ENGLISH LEARNING THROUGH SPECIFIC CONTENTS

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Content

Abstract	4
Introduction	5
Justification	7
Introduction to the study	9
Description of the problem	9
Problem Statement	10
Objectives	10
General Objective	10
Specific Objectives	10
Limitations	11
Possible Solutions for limitations	11
Review of the Literature	12
Theories of CBI (Content-Based Instruction)	12
Learner's Needs	13
Language Development in Children 8 and 9 Years Old	14
Influence of CBI as an Alternative of Second Language Acquisition	15
Content Based Work	18
Characteristics of Content Based Instruction	19
Methodology	22
Design	22
Population and Sample	22
Description of Procedure	23
Data Collection Techniques	24

Instruments 24

Material Design Processes 25

Diagnostic 26

Unit Development 27

Assessment 29

Results 35

Conclusions 36

Recommendations 39

References 41

Appendixes 46

Abstract

Teaching English to children is a very demanding task for any English teacher and the preparation is even greater than the effort any teacher makes in teaching the actual class. In our Colombian context, it is even more demanding the training process of teachers and the preparation of materials that correspond to the level of English and situation of learning we have. Content Based Instruction (CBI) is a possibility to be applied in our foreign language classes. This approach provides English teachers a variety of meaningful and interesting materials that are based on the use of the context of the different subject matters as the means for English teaching. This paper presents the theoretical bases of CBI and the adaptation of two units to be applied in our Colombian primary school context.

Introduction

One of the most important concerns on the educational field, specially of second language teaching, has been based on objectives and tasks which could be more reliable in English teaching as object of study; therefore, content that should be used to achieve this objective should carry out certain features which should be based on a specific context taking into account students` needs and human and economic resources, but unfortunately the kind of the contents used for English teaching in the Colombian institutions are based only on foreign standards different to our context. These kinds of contents correspond to a British or American (U.S.) culture where the language is studied as second language as opposed to foreign language which is the case of Colombia

When we talk about contents we refer specifically to one subject matter that we communicate through language more than the standard language used to transfer a subject matter; thus language teaching must be organized around the content without forgetting our function as teachers and the importance of different tools to improve and support language teaching.

The content redeems an important role for the development of curricula. Most part of the time, books are used by some institutions as resources for the subject matter, but these books can represent a problem due to these books are developed only for one kind of students and for their own characteristics that are different to those of our students in our real context. The purpose of adapting an appropriate content for one kind of students is that, content can be used as vehicle to

facilitate the acquisition of a subject matter; in this case English as a second language, where language will not be taught as simple linguistic entities but as the meaning and information which are communicated through texts and speech.

Second languages are best learned when the focus is on mastery of content rather than on mastery of languages per se or when these languages are learnt in an isolated way. According to Brinton (1989) sharing the fact that content is the point of departure or organizing principle of the course - a feature that grows out of the common underlying assumption that successful language learning occurs when students are presented with the primary focus on acquiring information. Thus when we adequate content to a specific group of students involving those needs which student need to solve with a specific content, the learning process becomes successful because the information they are acquiring is perceived as interesting, useful, and leading to desired goals.

This work is focused on fulfilling the necessities of students, by means of the development of two units based on Content Based Instruction and Content-Enriched Foreign Language Instruction in the Elementary School (FLES) which correspond to models of Immersion education. It is important to consider that whatever the model to be chosen, CBI provides a rich context for teaching the four skills: listening, speaking, reading and writing. Based on these assumptions, the two units will be applied at the fourth level of primary school at the Colombo Suizo Institution in Pasto. After the application, the results on the use of the two units will be provided.

Justification

Most people would agree that learning a foreign language in a natural context is not the same as learning it in the classroom. This belief may be based on the fact that most successful learners have been exposed to the language outside the classroom and without the teacher's guide, they have learned some language.

Knowing more about the development of learner language helps the teacher to assess teaching procedures in the light of what they can reasonably expect to accomplish in the classroom also the importance to apply this into the daily student's environment. CBI (Content Based Instruction) is useful to carry out this paper because this approach provides elements and tools which can be used in a specific context where there exist specific demands from the external environment where English is not spoken as the language of communication; CBI can be an alternative for achieving some students' needs and requirements.

Therefore, it is important to establish the main instructional goal and prepare second language students for the types of academic tasks which they probably find at school. Also the integration of language teaching aims with the subject matter instruction which integrate language and content instruction help to emphasize basic language aspects used in foreign language proficiency.

Developing materials based on CBI (content based instruction) is useful to develop a content that involves several skills together. In a content based class, students can work using their own abilities in contrast to work independently aspects

such as: grammar, writing and syntax. A class based on content based instruction provides a base to develop an approach which includes different abilities; the chosen topics provide coherence and continuity and study the language as an extensive part not only isolated fragments.

Grammar is represented through a content based approach. The classification process depends mainly on the role of the teacher who is the person that identifies the grammar importance and several linguistic items for any kind of topic or theme. CBI is an important instructional method due to its theoretical foundations; CBI can be drawn from a variety of sources including second language acquisition research and work in education and cognitive psychology.

In the sense that primary school students should start learning English in such a way that by the end of high school, they achieve fluency in English, it is important to consider CBI as a learning strategy and that is represented through daily activities in a subject area which reinforces the learner's capacities and the teacher's guidance.

Introduction to the Study

Description of the Problem

Language is used for different purposes including academic, vocational and social interaction; it is also used in the speech analysis and texts. These uses inside the educational field have been focused on the communicative process .Institutions look for a better level of knowledge and language development, CBI can be an option in their students. In order to carry out this objective Content Based Instruction contributes to achieve a good development of the content in a comprehensible and adequate way, so it is easy to understand and internalize by the students. The teachers` work corresponds to making changes in class and in the language use similar to the modifications that native speakers apply when they are learning a second language.

