

Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom

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Departamento de lenguas

Licenciatura en español e inglés

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This project is presented seeking to obtain the degree in Licenciatura en español e inglés

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2. Descripción
<p>El siguiente proyecto corresponde a una investigación-acción de carácter cualitativo llevada a cabo con estudiantes de tercer grado del colegio Domingo Faustino Sarmiento, ubicado en el barrio Rionegro de la localidad Barrios Unidos. En esta población se identifican diversos problemas relacionados al desarrollo de las habilidades orales en la lengua inglesa. Asimismo, se evidencia que los estudiantes no se sienten cómodos en su ambiente de aprendizaje debido a los múltiples conflictos que se generan entre ellos. Se realiza una propuesta de enseñanza de la lengua inglesa en la que tanto las habilidades orales como la comunidad en el aula se desarrollen conjuntamente, para lo cual se toman los principios del aprendizaje cooperativo y como herramienta pedagógica se hace uso de las Artes Visuales tales como dibujos, pinturas, manualidades, actividades en plastilina, etc. Esto con el objetivo de que los estudiantes puedan trabajar colectivamente en la creación de un espacio seguro en el que, con la ayuda del arte, comuniquen libremente sus ideas y opiniones frente a temas relacionados a sus ambientes sociales más próximos: familia, vecindario, colegio.</p>

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Pereira.

4. Contenidos

Este proyecto está conformado por seis capítulos. En el primer capítulo se describe la población, se delimita el problema y se establecen la pregunta y los objetivos de investigación. El segundo capítulo presenta los constructos teóricos y estado del arte. El tercer capítulo expone la metodología de investigación: tipo de investigación, instrumentos de recolección de datos y las fases en las que se desarrolló el proyecto. En el cuarto capítulo se presenta la propuesta de intervención pedagógica, en el que se integran el marco teórico pedagógico y los distintos ciclos de implementación del proyecto. En el capítulo cinco se examinan los resultados de la investigación y se establecen las categorías que surgen a partir de la pregunta y objetivos de investigación y los datos recolectados. Finalmente, en el sexto capítulo se presentan las conclusiones del estudio, las implicaciones del mismo frente a la institución, los docentes, los estudiantes, y el propio investigador y se generan sugerencias para próximas investigaciones.

5. Metodología

Este proyecto se desarrolló en tres ciclos. En el primero se realizó un proceso de observación, acercamiento a la población y delimitación del problema. Durante los siguientes ciclos se realizó la intervención pedagógica propuesta por el investigador. Durante esta etapa, se recolectaron múltiples datos haciendo uso de instrumentos que permitieran dar respuesta a la pregunta de investigación, tales como entrevistas, encuestas, diarios de campo y artefactos realizados por los estudiantes durante las actividades de clase. De igual manera, durante el tercer ciclo de este proyecto también se realizó un análisis de los datos recolectados que generó múltiples conclusiones e implicaciones para los entes que hicieron parte del presente estudio investigativo.

6. Conclusiones

El uso de enfoques como el Aprendizaje Cooperativo junto con herramientas pedagógicas como las Artes Visuales, que promuevan la participación y el disfrute de los estudiantes en la clase, demostraron ser grandes aliados en la creación de una Comunidad de Aula y el desarrollo de habilidades orales en la lengua inglesa. El progreso que se logró en la construcción de espacios seguros para los estudiantes en donde se fomenten las relaciones interpersonales, la empatía, autonomía y el uso de la lengua inglesa como herramienta comunicativa permitió que los estudiantes se sintieran motivados y confiados al hacer uso de la lengua extranjera. De igual manera, la inclusión de ambientes sociales cercanos a los estudiantes dio origen a un uso significativo y contextualizado de la lengua Extranjera.

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Abstract

This action research project was developed with 35 third-graders at Domingo Faustino Sarmiento School, a public institution located in Rionegro neighborhood. The main aim of this proposal was to determine the roles of using Cooperative Learning as an approach and Visual Arts as a pedagogical tool to promote Speaking Skills and Classroom Community. The instruments implemented in order to gather data in regard to the research question and objectives were field notes, recordings, artifacts, surveys, and interviews. The use of Cooperative Learning and Visual Arts demonstrated to have a great impact on students' social relationships and oral abilities. Moreover, students developed confidence in their English Skills, they also learned to work autonomously and to understand and respect each other's abilities and talents.

Key words: Speaking Skills, Cooperative Learning, Classroom Community, Visual Arts.

Resumen

Este proyecto de investigación-acción se desarrolló con 35 estudiantes de tercer grado en el colegio Domingo Faustino Sarmiento, una institución pública ubicada en el barrio Rionegro. El objetivo principal de esta propuesta fue determinar los roles del uso del aprendizaje cooperativo como enfoque y las artes visuales como herramienta pedagógica para promover habilidades orales en la lengua inglesa y crear una comunidad de aula. Los instrumentos implementados para recopilar datos con respecto a la pregunta y objetivos de investigación fueron diarios de campo, grabaciones, artefactos, encuestas y entrevistas. El uso del aprendizaje cooperativo y las artes visuales demostró tener un gran impacto en las relaciones sociales y las habilidades orales de los estudiantes. Además, los estudiantes desarrollaron confianza en sus habilidades en la lengua extranjera, así como también aprendieron a trabajar de manera autónoma y a comprender y respetar las habilidades y talentos de los demás estudiantes.

Palabras clave: habilidades de habla, aprendizaje cooperativo, comunidad de aula, artes visuales

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CHAPTER ONE

INTRODUCTION

Contextualization

This project was developed in Domingo Faustino Sarmiento School, located in Rionegro neighborhood. The educational institution is surrounded by the Escuela Militar and the female penitentiary Buen Pastor. According to the Urban Socioeconomic Stratification (2017), Rionegro neighborhood is classified in stratum three. The school is placed in a residential zone; nonetheless, the neighborhood is characterized by being a commercial area. The mechanical industry activity stands out, while other economic districts are downgraded. Parks and entertainment areas are scarce.

As stated in the institutional horizon, the school's mission is to guide students to develop autonomy, creativity, and entrepreneurship, and to respect each other's differences. Furthermore, as a technical school, they aim at strengthening English as a foreign language and are concerned about human rights. Similarly, the institutional agenda (2017) ratifies that the school fundamentals its labor in human development in order to transform and build a new society that will be able to coexist harmoniously, respecting human dignity and rights.

The school's main principles and values are democracy, integral human development, academic quality, responsibility, creativity, and entrepreneurship. The school's PEI (2017), indicates that human relationships in the educative community are determined following the variety of ethical and moral principles established in the institutional horizon. Additionally, family is an important aspect of the school's PEI; parents must engage with their children's education and help them in their specific needs. Besides, families should contribute to the school's development and growth.

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The pedagogical model that the Colegio Técnico Domingo Faustino Sarmiento IED adopts is the socio-constructivism model. As reported by the institutional agenda (2017), the school adopts Vygotsky ideals that establish learning as the result of social interactions among the learners and the subjects that surround them, taking into account the environment in which the process of learning is carried out. Conjointly, the aim of this model is to create critical, creative and reflective students that look for solutions to problems that affect their society. Finally, according to the the institutional agenda (2017), educators should be mediators in the process of learning, and they must establish a meaningful relationship with the students in order to enhance capabilities that they cannot develop autonomously.

Participants. This project was carried out with 33 third-graders: 18 girls and 15 boys, who were between 7 and 10 years old. Most of them lived in Barrios Unidos locality, although there were a few students who dwelled in Suba locality. Besides, the socio-economic strata in these places are between 2 and 3 according to the Urban Socioeconomic Stratification.

Throughout the surveys (annex 1-2), students asserted that they were going through several problems in their families and that sometimes they felt comfortable neither at the school nor at home. Moreover, some of them mentioned that their parents did not have enough time for them and that they were constantly arguing at home due to their parents' jobs and damaging habits as alcoholism. Similarly, a couple of students expressed that they suffered from physical and verbal abuse at home. Adding to this, students did not feel safe in the classroom, they recognized that they were constantly rejected and excluded from groups, some of them even mentioned physical aggression in the classroom.

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Problem Statement

A diagnosis based on observations of the classes, surveys, and an interview done with the head-teacher evidenced that the class was lacking opportunities to develop most of the English linguistic abilities. This was due to multiple opportunities in which the class was interrupted or replaced by another subject as mathematics. In addition, the scarce activities proposed during the class were directed to increase vocabulary instead of focusing in a specific ability. Nevertheless, it was noticeable that the development of Speaking Skills was the most affected in the classroom, as students had had experiences with reading, writing, and listening, but they did not feel comfortable expressing their thoughts verbally in another language. Furthermore, as most of the classes were based on vocabulary, students did not have the opportunity to work with the new words and produce language to communicate among themselves. For that reason, they did not produce oral language in order to interact and express meaning due to their lack of Speaking Skills in the foreign language.

Consequently, although students seemed to have a clear interest in sharing their ideas, thoughts, and perceptions towards different topics, they did not use the English language to accomplish their communicative needs. This problem was harming students' language development and social relationships, as learners were not able to communicate with their partners. Hence, Speaking Skills was one of the reasons for students' difficulties when trying to work together, and establishing a Classroom Community with their peers. As mentioned previously, they evidenced disturbing attitudes as disrespect, rudeness, bullying, and verbal-physical abuse that may be caused by the students' environment and communication problems at home and at school (see annex 1-2). Moreover, according to Boonkit (2010), developing Speaking Skills is a necessary aspect in order to achieve effective communication in any

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language, especially when students present difficulties when expressing themselves in their mother tongue and are trying to learn another language. In this case, developing Speaking Skills was useful for letting behind old patterns of communication and acquiring new abilities for improving learning and social processes not just in English but also in Spanish.

Likewise, according to the basic standards for English learning set up by the Ministerio de Educacion Nacional (2006), students in third-grade should be able to express elemental needs and opinions in the English language. However, the lack of Speaking Skills was preventing students from expressing themselves with the aim of collaborating and solving problems with their partners while learning the basis of the foreign language as significant tool to communicate and not as a simple academic subject.

Furthermore, students did not relate the process of learning to their real-world experiences. As stated in the Common European Framework (2002), in this level students may use and understand simple sentences related to their immediate needs and contexts. As it was abovementioned, in most of the classes, students intended to communicate their experiences with the teacher; they used to talk about their families, the news, and the previous classes. Nevertheless, time and space harmed the moment of communication and students were not heard by the teacher or their classmates (see annex 3). In this project, it was significant to start creating relationships between the real world and the foreign language. That is, students were expected to understand the English language as a tool to communicate and express what they think, perceive and feel in regards to their real world.

Rationale of the study

As Qureshi (2015) states, language is a tool for communication; we are constantly communicating and sharing our thoughts with others. For this reason, developing *Speaking Skills*

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is crucial to face the multiple contexts where we have to orally interact in our community. When learning a foreign language, Speaking Skills are equally important. During the process of observation, students presented various difficulties when expressing themselves: they were not heard, there were multiple misunderstandings, and there were social difficulties caused by communicative problems. Hence, developing Speaking Skills might avoid this to happen in the foreign language and set a basis for students to express their ideas or opinions in both languages without being misunderstood. Furthermore, as social individuals, students need to recognize the importance of communicating their thoughts and ideas in a clear and meaningful manner.

Working on the development of Speaking Skills allows the students to gain a better understanding of themselves and the others, decreasing social problems and difficulties in the classroom.

Hence, the development of *Speaking Skills* is a crucial aspect of the process of learning a foreign language. According to Reyes (as cited in Monsalve and Correal, 2006), oral exchanges with peers, teachers or native speakers are not just a source of input but also a way in which students can test their own production and proficiency in creating and negotiating meaning. As this project is focused on cooperative learning, students will be constantly negotiating meaning, receiving authentic input, and testing their own output, while working together and overcoming social and academic problems. In addition, as students' work is based on their closest social environments, they might be able to understand the foreign language as a tool or medium for achieving goals and responding to communicative needs. Hence, the English language acts as a link for relating English as an academic subject to the students' contexts and daily life, promoting Speaking Skills and creating a significant state for learning in which they can relate the foreign language to their reality.

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Furthermore, the lack of development of Speaking Skills is closely related to the loss of community evidenced in the classroom. As it was mentioned above, students' communicative problems create conflicts and misunderstandings in the classroom. Therefore: Classroom Community and Speaking Skills are interrelated in this project. It is relevant to mention that the development of Classroom Community, that is, a place where students can feel physically and psychologically safe, where they can share their ideas and build meaningful relationships (Panico & Frank, 2007), is imperative in order to develop Speaking Skills without fearing judgment or rejection. Indeed, it was possible to observe how students did not participate in the class due to the constant mockery of their partners.

Consequently, in a Classroom Community that is being developed simultaneously with Speaking skills, students will be able to learn social abilities that will allow them to freely express their ideas while developing values like empathy, respect, tolerance, and fellowship. Also, students' social and communicative problems will decrease as they are working on solving conflicts and taking decisions that benefit every individual in a group. Finally, students might improve the understanding of themselves and their partners, they will learn how to listen and value the differences of others, in agreement with Qureshi's statement (2015): "when we speak to others we come to have a better understanding of our own selves" (p.3).

Objectives and Research Questions

For this project, Cooperative Learning and Visual Arts are seen as an approach and tool, correspondingly, in order to promote Speaking Skills and Classroom Community in the EFL classroom. Taking this into consideration, the research question that guides this project is the following:

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- How might Speaking Skills and Classroom Community be promoted through a set of visual art tasks designed under Cooperative Learning principles in a third-grade EFL Classroom at Domingo Faustino Sarmiento School?

General objective:

- To determine how Speaking Skills and Classroom Community might be promoted through a set of visual art tasks designed under Cooperative Learning principles in a third-grade EFL Classroom at Domingo Faustino Sarmiento School.

Specific objectives:

1. To identify the roles of Cooperative Learning in the creation of Classroom Community.
2. To characterize the roles of Cooperative Learning in the promotion of Speaking Skills.
3. To identify students' responses to the use of Visual Art Tasks as a pedagogical tool.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter, the theoretical constructs that support this study are defined and characterized. These constructs are: 1) *Speaking Skills: the pursuit of reciprocal communication*, 2) *Cooperative learning: competition vs cooperation*, 3) *Classroom Community as a safe place*, 4) *Visual Arts as a means for communication*. In addition, relevant studies related to the principal aims of this project are reviewed.

State of Art.

In this section of the project, some relevant studies related to Cooperative learning, Visual Arts as a pedagogical tool, and Speaking Skills in the EFL classroom are reviewed. In these national and international studies, visual arts are considered a crucial tool in order to promote speaking abilities, vocabulary acquisition, motivation and autonomy in English learners. Moreover, Cooperative Learning and interaction based on art tasks are also examined as major components in the English classroom.

The first thesis named *Strengthening Vocabulary Learning in EFL Students by Using Visual Arts Resources* was conducted by Pinto (2016) and explores the vocabulary acquisition of fourth-graders at Prado Veraniego School in Suba locality. This qualitative action research implemented visual arts to strengthen meaningful vocabulary acquisition, conceiving Communicative Learning Teaching as the primal approach to reinforce and relate vocabulary to real-life issues. The findings in this study proved the positive impact of implementing visual arts to promote motivation, autonomy, comprehension and communicative skills. This research allows conceiving visual arts as the main source to motivate students to participate and develop

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Speaking Skills in the English classroom. Furthermore, this study mentions the relevance of working in groups in order to engage students in the classroom, enhance self-confidence, and express themselves. Nevertheless, as these aspects were not the major aims in the project, they are not deeply explained or analyzed; therefore, it might be appropriate to expand the use of visual arts within a cooperative learning context, aiming at promoting interaction among learners.

Similarly, Havé (2013) developed an interdisciplinary project named *The Use of Art in English Language Teaching*, in which intermediate learners prepared an art exhibition for lower level students. Films, photographs, and paintings were the primal resources to develop the proposal. Major findings stated that students were more active than before as the proposal was learner centered. Furthermore, both groups evidenced a notorious improvement in their English abilities; the group that prepared the exhibition revealed improvement in the oral and writing skills, while the second group enhanced reading and listening abilities. This study and proposal demonstrated the possible change in students' attitudes when they are learning the language in a different way. For this project, the previous study provides a background of the use of arts in the classroom and the different ways of implementing them in the English class.

Additionally, Zapata (2017) directs a qualitative study called *Teaching English through Arts and Crafts*. This research was developed in a public school located in Pereira, Colombia. The participants were third-graders, and the project aimed at determining the impact of using arts and crafts in an EFL classroom. The study was centered on vocabulary acquisition; students created a handcrafted artifact in each session based on teachers' topics. Findings evidenced that although students were motivated at the beginning of the implementation process, they started to get disinterested in the class. Moreover, the researcher asserts that various limitations avoided

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better results. This project was relevant to the current proposal because it evidences the difficulties that may be found when working with a big group. Furthermore, the project evidenced a lack of results in regard to the use of arts in the English classroom as the impact of using artistic strategies to enhance students' skills or motivation was not clear.

