given a lyrics song (if I were a boy). As a homework, they have to look for second conditional sentences in the lyrics and write them down on the notebook.</p>	<p>CLASSWORK: three students group</p> <p>MATERIAL: worksheets</p> <p>RECOMMENDATIONS: homework.</p>
---	---

Related standards:

ESCUCHA

Entiendo instrucciones para ejecutar acciones cotidianas.

LECTURA:

Identifico palabras clave dentro del texto que me permiten comprender su sentido general.

ESCRITURA:

Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor.

IMPLICIT GRAMMAR: past verbs, present verbs, second conditional

Bibliographical references:

<http://www.shertonenglish.com/resources/es/conditionals/type2.php>

1. In Greek mythology, the **Trojan War** was **waged**
 2. against the city of Troy by the Achaeans (Greeks)
 3. after Paris of Troy **took** Helen from her husband
 4. Menelaus king of Sparta. The war is one of the most
 5. important events in Greek mythology and has been
 6. **narrated** through many works of Greek literature, 7
 7. most notably through Homer's *Iliad*.
 8. The war **originated** from a quarrel between the
 9. Goddesses Athena, Hera, and Aphrodite, after Eris, 10. the goddess of strife and discord,
gave them a 11. golden apple, sometimes **known** as the Apple of 12. Discord, marked "for
 the most beautiful". Zeus **sent** 13. the goddesses to Paris, who **judged** that Aphrodite, 14. as the
 "most beautiful", should **receive** the apple. 15. In exchange, Aphrodite **made** Helen, the most
 16. beautiful of all women and wife of Menelaus, 17. **fall in love** with Paris, who took her
 to Troy. 18. Agamemnon, king of Mycenae and the brother of 19. Helen's husband
 Menelaus, **led** an expedition of 20. Achaean troops to Troy and **besieged** the city for 21. ten
 years because of Paris' insult. After the 22. deaths of many heroes, **including** the Achaeans
 23. Achilles and Ajax, and the Trojans Hector and 24. Paris, the city **fell** to the stratagem of
 the 25. Trojan Horse. The Achaeans **killed** the Trojans 26. (except for some of the
 women and children whom 27. they **kept** or **sold** as slaves)

list the words in *italics* and **bold**. Next put the present form in front of each verb and classify them as regular or irregular.

Past

present

1 _____

3 _____

6 _____

8 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

17 _____

1 _____

19 _____

20 _____

22 _____

24 _____

25 _____

27 _____

27 _____

Write the names of relatives (family) as follows:

BROTHERS _____

SISTERS _____

FATHER AND SON _____

FATHER AND DAUGHTER _____

HUSBAN AND WIFE _____

OTHERS _____

EXAMPLE OF WORKSHEET

TRANSLATE THE VERBS ON YOUR NOTEBOOK AND TRANSLATE THE SENTENCES IN THIS PAPER.

If i were Mark Zuckenber..... I would **get better** the platform and the apps for cell phones.

I would **buy** all the city of Pamplona

I would **do** social works charity.

I would **spend** all the day long in the Jacuzzi drinking Champaign

I would **create** a foundation for helping poor people

If I were Barack Obama..... I would **send** secret groups to Islamic territories to find out

terrorist leaders.

I would **finish** the economical blocking for Cuba.

I would **divided** the resources in equality.

I would **invest** in countries suffering extreme famine.

I would **continue** spying the world.

I would **help** the Colombian administration by providing it

military

and logistical intelligence to exterminate the Guerrilla.

If I were Cristiano Ronaldo..... I would **buy** Lamborghinis, Ferraris, enterprises

I would **collect** money for every picture of mine.

I would **have** all the girls I like to my feet.

If were Miley Cyrus I would **change** my public behavior in concerts and videos.

I would **create** a public foundation for abandoned dogs.

I would **build** a big mansion

I would **ask** to the father to make me an exorcism.

I would **leave** the drugs and create a help center for addicted

People.

I would **clarify** some rumors about me, and would stop drugging

me.

If I were Nairo Quintana I would **concentrate** more while pedaling.

I would **train** hard to return the next year and win la

Vuelta a España and le Tour du France.

I would **learn** English and French.

If I were Justin Bieber I would **come** Colombia and would **make** graphitizes on the walls

In Bogota.

I would **change** the public opinion about my gay condition by

clarifying it on T.V

I would **set** things clear with Selena Gomez.

I would **take** photos of mine with public celebrities and normal

people and **set** them in Instagram.

Annexes Sample Worksheet

The voice Kids

<i>The voice Kids</i>	
<i>Appearances are deceptive ...</i>	
<i>The voice does not.</i>	
<i>In the voice kids, the talent does not</i>	
<i>stop growing.^[1]</i>	
Genre	Talent show
Creator	John de Mol
Presentators	Alejandro Palacio and Linda Palma
Judges	Maluma^[2] Fanny Lu Andrés Cepeda
Country of origin	Netherlands
Location	 Bogotá, Colombia
Language	Spanish
Production	
Producers	Caracol Televisión
Broadcast	
Original Network	Caracol Televisión
Time	8:00 pm to 9:00 pm
Duration	1 hour
Launching date	September the 23th 2014 ^[3]

[Luis Londoño Arias](#) (January 1973, [Colombia](#)) he is a Colombian known as [Maluma](#). At his early musical career in [Medellín](#), he became a star in Latin America, becoming non-musical awards of international



[Fanny Lucía Martínez Buena Vista](#) (February the 8th, 1973), known as [Fanny Lu](#), is a Colombian actress, singer and Colombia as judge in different [reality shows](#), [La Voz Colombia](#) and [La Voz de los Niños](#). In addition, he was in the dubbing of the movie [Open Season](#).



[Andrés Cepeda](#) ([Bogotá](#), July 1958) is a Colombian singer and a Colombian composer. He received eight nominations in the category of "best album" and "best pop artist". He is the main judge of the program [La Voz Colombia](#).



EXAMPLE OF WORKSHEET

SCHOOL _____ STUDENT _____

GRADE: _____

TEACHER _____

DATE: _____

Goal: To know social phenomenon affecting Colombian society.

Specific goal: to translate and answer questions for checking reading

Grammar: describing past events using past simple and passive voice.

After reading this, write the possible name of the character

Name _____

Nickname _____

▪ He **was born** in Bogota in nineteen forty-eight July the twentieth second and **died** in Suarez Cauca in 2011 November the 4th.



Alfonso Cano at the age of forty.

- A Colombian guerrilla fighter
- Commander of the central block
- Commander in chief of the secretariat of the FARC
- The FARC is a group **considered** as terrorist by thirty three governments (Colombia, Peru Canada, United States, New Zealand and the European Union among others)
- The acts of the FARC **has provoked** civilian forced displacements.

- Cano **was** also at the command of the Bolivarian Organization for a new Colombia **launched*** on April twentieth second in twenty zero zero.
- He **was** also at the command of Colombian Clandestine Communist Party or PC3.
- He **was considered** the most important intellectual of this armed group, playing the role of the main political ideologue after the death of Jacobo Arenas in nineteen ninety.
- He was **beaten*** by the Colombian military forces on November the fourth in twenty eleventh.



Alfonso Cano at the moment of his death in twenty eleven.

CHART 8. Alfonso Cano at the moment of his death in twenty eleven

EDUCATION
<ul style="list-style-type: none"> • He studied ten semesters of anthropology at the Universidad Nacional from nineteen sixty-eight to nineteen seventy-two. • In the University, he studied a lot of history and politics and became the leader of JUCO (juvenudes comunistas) • He was sent to dictate conferences about Marxism to Guerrilleros fighters in the mountains. • He was arrested many times by the police because of his revolutionary activities in Bogota was six months in prison. • Some people say that the leaders of JUCO planned to send him to Moscow as exiled because his life was in danger, but Guillermo Saenz preferred to take the way of the armed

EDUCATION
fight and went to the Colombian mountains becoming member of the FARC.