According to current demands of the Colombian government students should be able to use English as a second language searching to reach proficiency in communicative competence in English. Consequently, developing contents has been the main concern of a primary school in Pasto called “Colombo Suizo” where teachers have developed their classes mainly based on different kinds of books from different editorials trying to cover the needs of their students. The results of using those books have not been productive in the sense of developing fluency in English. Consequently Colombo Suizo has the necessity of creating materials which can be useful and in accordance to the development of oral proficiency in children who are eight and nine years old in fourth grade.

Problem statement

Can CBI be useful to improve English Learning through specific contents in the classroom for students of fourth grade in the Colombo Suizo primary school?

Objectives

General Objective

To try out two units based on CBI for students who are eight and nine years old, taking into account some of the real needs of the students and the requirements of the government towards English Learning.

Specific Objectives

To describe the requirements of the national government in relation to the level of English students need to achieve in primary school.

To determine the real needs of students of fourth grade of Colombo Suizo to design an appropriate content for English classes.

To apply the two units based on CBI with students of fourth level primary school Colombo Suizo in Pasto.

To analyze the results obtained in the application of the two units by means of an observation matrix and video tapes from the classes.

Limitations

Students are beginners then they will use L1 to learn the foreign language.

Memorization can occur even when the purpose of the class is to develop the English learning process.

Possible Solutions for the Limitations

There is no necessity to translate when the students are small. It's important for them to learn a new language without translation. As a guide you must try to monitor your students and correct them only in the foreign language and use a lot of materials.

Teachers can make students practice the language in communicative situations where little memorization is needed.

Review of the Literature

Theories of Content Based Instruction

Several contents have been designed to satisfy a specific group of student's needs hence "the language syllabus must take into account the eventual uses the learner will make of language….. The use of informal content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course, and thus to promote more effective learning" (Brinton et al.1989: 3). This explains many times why the use of books and contents based on singular contexts does not satisfy the needs of our students in Colombia, since the regional government has required to enable our students the use of English as a second language, nevertheless the use of certain kind of books and contents developed for different contexts are not useful to increase and improve the level of English for Colombian students.

A major source of support for CBI comes from second language acquisition research, particularly from the work of Krashen, Swain, and Cummins. Krashen's (1982, 1985) comprehensible input hypothesis is an early rationale for the development of CBI in second language contexts. Krashen's argument is that language is best acquired through extensive exposure to comprehensible second language input.

In the foreign language learning process, memorization is sometimes useful; we can use memory as the capacity to retain information or any kind of INPUT from

the daily context, and then the positive view of the teaching process implementing the use of CBI is that comprehension and memory have different functions but they have something in common. Bruner (1966) argues that the development of proficiency skills through iconic, enactive and symbolic representations (listening, writing, reading and speaking) work with these two levels of learning that are based on the association of new ideas with past ideas previously learned. Also learners have the opportunity to choose by themselves a mental method which provides them interests with a main purpose. Then David Nunan (1989) say that the development of multiple drafts to achieve meaningful communication as well as focus on the problem - solving aspects of identifying and practicing discourse conventions. It means that, they also argue the importance of the tools and instruments to achieve the student's motivation and promote class work through interaction when they develop those drafts for practicing the topics they are learning.

In our foreign language context the Content-Based Instruction process can be applied not only to motivate students but also to achieve certain fluency level in English at primary school. The monotony of children's classes can be changed to very active classes in which students have something very meaningful to do

Learner's Needs.

The learner's needs are one of the characteristics which determine an individual approach to language learning. According to Skinner (1957) the learner usually emits some sounds representing his/her needs or activities, and expects for an

answer or stimulus. It's important because it makes an emphasis on a specific content inside a concrete environment.

Furthermore, the human language for Chomsky (1968) can be visualized as an innate capacity in which the learner is exposed to a new language, and consequently each one of the learners can infer what they need exactly. The learning process may be emphasized as interaction between students and their own environment. Moreover, students in content-based classrooms have many occasions to engage in private speech while learning language, sorting out input and rehearsing as they interact with more knowledgeable individuals (Lantolf & Pavlenko, 1996).

For many teachers, the learning process of a specific topic requires a defined methodology, which at the same time should be an essential element especially when theory is coming to practice.

Language Development in Children 8 and 9 Years Old

The group of study is formed by children between eight and nine years old, then we consider important reviewing the most outstanding characteristics of learning. These ages are characterized by the following aspects:

- Distinguish real and fictional things or events.
- Ask questions based on their curiosity.
- Use the context to express relations of meaning.
- Know exactly what they want or do not want to do.

- Understand and internalize symbols, abstract terms and basic elements of the target language.

Considering the psychological characteristics mentioned above the teacher should make the language easier to understand, using movements, realia, pictures, mimic, or any suitable method or strategy for teaching language. Children prefer developing activities where they can apply their abilities for developing certain tasks. Otherwise considering that grammar explanations at this age are not motivating, it is better to teach grammar in an indirect way.