Likewise, regarding the cooperative learning approach and the implications it may have in the EFL context, Contreras and Chapetón (2016) conducted an action research study called *Cooperative Learning with a Focus on the Social: A Pedagogical Proposal for the EFL Classroom*, in a public school in Bogota. This pedagogical intervention carried out with seventh graders, aimed at fostering students' interactions by means of cooperative learning in order to transform learners' social conflicts and relationships. This intervention allowed the researchers to relate students' realities to the EFL context. Moreover, the more relevant findings in this study revealed the crucial role of cooperative learning in order to overcome social conflicts among the students and build Classroom Community. This research presented a crucial guidance to the present project due to the social aspects that were considered and the results obtained. In this particular project, cooperative learning was supported by students' social environments. As the authors of the study established, relating students' social realities to the English class promoted cooperation, social awareness, motivation and commitment in the learning process.

Finally, Liang (2002) directed a study with high-school learners named *Implementing Cooperative Learning in EFL Teaching: Process and Effects*. In this study, the author integrates Cooperative Learning and foreign language acquisition. The quasi-experimental study aimed at investigating the effects of cooperative learning in a rural school located in Taiwan. The researcher selected two groups: the first was taught following a Cooperative learning approach, while the second group followed the traditional Grammar Translation method and Audio-Lingual

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approach. The findings revealed that cooperative learning helped students to enhance communicative competence and motivation towards the English class. This study was relevant for this project because it compared two approaches and their impact on the EFL classroom. Furthermore, it evidenced the positive influence of implementing Cooperative Learning to enhance motivation and communicative competence. Considering that the promotion of Speaking Skills was the major aim worked in here, the results of the study were favorable to guide this particular project.

Theoretical Framework

Speaking Skills: The pursuit of reciprocal communication

Speaking skills have been reviewed by various authors from linguistic and social fields. To illustrate this point, Oliver and Philp (2014) assert that Speaking Skills are fundamental and an integral aspect of human communication, as most of the time we are speaking and listening to others. These oral interchanges carried out in order to achieve several purposes as getting things done, express thoughts and feelings, and create or keep social relationships. Thus, the development and promotion of Speaking Skills is necessary to accomplish communication. In addition, the authors emphasize that every communicative interchange is cooperative and reciprocal. Similarly, in this project, students developed Speaking Skills cooperatively to achieve common objectives, they worked together to construct meaning and to understand what the others were saying. In addition, it is necessary to mention that the development of Speaking Skills is not only useful linguistically but socially. As a matter of fact, students worked on their Speaking Skills to better communicate and learn the foreign language, but as they were learning the language, they were being part of a social community as well.

Promoting EFL Speaking Skills and Community in a Cooperative and Artistic Classroom

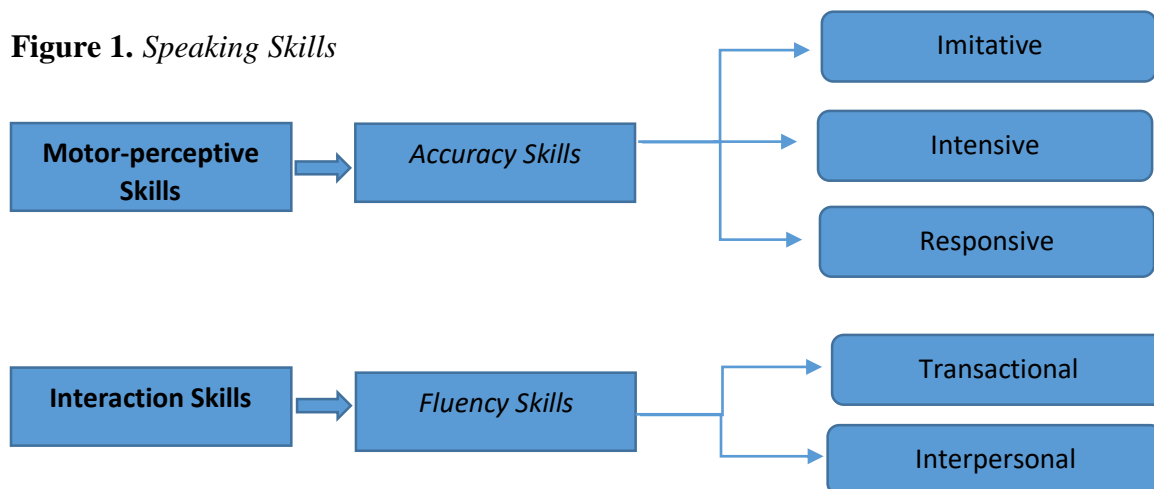
Furthermore, Baker and Heather (2003) claim that speaking implies using the language for a real purpose. Therefore, learners must be able to use the target language in situations that are closer to their daily-lives, instead of using it in isolated contexts. Moreover, by using the language when expressing needs, ideas or thoughts, learners will be able to make their own decisions towards the use of language according to specific contexts. In addition, the authors state that Speaking Skills are commonly taught by means of repetition, a strategy that has proved to not have a great impact on learners' improvement. Although this strategy might be useful for certain purposes, this project aimed at getting students to produce language on their own instead of constantly repeating what the teacher was saying. This information does not mean that repetition was excluded from the project, because, as it is evidenced later in this chapter, repetition was the first type of speaking performance that students were expected to carry out in the classroom.

Bearing the previous considerations in mind, and before proceeding to specific Skills, it is essential to clarify the concept of Speaking as a skill. To do so, Bygate (1987) makes a distinction between knowledge and skill in regard to the process of learning a language. This author mentions that students do not only need grammar structures and vocabulary to produce spoken language but they should know how to assemble this knowledge and adapt it rapidly, adjusting errors and problems that could interfere in their speech. Therefore, the author creates a distinction between two major skills necessary to develop spoken language: *Motor-perceptive skills* and *Interaction skills*. The first concept refers to the superficial aspects of the skill, that is, recalling previous knowledge, and articulating it in the right order, considering grammar structures and sounds patterns. On the other hand, *Interaction Skills* are present when students make their own choices and control their use of language in order to satisfy needs or demands.

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Hence, this project attempted to help students to make their own decisions about communication; they should be able to decide what to say, how to say it, and when, depending on their needs and desired social relationships with their partners. However, before reaching interaction skills, in which students made decisions on their use of language, it was necessary to introduce Motor-perceptive skills.

Besides the previous aspects of Speaking Skills, Brown (1994) introduces two relevant concepts related to the use of spoken language: accuracy and fluency. Both of these skills should be developed conjointly, helping students to produce clear, articulated, and grammatically-phonetically correct language but working at the same time on a flowing and natural speech. Due to their similarities, in this project, these skills were integrated to the concepts developed by Bygate (1987), making accuracy a skill that belongs to motor-perceptive skills while fluency is seen as a part of the interaction skills. In addition, Brown points out six different types of speaking performance that were considered in this project as the main kinds of speaking production students should be able to acquire while developing the skills already mentioned. Hence, these types of production reflected students' progress and performance in each one of the skills. Accordingly, the six types of oral production are divided into Motor-perception skills and Interaction skills, as may be observed in the following diagram:



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A brief description of each one of the expected oral production types is needed in order to exemplify the previous division. The first type of oral production is named *Imitative*. In this phase students will be listening and orally repeating words or phrases in order to focus on a particular aspect of language as intonation or a grammar form. The purpose of this oral production is not to produce meaningful interaction but to establish patterns and to identify grammatical forms. The second speaking production type is called *Intensive* which, according to the author, is focused on going over some phonological or grammatical aspects of the language. The third speaking production type is called *Responsive*. Here, students give short replies to the teacher or students' questions and comments, making use of the grammar structures but not using the language to create real interaction. Therefore, these three types of oral production are focused on the development of Motor-Perception and accuracy skills, in which students acquire the basic grammar and phonological structures of the language to start developing interaction skills.

In the next stage, called *Transactional*, students carry out a dialogue in order to obtain information while in the *Interpersonal* dialogue students are exchanging information for the purpose of creating and maintaining social relationships. As might be observed, the last types of oral production are focused on developing interaction (fluency) skills, by working on meaningful interchanges to overcome communicative needs and create social relationships using the language. In these types of production, students are making their own decisions on the use of English to fluently communicate with an interlocutor. Expressedly, this project provides a space for each one of these speaking performance types, allowing students to develop skills in several sorts of language production.

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Finally, it is relevant to mention that Speaking Skills are seen as cooperative and interdependent actions in which everyone's role is essential. Therefore, by implementing Cooperative Learning principles in the creation of visual arts tasks related to the students' closest social environments, learners are boosted to communicate their own authentic messages and to listen to and understand others' opinions while acknowledging language as a cooperative action.

Cooperative learning: competition vs cooperation

The concept of cooperative learning has been widely explored in order to redirect teaching practices based on individualistic learning, in which the educators' role was the center of the learning process. As reported by Cohen, Brody, and Shevin (2004), complete individualization is not a practical solution to work on all students' needs in a particular classroom. Moreover, the authors state that cooperative learning allows students to work together and carry out the role of teacher and of learner, recognizing and respecting each other's skills and learning styles. In this project, students worked together to achieve particular goals. During this process, students had different roles based on their specific skills and preferences; therefore, each of them should identify and respect each other's differences, weaknesses, and strengths. By working together, students were expected to learn from others and teach their peers as well.

In addition to the previous statements, Johnson, Johnson, and Holubec (1999) affirm that the exceptional performance in the classroom depends on the cooperative efforts of a group and not on the individualistic and competitive attitude of some learners. Students must actively participate in their learning process, and the success of this participation is closely related to teamwork and cooperative learning. These ideas certainly contrast with the traditional competitive classroom, in which students are usually working individually, intending to reach academic objectives. The concept of cooperative working proposed by the authors previously

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mentioned, worked as a guideline for this project. All in all, this study aimed at promoting cooperative learning in order to avoid negative competition and individuality.

In order to achieve a Cooperative Learning environment, it is necessary to implement five key elements proposed by the authors. The first relevant aspect to achieve cooperative groups is *Positive Interdependence*. To achieve this aspect, teachers must provide a clear task and group objectives. It is important for students to realize that individual efforts will not be enough to overcome the task, and that they need the help of each one of their partners in order to succeed. The following element is called *Individual Accountability*; each member of the group will be responsible of accomplishing his or her part of the task, and the members of the group should be able to evaluate the process of the group and of each individual in it creating strategies and solutions to overcome problems and difficulties in the group. The next element is *Face-to-Face Promotive Interaction*, which means that students should be providing feedback and encouragement to each member of the group. In this stage, learners should promote their partners' success, helping, congratulating, sharing and backing them. The next element is called *Appropriate Use of Collaborative Skills*, that is, students should develop leadership, decision-making, communication, and conflict management skills in order to achieve the group objectives. Finally, the last element is called *Group Processing*, in which students will assess their progress in relation to the group objectives established at the beginning, so they should identify negative and positive actions to improve their development as a group and propose strategies to work more efficiently in future opportunities.

Furthermore, Hurst, Wallace, and Nixon (2013) asserted that classrooms are social and cooperative places that are commonly underestimated by educators, who might consider this factor a disadvantage or a distraction. Implementing Cooperative Learning has demonstrated to

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improve learning, communication skills, and social skills, developing peer relationships and reducing disruptive behavior. In this project, Cooperative Learning was defined as an approach to work on the development of oral interaction and social skills in order to overcome disturbing attitudes in the classroom that affect the learning process and the social relationships among students.

In addition, the conception of the individual as a social being is necessary to work on Cooperative Learning as a social approach. Further, it is universally acknowledged that social environments play a major role in human development. In view of the importance of social environments, Kostelnik, Phipps, Soderman, and Gregory (2009) express that by means of social environments and social interaction, we know who we are and how the world works. Besides, childhood is the moment when a sound social basis is founded; therefore, the social environments that surround young learners may determine their human relations in the future. In this project, students worked together while they were discovering and learning from their closest social environments: family, neighborhood, and school.

Classroom community as a safe place

Students required the creation of a place where they would be able to interact and share with their partners in order to express themselves but also to listen and understand others. For this reason, building a classroom community is imperative in this project to achieve efficient cooperative work but also to foster Speaking Skills. Levine (2009) asserts that a classroom community is the creation of an environment where students can feel emotionally and physically safe, understood, and supported. This project aimed at creating a safe place for students to be themselves, listening to each other while working together. As Levine (2009) establishes, to create a community, every member should have a role to play based on their talents and skills.

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Therefore, Classroom Community is a concept that relates to the principles of Cooperative Learning, addressing the value of each member of the group and the importance of positive interdependence. In addition, Levine (2009) describes Forsyth's framework for the development of a group, highlighting concepts as *forming*, *norming*, *storming*, and *performing*.

Forming is related to basic creation of groups. Although these groups are not a community yet, they are the first step to start working on classroom Community basis. The concept *norming* refers to the establishment of norms or desired culture; in this phase the teacher should model and encourage routines that favor the creation of the community. *Storming* is concerned with the possible utility of challenging behaviors and disruptive attitudes in order to grow and learn from problems that may emerge. Finally, *performing* is the accomplishment of the task by working together without leaving anyone behind. This project encouraged each one of these concepts joined with cooperative learning principles as means for achieving efficient and meaningful oral interaction.

Furthermore, Panico and Frank (2011) define Classroom Community as a way of practicing peaceful conflict resolution that might influence students' attitudes inside and outside the classroom. To construct this community, it is relevant to celebrate and value the contributions of each member of the group, encouraging cooperation and social relationships. Although the creation of these types of communities requires time and effort, the results will be reflected in students' attitudes towards their partners, their teacher, their classroom, and their learning. To work on classroom community, this proposal was focused on students' strengths and talents, empowering them to value themselves as significant members of a community.

Likewise, Classroom Community might be beneficial to address the challenging behaviors that were observed in the classroom. By implementing routines and tasks that promote

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the creation of a Classroom Community, students might start taking responsibility towards their own acts and their consequences in their community. However, a safe place where students might feel free to express themselves needs to work on the foundation of behavioral problems before working on the development of a Classroom Community.

As stated by Leaman (2009), it is relevant for teachers to recognize that working on determined negative behaviors is a long-term process that cannot be approached by establishing immediate punishes. Most importantly, understanding the existence of these problems is the first step to start working on them. Therefore, it is necessary to look for the motivations, triggers and contextual problems that might be affecting the behavior of a learner in the classroom. Leaman (2009) establishes that students should take responsibilities for their actions. Therefore, teachers should help them to manage their own behavior but without controlling them. In this project, due to the lack of time, some interviews allowed to gather information in regard to students' motivations for presenting a negative behavior in the classroom. The information recollected by means of interviews and field notes was advantageous to better understand the reasons why students misbehave. This was made as a first stage to work on Speaking Skills and Cooperative Learning strategies for the creation of the desired Classroom Community.

Similarly, Lever (2011) emphasizes the importance of understanding the multiple causes of challenging behavior in order to identify students' needs and accommodate them into the methodologies that are being used. The author mentions that to deal with challenging behaviors it is necessary to work on the following aspects: positive relationships between teacher and students, active learning techniques, and the creation of a "can do" environment, fostering motivation to work (p.3). Classroom Community might be represented as this "can do" environment where students need to start interacting, sharing, and changing their attitudes in the

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classroom. In this project, the teacher was in constant interaction with students, encouraging them to participate, express themselves and share with their partners. Likewise, students were the center of their own learning processes, they reflected on their group achievements, creating responsibility not just for their own actions but for their partners' actions within the cooperative learning principles. In addition, Cooperative Learning is a practical approach that might help students to manage their own behaviors in order to successfully interact and cooperate with their partners, creating an effective Classroom Community. Further, visual art tasks may promote communication and the expression of one's ideas and perceptions towards students' realities. This process is beneficial in the development of positive relationships between teacher and students as well as in the fostering of students' oral interactions and social relationships.

Visual arts as means for communication

Using visual arts in the EFL classroom has proved useful to promote students' language skills, creativity, and motivation, but it has also demonstrated an impact on students' personal and social development. As reported by Latta and Chan (2010), EFL art classrooms create a supportive context to grow academically as well as socially and personally. Furthermore, arts may provide self-understanding and recognition of the self in cultural and social contexts. Besides, ideas, feelings, events, and thoughts might be expressed in artistic forms that transcend oral communication. Therefore, in this project, students worked on visual arts that were thought to promote interaction based on students' social realities. By relating students' lives to the English learning process, learners were able to communicate their feelings and perceptions towards their personal and social environments.