What did he studied?_____

How many years?_____

In which period?_____

What doctrine did he teach to guerrilleros fighters?_____

Why did the police arrest him?_____

Under which political condition, did JUCO plan to send him to
Moscow?_____

What final decision did Guillermo
take?_____

ACCUSATIONS

Translate this vocabulary on your notebook

Personal injuries, drug trafficking, damage to another's property, terrorism, extortion, murder*, kidnapping, rebellion, assault.
--

Launched*: started Beaten*: killed Murder*: homicide

SECOND CONDITIONAL

Para hacer oraciones con SEGUNDO CONDICIONAL, escribimos dos cláusulas que forman una sola oración; la primera cláusula se refiere a la situación hipotética, y la segunda cláusula es el resultado también hipotético que se deriva de la situación hipotética.

Ejemplo

Si me ganara la lotería,.....(yo) Compraría un carro.

1 Si(conj. condición) / sujeto / verbo en pasado / complemento,.....

2 sujeto / verbo modal WOULD(ría) / verbo en infinitivo / complemento

Choose the correct hypothetical result for the hypothetical situation

If you **were** Zeus,

.....

I would destroy my enemies.

I would light the sky with thunders.

If you had immortality,.....

I would walk around the world making friends.
--

I would fight criminal organizations.
--

If you traveled to

Athens.....

I would investigate more about Greek mythology.
--

I would visit ruins of ancient cities like TROY.

If you lived in

Greece.....

I would spend vacations in the Mediterranean sea.
--

I would go to the Dead sea.

Match the columns

- A If i **were** The Colombian President _____ the planet would **be** a healthy house.
- B If you **believed** me _____ Russia and China would **finish** mutual treaties
- C If Colombia **classified** to the next _____ My parents would **let** me go out late.
world cup in Russia.
- D If Rihanna **came** to Colombia _____ I would not **go** to Venezuela.
- E If God **wanted** _____ you would not **ask** me many questions.
- F If we **recycled** _____ He would **judge** the world right now.
- G If I **passed** English _____ I would **save** money for 2018.
- H If Venezuela didn't **pay** its external debt _____

Samples of worksheets

School: Normal Superior Date: October, Friday, the 17th
 Student: Jhon Henry Bateca Sepulveda Grade: 11 A.
 Teacher: Leis Franco

Goal: To know different situations during the first century about the Jew society.

Specific goal: To answer written questions during and use verbs correctly.

Political situation

During Jesus's days, the Jews were under the Roman domination.

Jerusalem, the capital city of Judah, (today Israel), has a roman governor called Pontius Pilate.



Pontius Pilate trying to set Jesus free

Pilate was responsible for the public order in Jerusalem and sometimes **had** to control some revolts.

Herod Antipas, son of Herod the great, was the governor of Galilee.

The Roman Empire **imposed** high taxes in Jerusalem and in all Judah.

Actually, the Jews **detested** the Roman Empire and his domination in Jerusalem, but they **preferred** to say that Cesar was their king instead that Jesus.

During the trial of Jesus, Herod Antipas and Pilate **became** friends.

- Who dominated the Jews in the first century? the romans
- What position did Pilate have in Jerusalem? Governor
- What responsibility had Pilate in Jerusalem? the public order
- Possibly, how was the relationship between Herod and Pilate before the trial of Jesus?
they were not friends.
- What did the Roman Empire impose in Jerusalem? imposed high taxes.

Religious situation

John the baptizer **exercised** a great influence on the people, but, the Pharisees were in opposition to him.

The Sadducees and Pharisees, **constituted** the main religious group in the first century.

The Sadducees did not **believe** in the resurrection.

The Pharisees **facd** many polemical situations with Jesus and they **were** part of the Sanhedrin.

The Sanhedrin **took** judicial decisions.

Jesus **condemned** the Pharisees and Sadducees because of their hypocrisy.

The Sanhedrin **was** the Jewish high court. It was **located** in Jerusalem. Seventy-one members **constituted** this high court called the Great Sanhedrin. In the time of Jesus' earthly ministry the 71 members **included** the high priest and others who **had held** the office of high priest. It also **included** members of the high priestly families, older men, the heads of the tribes and families, and scribes, men **versed** in the Law. (Ac 4:5, 6) These men **were** members of the sects of the Pharisees and the Sadducees.—Ac 23:6.

The head and president of the Sanhedrin **was** the high priest, who called the assembly together. (Ac 5:17, 21, 27; 7:1; 22:5; 23:2) Caiaphas the high priest **presided** at the trial of Jesus, although Jesus was first brought for questioning before Annas. (Mt 26:3, 57; Mr 14:53, 55, 60,



picture of a Pharisee

- Why did Jesus condemn the Pharisees? because of their hypocrisy
- Who was the president of the Sanhedrin? was the high priest
- How many member had the Sanhedrin? seventy-one members
- How preside the trial of Jesus? Caiaphas
- Why do you consider the Pharisees did not accepted Jesus teachings? _____ ?

Social situation

During Jesus' days, according to the biblical record, there were people **suffering** illnesses such as leprosy, blindness, paralysis and different ailments. There were also deaf people and demon possessed people.

People had to **pay** high taxes to the Roman Empire. The Roman Empire **used** Jews tax collectors and the society **hated** the tax collectors, but when the people did not **pay** to the tax collectors, then the roman soldiers **came** and **collect** the taxes forcibly.



Roman soldiers responsible for maintain the order.

- Which do you consider, was the worst illness mentioned above? the leprosy, blindness, paralysis...
- Why did the society hate the tax collectors? because they were jews
- What happened when the people did not pay? the roman soldiers came and collect the taxes forcibly.

Cultural situation

The scribes **established** many rules and traditions. For example, you had to **wash** your hand before having a meal.

However, some traditions **were** exaggerated. For example, you could not **help** an injured person during the Sabbath unless this person **were** in risk of death.

The woman who was found **committing** adultery with a man was sentenced to death by the Sanhedrin.

People used to make justice by their hands. They used to **say** "eye for eye". However, Jesus **clarified** this opinion.

- What happened if a woman committed adultery? with a man was sentenced to death by the sanhedrin.
- What day of the week did the scribes establish as holy? the sabbath

THANKS FOR ATTENTION AND PARTICIPATION

EXAMPLE OF WORKSHEET

Student's name Julian Camilo Arias Jaime Date : september 29th - 2014

Jorge Vicente Concha Ferreira (1867-1929)



He was born in Bogota in 1867 and died in Roma in 1929, he was a politician and a Colombian legal expert. He was member of the conservative party, Colombian president between 1914 and 1918. Son of Mr Jose Vicente Concha Lobo, Politician and conservative educator, founder of the school (university) de Pio Nono; de Doña Adolfa Ferreira.

Lawyer and representative diplomatist to the chamber in 1898 in Bogota. War minister in 1901. Ambassador in United States in 1902. He refused to sign a treaty with that country, which he sees as inappropriate for Colombia and comes back by the end of that year as parliamentarian.

Questions for reading comprehension

- How many years did Jorge Vicente live? He live 62 years
- What were his professions? He was Politician, ex-president, war minister
- What were his father's professions? Politician, conservator, educator
- What was his position in United States? He was ambassador in 1902
- What was his position in Colombia? Lawyer and diplomatic to the chamber in 1898

Marco Fidel Suarez (1855- 1927)



A Colombian politician and writer, Colombian president between 1918 and 1921. His origin was lowliness, he wanted to become priest, but his condition of natural son was an obstacle. In 1881, because of the centenarian birth of Andres Bello, a commemorative competition was convened. Marco Fidel Suarez got the Golden Medal with his essay about Don Anders Bello's grammar which the Colombian Academy published in 1884 and was edited the following year in Madrid.