Influence of CBI as an Alternative of Second Language Acquisition

The complex circumstances of teaching and learning languages-with different kinds of pupils, teachers, aims and objectives, approaches, methods, materials, classroom techniques and standards of achievement foster the need to analyze these aspects in order to take advantage of them and find out how we can improve the circumstances for the teaching of a language. It makes inconceivable that any single method could achieve optimum success in all circumstances. (Strevens, 1977, p. 5)

Fotos, S. (1994), argues that to choose and select the best ways to improve learning in our students, it is necessary to encourage them to learn by doing into their social interaction and their actual context of learning to know the needs of students makes it clear for the teacher what methodology and materials to develop in class time. A needs analysis process is important when teaching a language is implied. This paper offers an additional support for the approach because CBI manages a

curricular approach to language instruction. This practical aspect is well argued by Brinton, Snow, and Wesche (1989): in a content-based approach, the activities of the language class are specific to the subject matter being taught, and they are geared to stimulate students to think and learn through the target language. Such an approach permits the integration in the teaching of the four traditional language skills.

In support to Postovsky (1974); Winitz (1981), Krashen and Terrell (1983), assume that second or foreign language learning is very similar to first language acquisition. There are some activities seen as strategies: the use of mental and physical images (natural approach, silent way method, audio-lingual method) which let students create a meaning of a thing but joining concepts or definitions, also increase their creativity, words or compound phrases (pronunciation, total physical response), sentences and stories (dialogues, direct method), rhythm (grammatical examples, new vocabulary, audio-lingual method) and social interaction (pronunciation, vocabulary-communicative language teaching, community language learning) which can be used by the teacher to develop the ideal content.

It is also important to consider Asher's view on the teaching of vocabulary. According to Asher (1977:11-12) "abstractions should be delayed until students have internalized a detailed cognitive map of the target language". It's useful to create an association procedure which includes: schemes, ideas, systematic exercises, and repetitions, to facilitate remembering something. Therefore teaching vocabulary consists basically in joining contents and structures into real events to increase significance, also learning something with a correct meaning.

At the same time for Vigostky (1962) it's important to remember and stimulate the student's natural curiosity, provide basic knowledge and select essential materials to use in the classroom through communication and knowledge development.

Of course the best way to achieve student's objectives and encourage them is to learn by doing. It also depends on the cultural aspects that interact on language learning. The learner's potentiality for language learning let him/her choose and internalize knowledge through experience; finally the only source to evaluate the learning process is using it in the real context, group participation and oral language production. Thus Howatt (1984) defines that if learners learn how to use English, students may use English to learn it and everything involved in this foreign language. In addition; the teacher's job is to device more and more effective ways to transmit skills: what counts is success in delivery. Auerbach (1986) says that it's very useful to implement and also develop any kind of activities which promote a successful communicative activity.

According to Kuhn (1970) the language teaching process is a field in which heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in the culture of everyone, in this practice research there is no doubt about the importance of different aspects in people's life such as: social status, economic situation, cognitive process and affective situations, which determine or establish specific results into a real contextualization. More than social knowledge it's important to make an emphasis on the linguistic contribution based on the cognitive development that can improve our students inside the contextualization of the

environment. Students will not acquire adequately the vocabulary of any language if as learners only they are limited to read without understanding or making internal or external relationships which could be motives to give up in the teaching process.

Content – Based Work

Through the time CBI has been a pedagogical practice with different interpretations such as: the teaching of the grammatical structures of the target language, the ways and the purposes which speakers use the second / foreign language for the teaching of the subject matters for second / foreign language teaching purposes. The last interpretation consists mainly on taking the topics or themes based on student interest or needs in an EFL setting, it must be specific such as: the subjects that students are currently studying in their primary school classes.

Content- based work is the term applied to the English teaching approach based on the subject matter or material that students have to study in their schools (Grabe and Stoller, 1997). Content-based instruction has been extremely successful to the many different contexts applied (Canada, U.S.).

Grabe and Stoller (1997) present Krashen's input hypothesis (1985), as a very useful support for content-based instruction to be applied in English training. In this hypothesis, Krashen argues that comprehensible input presented to students, facilitates the acquisition of English. Since content- based instruction is based on the presentation of comprehensible input in the form of the contents of the subject matters, students can be faced with comprehensible input that interests them, and that

provides not only content, but also meaning in the foreign language. Teaching with Content-based instruction can serve as an alternative for teaching English to children, in such a way that they are motivated and have a clear purpose in learning the language through the contents of subject matters; in other words, according to Krashen (1984) foreign language acquisition occurs when the learner receives comprehensible input, not when the learner is memorizing vocabulary or completing grammar exercises. He says: “comprehensible subject matter teaching is language teaching”. In addition to receiving comprehensible input learners must produce comprehensible output. Swain (1985-1993) suggests that in order to develop communicative competence, learners must have extended opportunities to use the second / foreign language productively.

By the way, it is essential to work with problem solving situations or activities, so students develop information processing skills. Grabe and Stoller (1997) note that effective content-based instructional approaches “combine coherent and interesting information resources to create increasing but manageable task complexity”

Characteristics of Content Based Instruction

Tedick, Jorgensen and Geffert (2001) explain the reasons for the success of content-based instruction in approaching language and content instruction, they cite authors who have long worked on research in content instruction (Grabe and Stoller, 1997; Curtain, 1995; Met, 1991; geneses, 1998) and they present the following principles.

- Content-instruction increases the interest and motivation of students since students work with meaningful context.

- The process of language acquisition takes place naturally in content-based instruction since language is presented in contexts in which meaningful communication occurs.

- The work with contents that are organized according to topics becomes coherent for students, and therefore, can be established in long-term memory it becomes easy for students to remember and therefore learning is improved.

- The emphasis during the teaching and learning processes is not just language itself but the meaningful contexts in which meaningful tasks are developed

- The comprehensible input students receive and the form-focused content instruction favors language acquisition.

- The emphasis on contents and real tasks makes a connection between the real world and the skills that students practice.

- The presentation of complex language becomes easier since the contexts in which the authentic content of the subject matters appear favor understanding.