Steiner, Stevens, and Ruiz (2010) assert that implementing visual arts in the EFL classroom enhances language development and provides an opportunity for students to

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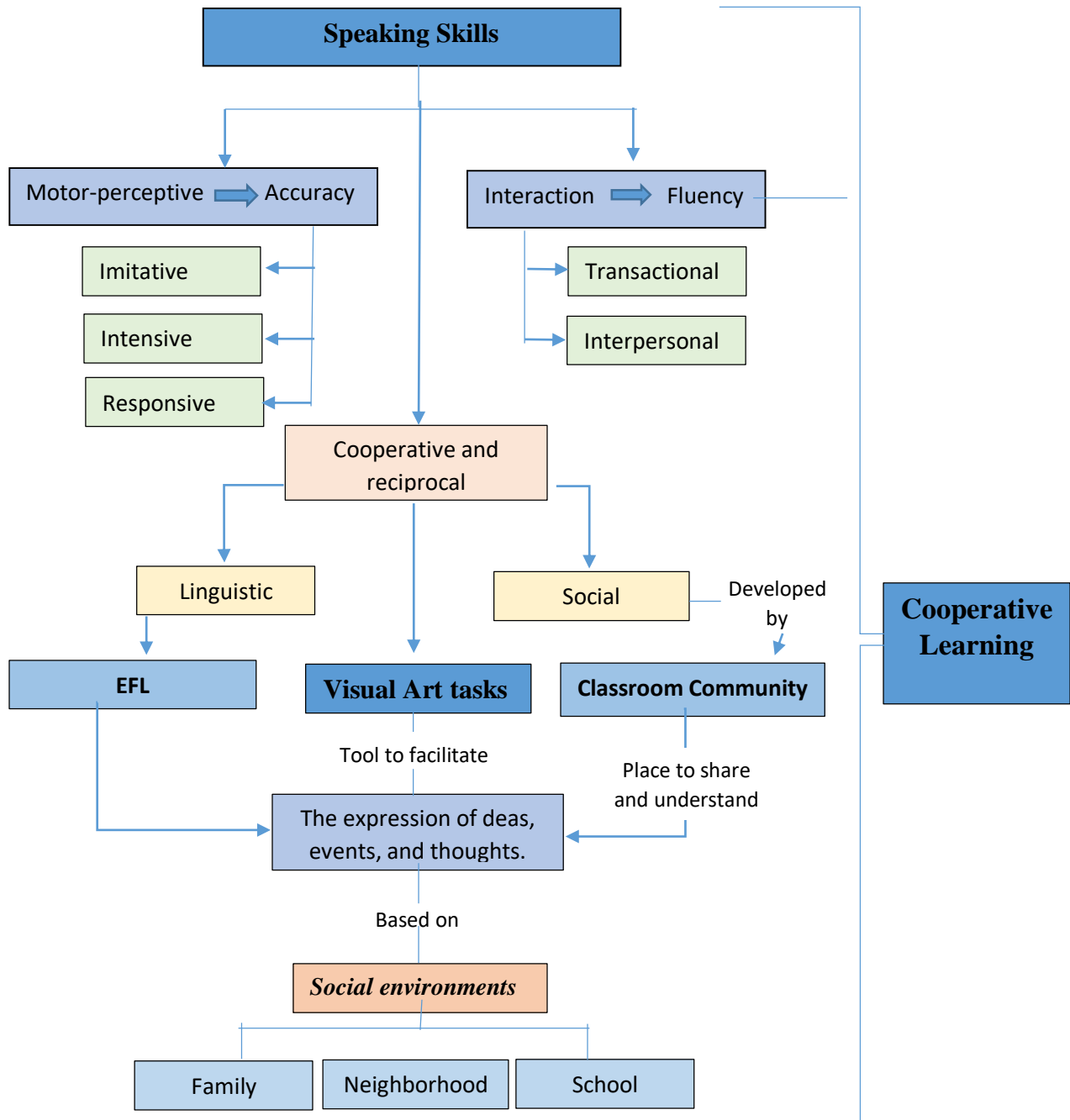
understand others and communicate their own ideas. In addition, according to the authors, using arts allows students to create mental representations and critical thinking. Furthermore, visual arts in the EFL classroom may help to motivate and engage students with the concepts they are learning. In this project, students shared their artistic pieces with the other groups in order to express their perceptions and comments towards the piece and to listen to others' opinions as well. Therefore, arts enabled students to create connections and interpretations of their own and others' work. Moreover, by using visual arts, students were more motivated in the class, as arts proved to be one of the major learners' preferences. Hence, one of the intrinsic aims of this project was to involve students who otherwise would be disinterested in the English class.

In addition, Goldberg (2017) asserts that the integration of arts into the classroom provides some of the most imaginative moments for students and teachers. The author conceives of the arts as opportunities of dreaming and looking for adventures in learning. As a further matter, arts are essential in education because they contain human knowledge, culture, expression, and communication. Hence, the implementation of arts in other subjects may provide students with a creative and imaginative environment, in which they are able to explore their world. In this project, arts were integrated into the EFL classroom in order to engage students and to guide them in the process of learning. Moreover, arts were directed to students' realities and needs, contemplating the relevance of integrating students into their own learning process. In order to accomplish the previous tasks, different types of visual arts were promoted in the English classroom: drawing, painting, coloring, handcrafts, and sculpture using modeling clay.

In the following diagram, the previous constructs and their relations are illustrated to better comprehend the role of each one of them in the present project:

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Figure 2. Constructs interrelations



This chapter presented the multiple studies and concepts that supported this research project. Similarly, the theoretical constructs were defined and characterized following various

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authors and theories. The following chapter will present a description of the methodological design and the data collection instruments and procedures that were implemented during the project.

CHAPTER THREE

METHODOLOGICAL DESIGN

This chapter presents relevant aspects of the research design such as the type of study and the research paradigm. Moreover, the instruments and data collection procedures for this study are characterized and described.

Research paradigm

This research project adheres to the principles of a qualitative study. Regarding the concept of qualitative research, Denzin and Lincoln 2011 (as cited in Creswell, 2013) state that qualitative research practices allow the researcher to study human or social problems in their natural setting in order to interpret phenomena and transform the world. Furthermore, a qualitative approach is selected when the researcher intends to interpret participants' experiences, opinions, and perspectives towards a specific aspect in their realities (Hernández, Fernández & Baptista, 2010). Hence, a qualitative study is pertinent considering that the present project is developed in a setting that is natural for the students; besides, it intends to understand a particular phenomenon related to oral interaction that requires the expression of participants' thoughts, experiences, and opinions towards their real-world experiences in an EFL class.

Type of study

Within the qualitative study, this project is immersed in an action research methodology. One of the main aims of action research is to understand, change or innovate the processes that are carried out in the classroom (Jiménez, Cortés & Marin, 1993). This project contemplates the innovation of EFL traditional classrooms, by using different types of activities that might promote the creation of Classroom Community in order to share vital experiences of students'

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daily-life. As action research is concerned about classroom processes, it is imperative to consider the relevance of this methodological approach in the present pedagogical proposal.

Action research is characterized by being a spiral process that researchers will continue developing and modifying. According to Jiménez et al. (1993) an action research process includes four main stages: in the first stage, the researcher designs an action plan to implement in the classroom; in the second stage, the strategies, resources, and techniques proposed in the action plan are implemented; then, in the third stage the researcher observes the selected strategy implemented and collect data to determine the scope of the proposal; finally, the researcher reflects on the processes, issues, and extends of the project. The four stages of action research were continually developed in the three cycles of implementation that are explained in the following chapter.

Data collection instruments

Throughout the implementation of this project, diverse data collection instruments were applied. These instruments were selected due to the pertinence they had in regard to the main objectives of this research. In addition, the procedures implemented to gather information are also specified. All in all, the variety of instruments used in this project as field notes, recordings, artifacts, surveys and interviews contribute to a critical analysis of the data, which promotes validity and reliability for this study.

According to Flick (2009) triangulation is the process of combining different sources of gathering data to produce knowledge at different levels. This process allows researchers to take different perspectives in order to answer the research question. Similarly, this same author expresses reliability as “the constancy or consistency of results obtained the same moment but by using different instruments (p.385). In addition, and highly related to the previous concept, validity expresses the trustworthiness of data. Hence, intending to respond to all of these

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concepts, the data collection instruments implemented during this project aimed at responding the research question while providing credibility to the study.

Table 1.

Objectives	Data source # 1	Data source # 2	Data source # 3	Data source # 4	Data source # 5
To describe the impact of cooperative learning in the creation of Classroom Community and the promotion of Speaking Skills	Recordings	Interview	Survey	Field notes	
To identify the roles of visual art tasks as a pedagogical tool to promote Speaking Skills and Classroom Community	Artifacts	Recordings	Interview	Survey	Field notes

Field notes. As reported by Jimenez et al. (1993), for qualitative researchers it is useful to write down what they observe, listen, and perceive. In this research study, direct observations of the class were made every class during the whole implementation process, in order to provide a personal interpretation of the main aspects of the learning process. In addition, for this project, field notes were not only based on descriptive information but also on reflective notes focused on the challenges presented in the development of Oral Skills and Classroom Community in order to understand students' needs and implement the right strategies to overcome the major difficulties. These field notes were written at the end of each encounter with the students (see annex 1).

Surveys. This instrument was used to collect relevant information about students' contexts and needs. Likewise, students also expressed their opinions towards the classes, the progress they noticed in the development of their abilities, and the changes in the Community Classroom. In addition, this instrument was implemented to facilitate the understanding of the

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lack of development in learners' Speaking Skills as well as the reasons for challenging behaviors that blocked up the creation of Classroom Community. Surveys were selected as a more comfortable way for students to answer personal questions regarding their relations with their families and classmates. In addition, Jiménez et al. (1993) mention that the main purpose of this data collection technique is to find out what is happening in the classroom and which are participants' thoughts towards a specific topic. The surveys that were implemented contained open-ended questions that allowed the better interpretation of students' perceptions and thoughts. For gathering relevant data in regard to the previous statements, four surveys were applied during the pedagogical intervention (See annex 2-5)

Interviews. According to Merriam (1998), interviews are data collection instruments that aim at interpreting informants' feelings and thoughts that may not be evidenced by observation. For this project, the type of interview called guided-approach interview has been selected as it allows to reword the researcher's predefined questions. This instrument was designed in order to complement and strengthen the information provided in the surveys and it was done in small groups. Hence, just one interview that compiled different questions regarding students' perceptions, improvements, and opinions towards the English class was applied during the second cycle (see annex 6). Besides, one interview was applied to the head teacher in order to gather information about the methodologies and experiences she had had before starting the project (see annex 7).

Recordings. In order to collect data regarding the improvements in Speaking Skills and students' types of oral production, it was crucial to implement recordings as one of the main instruments in this project. As stated by Richards and Lockhart (1996), one of the major advantages of using recordings is that they can be replayed and revised as many times as needed.

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Besides, relevant details that could not be evidenced by using other techniques were captured by recording the lessons. The total of recordings gathered during the implementation process was 20; these recordings were made in different classes when considered pertinent (see annex 8).

Artifacts. According to Phillips and Carr (2010) “artifacts are any documents, projects, art, or other such items that the teacher-researcher sets aside to study more carefully” (p. 203). In this case, artifacts are students’ works based on Visual Arts. The collection of these instruments allowed gathering data in regard to students’ understanding of the task and ability to work cooperatively. Moreover, the meaning and relationships that students created between the language and the visual art products were also evidenced in the multiple artifacts and recordings recollected, as students were expected to express visually and orally what they had done and wanted to communicate (see annex 9).

Data collection procedures

Before the implementation process, a consent form was sent to the students’ parents. In this consent form, the parents were informed about the project and possible uses of the information (see annex 10). Then, a stage of observation was carried through during the months from February to May 2018. In this period, an initial survey was applied in order to gather information related to students’ interests, difficulties, and strengths in the English class. Besides, an interview with the homeroom teacher was made to understand the processes and challenges that the group had presented. In addition, field notes were written weekly to get general and specific information about students’ performance in the class.

This project comprised three cycles of implementation in which diverse data collection instruments were implemented. The first cycle was developed from August 14th to October 5th, 2018. In this stage, field notes and recordings were collected twice a week, and a survey to

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gather data regarding possible reasons for students' challenging behavior was applied at the beginning of the cycle. During the second cycle which went from October 9th to November 16th 2018, recordings and field notes were gathered in each class. Furthermore, at the end of the cycle, one interview was applied in order to get to know students' perceptions towards the classes, activities, and methodologies, aiming at modifying, improving and determining the impact of these aspects in students' learning processes and attitudes. Similarly, in the third cycle, the instruments previously mentioned were implemented, but two interviews to determine students' final perceptions towards the building of Classroom Community and their improvement in Oral Skills were used. To clarify, this last cycle went from February 11th to March 22nd, 2019.

Eventually, a reflection on the effects of the implemented strategy was accomplished in order to understand the constraints and strengths of the proposal. Furthermore, as this approach is an ongoing process, the reflection will lead to a better interpretation of the phenomenon to revise and improve the project.

Ethical Considerations

As the participants in this project are under-aged students, consent forms were provided in order to get approval from parents (see annex 10). The consent forms declared that students might be recorded and interviewed by the researcher. Besides, participants' names were replaced by numerical codes. As for those students who did not get the consent form signed by their parents, they were able to participate in the project, but their information was neither considered nor analyzed for the results of this research.

This chapter described the information about the research methodology, the different instruments implemented to gather information as well as the data collection procedures used

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along the implementation of this study. The next chapter presents a description of the pedagogical proposal, the cycles of implementation, and the visions of curriculum, classroom, language and learning considered throughout this project.

CHAPTER FOUR

PEDAGOGICAL INTERVENTION

In this chapter, the theoretical concepts that support this project are presented. Hence, concepts as vision of learning, language, and curriculum are defined in this chapter. Moreover, the different cycles of the intervention will be described.

Vision of learning

In this pedagogical intervention, learning is considered a situated and cooperative practice. As stated by Lave (1991), Situated Learning contemplates the relevance of mind, culture, history, and the social world as interrelated processes. For this author, learning, thinking, and knowing are linked at the moment people are engaged in an activity that is enclosed in a social and cultural structured world. This perspective correlates with the concepts of Cooperative Learning and Classroom Community mentioned previously, in which learning occurs in a social context in order to create a positive interdependence based on a task or activity. This project aimed at integrating social, cultural, and academic contexts, by offering students the possibility to interact and mutually collaborate on their closest social environments.

Vision of language

Language has been traditionally defined as a code in which vocabulary and grammar structures are the basis of learning. However, in this project language is seen as a social practice. According to Scarino and Liddicoat (2009), language is not just a subject to study, it is also a way of seeing, understanding and communicating about the world. In this process, speakers of a language are constantly participating and creating meanings to establish social and interpersonal relationships. Hence, this intervention attempts to create environments of

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interaction in which students may relate their own contexts to the foreign language in order to socially communicate and express ideas, thoughts, and perceptions about their world.

Vision of curriculum

As this project is focused on interaction, Cooperative Learning, and Classroom Community, the curriculum cannot be defined as a simple plan to be implemented. Instead, as Grundy (1987) asserts, the concept of curriculum belongs to the field of praxis. Taking the previous statement into consideration, the author mentions that, at a certain level, the curriculum is related to human interaction. Therefore, when defining the curriculum as praxis, the learners become subjects of their own process, leaving behind the traditional role of objects. Bearing in mind Grundy's concept, this intervention is concerned about a unified process based on oral interaction, in which planning, acting and evaluating are working integrally.

Instructional design

Aiming at promoting students' Speaking skills in the foreign language and building Classroom Community, this project implements a set of visual art activities within a Cooperative Learning approach. In addition, this proposal is centered on students' closest social environments, namely family, neighborhood, and school. Based on these aspects, the implementation is divided into three main cycles; *Somewhere I belong*, *Discovering my surroundings*, and *Growing and learning together*. Finally, it is important to mention that the stages of action research were developed conjointly. Therefore, planning, observing, collecting, and reflecting were performed in each one of the cycles.

Similarly, during the implementation process, the principles of Cooperative Learning and Classroom Community were developed interdependently during every Visual Arts task.

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Therefore, the concepts of forming, norming, storming and performing were developed together with the principles of CL, such as Collaborative Skills, group processing, positive interdependency, etc. Additionally, speaking skills and their five different types of oral production were displayed in every lesson. In order to have a better understanding of these interrelations, the lesson plans (see annex 4) exemplify the relations and the way these concepts were put into practice.

In the following table, the different cycles, subtopics, objectives, and the expected Visual Arts products are displayed. Besides, the time spent for each implementation cycle is also presented.

Table 2. Cycles of implementation

CYCLES	LESSONS	TOPIC/LANGUA GE	OBJECTIVES	VISUAL ART
<i>Somewhere I belong</i> from August 10 th to September 28 th	<i>One of a kind family</i> <i>Creating our perfect home</i>	<ul style="list-style-type: none"> ▪ Members of the family ▪ Activities to do with my family ▪ Personal/physical adjectives for describing people 	<p>To recognize and respect different types of family.</p> <p>To find out the uniqueness in my family</p> <p>To orally communicate in order to get to know my partners' families</p>	<p>Member of the family in clay</p> <p>Our dreamed houses made of cardboard</p>
Instruments: Field notes, recordings, survey, artifacts.				
<i>Discovering my surroundings</i> From October 2 nd to November 13 th	<i>Getting to know my neighbors</i> <i>Discovering my neighborhood</i>	<ul style="list-style-type: none"> ▪ Places in the neighborhood ▪ Common occupations ▪ Directions 	<p>To recognize the importance of taking care of my neighborhood.</p> <p>To acknowledge the significance of every worker in my neighborhood.</p>	<p>My Halloween neighbor</p> <p>Map of my neighborhood</p>
Instruments: Field notes, recordings, survey, interview, artifacts.				
<i>Growing and Learning</i>	<i>Are we really that</i>	<ul style="list-style-type: none"> ▪ Likes and dislikes 	To identify the characteristics of a good	My partners' portrait

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<p><i>together</i> From February 15th to April 10th</p>	<p><i>different?</i> <i>Making new friends</i></p>	<ul style="list-style-type: none"> ▪ Introductions ▪ Personality adjectives (review+ new vocabulary) ▪ Simple future 	<p>friend and how to be a good friend for my partners. To develop social skills and conversational skills to foster relationships with my partners.</p>	<p>Our vision boards</p>
<p>Instruments: Field notes, recordings, survey, interview, artifacts.</p>				

These three cycles comprise two major lesson plans that were developed in multiple sessions, according to the dates already displayed. Each of the lesson plans (see annex 11) were developed following the five principles of Cooperative Learning and the stages of Classroom Community. Moreover, the five types of oral interaction were developed conjointly in each lesson plan. Likewise, visual arts were produced in cooperative groups that were organized randomly in every lesson in order to allow students to interact with different partners in the classroom and to overcome social difficulties that have been observed.