Questions for reading comprehension

- Why could not Marco Fidel Suarez become priest? because he has a natural son
- What did Marco Fidel Suarez win? He won the golden medal about Don Andries Bello's
- In which year was edited Marco Fidel Suarez' essay? In 1884

1885

A

SAMPLES OF EVALUATIONS

NAME: _____ TEACHER: _____

DATE: _____ GRADE: _____

WRITE THE VERB IN PARENTHESIS ON THE LEFT IN PAST AND THE VERB IN PARENTHESIS ON THE RIGHT IN PRESENT TO MAKE SECOND CONDITIONAL SENTENCES.

If i _____ (**have**) some money, I _____ (**buy**) the latest cell phone.

If the teacher _____ (**give**) me permission, I _____ (**present**) the test tomorrow.

If Colombia _____ (**win**) the next two matches, I _____ (**celebrate**) with my friends.

If the FARC _____ (**not release**) the general, Santos _____ (**finish**) the conversations.

If my mother _____ (**know**) that I lost 10, she _____ (**give**) present this December.

If the Venezuela _____ (**not change**) his politics, the people _____ (**revolt**) again.

SAMPLE OF EVALUATION

STUDENT _____

DATE:

GRADE: _____

TRAINER

TEACHER: _____

General goal: Students must be competitive when formulating hypothetical situations and results in real life.

Specific goal: Students by the end of the class must solve second conditional exercises.

Sample of evaluation

FOURTH PERIOD BIMONTHLY EVALUATION



ESCUELA NORMAL SUPERIOR DE PAMPLONA.

Name: _____

Date: _____

Teachers: _____

ANSWER TRUE OR FALSE.

Herod and Pilate *became* friends. _____

The taxes in Jerusalem *were* high. _____

The soldiers never forced people to *pay* taxes. _____

Jesus *described* the Pharisees as honest. _____

The Sanhedrin *had* seventy members. _____

Caiaphas and the Pharisees *accepted* Jesus' teachings. _____

Pilate tried to set Jesus free. _____

Caiaphas, who was the high priest, was also the president of the Sanhedrin. _____

SELET THE CORRECT OPTION.

Caiaphas' position was..... A) High priest B) Governor C) Emperor D) Secretary.

Pilate's position was..... A) High priest B) President C) Emperor D) Governor.

Herod was governor of A) Galilee B) Belem C) Roma D) Jerusalem.

John, cousin of Jesus was... A) Governor B) Baptizer C) High priest D) secretary.

In the first century the official language was A) Spanish B) Greek C) Latin D) French.

VERBS. CIRCLE THE CORRECT PAST FORM AND SPANISH FORM

Present	Past	Spanish
kill	Killed / killent	Degollar / matar
become	Becomed / becAme	Volverse / llegar
Go	Went / gone	Ir
Come	Came / became	Volverse / llegar
Make	Made / maden	Hacer fabricar) hacer(ejercicio)
Do	Done / did	Hacer fabricar) hacer(ejercicio)

CHOOSE THE MOST APPROPRIATE SYNONYM FOR EACH WORD USED IN VOLLEYBALL.

Spike → Kill / Save

Sideout → Off / On

Roof → Obstruct / block

Ace → Fault / Point

Dig → Kill / Save

MATCH EACH FAULT WITH THE CORRECT DEFINITION. USE LETTERS ONLY (a, b, c, d).

COLUMN A

COLUMN B

Double hit _____ Touching the net during the play

Net foul _____ The foot is over the boundary line when serving.

Foot fault _____ Two consecutive contacts with the ball made by 1 player.

Catching the ball _____ Take the ball with the hands firmly.

COMPLETE THE FOLLOWING TEXT ABOUT GUSTAVO CERATI BIOGRAPHY WITH THE CORRECT WORD. (VERB OR NOUN).

Miguel Cerati _____ (was born / died) In Buenos Aires Argentina in 1959 and _____ (was born/ died) In Buenos Aires July the fourth in 2014.

He received several _____ (celebrations / nominations) for his _____ (performance / acting) in soda stereo _____ (rock group / rock band).

He died _____ (cemetery / hospital) after having been in _____ (coma status / recovery condition) for three _____ (years / months).

Soda stereo was considered a _____ (myth / legend) of the _____ (Latin-American / European) rock history.

CHOOSE THE CORRECT WORD.

- Alfonso Cano was sent to Colombian mountains to dictate _____ (Leninism / Marxism).
- He studied ten years of _____ (Anthropology / psychology).
- He was _____ (stopped / arrested) many times by the (National army / Police)
- because of his _____ (educational / revolutionary) activities.
- Alfonso Cano _____ (came/became) the leader of JUCO.

Sample of evaluation

FOURTH PERIOD BIMONTHLY EVALUATION



ESCUELA NORMAL SUPERIOR DE PAMPLONA.

Name: _____

Date: _____

Teachers: _____

SECOND CONDITIONAL EXERCISES.

Circle the correct option among parenthesis. Be logical and polite.

If I were Obama I would (pursue/ not pursue) Islamic terrorist groups.

If I were James Rodriguez I would (move / not move) to another soccer team.

If I were Shakira I would (love / not love) my country Colombia.

If I were Santos I would (give / not give) more electronic devices to schools.

If I were Maluma..... I would (offend / not offend) another artists in my songs.

If I were the Mexican President... I would (offer / not offer) real explanations of the victims.

If I were President Maduro..... I would (say /not say) ridiculous things on T.V

If I were Nairo Quintana I would (concentrate / not concentrate) while pedaling.

If I were Jesus I would (help / not help) people spiritual needs.

If I were the FARC I would (recognized / not recognized) the damage to the victims.

CHOOSE THE CORRECT VERB FOR EACH GAP. BE LOGICAL AND COHERENT.

Past verb

present verb

If it _____ (rain / take) , → I would _____ (rain / take) un umbrella.

If _____ (arrive / play) on time , → I would _____ (arrive / play) soccer.

If Zeus _____ (fall in love/ exist) , → he would _____ (fall in love/ exist)