- The language skills are improved, since, different approaches to language teaching and learning which have proven to be successful can be applied in conjunction with content-based instruction (cooperative learning, whole language, task based, etc).

- The functions of language are respected in the integration of language and content since, with the use of different language contexts in the different subject matters, meaning changes according to each context.

Methodology

Design

This paper is based on the design and application of materials for the teaching and learning process of English as a foreign language.

Design units based on CBI requires planning a series of steps which allow developing units that achieve the main objectives; those steps should have some considerations. First it is important to review the students' needs thus we can determine content and skills which students need to develop. As a second step we should take into account the identification of the strategies that will be included in the units for achieving the contents. The third step is the gathering of materials; here it is important to decide what materials could be used for each unit. Then after designing the units we carry out the development of them, so we will obtain results and conclusions that allow us to evaluate and show the outcomes obtained.

Population and Sample

We have chosen ten students of the fourth grade of the Colombo Suizo Primary School. This group has five girls and five boys who are around eight and ten years old. They have learned English since early age, their knowledge and proficiency of English is low due to little time devoted to English classes per week (three). Student's level of English is different in each student; there is not an equal production because of the admission of new students to the class. Most students come from a family where there are not economical, sentimental or cultural

difficulties between its members that can influence the learning process, subsequently the large part of them have interest in English but some students require to work and increase motivation about English.

Description of the Procedure

Gathering information which can help us to understand some determinant issues for the developing of this paper requires a lot of diligence, thus describing this process is very important to appreciate the following steps.

Gathering of information related to the main needs of the students is carried out through different means such as surveys, tests, oral interviews and class observation, this is useful to determine what content can be chosen, then the idea is to make a list of topics based on the students' needs, to decide what topics are suitable for developing in this research. In this way we can make learning a language more interesting and motivating. For these students we can use the language to fulfill a real purpose, which can make learners both more independent and confident in their learning process. The next step is to determine how those topics are going to be applied; here we include the teaching of strategies that will be worked on when developing each subtopic and language content. In other words, activities and techniques are named here.

Consequently, the next step is called gathering of materials, here the purpose is to collect different types of materials that can be used for students to learn the topics. The sources for the compilation of the materials are mainly: books, internet,

magazines and videos, even materials can be created for the teacher according to what is required (pictures, real objects, cassettes, etc). The teacher should collect them and have them ready when the topics are studied.

Data Collection Techniques

In this procedure teachers must take into account the development of phases or stages focused on the students' psychological and cognitive components, thus they can employ the following procedures to collect information.

- Collecting information based on daily inspection of the students' behavior and the students' learning process in class.
- Questioning is important to gather information concerning teacher and student's point of view on the learning and teaching processes.
- Interviewing is a mean which can show different outcomes that teachers can not note through other means, such as physiological and interpersonal features.

After these processes the teachers conclude their information collection process creating and implementing new content task based units on the outcomes.

Instruments

Elemental techniques are used for gathering information; observation allows to determine the main students' needs meanwhile they are developing any activity in

the real context. For these very useful materials such as recording, notes, videos can be used to keep that information. Tests and oral interviews can show objective data related to teachers' objectives, desires about the teaching process. Students can also show their preferences according to the learning process by means of interviews. Consequently for the development of this paper the instruments and means of collecting information can vary depending of the circumstances.

Materials Design Process

Materials contribute towards the development of topics which have been selected for achieving the main objectives in the teaching process.
Materials should try to solve those needs which have been discovered in order to achieve the main objectives. Those resources must have some characteristics that improve the quality of materials due to the input that provides linguistic and cultural information. Most researchers argue for authenticity and stress its motivating affect on learners (e.g. Bacon and Finnegan 1990; Kuo 1993; Little et al. 1994), materials, therefore need to be authentic, that is, "authentic", in the sense that the language is not artificially forced, and is, at the same time, amenable to exploitation for language teaching purposes (Mac William, 1986, p. 160). Usually these materials are presented in short easy texts or dialogues and it is argued that they help the learner by focusing attention on the target feature.

In our context designing materials is not common due to the use of text books. As O'Neill (in Rossner & Bolitho, 1982, pp. 148-156) suggests: textbooks can at best provide only a base or a core of materials. They are a jumping-off point

for teacher and class. They should not aim to be more than that, therefore designing materials should focus on resolving needs and concerns of a specific group of students. Content area teachers should use a variety of language teaching strategies to enhance understanding and develop the basic learner's skills. According to Crawford (2002); flexibility and coherence are qualities that must be present in materials design, teacher should create materials trying to combine these characteristics for improving the acquisition of knowledge, thus those materials will foster motivation and resolve the basic issues that students want to get better.

Diagnostic

The main source of information were surveys (See appendix 1-2-3-4 for model units) which were developed in order students write the subjects and topics they preferred study and what style of teaching they liked, they mentioned aspects such as: materials, methodology and their interest about English. The subjects and topics that were chosen by the children were divided in the following way:

Subject: Natural sciences

Topics: Alive Beings, Animals, the Human Body.

Subject: Mathematics

Topics: Division, Multiplication, Addition, Decimal Numbers.

Subject: Human Sciences

Topics: Government, Colombian Regions, City, History, Culture and Customs of Nariño.

After gathering this information and before starting the development of the research, students made a very short activity to know their foreign language

knowledge including English vocabulary and their motivation for this subject matter; this activity consisted basically on: asking and answering questions through a role play game. In this activity, students answered short questions made by the teacher in which students could identify and name things related to the environment and the body (See appendix 6 units 1-2).