During each lesson plan, students first received the input to produce their own utterances in next classes. For this type of input, oral production as *imitative* and *intensive* types of production were used in order to help students to understand the use and meaning of the vocabulary, the grammar structure provided, and the different phonetic and pronunciation patterns. Likewise, students had the opportunity to use *responsive* production when answering simple questions regarding the topic. After this stage, students proceeded with the visual art task, in which they made use of *transactional* and *interpersonal* types of production according to the nature of the activity. For instance, in several activities students were asked to assign roles their classmates and share materials. To achieve this communicative need, they used transactional vocabulary learned in previous lessons. Moreover, most of the activities promoted the interchange of information and the development of social relationships by increasing empathy

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and cooperative skills. Bearing these stages used in every cycle, a detailed description of the cycles of implementation is proposed.

To start with, during the first cycle called *Somewhere I belong*, students discovered the importance of their families and the uniqueness that characterizes each one of them. Moreover, students also reflected on the existence of different types of families and the respect that each one of these deserves. Additionally, this cycle was concerned about several problems that students presented at home. Hence, by means of the different activities proposed in this cycle students were expected to better handle issues at home and to focus on the positive aspects of belonging to a family. Similarly, one of the main aims of this cycle was to help students to create a definition of family that did not include the number, gender, age, or personal features of their relatives but the values and teachings that grow within a family. Finally, this cycle intended to assist students in the creation of their perfect home, a home for their families and themselves. They shared their dreams while recognizing the real meaning of home.

In order to achieve these goals, two lesson plans were created: *One of a kind family* and *Creating our perfect home*. For each lesson, students worked in different groups for around one or two weeks. In their groups, they made different tasks in which they had to talk about their families with their classmates. Sometimes a written model of conversation was provided in order to facilitate the process and have students actively participating during the lesson. Additionally, during this first cycle, students worked on the members of their families in clay and the description and creation of their perfect homes. They shared their opinions on different families and expressed the best part of being part of one.

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The second cycle was concerned about students' relationships with their surroundings. This stage was focused on the recognition of the external world as a place of enjoyment and adventure. Neighborhoods are closely related to students' development; they grow up and make friends in these spaces. Therefore, this cycle aimed at reconsidering the relevance of neighborhoods and to recognize people's labors and importance in the external world. To work on this cycle, the lesson plans *Getting to know my neighbors* and *Discovering my neighborhood* were proposed. In the first lesson plan, students learned about the most important places in a neighborhood and the multiple services they can get in there. In addition, they reflected on the importance of neighbors and occupations. Finally, they related this topic to their own reality and brought up their own opinions and thoughts on the relevance of taking care of the environment and being a good neighbor. Finally, they worked on the creation of their neighborhood, identifying strategies for taking care of the environment and sharing them with their partners. They also created their own Halloween neighbors and reflected on the importance of respecting and appreciating each labor and occupation that exists.

Finally, the last cycle involved the social relationships that were developed in the school. This stage was particularly important as different conflicts among the students were evidenced in the classroom. At this moment, students were able to know each other and continue establishing new and valuable social relationships. Moreover, the relevance of groups in this cycle was outstanding, considering that students were working with and developing social relationships with classmates they used to struggle with. During this cycle, students had the opportunity to get to know each other, interchange ideas, talk about their likes, dislikes, and dreams. While working with their classmates, students developed social

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and conversational skills in order to foster relationships. Additionally, a relevant point to highlight in this cycle is that students also worked on recognizing their mistakes and finding solutions for being a good friend for their partners. In order to achieve this, students worked on the following lesson plans: *Are we really that different?* and *Making new friends*. During the development of these lessons, students learned to share with those classmates they had never talked to before; they also found multiple ways in which they were similar to each other and worked on the creation of their partners' profiles and the building of a vision board with shared dreams and likes. This final vision board demonstrated a cooperative task in which students were working on their social skills and Classroom Community.

In this chapter, the visions of learning, language, and curriculum are explained. Additionally, the instructional design and the different cycles of implementation, along with the lesson plans, objectives, and art products of each one of these cycles are also described. In the following chapter, the data analysis and findings of the study are presented and exemplified.

CHAPTER FIVE

DATA ANALYSIS AND FINDINGS

This chapter presents a description of the procedures implemented for analyzing data along with the findings of the study and the categories that emerged from it. Firstly, the data analysis approach is defined as well as the processes that were applied to examine the information from the multiple instruments that were used. Then, the categories and subcategories of analysis are organized based on the research question and the data collected throughout the implementation process of the study.

Procedures for Data Analysis

This project followed *Grounded Theory* as the data analysis methodology. According to Glaser and Strauss (1995), this methodology is related to the discovery of theory from data. Therefore, information was interpreted in depth in order to obtain significant categories for analysis. Likewise, *Grounded Theory* consents the close examination in order to hold relevant data and dismiss unnecessary information. For this project, categories of analysis were the result of collected data derived from field notes, surveys, interviews, artifacts and recordings. The information gathered by using these qualitative instruments was contrasted and confirmed following the triangulation method, which consists in the use of multiple methods or instruments in qualitative research in order to analyze and comprehend the phenomena (Patton, 1999). In this case, the major problem identified was the lack of opportunities for promoting oral skills and creating Classroom Community based on oral interchanges and strong social relationships.

In addition, as the researcher was immersed in one single context, an *Emic* perspective is considered. Morris, Leung, Ames, and Lickel (1999) assert that in the *Emic* approach, the

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researcher gets closer to a determined setting and develops relationships with informants.

Moreover, researchers in *Emic* perspectives describe behaviors and facts considering participants' perceptions. Therefore, this perspective results meaningful to comprehend students' behaviors, changes, difficulties, and improvements in the development of Oral Skills and the construction of Classroom Community.

The data analysis process followed O'Connor and Gibson's (2003) guide for analyzing qualitative research. According to these authors, the first step for analyzing data is to organize it systematically. Therefore, throughout the process of data collection and organization, three folders were used to store the surveys and artifacts corresponding to each implementation cycle. It is worth mentioning that, in certain instances, students kept their visual art works. Under these circumstances, pictures of the artifacts were taken and stored on a computer to be subsequently commented. Additionally, the recordings and interviews were transcribed and saved on different files on a computer; as for the field notes, they were first written on a notebook and then transcribed, commented, and saved digitally.

After organizing the data, each of the instruments was read and reviewed in order to find general ideas and concepts related to the research question and objectives. These ideas were the first step to create general groups that were named according to the themes. After establishing the first groups, the data was read again and this time color coding was used to divide each idea into the general groups, establishing patterns, and discarding unnecessary information.

Each instrument was analyzed similarly. For field notes, interviews, and surveys, the information was grouped, coded, and labeled according to the different themes that arose from the first interpretation. Likewise, artifacts were rigorously commented and based on these comments similar patterns were established and analyzed following the labeling and coding

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processes mentioned previously. Moreover, this instrument was also contrasted and compared with the field notes of the classes in which those were made in order to gather more information about the process of making the art project and the final result. Finally, classifying the data and finding patterns according to the research question allowed to establish categories and subcategories for interpreting the findings, extends, and significance of this project.

Categories of Analysis

This study aimed at identifying and describing how speaking skills and classroom community might be promoted by using a set of visual art tasks designed under cooperative learning principles. Bearing in mind the previous statement that follows the research question and the abovementioned objectives, four categories of analysis and their respective subcategories emerged. In the following table, the categories and subcategories of this study are displayed.

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Figure 3. Categories of analysis

Research Question	Objectives	Categories	Subcategories
How might Speaking Skills and Classroom Community be promoted through a set of visual art tasks designed under Cooperative Learning principles in a third grade EFL Classroom at Domingo Faustino Sarmiento School?	To identify the roles of Cooperative Learning in the creation of Classroom Community.	<u>CATEGORY I</u> Cooperative Learning as a facilitator for transforming social relationships in the classroom.	Transforming social relationships in the cooperative classroom: Creating our path towards inclusion
			The importance of closest social environments: empathy and EFL learning.
	To characterize the roles of Cooperative Learning in the promotion of Speaking Skills.	<u>CATEGORY II</u> Cooperative Learning as a promoter of support and self-regulation attitudes in Speaking Skills.	
	To identify students' responses to the use of Visual Art Tasks as a pedagogical tool.	<u>CATEGORY III</u> Talking through my art: Visual arts as an encourager for EFL learning.	Students' perception towards English language by implementing Visual Arts.
			Visual arts as an ally for promoting Oral Production and Speaking Skills.

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According to figure 3, three categories emerged from the research question and objectives. The category *Cooperative Learning as a facilitator for transforming social relationships in the classroom* along with its subcategories: *Transforming social relationships in the cooperative classroom: Creating our path towards inclusion* and *The importance of closest social environments: empathy and EFL learning* and the second category: *Cooperative Learning as a promoter of support and self-regulation attitudes in Speaking Skills* respond to the first objective that aimed at identifying the roles of Cooperative Learning in the creation of Classroom Community and the promotion of Speaking Skills.

Likewise, regarding the third objective: *To identify students' responses to the use of Visual Art Tasks as a pedagogical tool* one category emerged: *Talking through my art: Visual arts as an encourager for EFL learning*, along with its subcategories: *Visual arts as an ally for promoting Oral production and Speaking Skills* and *Students' perception towards English language by implementing Visual Arts*. Bearing in mind the previous description of the categories and subcategories, in the next paragraphs, each one of these categories is deeply explained and exemplified based on the data collected during the whole study.

Category 1. Cooperative Learning as a facilitator for transforming social relationships in the classroom.

According to Becerra and McNulty (2015), the social connections created in the classroom are essential in the learning process as they create a safe place for students to interact and share their opinions and ideas with their classmates. In addition, by encouraging students to build a Classroom Community, they are able to develop, maintain, and strengthen social bonds that allow them to feel comfortable and confident in the classroom, increasing the achievement of common goals and promoting academic success as individuals and members of a community.

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This category describes the role of Cooperative Learning, as an approach that values group success over individualistic achievements, in the promotion and development of Classroom Community. Rather, in this category the interdependence and connection between these two concepts become clear. As it was mentioned before, Cooperative Learning and Classroom Community have several features in common: both are focused on cooperation and social abilities, they intend to create a more comfortable place for students, and individual roles and skills are considered to work in both concepts. Therefore, Cooperative Learning was more than accurate in order to achieve the intended Community.

Transforming social relationships in the cooperative classroom: Creating our path towards inclusion. As mentioned before, one of the main goals of creating a *Classroom Community* is to foster social relationships and create a safe space for students. During the development of this project, data showed that students' social relationships and attitudes were being transformed by working on Classroom Community and Cooperative Learning. In this subcategory, the way students started recognizing their partners as equals and including them in their community is explained.

Nevertheless, to evidence some of the changes in students' attitudes and behaviors, it is necessary to describe the initial classroom. As might be recalled, students stated to have constant conflicts with their classmates, they asserted that the classroom was not a safe place and that they were being excluded from groups and games. Similarly, there was a strong rejection towards the students who presented special needs. These students were placed in a specific space in the room and worked on different activities. They were excluded from the class and psychological mistreated by their partners; on some occasions, they were even physically harmed.

The student with special needs was trying to get my attention, he showed me his hand and I noticed he was hurt. Then, he pointed to another boy in the classroom. He was trying to tell me

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that the other boy had hurt him. This boy had shown similar attitudes in the past, showing rude and violent attitudes towards the harmed student.

(Field notes, September 7th, 2018. Lines 25-33)

During the first cycle and the beginning of the second one, these behaviors were frequent. However, over time, students were reflecting on their actions and working on conflict resolution with the help of the teachers. Therefore, students learned to recognize diversity and to acknowledge differences as advantages when working together. Additionally, students with special needs had the opportunity to be part of a group and learned what their classmates were learning. Besides, they developed communicative skills and were active participants in the classes. This last aspect is emphasized because, at the beginning of the implementation process, students with special needs did not participate in the classes, they did not share their thoughts or feelings. Nonetheless, in the last cycle, they were sharing their opinions openly, using their language, their art or signs.



With the help of their classmates, the child with special needs has done a painting of his family, he also has drawn himself. Their partners are integrating him more and letting him participate in the tasks. Some students enjoy working with him and helping him to complete the tasks.

(Field notes and artifact. November 13th, 2018.

Lines 10-16)

In order to create a Classroom Community students were constantly working cooperatively and going through the different principles of Cooperative Learning. Most of the principles had an impact on the process of creating their community. For instance, after acknowledging the task and the objectives, students recalled some norms for achieving their

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goals. *Norming* became a crucial aspect in each task as they were encouraged to behave appropriately in order to help their groups to succeed and accomplished their task. During the three first cycles, the rules were visible for the students in the classroom. However, in the third cycle, the rules were removed but students could recall each one of the rules and their importance.

As a first exercise to start the class, I asked students to try to remember the rules they learned last year. Although the rules were not visible around the classroom, students were actively participating and recalling each one of the rules. They even created some other rules and share the importance of following norms. Between their reasons, they mentioned that it is important to listen to each other and show respect, they also mentioned that if they do not follow the rules they might get into trouble and go to prison.

(Field notes, February 22nd, 2019. Lines 1-10)

Besides recalling the rules with enthusiasm, students were also applying them without being reminded of them. Moreover, *Norming* also allowed them to work on their *Collaborative Skills* as students developed strategies to deal with conflicts and make decisions in their groups following the rules that were given at the beginning.

Students were arguing about some cards; one student had lost some of his cards and was accusing a classmate of stealing the cards. The student that was being accused was defending himself. The conversation was turning difficult and other students intervened. One of the students who wanted to help mentioned the importance of listening to each other and not accusing without any evidence.

(Field notes, April 12, 2019. Lines 35-50)

Additionally, working on *Positive Interdependence* allowed students to acknowledge the value and importance of working together. As a result, students started recognizing their classmates' abilities and talents, designating roles based on their characteristics. Hence, since every student had a clear role to play, they were achieving their tasks working together without

7. ¿Crees que el salón se ha vuelto un lugar más amigable y cómodo para aprender y hacer amigos?

a. SI

b. NO

¿Por qué?

Porque ya nadie

Pelota y somos mas amigos



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leaving anyone behind. Moreover, in the *Performing* stage, data demonstrated that students were not only accomplishing a task but also enhancing social relationships and respecting their classmates and their abilities. In this phase, the changes in Classroom Community were evident and the Classroom had become a safer place for students.

7. ¿Crees que el salón se ha vuelto un lugar más amigable y cómodo para aprender y hacer amigos?

a. SI

b. NO

¿Por qué?

ya no son tan groseros y desordenados



(Survey 3 fragment, March 1st, 2019)

The importance of social environments: empathy and EFL learning. The relevance of students' realities in the English class cannot be underestimated. As Candlin and Mercer (2001) declare, learners are social beings who create relationships between the language and their social context. Therefore, the learning of the English language becomes a social space for interacting and working on their communicative needs. As it was established in previous chapters, students needed a space for sharing and expressing their thoughts and feelings towards their daily life. As a matter of fact, when students were expressing themselves in Spanish, the context made it difficult to relate the class to their experiences. Therefore, by means of the English class students were not only able to learn the language but also to relate their lives and experiences to the English class. In other words, implementing students' realities and closest social environments in the classroom allowed the correct development of the project and enhanced students motivation and confidence when talking.

T: ¿Creen que ahorita pueden ir donde un amigo de otro curso y hablar en inglés?

S2: Good morning!

S1: My name is Alejandra.

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S2: What is your favorite cartoon?

S2: Yo si me siento capaz.

(Interview 2, March 1st, 2019)

Additionally, social environments as family, neighborhood, and school helped students to create strong social relationships with their peers and to develop a sense of empathy that allowed the creation of a Classroom Community. According to Brown (as cited in Rouhani, 2008), “empathy is the ability or capacity to understand and feel what others understand or feel” (p.1). The feeling of empathy in the class was a great achievement when recalling students’ individualistic attitudes at the beginning of the implementation process. In this respect, Rouhani (2008) asserts that empathy is an important affective aspect in the EFL context due to the connection between cognitive intelligence and emotional intelligence. When this second type of intelligence is apprehended into the class, the students’ learning process is positively affected. Indeed, in this project students developed empathy and were able to recognize and understand their classmates as equals.

The development of empathy as a crucial affective factor was possible thanks to the implementation of students’ closest social environments. These environments allowed students to freely share their experiences, likes, opinions, and perceptions towards general aspects for their lives. In addition, students listened to each other when working on the different visual art tasks and they felt identified with their classmates. For instance, in several opportunities, students were heard agreeing with their partners and empathizing.