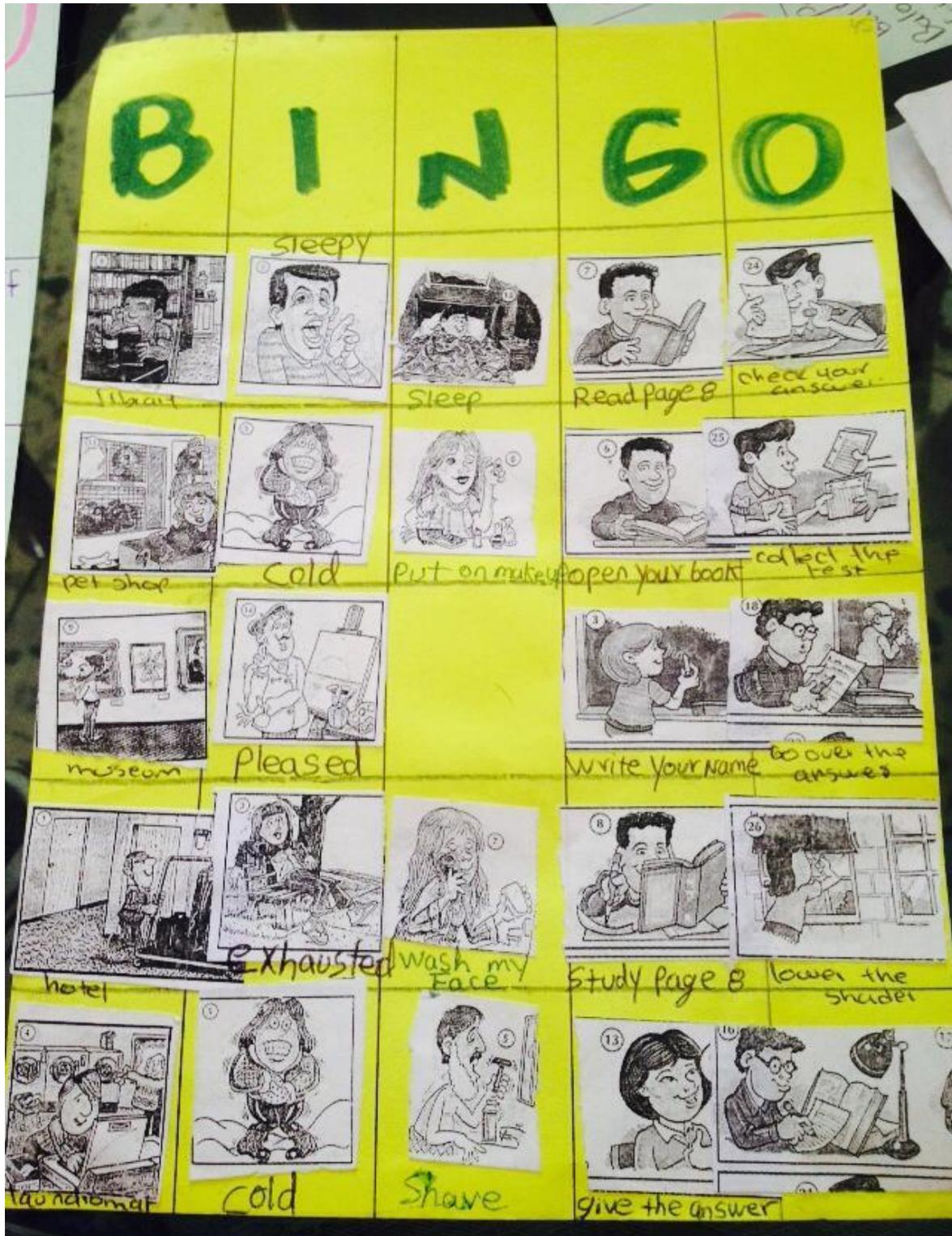
many woman

If I _____ (visit/organize) my house, → my friends would _____ (visit/organize) my family.

If _____ (create/ study) engineering, → I would _____ (create/ study)an ecological car.

Annex C. Evidence of Outreach component

Sample of bingo game



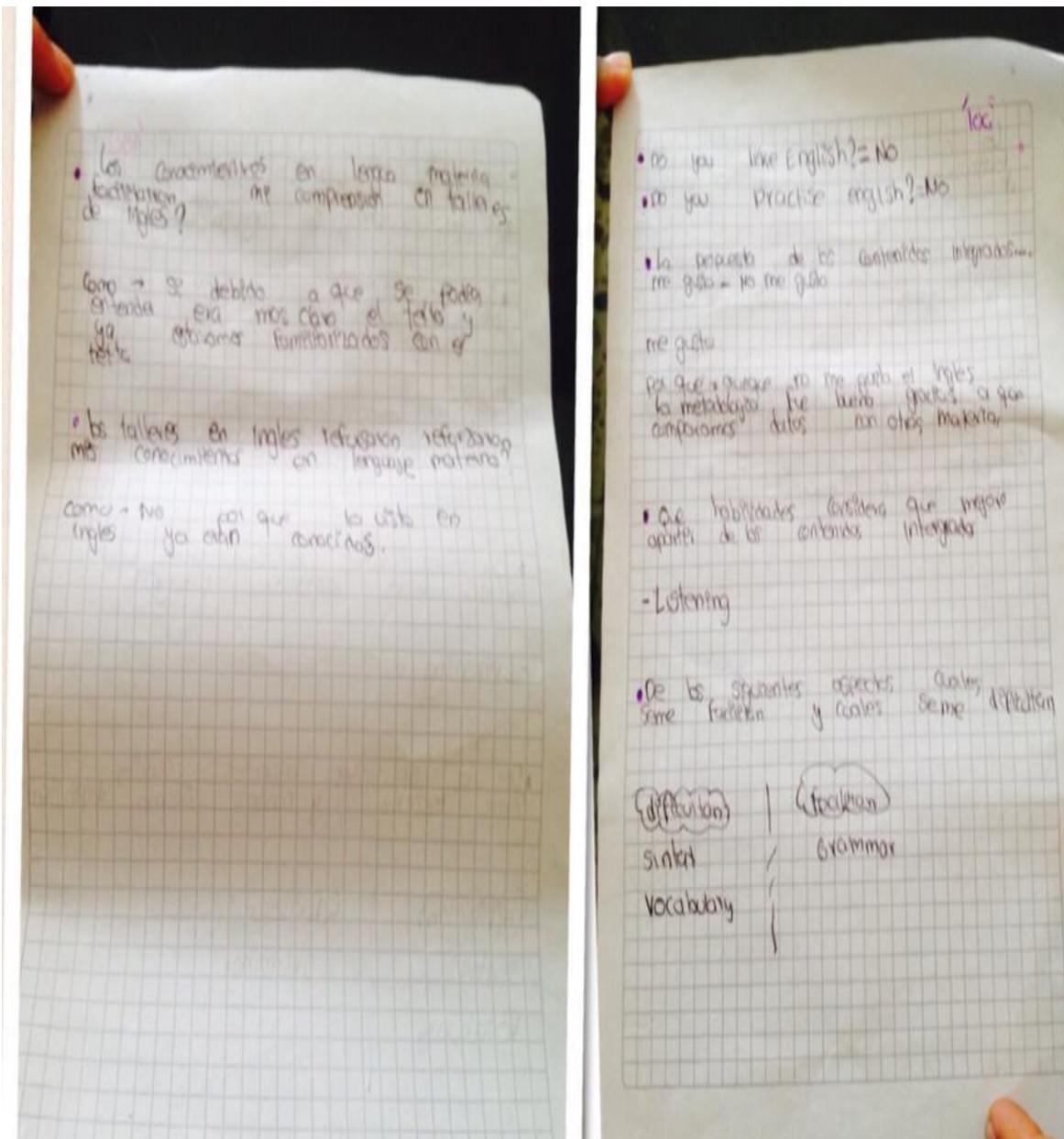
Sample of bingo game and evidence of administrative component (students day)