After this activity, results showed that students identify correctly things and parts of the body but they usually forgot the names and pronunciation when they tried to tell them in English. About their motivation students regularly felt uninterested and shy about talking or sharing ideas in public. According to these results students and also teachers answered a short survey about the topics students wanted to learn and the topics teachers must teach (See Appendix 5 for unit design model), and then the activities were developed based on student's and teacher's interests (See Appendix 1 for Teacher's surveys). Activities must be creative and interesting to catch student's attention and motivation through a language stimulus.

Unit development

This research was based on the design and application of two units denominated: alive beings and the human body. In general these units were developed through showing pictures, graphics, diagrams, figures, realia about all the things to be taught. These materials caused an impression on the students, after the explanation students could practice while they learned and at the end of the class they made short quizzes or did a craft work to apply what they have understood about each topic.

Furthermore, in this aspect, it is important to take into account the teacher and students' roles. In this process, it was important not to forget that the teacher guided the students learning process through clues, key words, pictures, useful expressions or simply set a comfortable classroom for his/her students for these materials to appeal the student's attention, even, to implement or make new strategies to work in class. The teacher also recorded videos as a source of information. One of the most important aspects to consider is the kind of activities which were developed throughout each class, these activities helped students to increase their language learning skills. The units used activities and resources such as:

Videos: These provided students an opportunity to internalize pronunciation while they were listening and watching a specific video in the class. Listening was also developed when the teacher did not speak for long periods.

Pictures: These materials reinforced the meaning of specific words and students talked and put in practice basic grammar structures about what they saw on those pictures. Speaking was developed when students practiced making and answering short questions to their other classmates. Also students created writing when they invented new questions or short opinions to share with the rest of the group and the teacher.

Short texts: This material let students infer the meaning of complete sentences also provided them an opportunity to make short answers about what they had read. Reading was developed when students identify words that they previously listened and learned.

Students' role consisted on practicing and experiencing by themselves how to use the foreign language they were learning for asking and getting information.

They also established an interaction between their other classmates and the teacher. While students created language to communicate to each other, they did not use merely repetition to understand and use the language in real situations. (See appendix 6 for model units).

Once activities were developed, students were ready to implement what they learned about their own body and the environment into their social and daily context. Then, they implemented and practiced the new vocabulary into short and easy sentences. Also another important aspect about their learning level was that students not only remembered the vocabulary but also made associations about all the things they observed in their environment or their own body. They felt more comfortable when they talked in front of the rest of the students while they saw and named things from different kinds of pictures or drawings on the board.

About motivation, it is possible to say that students felt interested on the variety of things they perceived through their senses.

Thus, students not only learned nouns, but also other things such as: adjectives, adverbs, verbs, simple grammar structures and so on. These were internalized into the students minds and they evocated them when it could be necessary.

Assessment

Taking into account assessment processes, these are an important part in the development of any work; assessment was carried out from the beginning to the end of this project. The assessment was planned according to the activities and vocabulary as they were studied in class, with the purpose of keeping the

compilation of data in order to create a good source of information (see appendix 6 for a model of assessment activity).

Each unit was evaluated with a short test, where students were evaluated on aspects as writing and comprehension about whole unit in order to get a common source of information thus aspects and skills such as speaking, vocabulary, grammar were evaluated in class through participation and activities.

The purpose of Unit One was to apply and practice vocabulary concerning to alive beings, since it was a chosen topic from the surveys that were used as main sources of information.

Initially the first class started in a natural way, greeting and speaking in English, trying to catch the students' attention. It was quite useful since they looked shocked by that new happening which was positive to initiate with the introduction of the first words in English. One of the most important concerns was the students' reaction, due to there was not any previous training between teacher and students talking in English, but the new style of teaching produced a favorable reaction towards the class, then, students paid a lot of attention trying to understand what the teacher said in order to apply it when it was required, then the interaction between teacher and students improved because of the necessity of talking in English. That necessity had to be created by the teacher, here the teacher's role turned out as a mediator between students and the new knowledge, making a strong contrast with the traditional teacher's role in which the teacher only transmitted knowledge with the purpose of fulfilling parameters enforced by the institution or the government.

This latest environment avoided the usual rejection towards English classes that some students used to have. Students felt more comfortable and with less pressure to learn in class, thanks to the focus of the activities.

The use of new pedagogical materials that represented the new vocabulary through images and concrete words resulted useful to make it easier the acquisition of the language. Using pictures representing features of some elements helped the teacher to explain some vocabulary and short phrases, that probably with a traditional explanation would have represented some obstacles such as: the waste of time and the difficulty in recognizing the use of those words in communication, therefore, the use of Spanish was minimum contributing to the good environment of the class and gaining some profit related to the previous concerns.

As classes and topics were developed, the responsibility of knowing how much knowledge students had learned in each class was increased, so, in order to demonstrate the acquired knowledge, some activities that focused on the studied topics were developed to put in practice and to show the comprehension of that knowledge. Such activities were: readings, matching exercises, writing practice, substitution and pronunciation activities. Every activity tried to mix at least two skills to take advantage of it in order to make more suitable the use of English, which was demonstrated when all these activities were developed satisfactorily without any rejection and doubt.

Consequently these types of activities were reinforced with real experience, so students had the chance to practice in a suitable context what they learned, making useful and practical their new knowledge increasing the interest for English. The trip to a natural environment where students could compare a lot of things they knew through class had a huge importance. As a result of this activity, they could put in practice the vocabulary with real objects and in a real context. Feeling what they were learning had a real and useful purpose. Students could express what they already knew but with a different style, so this activity contributed to the motivation

to learn English as a second language. Subsequently to this work students made up a model where all the found elements were created, named and organized according to their experience and knowledge. The freedom of creating their own representation allowed the spontaneous use of English, thus they showed the acquisition and practice of ESL through the use of the language in close to real contexts.