To sum up, integrating students’ realities into the class made learning relevant and meaningful for their daily lives. Hence, students acknowledged the foreign language as a tool for communicating and sharing with their partners. They declared that learning the English language was more effective and easier when they worked together and were able to help each other.

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1. ¿Crees que trabajando en equipo es más fácil aprender inglés?

- a. SI
- b. NO

¿Por qué? nos ayudamos entre todos y si alguien no entiende el grupo le explica.

2. ¿Hablar en inglés con tus compañeros te hace sentir más cómodo?

- a. SI
- b. NO

¿Por qué? e por que de pronto los compañeros no saben lo que uno esta diciendo

3. ¿Si no sabes el significado o pronunciación de alguna palabra tus compañeros te ayudan?

- a. SI
- b. NO

¿Por qué? emos estado asiendo el trabajo en equipo

(Survey 3 fragment, March 1st, 2019)

Category 2. Cooperative Learning as a promoter of support and self-regulation attitudes in Speaking Skills.

This category is focused on the role of Cooperative Learning as a valuable approach to promote Speaking Skills in the EFL classroom. The data collected by the multiple instruments implemented in this study demonstrated that Cooperative Learning was a suitable approach to promote the use of the different types of oral production mentioned in previous chapters. Likewise, this constant production in the Cooperative Groups allowed determining the way in which motor perceptive skills: *accuracy* and Interaction skills: *fluency* were being developed in each lesson. Therefore, by looking deeply into each type of production it was possible to establish the changes presented in the students' Speaking Skills.

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Additionally, Cooperative Learning served not only to create more opportunities for producing oral language but also for creating a supportive environment in the classroom. Hence, data revealed that students were constantly helping and supporting each other in the production and development of Speaking Skills. As a matter of fact, students encouraged their partners to talk and interact with the rest of the class, showing themselves as active listeners and members of a Cooperative Group that shares the same goals in learning. This aspect highlights the transition from competition to cooperation in the EFL classroom.

As it was mentioned previously, this study intended to promote motor-perceptive skills (accuracy) and interaction skills (fluency) by enhancing different types of oral production in the classroom. Moreover, Cooperative Learning principles were implemented in order to facilitate oral interchanges in the cooperative groups. In regard to this aspect, data revealed that using Cooperative Learning principles created an environment of constant communication and interaction in the groups. Hence, students were making use of all the different types of oral production while they were developing and promoting accuracy and fluency in the English Language.

Generally, students took decisions on their roles and tasks; although this process usually demanded a lot of time, it was helpful to develop *Collaborative Skills*. Additionally, while students were discussing over their tasks and roles, the use of the foreign language was provided, presenting vocabulary that students repeated, learned, and used in their deliberations.

S1: Yo quiero repartir los colores.

T: So, you want to distribute the colors, right?

S1: Yes

T: You can say it in English.

S1: ¿Cómo es, profe?

T: I want to distribute the colors.

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S1: I want to distribute the colors. (Repeating and following the teacher's intonation and pronunciation).

Later, I heard one member of the same group telling his classmate: "me puedes dar el *red color*". Although his partner did not answer verbally, he gave her the red color.

(Field notes, November 2nd, 2018. Lines 22-35)

In the previous lines, the use of a Cooperative Principle as the development of *Collaborative Skills* was useful to work on *imitative*, *intensive*, *responsive*, and *transactional* productions. First, the student was repeating the sentence, focusing on the grammar structure and on phonetic aspects. Then, the other student recalled previous knowledge, interacting with her partner to complete a task, and her partner showed understanding responding with an action. Hence, data demonstrated that Cooperative Learning allowed students to create an environment of inquiry and interaction, helping them to promote *accuracy* and *fluency* skills.

In the next paragraphs, the promotion of *accuracy* and *fluency* skills are exemplified following the different types of oral production used in the Cooperative Groups.

Motor-perceptive skill: Accuracy. As it was mentioned above, three types of oral production were considered to work on *accuracy*: imitative, intensive, and responsive. These types of production were constantly developed in each Cooperative Group by means of student-student interactions and teacher-student interactions. The next examples illustrate how this oral production was carried out and the impact it had on the development of the skill.

Imitative and intensive. This first type of oral production was mainly promoted by the teacher. At the beginning of each task, some vocabulary and grammar structures were provided to the students. They had to learn and repeat the sentences or words in order to use them during the task. Similarly, during Intensive production, students went over some grammatical and

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phonetic structures, they committed some mistakes that were corrected by their partners or teacher.

T: I am a doctor.
Ss: I am a doctor.
T: You are an architect.
Ss: You are an architect.
T: I am a student.
Ss: I am a student.
T: You are a teacher.
Ss: You are a teacher.

(Recording, February 19th, 2019)

In this recording, the involvement of students in the class was clear, they seemed to enjoy repeating short sentences in the foreign language, participating in it as if it were a game. Hence, repetition was not only used to provide vocabulary or grammar structures but also to engage students and to present a model of pronunciation and intonation that could be used in further utterances. According to Hall and Verplaetse (2014), the use of repetition in a foreign language classroom directs students' attention and involvement, while difficult concepts and meanings are reinforced.

S1: ¿How old are your parents?
T: Your parents, muy bien.
S2: ¿Tengo que decirlo en inglés?
T: Entonces tu mamá.
S1: Thirty... thirty-seven (whispers to her partner trying to help her)
S2: Thirty-one
T: Your mother? (S2 nods)
T: My mother is thirty-one.
S2: My mother is thirty-one.

(Recording, August 24th, 2019)

In this recording, the students are going over some grammatical structures and vocabulary previously learned. In this example, Cooperative Learning is noticeable as the students are interacting and willing to help each other. In addition, repetition is a great ally in

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order to review and reinforce grammar and pronunciation. For instance, after listening to the teacher once, students are able to follow phonetic patterns more precisely.

Responsive. In several opportunities, students asked and answered questions using short replies. They made use of grammar structures and were able to answer basic questions and comments regarding the class or an activity.

T: Sebas, what is his name or her name? A man or a woman?

S1: He

T: What is his name?

S1: Robert

(Recording, October 28th, 2018)

T: What does it mean go to the park?

Ss: Nosotros vamos al parque

T: Do you go to the park with your family?

Ss: Yes!

S: Yo si!

T: What days?

Ss: Sunday, Monday....

(Recording, September 11th, 2018)

S1: What is your favorite day?

S2: Friday because we go to the park.

(Recording, September 14th, 2018)

In these last fragments of different recordings, students were able to understand simple questions and use their previous knowledge to answer with short replies. In this type of production, the students were not creating meaningful interaction yet but could recall vocabulary, grammar, and pronunciation patterns that were taught and reinforced by means of imitative and intensive types of production.

Additionally, data revealed that the development of accuracy is linked to classroom input and monitoring. In this last type of production belonging to motor-perceptive skills, the importance of input and repetition is evident; students were constantly recalling structures and

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acknowledging mistakes. Hence, the teacher was not the only person monitoring the use of language, as students in their cooperative groups corrected their partners' mistakes in pronunciation, vocabulary and grammar.

S1: What's your *phone*...

S2: Phone number

S1: What's your phone number?

S2; three, twelve...

S1: Mira, three, one, two.

S2: two, three, four, zero...

S1: Where do you live?

S2: Bosa.

S1: What's your phone number?

S2: (Keeps silence)

S1: Three

S2: Three

S1: One

S2: One

Ss: six, two, seven, eight, two. (Saying the number together)

(Recordings, March 8th, 2019 I-II)

The last two recordings evidence the impact of Cooperative Learning in the development of speaking skills. As may be observed, in the first recording the second student is not only helping her partner to pronounce *phone number* but also encourages him to continue after a moment of doubt and hesitation. Similarly, in the second recording, as S2 was feeling unconfident, S1 helped her to pronounce each number, so at the end, they were saying the number together. When S2 acknowledged the support of her partner, she was feeling more confident and engaged.

S1: Mire así: What you do?

T: Como quieras, no pasa nada.

S1: Estamos aprendiendo inglés. (Telling her partner to not worry about her mistakes)

S2: (Keeps silence while their partners say the sentence to help her)

S3: What do you do with your family on Friday... Friday...

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(Recording, November 9th, 2018)

Finally, this last recording ratifies how students encouraged their partners when they felt insecure about their skills in the foreign language. In this case, students were not only helping her to pronounce the sentence but also to realize that they are in a process of learning where making mistakes is completely acceptable.

Interaction Skill: Fluency. In order to promote fluency skills, two types of production were considered: *Transactional* and *Interpersonal*. Normally, these types of production were carried out by the students during the task. Moreover, the different activities were designed to enhance this type of interaction in the groups. In the next paragraphs, a description of the development of each one of these types of production is presented.

Transactional. During this type of oral production, students use the foreign language to get information to complete a task or to overcome communicative needs. Most of the Visual Art tasks required the students to use different materials and develop multiple roles. Hence, students were constantly communicating to solve problems and assigning materials and roles in order to complete the task. Data showed that, although in some opportunities they were not using the foreign language, they were assigning roles and tasks, giving instructions, and taking decisions.

S1: Usted termine de pintar el pasto y yo voy haciendo una casita.

(Recording, September 21st, 2018)

S1: Draw a purplely...

T: Purple.

S1: purple giant.

(Recording, August 17th, 2018)

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In these last recordings, the students were trying to carry out a Visual Art task with their classmates. To achieve these tasks, they had to give and follow instructions. As it might be observed, students were not trying to create or maintain social relationships yet, but they were interacting to achieve a common goal, drawing or painting. As a result of using transactional utterances, students acknowledged language as a crucial aspect for communicating, solving problems, or completing tasks.

In this next example, while some students were working on interpersonal production, getting personal information about each other, a student of another group is heard using transactional oral production in an autonomous manner.

S1: where do you live?

S2: Rionegro

S1: What's your phone number?

S2: five, four, one, two, four, two....

S3: My eraser, where's my eraser? Where's my eraser? (This student was talking in the distance).

(Recording, March 12th, 2019)

Besides using the language for a communicative need, this learner is demonstrating how in several opportunities students were making use of the language autonomously. Hence, by means of Cooperative Learning and Classroom Community, students have transformed their environment and most of them are not scared anymore of making mistakes or using the foreign language in various contexts.

2. ¿Hablar en inglés con tus compañeros te hace sentir más cómodo?

a. SI

b. NO

¿Por qué? PORQUE ME SIENTO MENOS INSEGURO
PARA HABLAR

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2. ¿Hablar en inglés con tus compañeros te hace sentir más cómodo?

- a. SI
b. NO

¿Por qué? si, porque siento que soy profesional.

(Survey 3 fragment, March 1st, 2019)

T: ¿Que ha sido lo mejor de trabajar en equipo?

S2: Está bien porque con ellos nunca he tenido problemas. Está bien porque uno puede trabajar mejor.

T: ¿Creen que sus compañeros aprenden más o aprenden más solos?

S2: No, no, más con mis compañeros pues porque juntos somos como una mente y aprendemos mucho más.

(Interview 2, March 1st, 2019)

Furthermore, students asserted that talking with their partners in the Cooperative Groups made them feel more confident using the foreign language. Therefore, it is possible to declare that Cooperative Learning promotes self-regulation attitudes and confidence among the students, who in multiple opportunities, were using short sentences and different types of oral production to communicate among themselves, even when the teacher was not around them.

Interpersonal. The design of the tasks and the use of Cooperative Groups made of this type of production the most frequent between the students. Throughout the tasks, students had to obtain information and interact with their classmates in order to successfully complete it. Moreover, this type of production allowed the students to get to know each other, create new relationships, and maintain the old ones. In addition, the importance of Cooperative Groups was also notorious in this last stage as it was impossible to carry out a task or to have this type of production without the support and help of the group members.

S1: How old...

S2: air

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S1: Eh, Como?
S2: air
T: are
S1: are your brothers or sisters?
T: ¿Y tú que le vas a responder?
S2: Yo solo tengo un hermano. Brother is....
S1: quince, dieciséis, veinte, dieciocho.
S2: eh... seven
T: My brother is seven years old.
S2: My brother is seven years old.

(Recording, August 21st, 2018)

In this recording, students were using the foreign language to get information about each other's families. As might be observed, they were actively listening to each other and supporting their classmate's speech. For instance, S2 is trying to help his partner to pronounce the word *are*. While later, S1 is trying to guess the brother's age, although he is using Spanish, he is demonstrating his understanding and interest in the conversation. Additionally, S2 is making use of previous knowledge and grammar to answer *Brother is... seven*. Evidently, this student had to go through all the previous types of production in order to respond this question. Hence, the use of Accuracy and its types of oral production are seen as imperative and necessary in order to achieve a development of fluency in the *interpersonal* type of production.

S1: Ahora yo le pregunto. What do you do with your family on... Tuesday?
S2: Tuesday?
S1: Ahh, es facilito.
S2: We go to the park. Go to the park.

(Recording, November 2nd, 2018)

During this recording, students were left alone while the teacher was answering questions in other groups. Although they knew the teacher was not around, they continue working on their task, demonstrating that they had developed self-regulation attitudes and are able to interact in English with their partners. Moreover, this recording evidences the involvement and engagement in the class.

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Category 3. Talking through my art: Visual arts as an encourager for EFL learning.

This category refers to the role of Visual Art tasks in the promotion of the learning of the English language. During the implementation of this project, visual arts were the major tool for enhancing various types of oral production and the development of Speaking Skills. Moreover, Visual Art tasks and the use of different art resources in the class proved to have a relevant impact on students' perceptions towards the language and the class itself. Data evidenced that students enjoyed working on art tasks, they were engaged in the class, and their attitudes towards the English language were transformed. In this category, the relation between Visual arts and the learning of the English language is explained. Similarly, the changes in students' attitudes and opinions are contrasted to their initial perceptions about the language, intending thus to describe how Visual Art tasks are able to create a different environment to make learning easy and enjoyable.

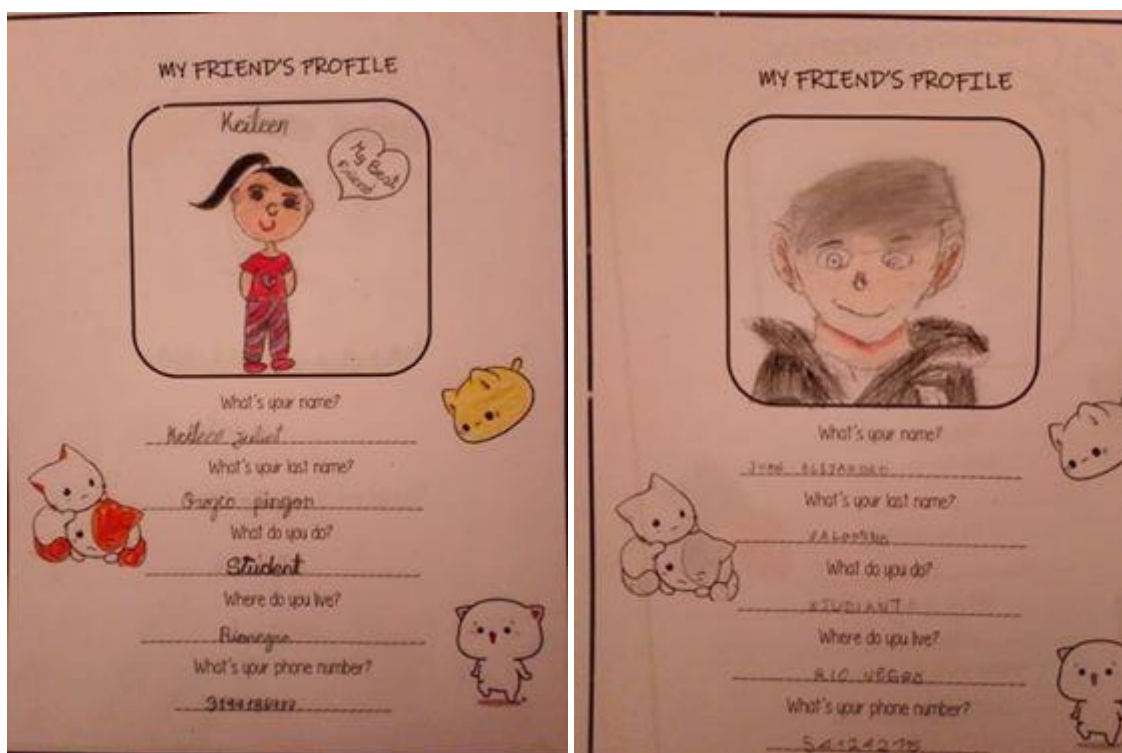
Visual arts as an ally for promoting Oral Production and Speaking Skills. The integration of arts into the language classroom evidenced to help students in the process of creating relationships between images and oral production. The connections they established between the arts and their own experiences allowed them to recall previous knowledge, practice their English-speaking Skills, and produce simple utterances during the process of creation and displaying of their art pieces.

As Steiner et al (2010) declare, the use of different art activities that connect students' own experiences and realities to the class permit them to become better learners. Hence, the connections students established during the multiple tasks in this project allowed them to better express their thoughts and opinions in a visual and oral way. Consequently, students were describing and producing handcrafts while making meaningful connections and using the Visual

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arts as a resource to develop Speaking skills. Hence, students were enhancing different ways of observing and representing the world.