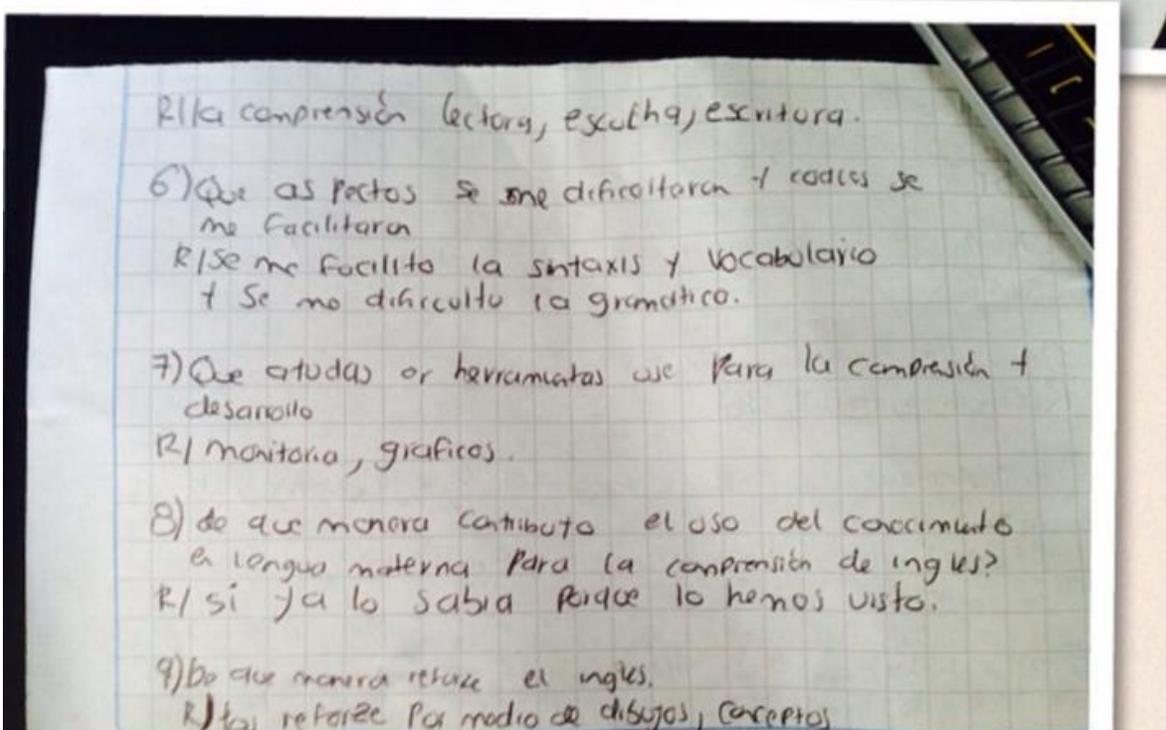
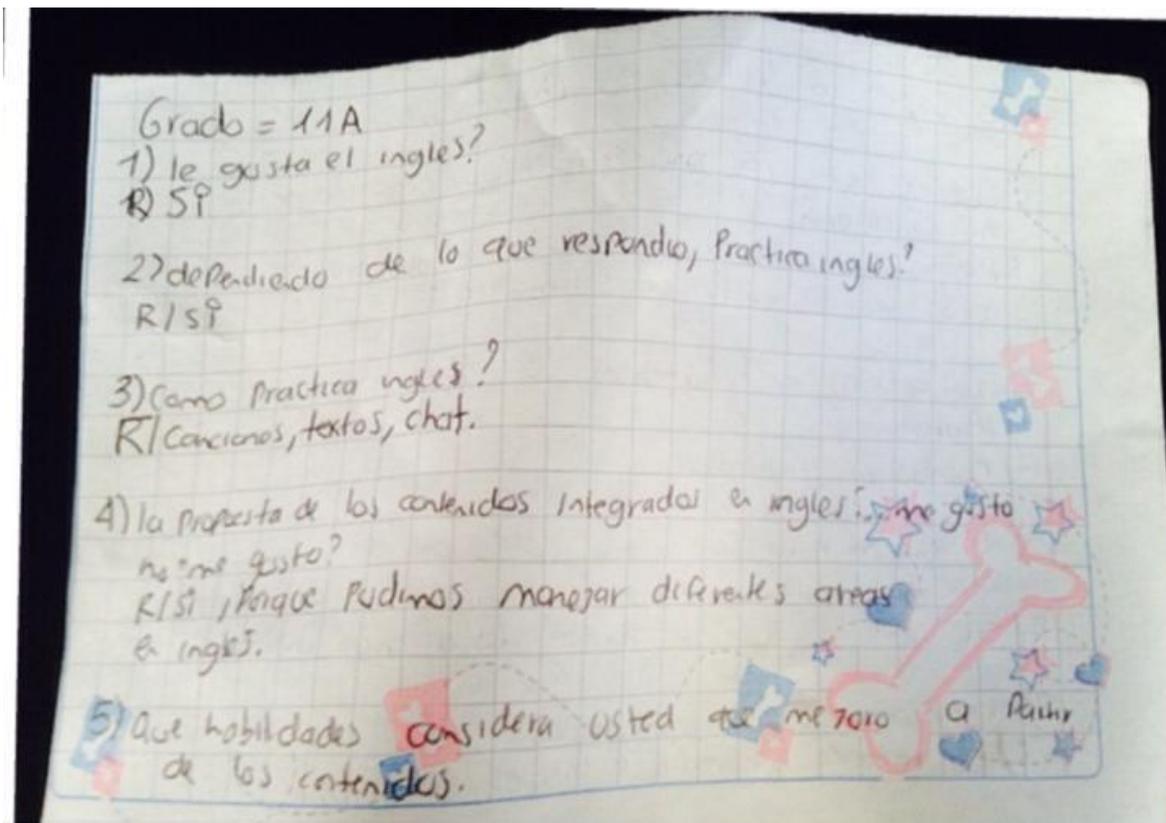