Naturally, students demonstrated that de acquisition of vocabulary was effective, they were able to put and classify every element on the model, nevertheless, some students found it difficult the writing of some words but most of the students achieved the correct application of other skills such as: pronunciation and recognition of the larger part of elements.

At this point of the unit students could learn to recognize some vocabulary in a specific context, then a video that showed them a bigger context related to nature was the suitable means to introduce new vocabulary and to keep students practicing the structures through a game in which students practiced pronunciation and grammar. This activity was useful to start with a different topic creating a relationship between forest and the amount of forest in our country. Then this part of the unit was focused on the reinforcement of the small structures using sciences as content and contextualizing at the same time their learning process.

Students did not notice the change of subject matter when dealing with the same topic. This lack of reaction was, maybe, due to the appropriate management of pedagogical materials and the relation established among them. In this part of the unit, students could recognize the relationship of quantities with vocabulary, taking into account the previous and new vocabulary; they were able to make some short sentences in order to clarify the quantities of some elements. In this way they could

initiate a short and natural conversation, of course the teacher's guide in the course of these activities was paramount in order to avoid the reiteration of mistakes.

At the end of this unit, it was observed the need of creating a test where students could demonstrate in an easy way, what they had learned, so they could practice pronunciation, writing, and reading and listening. The input of the last skill was only produced by the teacher which was easy for students to understand. Students showed a correct use of grammar and vocabulary in proportion to the demands.

With the purpose of keeping the reinforcement of some structures and with the intention of increasing the use of vocabulary, the second unit was implemented with similar parameters such as the use of pedagogical and new materials mixed with elements that fostered the use of some skills. A sign of this was the response of students had towards some questions made by the teacher. Students used their previous knowledge (related to the previous unit) to answer those questions, this reaction showed that the activities and topics were being used in a correct way allowing the continuity of this tendency. Some activities allowed interaction among students, although they usually spoke in their first language some times used English as a second language trying to answer some question from their own partners, in this way they used their knowledge.

Once more, pictures and illustrative materials were used to introduce new information. The use of a microscope was the main tool to catch the students' attention. In this opportunity the teacher made a lot of emphasis in pronunciation due to students had a quick acquisition of vocabulary due to their previous knowledge of this topic in Spanish. Students achieved to identify some

characteristics of the studied elements such as: color, texture and size, so this activity produced the use of English in words that they knew previously to these units.

In this unit students could develop a lot of materials which helped to the acquisition of vocabulary and the practice of some grammar. The development of skills such as: listening, pronunciation, listening and speaking were worked in class by the teacher in order to take advantage of the materials and time of class; therefore some activities were focused on the practice of vocabulary. These activities worked on other abilities and matters, for instance arts and aesthetics that students used to practice English.

As the main topic of this unit was related to the human body, the teacher also used their own bodies to demonstrate and explain functions and vocabulary in English. This experience was useful to create a permanent material to study. Students kept practicing English even when the class had finished, their practice was focused on vocabulary, using their body as a model where they pointed to each part, sometimes saying their function and name.

The assessment during all this unit was in a permanent way, trying to profit students attitude towards English but in order to evaluate in a different way what students had learned form this unit, the teacher created a paper where students applied their knowledge, here the students matched some words to some pictures showing the good comprehension of knowledge.

In conclusion, the development of these two units was carried out by a series of short evaluations which were completed in proportion to the development of each class, the series of activities produced excellent outcomes taking advantage of the students' needs and abilities, therefore the idea of using CBI to build up materials

made it possible the teaching of ESL in our context with motivation on the part of students and with real participation of students in class activities.

Results

After applying the research, the results and conclusions were analyzed qualitatively. This kind of analysis provided enough information useful to present the advantages and implications of CBI in foreign language classes.

The research took into account surveys as a mean of information about the subjects and topics students wanted to learn more about, also this data collection technique implied: the importance, viability and utility of those topics to carry out the objectives of the research.

Other important aspect in the development of the research was the implementation of a camera, it was used to record all the classes; this procedure implied the advantage to get a register about the CBI program and how it developed these results to: Improve background knowledge: when students developed understanding related to the content they learned; Learn new vocabulary: when students made associations among key words from the two units; Arouse learning motivation and interest: Before practicing the foreign language skills; Enhance a critical thinking ability: when students developed their language fluency and critical thinking ability through interaction and Promote cooperative learning: when students shared ideas not only from the context, but also gain more knowledge from the peers.

Conclusions

This work was carried out with the only intention to find out the advantages or disadvantages of implementing CBI in the development of units to improve the teaching of English as a second language. Some outcomes were showed as requirements of this research trying to demonstrate how productive the implementation of CBI as a basis of education is.

This work demonstrates how some classes based on CBI can be useful in order to fulfill the government's objective of training students in bilingualism. This project called ¨Colombia Bilingüe ¨ tries to improve the use of English in students looking for fortifying the national competitiveness, due to English has become one of the most important languages in the world the government aims at trying students in English as a second language in order to fulfill the national objectives towards the globalization, so the outcomes of this work show a way in which CBI can be implemented in the colombian curriculum getting excellent results on the use of English as a second language.

According to the outcomes of the units developed in a primary school, it is possible to say that CBI can be implemented in the creation of materials in order to make it easier or at least more comprehensible the acquisition of English. The development of materials according to the context supports the idea based on an unnecessary use of foreign books to carry out classes.

This research presented a variety of original and adapted easy material, drawings, sentences and basic vocabulary which provided individual students practice and enabled students to apply the language. These materials and exercises

were a central part of the learning process and allowed students to extend and personalized what they have practiced and learned in each unit.