During the process of creation of the Visual Art product, students were constantly working in cooperative groups allowing an environment of interaction and participation of each individual in the classroom. In several of the tasks, students worked on text formats, obtaining information about each other and compiling them for being discussed later. In this regard, Visual Arts created a bridge between written language and oral production. As a result, students use the Visual Art resource in order to recall information and share it with the teacher and classmates.



(Artifact, November 9th, 2018)

During this task, students had to interview their partners and fill a text form. Then, some of them were asked to talk about their partners without reading the text. Data revealed that students were able to understand simple questions and provide answers based on a text. Hence,

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written language acts as a facilitator for promoting Speaking Skills. In addition, it also helps students to feel more comfortable

Students continue sharing their profiles. After working on the text, they demonstrate that they are able to ask their partners the same questions without reading. Then, besides having interiorized the meaning and grammar of the questions, they show correct pronunciation and enthusiasm for being listened to by their classmates. Although there are a few students who still feel insecure, and are more dependent on the text, they participate and demonstrate how the text and the visual art act together for helping them participate and share their final products with their partners.

(Field notes, March 19th, 2019. Lines 8-23)

In this other task, students worked in cooperative groups for learning about the dreams and desires of their classmates; they first worked on a text form in order to gather information about each other's preferences to later build their own dreamed houses. They asked their partners some questions and filled a short survey. In this survey, students included their own vocabulary and looked for new words to complete the activity.

Our dreamed house



Fill together this information. Choose just one answer!

- Our dreamed house will have...
e. One room
f. **Three rooms**
g. Two rooms
h. Four rooms
- Our dreamed house will have...
d. A garden
e. **A pool**
f. A garage
- Our dreamed house will have...
d. **A TV**
e. A bookshelf
f. A play station
- Our dreamed house will have... (Now is your turn to decide one thing, what would you like to have in your house?)

Student # 1: castle

Student # 2: jacuzzi

Student # 3: A pool with marine animals



Our dreamed house



Christopher **Lucas** **Martina**
Fill together this information. Choose just one answer!

- Our dreamed house will have...
e. One room
f. Three rooms
g. **Two rooms**
h. Four rooms
- Our dreamed house will have...
d. A garden
e. **A pool**
f. A garage
- Our dreamed house will have...
d. **A TV**
e. A bookshelf
f. A play station
- Our dreamed house will have... (Now is your turn to decide one thing, what would you like to have in your house?)

Student # 1: A Pool

Student # 2: Play football

Student # 3: A pool



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(Artifacts, September 15th, 2018.)

After completing the visual art task, they presented their houses to their classmates, making use of the vocabulary presented in the text. Some of them used these new words with grammatical structures learned in previous classes. Hence, data demonstrated how the texts and the visual arts are able to promote the use of new vocabulary and facilitate semantic relationships.

During the presentation of their houses, some groups went further, they did not only enlist the objects and rooms in their houses, but include the grammar structure of *there is and there are* without being asked to. E.g. “There is pool, there are four rooms, there are windows y TV”. The use of this structure by one group and the recognition of the teachers, promoted the use of this grammar in the next groups.

(Field notes, September 15th, 2018. (Lines 13-29)

In addition, Visual Arts that were not based on text formats were equally useful to produce authentic language and creativity. For instance, students were asked questions about pictures or art projects they had done. Even though they did not have a model of answering, they used the visual art product to respond using single words or even complete basic sentences.



(Artifact, November 13th, 2018)

After completing the paintings, students pasted their paintings on the wall, and I asked some questions to some of them. The questions included the activities they were doing, the people on the picture, as well as the colors and the objects in it. Students answered using single words like family, park, football, red, yellow, etc. However, sometimes they

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used the vocabulary and chunks of language they had learned before: We go to the park, play soccer, etc.

(Field notes, November 15th, 2018)

Students' perceptions towards the English language when implementing visual arts.

Throughout the implementation of this project, students showed a clear change in their perceptions towards the English language and the class itself. During the first cycle of implementation, students declared they considered learning English a difficult process. However, after doing the tasks proposed, students were more active and motivated during the classes. Hence, students expressed positive attitudes towards the class and the learning process they considered difficult was seen as easy and exciting.

T: ¿Cómo te ha parecido la clase de inglés?

S1: Muy chévere porque uno va aprendiendo cosas que uno no sabe, y uno va como ahí, uno va como cogiendo esas cositas que tú nos enseñas.

(Interview 2, March 1st, 2019)

This change in students' attitudes was also possible thanks to the principles of Cooperative Learning and the efforts of students of creating their Classroom Community. As it was mentioned above, students' confidence was promoted by working together, acknowledging their mistakes as part of learning and supporting each other in the process. Due to this constant assistance of most of the students in the classroom, those learners who felt left behind were rapidly integrated into the class. Hence, these students were not afraid anymore of learning English or making mistakes.

S1: Cómo se dice esto profe

S2: neighbor

T: Sí

S1: My neighbor? Bueno.

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S2: My neighbor is a driver.
S1: No, mejor lawyer.
(recording, November 6th, 2018)

In this recording, students were not afraid of asking the teacher or partners for a specific word. Besides, students were participating cooperatively in a conversation to determine the occupation of their neighbor. Similarly, the cooperative efforts of S2 in order to help her partner are evident. During the development of most of the cycles, students were constantly helping each other, showing enthusiasm when they were doing it. Hence, data revealed that helping each other creates a feeling of fellowship and empathy.

While asking students for their favorite activities at home, they were actively participating. Surprisingly, a student who never talked in class raised her hand and shyly answered the question. The head-teacher noticed this and congratulated her. After this, other students who were not used to participating raised their hands to share their thoughts with the class.

(Field notes, August 24th, 2018. Lines 32-45)

The previous excerpt from a field note illustrates the way students were changing their perceptions towards the class. Indeed, many students who did not participate during the observation process were engaged with the different visual art tasks and activities proposed. Moreover, students showed enjoyment while coloring, drawing or painting. These activities also contributed to reduce social problems as students were focused on different activities and needed from each other to finish them.

Consequently, Cooperative Learning and Visual Arts were supportive in order to change students' opinions and perceptions towards the English language. Hence, the English class that was seen as one more academic subject was transformed into a cooperative game in which each student had a role to play. Moreover, the different artistic materials and tasks helped students to be more creative and to enjoy learning English from a different perspective. Students themselves

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shared their perceptions towards these tasks and the use of arts in the class; they asserted that by means of visual arts they can develop their creativity and learn how to work with different resources.

T: ¿Les ha gustado trabajar con plastilina, con pintura...?

Ss: Sí, sí.

T: ¿Por qué?

S1: Porque es muy chévere y uno puede aprender muchas cosas más en esos trabajos.

S2: Yo porque no trabajo mucho con plastilina.

T: ¿Creen que trabajar con cosas así les ayuda a ser más creativos, a hacer cosas diferentes?

S2: Si porque no hacemos lo mismo que hacemos siempre, sino que hacer con la plastilina, con lo que hemos hecho uno ya puede soltar con eso su imaginación.

(Interview 2, March 1st, 2019)

While helping students with their tasks, a student got closer and told me that she really enjoyed working with clay, she said it was something she had never done and that she would like to learn how to create animals and people. When her classmates listened to her, they agreed and made similar comments.

(Field notes, august 17th, 2018)

This chapter presented the analysis of the data collected during the implementation of this project. Moreover, the findings and categories that emerged from the analysis are defined and exemplified by means of the different instruments used in this study. The next chapter will present the conclusions, limitations, implications, and some suggestions for further research.

CHAPTER SIX

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions that emerged from the study and the data analysis as well as the implications of the project for English Language Teaching, the institution where this project was carried out, the participants, and the researcher. Finally, some limitations and considerations for further research are discussed.

Conclusions

This qualitative study aimed at promoting Speaking Skills and Classroom Community by using a set of visual art tasks designed under cooperative learning principles, considering students' closest social environments and relationships. Based on this definition, two research objectives were proposed:

- To identify the roles of cooperative learning in the creation of Classroom Community and the promotion of Speaking Skills
- To identify the roles of visual art tasks as a pedagogical tool for promoting Speaking Skills and Classroom Community

As mentioned in the previous chapter, multiple findings evidenced how Speaking Skills and Classroom Community might be successfully promoted by implementing approaches as Cooperative Learning and pedagogical tools that motivate and engage students in the class, thus developing better communicative strategies, and enhancing social relationships. In regard to the first objective, Cooperative Learning is seen as a promoter of support and self-regulation attitudes in the development of Speaking Skills. Hence, students worked on diverse CL principles in order to help each other to succeed. Similarly, students developed self-regulation attitudes while doing their tasks; they acknowledged the relevance of Cooperative and individual

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efforts and demonstrated great amusement and interest while completing the tasks, even when the teachers were not around.

On the other hand, Cooperative Learning was also a facilitator for transforming social relationships in the classroom, integrating students, and relating EFL to their own experiences. Students stated that by working together they perceived changes in their attitudes and those of others, decreasing arguments, offenses, bullying, and misunderstandings. Similarly, it was noticeable that students were recognizing each other's abilities and integrating everyone into their group work. The multiple improvements in students' social relationships allowed them to create a feeling of empathy that promoted the right development of Classroom Community.

In addition, bearing in mind the second objective, Visual Arts acted as an ally for changing students' perceptions of the English language and the class itself. Consequently, students assured they were now interested in learning English as an interesting subject while before, they considered the language as a difficult subject that required a lot of time and effort. Moreover, students were able to better develop their Speaking Skills with the help of Visual Arts and supportive texts. In several opportunities during this project, students were able to communicate with their partners using simple words and sentences in the foreign language. They asserted to be confident to talk in English with others and were motivated to continue working on the foreign language. Lastly, students found the interrelation between their closest social environments and the class meaningful, which implies reinforcing knowledge and creating relations between learning a foreign language and their own surroundings.

Finally, the multiple advantages of working with different approaches and tools as Cooperative Learning and Visual art tasks were noticeable. These resources allowed learners to be confident enough to interact and to take risks in order to challenge their own learning. At the

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end of this research, students were leaving their comfort zone, working on their Speaking Skills without fear of mistakes or mockery, thanks to the use of CL and Visual art tasks that motivated students to learn and have fun.

Implications

This project generated several implications for the EFL teaching and learning in Colombia, the public-school Domingo Faustino Sarmiento, the teachers who are part of the institution, the participants involved in this project, and for me as a pre-service teacher and researcher. The previous implications are specified in the following paragraphs.

As for the implications of this research in the EFL teaching and learning practices in Colombia, it is significant to highlight the value of Cooperative Learning as an approach not just for the learning of English but for education in general. The use of this approach in the project demanded a change in traditional classrooms based on individualistic and competitive roles and learning. Throughout this study, Cooperative Learning implied the need of forgetting competition as a way of teaching and learning. Likewise, this approach required a change in teachers' perspectives towards group work, as many of them considered this practice as distracting and inefficient.

Moreover, the involvement of visual arts in the English class implied the conception of an interdisciplinary curriculum in the school. Integrating different subjects in the classroom creates diverse learning experiences and spaces for enhancing learning and creativity, making the classes more enjoyable and gratifying for the students. The use of these resources in the English class needs to be considered a meaningful medium for promoting engagement, participation, and motivation in the class instead of activities that are not related to other academic subjects but arts.

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In regard to the implications this study might have at Domingo Faustino Sarmiento School, the institution where this research was developed, it is significant to allude to the creation of Classroom Community as an advantageous and process needed in every classroom. By creating a safe place where students can express their ideas freely without being rejected or intimidated, students are more likely to interact and learn. Therefore, the classroom, which might be an intimidating space for students, needed to be transformed into a community that promoted learning and social relationships. The classroom was transformed esthetically and methodologically in order to build community and enhance social relationships. These changes supported the school in the process of creating a society that can coexist harmoniously, respecting human dignity and rights, and bearing in mind the concept of learning as the result of social interaction, as established in the school's PEI. Hence, the school PEI needed to reconsider its practices, methodologies, and spaces and include approaches that promoted the values and abilities mentioned in the institutional agenda.

As for the implications of this project for the teachers of the school where the research took place, it is relevant to highlight that a big transition between the traditional classroom and the cooperative classroom was needed. Besides, this project demanded from teachers to acknowledge the importance of interdisciplinary English classes, in which subjects like arts are integrated into the classroom, creating new opportunities for learning. Similarly, teachers needed to understand language as a mean for communicating and not as an academic product.

Finally, the implications that this study had on my own teacher-researcher practice are various. First of all, this process required a constant reflection on my own proficiency as a teacher, as the multiple challenges presented in the classroom allowed me to reconsider my role and work in the classroom. For instance, throughout this project, I needed to reconsider the

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significance of getting to know my students and involving them in the class. This aspect permitted me to improve my lessons and to be part of my classroom community. Secondly, I was required to learn that in order to teach or to research it is imperative to bear in mind participants' perceptions, contexts, and voices. Every word they say is meaningful to understand their motivations and behaviors; without listening to them it is impossible to accomplish a research project. Finally, this project required a lot of commitment on my part, I was constantly working on new tasks, ideas, materials, and topics that were often reformulated and enhanced.

Limitations

Throughout this study, some circumstances avoided the correct development of the lessons and harmed students learning processes and the research itself. The first limitation that was observed is related to the lack of time for building a community and for noticing permanent changes in students' attitudes and skills. As it was mentioned at the beginning of these pages, working on challenging behaviors and on building a Classroom Community is a continuous process that demands time and effort. Therefore, although there were several advances and changes in students' attitudes, it is difficult to determine whether these changes may endure. Another aspect related to time is the many occasions there were no classes during the implementation of the project, making it challenging to reschedule a lesson and to advance in the study.

Finally, another obstacle that impeded the development of the project was the fact that, in multiple instances, the room-teacher would call students during the English class in order to evaluate other subjects, revise whether they had brought or not a task not-related to the class, or select five or more students to do exams or to go to practice a choreography for a school presentation. These aspects constantly distracted students, who were more preoccupied about the

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teacher's calling than about the English class. Moreover, this inconvenient caused many students to lose lessons and the recovery of this time affected their partners, the project, and themselves.

Further Research

Throughout this project, multiple findings evidenced that Speaking Skills and Classroom Community might be enhanced by integrating approaches as Cooperative Learning, and tools, tasks, and materials that motivate and engage students in the class. Nevertheless, it is necessary to examine the implications of using Classroom Community and Cooperative learning to promote inclusion in the classroom. This research has indicated some benefits of these strategies in order to create a place where students feel safe and part of a Community. Therefore, having a deeper understanding of these aspects might be extremely helpful in providing a safer and better place for special needs children. Finally, it is also important to examine the impact of visual art tasks, Cooperative Learning, and Classroom Community to promote other abilities in the English language.

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ANNEXES

Annex 1. Field Notes.

<p>Field Notes (Annex 1) Date: February 9th, 2018 Course: 301 Teacher: Irma Rincón</p>	
Description	Comments
<ol style="list-style-type: none"> 1. The class starts at 6:42. The teacher and the kids make a prayer they knew from previous classes. 2. There are 32 students in the class. The room is so small, and the seats are located very close to each other. The seats are assigned to the students and when they arrive the organization of each one causes problems in the class 3. It takes approximately 12 minutes to organize the children in their correspondent chair. 4. The teacher usually blames the students for the mess. 5. The class starts at 6:55, it should start at 6:30. 6. Children are asked about the number of mistakes they had in a previous test about numbers from 1 to 10. Each student answer, but the teacher is not sure about the accuracy of their answers 7. While other partners answer the 	<ol style="list-style-type: none"> 1. The class may had started late because the teacher was in charge of the discipline that day. Most of Colombians are catholic and they are taught to pray and praise god. However, some kids were not praying, maybe because they are not catholic or do not feel comfortable praying in class. 2. As the room is so small, students were uncomfortable in their seats, they did not have space to move freely. This school has 4 venues, but there should be a lot more students and no room for them. 3. The organization of the seats may be not working. The kids forget their seats and get mad when someone else takes it. There are organized by behavior and they do not like to be apart from their friends 4. The teacher must think that by blaming one student she is relieving the others. She may think that is a way to keep discipline and make the kids responsible for their acts. 5. The time lost could had been avoided if the students had the freedom to sit in the chairs they choose. 6. Teacher wanted to make sure that the students had previous bad results and that they needed reinforcement in the numbers. 7. The number of students is so big, and the teacher cannot be aware of all at the

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<p>teachers' question, some of the children are talking.</p> <p>8. The teacher uses English most of the time. She tries to give some information in the target language, and students respond satisfactorily.</p> <p>9. Teacher gives instructions and students get excited when they are asked to write and color the numbers.</p> <p>10. Teacher dictates the numbers and asks me to check whether the students are doing the task or not. Some of them were working really slowly while the others had written most of the numbers.</p> <p>11. When they finish to write the numbers, they have to interchange the papers to let their partners check.</p> <p>12. Teacher asks each one mistakes</p> <p>13. There was a kid with Down syndrome. He was sitting on the corner doing a completely different task</p> <p>14. The teacher usually asks me about spelling and pronunciation</p> <p>15. Children participate in a competition where each line should have a leader that is going to spell a specific number on the board. Some of the students want to participate and they are usually the same.</p> <p>16. When a line loses a point, a kid starts to blame a partner of his line.</p> <p>17. The class ends with the game, 2 hours of 45 minutes each.</p>	<p>same time</p> <p>8. Although the students are able to respond in English, teacher must think that they are not prepared for receiving the whole class in English</p> <p>9. Doing something different besides routines help the students to be motivated.</p> <p>10. Not all the students take the task with the same excitement, some of them were so unmotivated to complete the task and were working slower than the others.</p> <p>11. The check done by the partner may have been choose because in that way is quicker for the teacher to check the answer and students' progress.</p> <p>12. It should be important for the teacher to see the mistakes of the students in order to check if the topic was understood.</p> <p>13. Although the class is trying to be inclusive, this kid is not talking with anybody and he is not included in their partner's activities. Teacher must think that the kid requires a different task or instruction. However, most of the class, including the teacher, forgot the child.</p> <p>14. Apparently, the teacher is not comfortable with her English level, she avoids English and said that he gets really nervous when she is talking in English when the other person has a better-spoken English than her.</p> <p>15. As in most of the classrooms, there are extrovert and introvert students. However, some of the kids who are not participating may feel a lack of confidence in her/his English skills, avoiding more participation.</p> <p>16. Blaming is a common aspect in the classroom, it can be caused by the teacher's attitude towards kids' mistakes.</p> <p>17. The class should be a block of two hours. However, each hour has 45 minutes and a considerable amount of time was spent on organizing the room.</p>
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Annex 2. Survey One.