Annex D. Evidence Of semi-Interviews

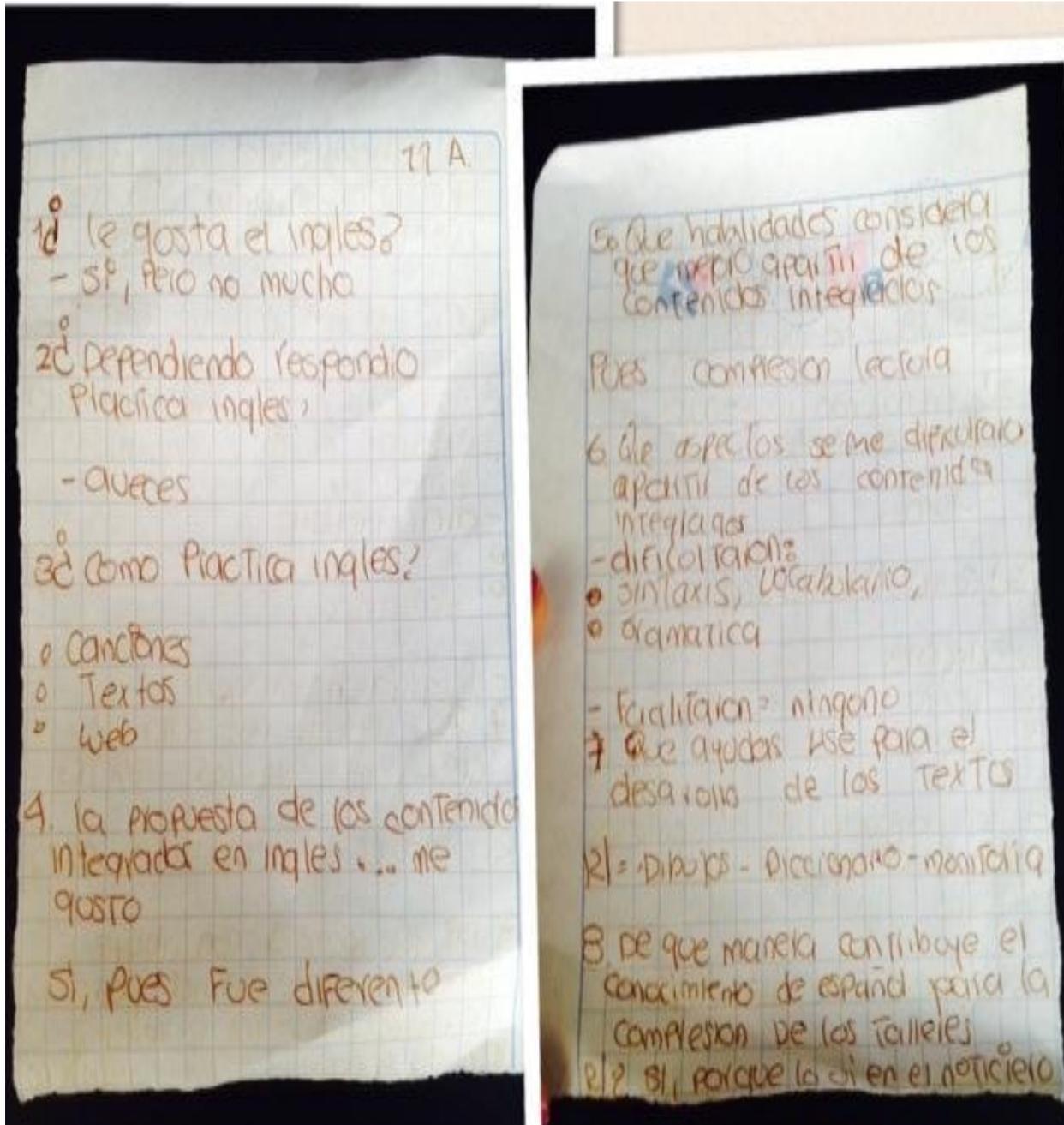
Sample of the interviews



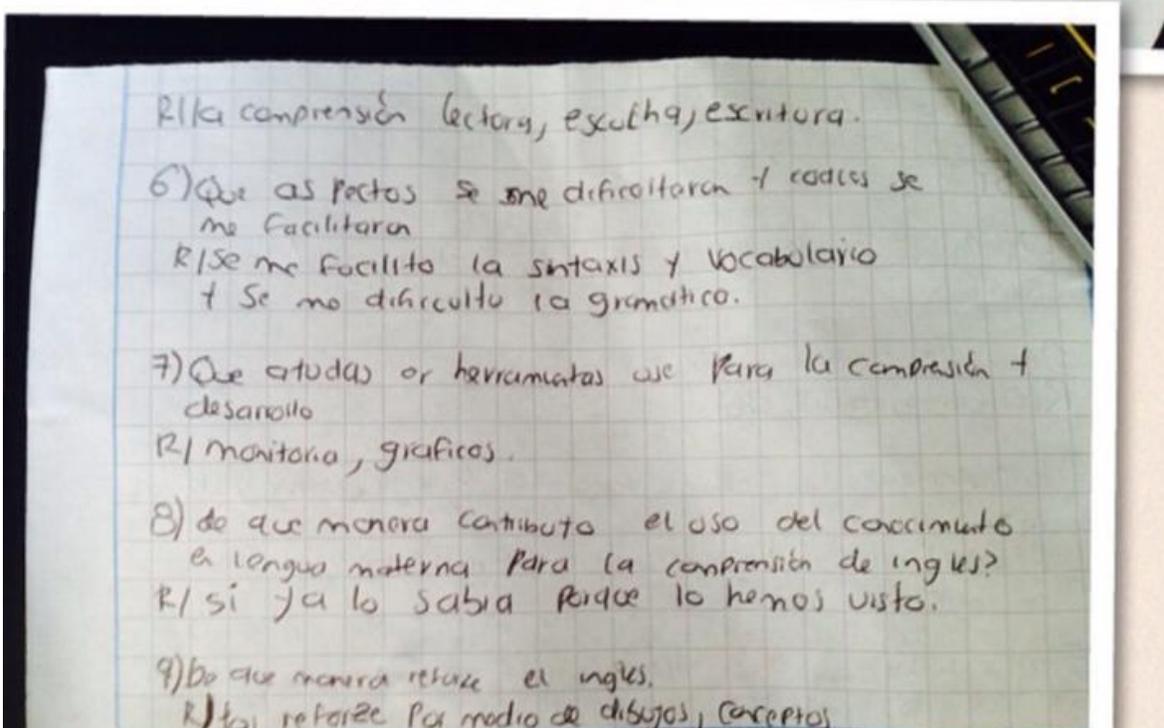
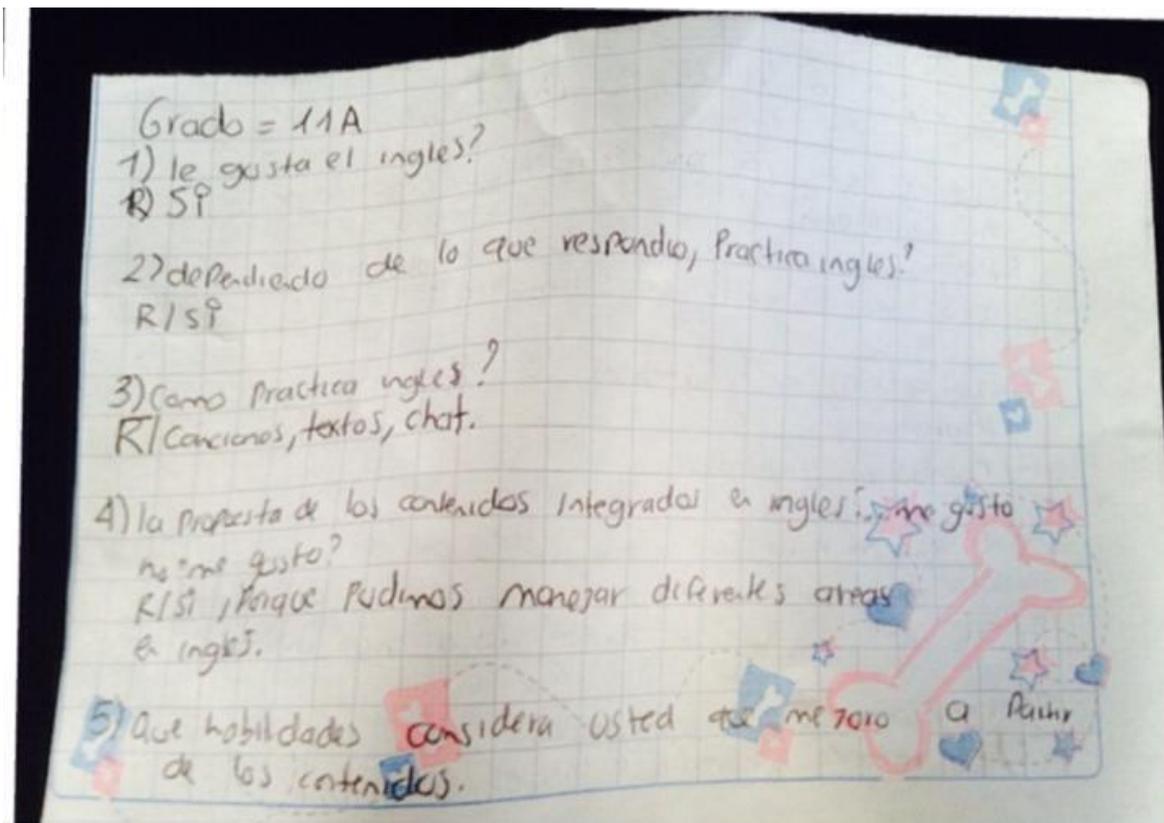
Sample of the interviews