The real input material were all around the teacher and students and their circumstances, CBI provided ideas to apply their imagination to achieve the aim of the English learning, also lead the students to use the foreign language with fluency case in relaxed environment.

The development of units based on CBI produced significant and encouraging results related to input, acquisition and use of English, making contrast with the traditional teaching of English which fosters certain demotivation towards English due to its lack of motivation and concern about students' reaction.

The areas or topics of the language that could present most difficulty to students were carried out within easier processes of understanding, which offered both reference material and exercises for independent or classroom use.

The CBI research was related to different language skills such as: listening and speaking, reading and writing; the characteristics of the teacher even the desires, needs and backgrounds of the students, finally; the general second language development process. Thus, when the elements worked together the result is a colorful and continuously growing of language competency in classroom, through role play, pair or group work and information-sharing activities with a maximum amount of students.

CBI process was built upon a framework of concepts and topics that helped students became proficient and fluent in using the foreign language also prepared them for the real second language context. This research integrated communicative functions and grammar and situations, in which students had the opportunity to

personalize the language they learned, made use of their own knowledge and experiences, in addition expressed their ideas and opinions.

CBI developed both fluency and accuracy at the English primary school level of the students and gave them the ability to: skim, scan and make inferences about drawings or representations. Furthermore the improving of pronunciation about what they listened and practiced with their classmates and the teacher.

CBI provided to the teacher the opportunity to make his/her own portfolio according the activities to be developed, the topics to teach, the material use in each activity, a reference tool; as a mean of extra help and information or check the teaching and learning processes. This portfolio concentrated on pointing out everyday situation of the students and suggested how they can be encoded in English.

CBI planning developed pedagogy easy and effective through instructions which students *made something* with English and once they had made it, they improved about the language more than teach a specific content of a book; permanent orientation, even the situation students did not understand the instructions completely, then, activities were complete and easy to illustrate by the teacher what students must to do step by step and craft work designed for the students specifically for each topic, it was so important because each craft work selected progressively the vocabulary and phrase during the teaching and learning process and this collection was an excellent resource to evaluation for the teacher.

Recommendations:

Making CBI classes means that the teacher also must to take into account aspects or tips like the followings:

The teaching process based on CBI needs from the teacher and even the student a continuous practicing process in which they can interact inside and outside the classroom.

About the development of each foreign language skill (listening, speaking, writing, reading) the teacher should make a step by step process with basic structures without forgetting the student's motivation. It is advisable for the teacher to create CBI materials in the most colorful way as possible; it will be interesting for students and full of meaning, too.

It is important that some activities about contents include foreign language instructions that are easy to understand by students.

After each class it is useful and basic to give students a kind of craft work which lets them put in practice what they have learned in this activity the teacher must pay attention to the student's background knowledge, and according to this, the teacher will build up other specific kinds of activities.

Students learn English language and use it for playing even when they make mistakes, they can correct themselves. The teacher should not force students to talk in public before they feel sure about what they understand and say.

Students learn by doing then the teacher must to be careful about foreign language classes implications; that means, creating CBI units is useful to raise awareness about the typical management of English classes, where most of the time teachers are guided by some tools that probably are descontextualized, therefore, the

creation of materials or units based on the real context and students' needs will improve the development of English classes, increasing the interest and motivations for the learning of English.

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Appendixes

Appendix 1

Teacher's Survey

Encuesta de investigación orientada a la recolección de datos
Definitivos para la elaboración del trabajo de grado basado en Content-Based Instrucción
Realizada en la institución Colombo Suizo de Pasto.

Información personal
Nombre: _____ sexo _____
Años de experiencia: _____
Títulos académicos: _____
Grado(s) de los estudiantes a quienes enseña: _____
Rango de edad de los estudiantes a quienes enseña: _____

Instrucciones
Lea cada una de las siguientes preguntas y de acuerdo a su opinión, marque con una **X**. puede señalar mas de una opción.

1) La materia que dicta es:

a) ( ) Ciencias Naturales
b) ( ) Ciencias Sociales
c) ( ) Matemáticas
d) Otro ( ) Cuál: _____

Nombre brevemente los temas vistos en dicha materia:_____
_____
_____

2) El enfoque que ud. le da a la materia es:

a) ( ) constructivista
b) ( ) tradicional
c) ( ) aprendizaje significativo
d) Otro ( ) Cuál: _____

3) Cómo trabaja su materia en el aula de clase?

a) ( ) Guías
b) ( ) Textos
c) ( ) Exposiciones
d) ( ) Consultas
e) Otro ( ) Cuál: _____

4) Qué tipo de materiales emplea en su metodología dentro del aula de clase?

a) ( ) Videos
b) ( ) Textos (revistas - periódicos)
c) ( ) Carteleras
d) ( ) Tablero
e) Otro ( ) Cuál: _____

5) Ud. prepara sus clases?

a) ( ) Siempre
b) ( ) Nunca
c) ( ) A Veces
d) ( ) Frecuentemente
e) Otro ( ) Cuál: _____

6) Cuánto tiempo dedica en la preparación de sus clases?

a) ( ) 2 días
b) ( ) 1 día
c) ( ) 1 a 2 horas
d) ( ) Improvisa
e) Otro ( ) Cuál: _____

7) Considera ud. que una buena motivación por la materia depende de:

a) ( ) el profesor
b) ( ) los estudiantes
c) ( ) los materiales
d) ( ) el tiempo
e) Otro ( ) Cuál: _____

Appendix 2

Student's Surveys

Encuesta de investigación orientada a la recolección de datos
Definitivos para la elaboración del trabajo de grado basado en Content-Based Instrucción
Realizada en la institución Colombo Suizo de Pasto.