ENCUESTA GENERAL

Querido estudiante, a continuación vas a encontrar preguntas relacionadas con tus gustos, tu familia, tu colegio y con tu clase de inglés. Las preguntas me permitirán conocerte mejor y saber cómo funciona tu clase de inglés, por lo que te agradecería que respondieras con total sinceridad. En esta encuesta no necesitas escribir tu nombre; por lo tanto, tienes la libertad de responder lo que realmente piensas sin temor a ser evaluado o juzgado.

PREGUNTAS:

1. ¿Cuántos años tienes?

8

2. ¿En qué barrio vives?

suba, lisboa

3. ¿Cómo llegas al colegio?

- A. Ruta ✓
- B. Caminando
- C. Bicicleta
- D. Otro ¿Cuál? _____



4. ¿Con quién vives?

- A. Mamá y papá ✓
- B. Mamá
- C. Papá
- D. Papás y hermanos/a
- E. Otros ¿Quiénes? _____



5. ¿Cómo te sientes cuando llegas a casa después del colegio?

- A. 😊 ✓
- B. 😞
- C. 😐
- D. 😡

¿Por qué?

por que no hay tanto ruido Estoy con mi familia

6. ¿Quién te ayuda con las tareas en casa?

- A. Mamá ✓
- B. Papá
- C. Hermano/hermana
- D. Otro ¿Quién? _____



¿Por qué?

por que mi papá trabaja hasta la noche

7. ¿Qué actividades realizas con tu familia en casa?

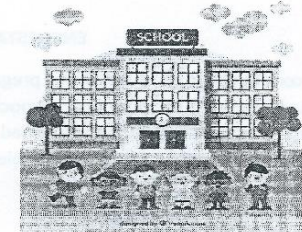
- A. Ver televisión



- B. Leer
- C. Escuchar música ✓
- D. Comer juntos
- E. Otras ¿Cuáles? _____

8. ¿Qué te gusta más del colegio?

- A. Estar con mis amigos ✓
- B. Los profesores
- C. Las clases
- D. Jugar
- E. Otro ¿Cuál? _____



9. ¿Cómo te sientes cuando llegas al colegio?

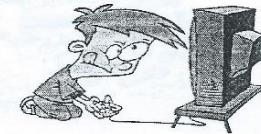
- A. 😊
- B. 😞
- C. 😐 ✓
- D. 😡

¿Por qué?

por que hay asen muchos ruidos me pega

10. ¿cuáles son tus actividades favoritas?

- A. Jugar
- B. Ver televisión
- C. Leer
- D. Jugar videojuegos ✓
- E. Otras ¿Cuáles? _____



¿Por qué?

por que entran bien

11. ¿Practicas algún deporte?

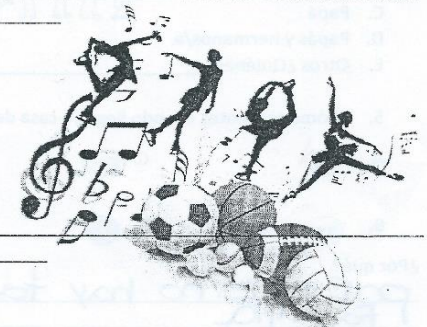
- A. Sí ✓
- B. No

¿Cuál?

basquet ball, fut bol

¿Por qué?

por que me ayudan a hacer pa



12. ¿Qué música te gusta escuchar?

- A. Canciones infantiles
- B. Vallenato
- C. Pop ✓
- D. Ranchera
- E. Música clásica
- F. Rock
- G. Reggaetón
- H. Otra ¿Cuál? _____

13. ¿Te gusta leer?

- A. Sí ✓
- B. No



¿Por qué?

por que yo queria ser mas inteligente

14. ¿Qué tipo de libros lees?

- A. De aventuras ✓
- B. De mundos mágicos
- C. De terror
- D. Otro ¿Cuál? _____



15. ¿Cuál es tu libro favorito?

el libro (comic) infinity war

¿Por qué?

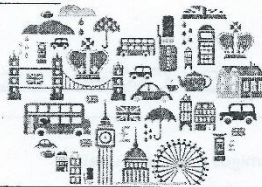
por que es una aventura de los vengadores

16. ¿Cuál es tu fortaleza en la clase de inglés?

- A. Entender lo que la profesora dice en inglés
- B. Pronunciar las palabras
- C. Escribir en inglés
- D. Leer y entender palabras y frases en inglés ✓
- E. Otra ¿Cuál? _____

17. ¿En qué necesitas mejorar en la clase de inglés?

- A. Escribir
- B. Entender lo que leo ✓
- C. Entender lo que escucho
- D. Pronunciar las palabras y hablar en inglés
- E. Otra ¿Cuál? _____



18. Marca las actividades que realizas en la clase de inglés

- A. Leer cuentos
- B. Escribir lo que la profesora escribe en el tablero ✓
- C. Hacer talleres
- D. Dibujar
- E. Repetir después de la profesora
- F. Traducir lo que leemos
- G. Escuchar música
- H. Trabajar en grupo
- I. Escuchar a la profesora
- J. Hacer exposiciones
- K. Hablar con mis compañeros acerca de los temas de la clase
- L. Otra ¿Cuál? _____



19. ¿Cuál de las actividades anteriores es tu favorita?

la de hacer talleres

¿Por qué?

ative

por que me gusta ase actividades muy dificiles

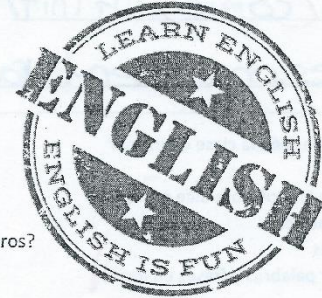
20. Marca todos los materiales que la profesora usa en la clase de inglés

- A. Libros
- B. Televisor
- C. Grabadora
- D. Carteles ✓
- E. Fotocopias ✓
- F. Otros ¿Cuáles? _____



21. ¿Qué te gustaría hacer en la clase de inglés?

- A. Escuchar música ✓
- B. Leer cuentos
- C. Escribir en inglés
- D. Hablar con mis compañeros en inglés
- E. Otras ¿Cuáles? _____



22. ¿Te gusta trabajar en grupo con tus compañeros?

- A. Si ✓
- B. No

¿Por qué?

por que ase mos la cosas más rapidas

23. ¿Cuántos amigos tienes en tu salón?

- A. 1
- B. 2 o 3
- C. Más de 4 ✓

24. ¿Qué es lo que más te gusta hacer con tus compañeros y amigos?

- A. Hablar de lo que nos gusta
- B. Jugar ✓
- C. Escuchar música juntos
- D. Otro ¿Cuál? _____



¿Por qué?

por que jugamos chebre con tos

25. ¿Alguna vez has tenido un problema con tus compañeros?

- A. Si ✓
- B. No

Por qué?

por que me empujo mi compañeros



Annex 3. Survey Two.

Encuesta # 2

Responde las siguientes preguntas con total honestidad. Recuerda que tu nombre ni tus datos personales están siendo usados en este proyecto.

- ¿Pasas tiempo suficiente con tus padres en casa?
 a. Si
 b. No
¿Por qué crees que pasa esto?: Porque ellos nos pasan los fines de semana con ellos
- ¿Qué tipo de valores se enseñan en tu casa? Marca los que consideres
 a. Amor
 b. Respeto
 c. Honestidad
 d. Gracitud
 e. ¿otro? _____
- ¿En tu casa peleas o discutes con tu familia?
 a. Siempre
 b. Algunas veces
 c. Nunca
¿Por qué crees que pasa esto? Porque mi hermano siempre me pelea y me pega
- ¿Tus padres te pegan o te tratan mal cuando están enojados?
 a. Siempre
 b. Algunas veces
 c. Nunca
¿Por qué crees que pasa esto? Porque yo me porto juicioso
- ¿Cómo te sientes cuando tus padres no te prestan atención y te regañan?
 a. Feliz
 b. Triste
 c. Enojado
 d. Normal
- ¿En el colegio te has sentido rechazado?
 a. Si
 b. No
¿Cómo? Porque mis compañeros me tratan mal
- ¿En el colegio te han maltratado física o verbalmente?
 a. Si
 b. No
¿Por qué crees que esto pasa? Porque yo soy igual y a mí no me pegan

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Annex 4. Survey three.

Encuesta # 3

1. ¿Cómo te ha parecido la clase de inglés hasta el momento?

- a. Chévere
- b. Útil
- c. Normal
- d. Diferente

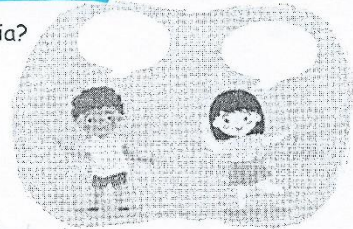


2. ¿Qué cosas nuevas has aprendido?

Aprender a pintar con pincel y
temperas a jugar tichen get a no
pelear y no gritar y cumplir normas.

3. ¿Crees que ahora puedes usar frases en inglés con tus amigos y familia?

- a. si
- b. no



4. ¿Qué palabras o frases nuevas puedes decir?

hello, father, mother, tichen, stop,
sindan, mother, yes, no, a win, school,
church, hospita, stop, shop, lion, bank,

5. ¿Cuál ha sido tu actividad o juego favorito en la clase?

7. ¿Te ha gustado hacer actividades con plastilina, colores, pinturas, dibujos, etc.?

- a. si
- b. no

¿Por qué?

Por que hay en serian muchas
cosas nuevas



6. ¿Crees que ha sido fácil aprender inglés hasta el momento?

- a. si
- b. no
- c. más o menos

¿Por qué?

Por que solo es tratar
de pronunciar eso es muy muy
facil

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Annex 5. Survey four.

Encuesta

Responde las siguientes preguntas con total honestidad. Recuerda que tu nombre ni tus datos personales están siendo usados en este proyecto.

1. ¿Crees que trabajando en equipo es más fácil aprender inglés?

- a. SI
 b. NO

¿Por qué? es chebre siempre trabajamos
junto.

2. ¿Hablar en inglés con tus compañeros te hace sentir más cómodo?

- a. SI
 b. NO

¿Por qué? si por que siento que soy
profesional.

3. ¿Si no sabes el significado o pronunciación de alguna palabra tus compañeros te ayudan?

- a. SI
 b. NO

¿Por qué? es que si uno lo ase
en equipo se equivoca por del el
grupo.

4. ¿Crees que ayudar y recibir ayuda de tus compañeros es importante para aprender inglés?

- a. SI
 b. NO

¿Por qué? le ayuda al compañero o a
la ayuda compañera y si uno se
ayuda es chebre.

5. ¿Crees que trabajar en equipo te ha permitido hacer nuevos amigos y resolver problemas más fácilmente?

- a. SI
 b. NO

¿Por qué? trabajamos en equipo y nos
permite ser nuevos amigos.

6. ¿Crees que trabajar en equipo ha hecho que el curso sea más unido y que todos se esfuercen y colaboren más?

- a. SI
 b. NO

¿Por qué? Trabaja en equipo en el
equipo y trabajamos en equipo.

7. ¿Crees que el salón se ha vuelto un lugar más amigable y cómodo para aprender y hacer amigos?

- a. SI
 b. NO

¿Por qué? el curso es muy c-
anson y por que no s-
on amigables.



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Annex 6. Students' interview

T ¿Cómo te ha parecido la clase de inglés?

S1 Muy chévere porque uno va aprendiendo cosas que no sabe y... uno va como ahí uno va como cogiendo esas cositas que tú nos enseñas.

T ¿Y qué actividad te ha parecido más chévere?

S1 La de los muñequitos esos que hicimos la clase antepasada... Los títeres.

T ¿Cómo te ha parecido trabajar con otras personas?

S1 Muy bien

T Has tenido algún problema

S1 No

T ¿Y tú has visto que la actitud de tus compañeros ha cambiado o mejorado al trabajar con otras personas?

S1 Negación

S2: Yo sí, Yo si mejoré mucho. Yo ya no estoy tan amargado como...

T Digamos la actitud de X Cuando está trabajando con otras personas

S1 Pues X cuándo esta con personas diferentes pues sí, pero cuando quiere armar el desorden y esto pues ahí si...

T ¿Tu qué crees? ¿La actitud de alguien ha cambiado?

S2 La de X

T ¿En qué sentido?

S2 En que ya no es tan peleón y la mía

T ¿Cómo?

S2 En que ya trabajo más. Por ejemplo cuando estaba con Sofía no trabajaba nada y así.

T ¿Que les ha parecido trabajar con las personas con las que han trabajado hasta el momento? ¿Que ha sido lo mejor y lo peor?

S3 Pues para mí todo es mejor

T ¿Por qué?

S3 Porque nos han ayudado...y para el estudio.

T Listo, ahora si tú.

S2 Pues bien porque con los que estoy ahorita he trabajado con ellos y nunca he tenido problemas, pero está bien porque uno puede trabajar mejor.

T Y tú ¿que ha sido lo mejor?

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S1 Pues que uno se acompaña y siempre esta con los compañeros y que uno la pasa muy chévere con ellos porque es gente que uno conoce.

T ¿Y creen que con sus compañeros aprenden más o aprenden más solos?

S1 Más solitos

S2 Más con los compañeros

T ¿Por qué mas con los compañeros?

S2 Porque juntos somos como una mente y aprendemos mucho más todos

T ¿por qué solos?

S1 Porque a veces uno o sea... los compañeros a veces uno les coge como la charla y tatata. Entonces uno decide preferir estar solo que estar acompañado.

S2 No, porque usted puede hablar y poner cuidado al mismo tiempo. Como por ejemplo X. Yo hablo con X, pero le pongo cuidado a la profesora.

S1 ¿Cómo va a hacer eso? o sea ¿cómo va a hacer para ponerle cuidado a la profesora?

S2 Pues porque ya tengo mucha experiencia *risas*

T A ti no te pregunte cual fue tu actividad favorita

S2 La del viernes pasado, que hicimos los muñequitos.

T ¿Y si les ha gustado trabajar con la plastilina y lo demás?

ALL: ¡Sí!

T ¿Por qué?

S1 Porque es muy chévere y uno puede aprender muchas cosas más en esos trabajos.

S2 Yo porque no trabajo mucho con plastilina y así puedo aprender más.

T ¿Creen que trabajar con cosas así les ayuda a ser más creativos o a hacer cosas diferentes?

ALL: Si

T ¿Por qué?

S2 Pues porque no hacemos lo mismo que hacemos siempre... como jugar, estar pegado al computador, sino hacer con plastilina cosas. Con lo que hemos hecho uno puede con eso ya soltar su mente para la imaginación.

T Tampoco te pregunté que te ha parecido la clase de inglés hasta el momento.

S2: La clase de inglés hasta el momento ha sido chévere. Han sido chéveres porque a mí las clases de inglés me gustan mucho

T ¿Y si han aprendido?

ALL Si

T ¿Que han aprendido?

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S2 A pronunciar mejor y a aprender más inglés

T ¿Qué palabras o frases pueden decir ahora?

S2 ¿Qué palabras puedo decir ahora? Mmm

S1 Ahora puedo decir girl /gɜ:(r)l/, porque antes decía girl.

S2 Ahora puedo decir mejor parking /'pɑ:(r)kɪŋ/, porque yo antes decía parking.

T ¿Y qué vocabulario han aprendido?

S2 Pues hemos aprendido a decir muchas cosas

T Por ejemplo, ya saben saludar en inglés.

S1 Hello! Y en la mañana Good morning

T ¿Creen que ahorita si pueden ir donde un amigo y hablarle en inglés?