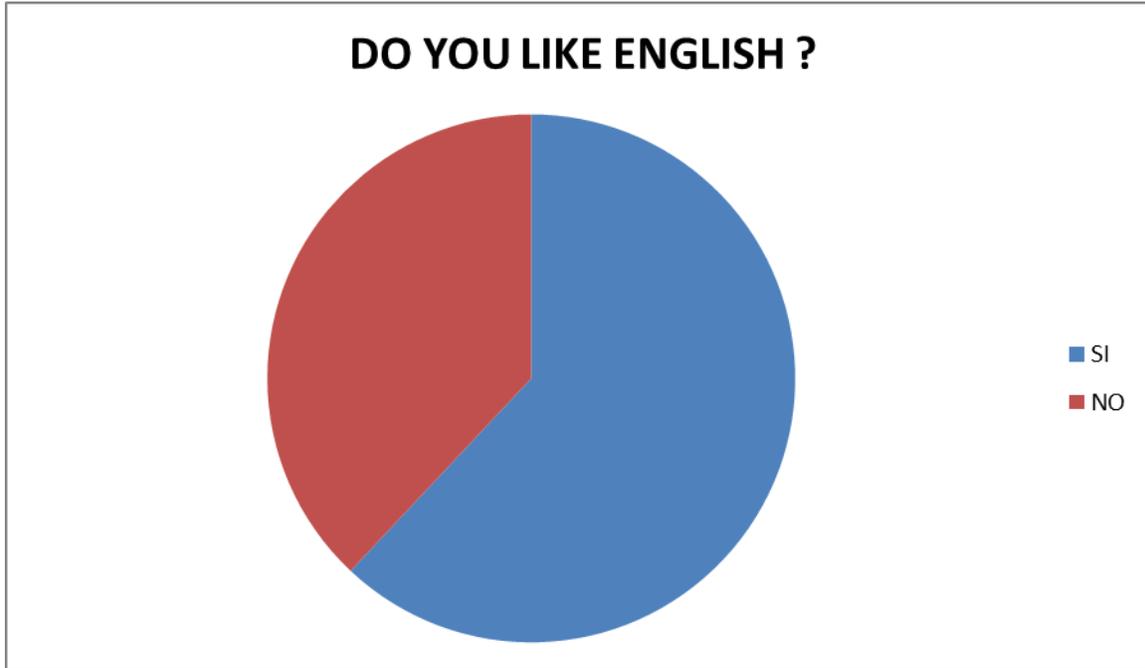


Samples of the interviews

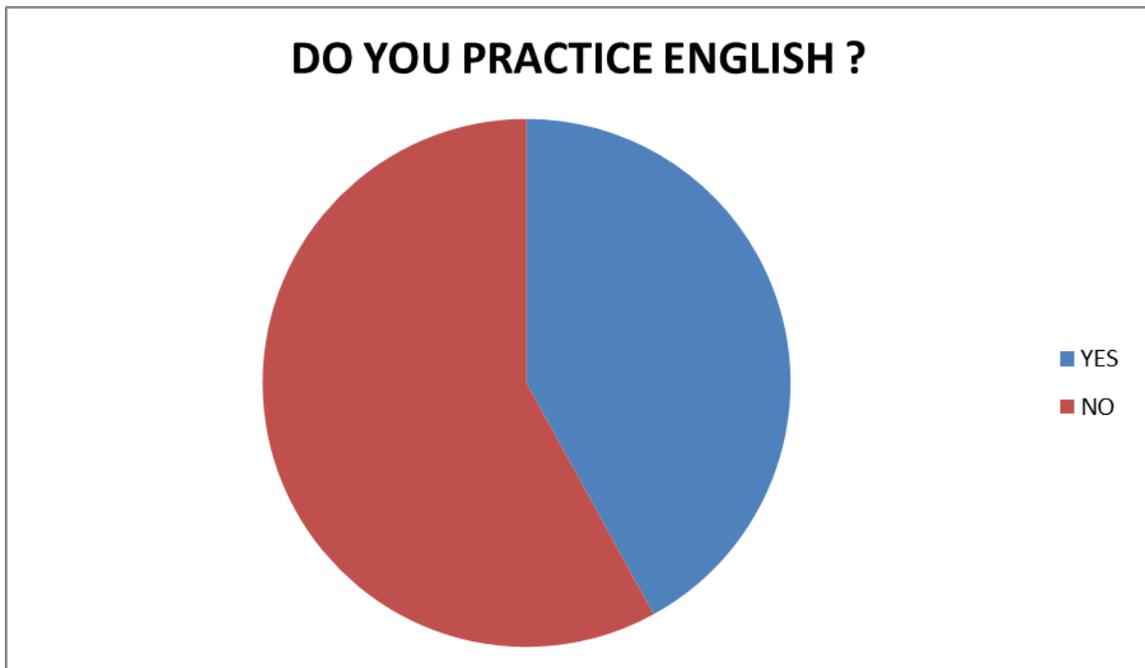


Sample of the interviews

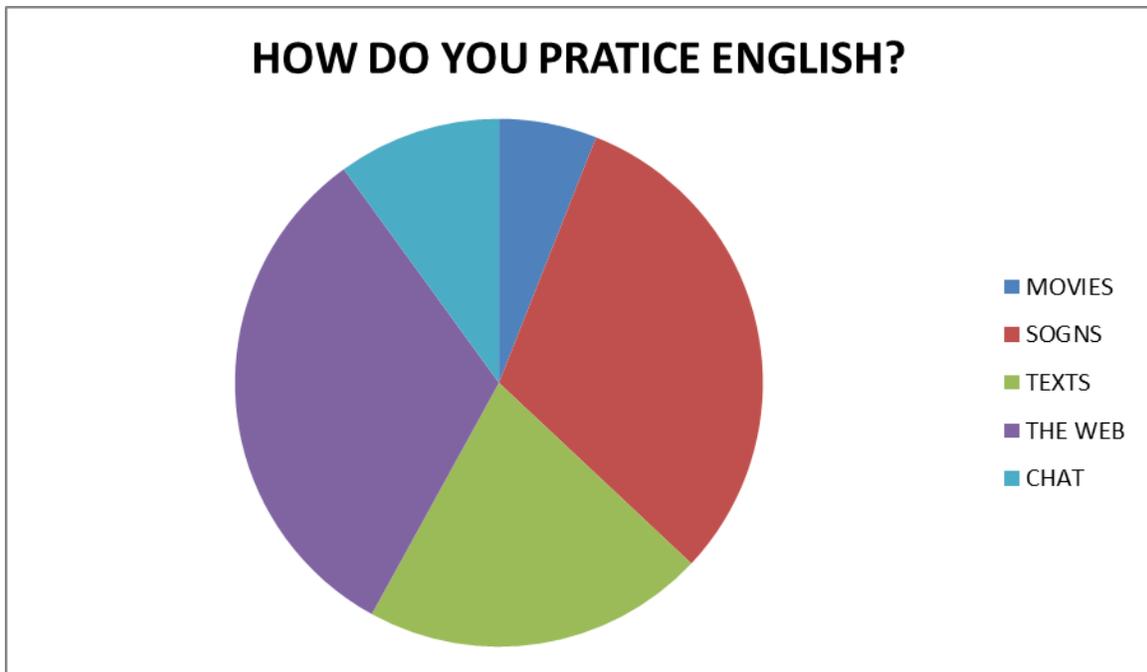


Annex E. Results of the interviews in tenth and eleventh grades

Do you like English?



Do you practice English?

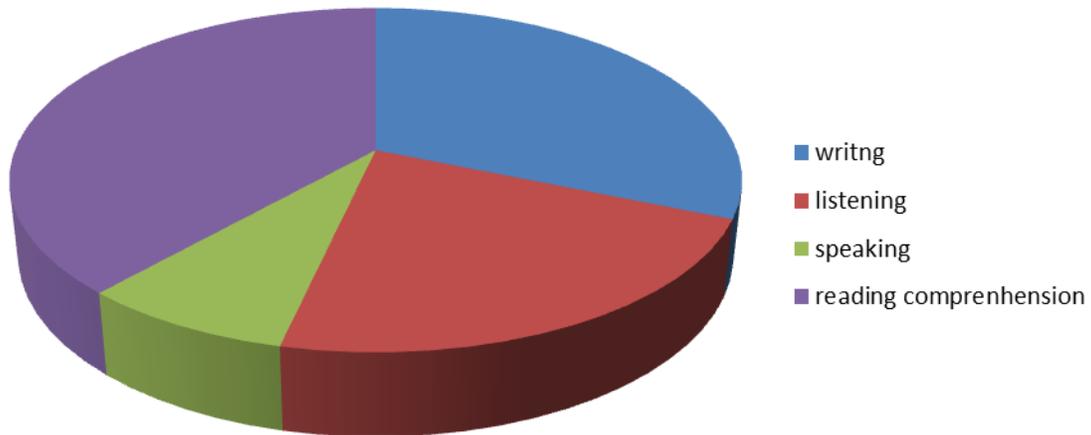


How do you practice English?