S1 Good morning

T Como preguntarle ¿What is your favorite ...?

S2 Si, What is your favorite cartoon?

S1 My name is Alejandra.

T ¿Entonces si podemos hablar con otros?

S1 Y como el table

S2 Si, yo si me siento capaz.

T ¡Súper!

S1 Si y como yo tengo una aplicación de duolingo

T Aprendes mas

T Por ultimo ¿Qué cosas les gustaría hacer en la clase de inglés?

ALL: Jugar

S3 Jugar futbol, pero en inglés

S2 No jugar futbol, pero como hacer un juego de pronunciación en inglés

S1 O sea que nos tapemos los ojos y que tú digas las palabras y cuando esto 123 y tenemos que anotar las palabra que tú digas, pero más difícil.

Annex 7. Teacher's Interview

Entrevista docente
Date: 23/03/2018
Interview transcription
Entrevistador: Buenos días profesora, la primera pregunta es acerca de lo académico. Entonces aspectos como: ¿en que se especializa? ¿de qué universidad se

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graduó?

Docente: Ah bueno, mira. Te digo primero mi nombre, es Irma Rincón. Yo soy docente del colegio técnico Domingo Faustino Sarmiento, desde hace 22 años aproximadamente, de pronto un poquito más. Yo soy licenciada en educación primaria de la Universidad de San Buenaventura e hice una especialización en Informática en la Universidad Autónoma.

Entrevistador: ¿Cuál considera que es el mayor reto al enseñar inglés a niños de primaria?

Docente: El mayor reto es escucharlos comunicándose oralmente en Inglés, es como mi reto.

Entrevistador: ¿Utiliza alguna metodología en específico?

Docente: Mi pedagogía siempre ha sido del afecto. En mis 33 años que llevo como docente he llegado a la conclusión que se aprende a partir de exigir, pero también que el estudiante sienta la parte afectiva. Pienso que ese ha sido como mi metodología y que me ha dado resultado en estos 33 años.

Entrevistador: ¿Qué herramientas utiliza en la clase de inglés?

Docente: Bueno contamos con algunas laminas que tiene el colegio, su cuaderno. Yo realmente pues he hecho mis estudios. En la universidad distrital ya también llevo como mis diez años haciendo cursos, no nada en especial, pero cursos que brinda la Distrital, y con ello pues me apoyo con una cantidad de guías que en su momento nos entregaron. Entonces saco para la temática y los proveo de guías o de pronto diseño las mías también, no hay ningún texto en especial, sino las que verdaderamente creamos nosotros.

Entrevistador: ¿Qué tipo de ayuda cree que sería importante para la clase?

Docente: Como te lo decía anteriormente, para mi es importante tener material didáctico, ¿sí? Escasamente unas láminas no considero que sean necesarios. Debería haber algunos juegos en inglés, de pronto tener la posibilidad de contar con personas que sepan inglés y que tengan la metodología para la enseñanza con los niños.

Entrevistador: ¿Qué aspectos del inglés considera que son más difíciles de enseñar?

Docente: Bueno los niños en la parte de pronunciación son como muy mecánicos, ellos a veces piensan que el pronunciar es lo mismo que se escribe. Entonces esa es como la mayor dificultad, ¿no? Que el niño entienda que el inglés como se pronuncia no es como se escribe. Pensaría eso, y hablar. Si es que a los adultos nos cuesta hablar, de pronto un niño a veces siente ese temor a expresar una frase, a expresar un pequeño dialogo, son como esas dos cosas en especial

Entrevistador: ¿Qué estrategias considera que son importantes para motivar a los niños a que les guste el inglés y a que aprendan y disfruten también de la lengua?

Docente: Si, pues tener al alcance los instrumentos. Sueña uno que cada uno tuviera una Tablet, que cada uno tuviera un computador, tener un video beam, tener unos videos de inglés que pudiera uno de inmediato poderlos utilizar con los niños y resulta que escasamente tenemos uno y es luchado por los 10-12 maestros que estamos aquí.

Entrevistador: ¿Qué actividades realiza en la clase de inglés?

Docente: Bueno, de acuerdo a la temática, trato de proponerles un jueguito que es lo que más les gusta jugar, trato de que sus guías, siempre que las diseño sean acordes a la edad de ellos, nos gusta como en especial eso, mucho juego y de pronto guías. En especial esas dos cosas.

Entrevista: Listo, ¿qué fortaleza tienen ellos en el inglés, en que les va mejor?

Docente: Les gusta escribir, siento que como... escribir dentro de lo que no lo hacen correctamente, pero están motivados para escribir y leer. Hacer lecturas de los pequeños párrafos que podemos hacer, o de las pocas oraciones que construyen. Leer en especial.

Entrevista: ¿Y qué debilidades?

Docente: Te reitero. En la pronunciación, entender que como se pronuncia no es como se escribe.

Entrevistador: ¿Cómo describiría el comportamiento de ellos en la clase?

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Docente: Son muy, les falta autocontrol. De por si como te digo 2 meses es muy poco para definir otras cosas, pero igual como es un grupo que viene como muy indisciplinado, como muy inquieto. Pues eso no los hace, ni en ingles ni en esta asignatura, ni en ninguna, entonces esa ha sido mi mayor dificultad.

Entrevistador: ¿Y qué estrategias ha utilizado para mantener la disciplina?

Docente: Yo soy muy del premio, ¿cierto? No todas las veces. He leído mucho en internet que a veces es favorable, en ocasiones no. Sin embargo, es una cosa que a mí me da resultado, y siempre o les traigo un dulce, una colombina, un obsequio, y ellos están como siempre dispuestos por el premio, entonces yo también lo trabajo en ocasiones, no todas las veces.

Entrevista: ¿Ha implementado libros o cuentos en la clase de inglés?

Docente: Si, fíjate que el colegio compró algunos cuentos y si los hemos... no podría decirte yo de que editorial, pero me parecen acordes con la edad. Hemos leído unos dos, en estos dos meses, así yo sé que les gustaron. Pero, aun así, es poco material. Porque ya leen esos dos y ya no quieren volver lógico a leerlos, pero claro que se podrían utilizar para otro tipo de trabajo, ¿sí? Esa ya va en uno como docente.

Entrevistador: Y considera que los aspectos personales del estudiante, digamos; su relación con la familia, sus gustos, lo que ellos viven en la casa ¿afecta de alguna manera el rendimiento en la clase?

Docente: ¡A, por dios! Uno se pone a escuchar la vida de cada uno de los estudiantes y realmente no hay ninguno que diga uno que tiene una estabilidad familiar. Muchas problemáticas, la mayoría de estos niños o sin el papa, o sin la mama, viviendo en unas habitaciones donde viven 4 o 5 personas en la misma habitación. Siendo Rionegro un sector donde de todas maneras hay un poco más comodidad que en otros; sin embargo, hay muchas dificultades, ¿cierto? de escasez de recursos económicos. En estos dos meses no ha sido posible que los dos libritos que son de fotocopias, que cuestan 20.000 los hayan comprado. Hay 15 sin los dos libros, imagínese, de los 32.

Entrevistador: ¿Y profe, como maneja esas problemáticas familiares en la clase?

Docente: Yo digo que bien, el niño aquí en el colegio, no solo en este curso, se siente querido, se siente cómodo, quiere venir a su colegio siempre, se siente escuchado por sus maestros, se siente que sale de un ambiente tal vez hostil a sentirse cómodo, les gusta estar... siento que están felices acá en el colegio.

Annex 8. Recordings

S1: Mire así: What you do?

T: Como quieras, no pasa nada.

S1: Estamos aprendiendo inglés. (Telling her partner to do not worry about her mistakes)

S2: (Keeps silence while their partners say the sentence to help her)

S3: What do you do with with your family on Friday... Friday...

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T: Déjame escuchar a tu compañera.

S3: Ay.

T: ¿Cómo dices la primera palabra?

S2: jmmm

T: What

S3: Osea que hace.

T: What do you do with your family on...

S2: What do you do with your family on... (Repeating what the teacher has said)

T: Monday, escoge Monday.

S2: Saturday

(Recording, November 9th, 2018)

S2: Yo solo tengo un hermano. Brother is....

S1: quince, dieciséis, veinte, dieciocho.

S2: ehhh... seven

T: My brother is seven years old

S2: My brother is seven years old.

(Recording, August 21st, 2018)



Annex 9. Artifacts



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Annex 10. Consents.



CONSENTIMIENTO

Estimados padres de familia:

A través del presente consentimiento quiero comunicarles que mi hijo(a) está participando en el octavo semestre de la Universidad Pedagógica Nacional, acompañando a su hijo(a) a lo largo de este semestre. Recibiré información mediante observaciones de la clase de inglés dirigidas a un futuro estudio que permitiría el mejoramiento de los estudiantes y de la enseñanza del inglés como segunda lengua.

Por lo tanto, por medio de este consentimiento, yo Maria Dolores padre/madre/acudiente del estudiante SCAM D. B. G. J. R. N. del curso 301 acepto la participación de mi hijo(a) en las observaciones que se lleven a cabo durante este semestre escolar. Asimismo, reconozco que los datos e información que se tome de mi hijo(a): entrevistas, cuestionarios, grabaciones de audio, video o imágenes se destinarán solamente a fines académicos, los datos personales del estudiante NO serán publicados. De igual manera, comprendo que mi hijo(a) puede dejar de ser partícipe de este estudio en cualquier etapa del proceso de observación.

Nombre: Maria Dolores

Nº de identificación: 29.627.151

Firma: Maria

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Annex 11. Lesson Plan

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Lesson Plan: Creating a perfect house!				
Teacher: María Paula Cárdenas Acosta		Time: September 21th to October 5 th		
Grade: 301		# students: 33		
Objectives:	To recognize the importance of the family in the creation of my dreamed house.			
	To be able to describe where do I live and what makes that place special.			
	To describe and share personal desires regarding my dreamed house.			
Lesson description				
Time	Procedure	Oral production	Language	Materials
September 21 st -25 th	<p>Students will work in cooperative groups of three people for this lesson. Teacher will present a video about rooms in the house. They will watch the video twice and answer an interactive quiz made in hot potatoes app. The questions in the quiz are the following: What is this room *an image*, and students should select the answer they consider correct. They can work together and check their answers in their cooperative groups.</p> <p>In the classroom, students will receive two pieces of paper (see annex 1). One of this will have a sketch of an empty house, while the other will have different rooms of the house. Students will have the following roles in their groups:</p> <p>The cutter: This student will first cut one room, he will show this image to the questioner.</p> <p>The questioner: This student will look at the image and ask the answerer the following question: What room is this?</p> <p>The answerer: This student is going to answer: "This is the bathroom".</p>	<p><i>Motor perceptive (accuracy)</i></p> <p>Intensive: Students are focused on grammatical and phonological aspects of the language:</p> <p>"What is this room/ This is the _____"</p> <p>Responsive: Students are going to make comments towards others' work.</p>	<p>-Rooms of the house</p> <p>-Objects and furniture of the house.</p>	<p>youtube.com/watch?v=qsmxP8T720</p> <p>Hot pots Quiz (still to be designed)</p> <p>Worksheets, colors, scissors, glue.</p>

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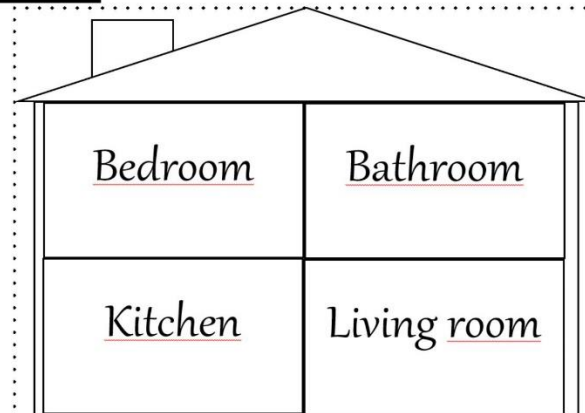
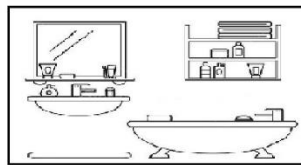
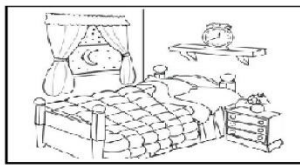
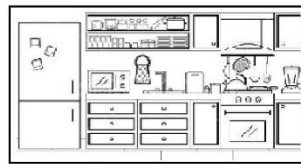
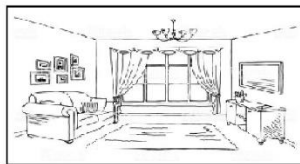
	<p>The cutter will locate the image of the bathroom on the house sketch and ask his partners: Is this the place of the bathroom? Students should answer yes or no, and they should paste the room after finding the correct spot.</p> <p>After finishing the worksheet. Students will bring their colors, color markers, glitter, glue, color paper, everything they can to decor their houses. They will do it together, and teacher will pick them up to paste them on the wall. Teacher will ask some groups what they think about the posters. She will ask: ¿What is your favorite house? ¿What is the most colorful? ¿What is the most creative? Then, the teacher will show her own work and she will also mention and point out the furniture and objects in the house. This is the bedroom, there is a bed, there is a night table, and there is a closet. After mentioning the objects. Students will compete with other groups. They have to run and touch the object or furniture that the teacher is indicating in one of the posters on the wall. Two groups will be competing, while the other students wait for their turn. They can support one of the teams and motivate them while running or answering.</p> <p>E.g. Teacher: Where is the _____?</p> <p>*One student of each group runs to the posters on the board, they point out the object and the first who says: "The _____ is in the _____, obtains a point for his or her team. They can also ask their partners for help.</p>			
September 28 th	<p>Students will observe some pictures of different houses. Teacher will show the pictures online or in flashcards. The pictures are designed to introduce adjectives to describe the house and antonyms: big/ small, ugly/beautiful, Colorful/ dull, etc. (see annex 2). Then, students will create a description of their own houses in a piece of paper, taking into account some objects of the house and some adjectives. (See annex 3). They will tell these descriptions to their partners and their partners have to draw. As they are three students, each of them will have a role and they will rotate the roles as they finish the drawings.</p> <p>The instructor: The first person to read the description of his home, this student will read the instructions to the person on his/her left.</p> <p>The drawer: This person is going to draw the descriptions on the piece of paper.</p> <p>The helper: This student will help the drawer to interpret and check what the instructor is saying.</p> <p>Then, when the drawing is ready, students will change their roles, the person that was drawing will be the instructor now, the helper will be the drawer and the instructor the helper. Students may have labels (see annex 4) with their roles to rotate them and make clearer the roles.</p>	<p><i>Motor perceptive (accuracy):</i> Intensive. Focused on grammar structures: There are_____, there is_____</p> <p>It is +adjective</p> <p><i>Interaction skills (fluency):</i> Transactional: students will interact with their partners in order to complete a task.</p>	<p>-Adjectives to describe the house</p> <p>- There is, There are.</p>	<p>Images, pencils and colors, worksheets.</p>

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<p>October 2nd- 5th</p>	<p>Students will work on information sheets. They first will gathered info about each one's dreamed house. One person will be the reader, he will read the questions on the info sheet and all of them should decide one answer and write it down (see annex 5). They will use the vocabulary learned before. After finishing the info sheets, teacher will give the students material: cubes made of cardboards that represent the rooms of their houses. Students also need to bring modeling clay and elements to decorate. Based on their answers they should accommodate their cubes as they prefer, and they will have to put their objects in there. Moreover, as a homework previous to this activity, students should model in clay their favorite member of the family to put him/her in the dreamed house. Elements and objects in the house will be limited in the questions. Students will place all the objects in their houses (a house per group), then, teacher will ask them what is missing in their homes to make them perfect: a pet? A garden? A huge TV? Or maybe our own family? Then, students will place their members of the family in the house.</p>	<p>Motor perceptive: Intensive: Focused on grammar "IT WILL HAVE" Interaction skills (fluency): Interpersonal. Students will be talking about their dreamed house to develop social relationships by sharing personal dreams and desires. They might also start making decisions on their language chooses, using different adjectives, and rooms to describe their dreamed house.</p>	<p>Modelling clay, glitter, color paper, cubes of cardboards, glue, etc.</p>
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Annexes: Creating a perfect home!

Annex 1



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Annex 2



Annex 4



Annex 5

Our dreamed house

Fill together this information. Choose just one answer!

1. Our dreamed house will have...
 - a. One room
 - b. Three rooms
 - c. Two rooms
 - d. Four rooms
2. Our dreamed house will have...
 - a. A garden
 - b. A pool
 - c. A garage
3. Our dreamed house will have...
 - a. A TV
 - b. A bookshelf
 - c. A play station
4. Our dreamed house will have... (Now is your turn to decide one thing, what would you like to have in your house?)



Student # 1: _____

Student # 2: _____

Student # 3: _____



Annex 3

My house is...

Circle the words to describe your house.

Big small pretty old new
colorful modern dark ugly

Complete the info and select *is* or *are* according to your answers.

Example: There is/(are) TWO tables in my house.



1. There is/are _____ room(s) in my house.

2. Write down the rooms in your house: _____

3. There is/are _____ television(s) in my house.



4. There is/are _____ computer(s) in my house.

5. There is/are _____ bed(s) in my house.