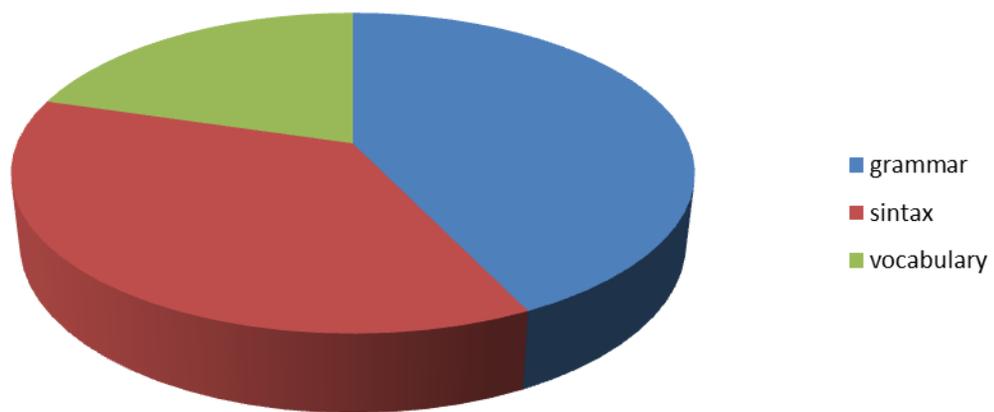
La propuesta de los contenidos integrados en inglés

QUE HABILIDADES MEJORE A PARTIR DE LSO CONTENIDOS INTEGRADOS EN INGLES?



¿Qué habilidades mejore a partir de los contenidos integrados en inglés?

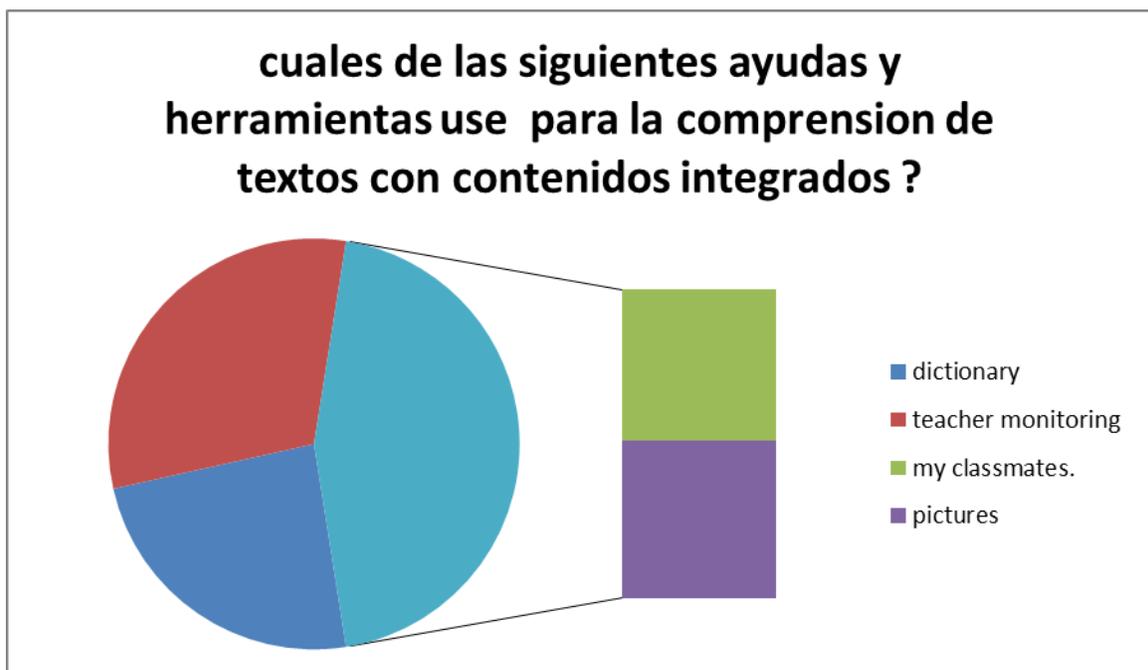
durante el desarrollo de talleres con contenidos integrados ,cuales de los siguientes aspectos se me dificultaron



¿Durante el desarrollo de talleres con contenidos integrados, cuales de los siguientes aspectos se me dificultaron?

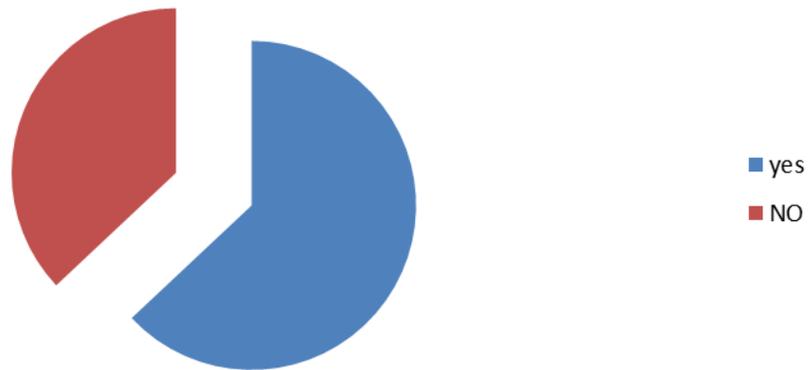


¿Cuáles se me facilitaron?



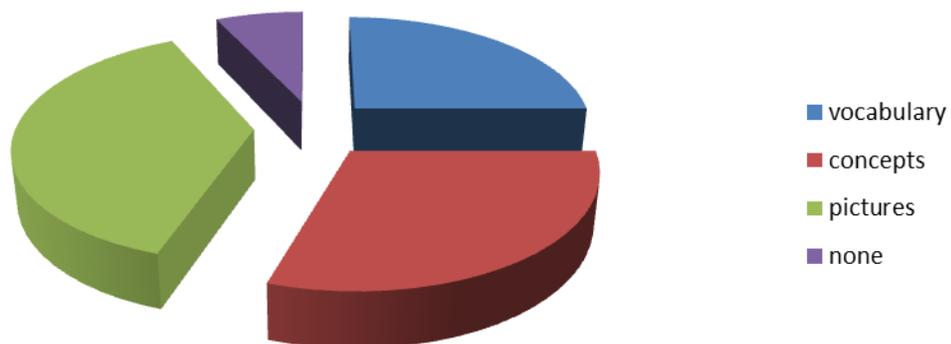
¿Cuáles de las siguientes ayudas y herramientas use para la comprensión de textos con contenidos integrados?

contribuyo mi conocimiento previo en lengua materna en la comprensión de los talleres con contenidos integrados en inglés ?



¿Contribuyo mi conocimiento previo en lengua materna en la comprensión de los talleres integrados en inglés?

de que manera contribuyeron los talleres con contenidos integrados en inglés en el afianzamiento de mis conocimientos en lengua materna?



¿De qué manera contribuyeron los talleres con contenidos integrados en inglés en el afianzamiento de mis conocimientos en lengua materna?