Instrucciones
Lea cada una de las siguientes preguntas y de acuerdo a su opinión, marque con una **X**. puede señalar mas de una opción.

1) Las Matemáticas son importantes porque:

a) ( ) Aprendes a contar
b) ( ) Realizas operaciones matemáticas
c) ( ) Aprendes los números
d) ( ) Te sirve para tu vida diaria
e) Otro ( ) Cuál: _____

2) Te gusta la forma en que el profesor(a) de tu materia favorita dicta la clase?

a) ( ) Siempre
b) ( ) Nunca
c) ( ) A Veces
d) ( ) Frecuentemente
e) Otro ( ) Cuál: _____

3) Cuáles de los siguientes materiales te gustaría que el profesor(a) de tu materia favorita empleara en clase?

a) ( ) Videos
b) ( ) Textos
c) ( ) Carteleras
d) ( ) Dibujos
e) Otro ( ) Cuál: _____

4) Consideras que la motivación en las clases de tu materia favorita dependen de:

a) ( ) El Profesor
b) ( ) Los Estudiantes
c) ( ) Los Materiales
d) ( ) El Tiempo
e) Otro ( ) Cuál: _____

5) Cómo te gustaría que fueran las clases de matemáticas?

a) ( ) Más dinámicas
b) ( ) Menos teóricas
c) ( ) Más talleres prácticos
d) ( ) Más dibujos
e) Otro ( ) Cuál: _____

6) De los siguientes temas que ya estudiaste cuál te gustaría reforzar?

	SI	NO		SI	NO
Números naturales			Multiplicación		
Suma			División		
Resta			Números fraccionarios		

Appendix 3

Encuesta de investigación orientada a la recolección de datos
Definitivos para la elaboración del trabajo de grado basado en Content-Based Instrucción
Realizada en la institución Colombo Suizo de Pasto.

Instrucciones
Lea cada una de las siguientes preguntas y de acuerdo a su opinión, marque con una **X**. puede señalar mas de una opción.

1) Las Ciencias Sociales son importantes porque:

a) ( ) Conoces las regiones de Colombia
b) ( ) Aprendes de la historia de Colombia
c) ( ) Identificas lugares de Colombia
d) ( ) Te sirve para tu vida diaria
e) Otro ( ) Cuál: _____

2) Te gusta la forma en que el profesor(a) de tu materia favorita dicta la clase?

a) ( ) Siempre
b) ( ) Nunca
c) ( ) A Veces
d) ( ) Frecuentemente
e) Otro ( ) Cuál: _____

3) Cuáles de los siguientes materiales te gustaría que el profesor(a) de tu materia favorita empleara en clase?

a) ( ) Videos
b) ( ) Textos
c) ( ) Carteleras
d) ( ) Dibujos
e) Otro ( ) Cuál: _____

4) Consideras que la motivación en las clases de tu materia favorita dependen de:

a) ( ) El Profesor
b) ( ) Los Estudiantes
c) ( ) Los Materiales
d) ( ) El Tiempo
e) Otro ( ) Cuál: _____

5) Cómo te gustaría que fueran las clases de Ciencias Sociales?

a) ( ) Más dinámicas
b) ( ) Menos teóricas
c) ( ) Más talleres prácticos
d) ( ) Más dibujos

e) Otro ( ) Cuál: _____

6) De los siguientes temas que ya estudiaste cuál te gustaría reforzar?

	SI	NO
Regiones geográficas de Colombia		
Nariño: Historia, Cultura, Costumbres.		
El gobierno de nuestro País		

Appendix 4

Encuesta de investigación orientada a la recolección de datos
Definitivos para la elaboración del trabajo de grado basado en Content-Based Instrucción
Realizada en la institución Colombo Suizo de Pasto.

Instrucciones
Lea cada una de las siguientes preguntas y de acuerdo a su opinión, marque con una **X**. puede señalar mas de una opción.

1) Las Ciencias Naturales son importantes porque:

a) ( ) Aprendes acerca de los animales
b) ( ) Conoces tu cuerpo
c) ( ) Proteges el medio ambiente
d) ( ) Te sirve para tu vida diaria
e) Otro ( ) Cuál: _____

2) Te gusta la forma en que el profesor(a) de tu materia favorita dicta la clase?

a) ( ) Siempre
b) ( ) Nunca
c) ( ) A Veces
d) ( ) Frecuentemente
e) Otro ( ) Cuál: _____

3) Cuáles de los siguientes materiales te gustaría que el profesor(a) de tu materia favorita empleara en clase?

a) ( ) Videos
b) ( ) Textos
c) ( ) Carteleras
d) ( ) Dibujos
e) Otro ( ) Cuál: _____

4) Consideras que la motivación en las clases de tu materia favorita dependen de:

a) ( ) El Profesor
b) ( ) Los Estudiantes
c) ( ) Los Materiales
d) ( ) El Tiempo
e) Otro ( ) Cuál: _____

5) Cómo te gustaría que fueran las clases de Ciencias Naturales?

a) ( ) Más dinámicas
b) ( ) Menos teóricas
c) ( ) Más talleres prácticos
d) ( ) Más dibujos

e) Otro ( ) Cuál: _____

6) De los siguientes temas que ya estudiaste cuál te gustaría reforzar?

	SI	NO		SI	NO
Organización externa de los seres vivos			El cuerpo humano y sus cambios		
Equilibrio ecológico					
Alimentación en los seres vivos					

Appendix 5

Unit Design

UNIT 1

Topic: _____

General Objective _____

Subtopics _____ _____

_____ _____

_____ _____

Specific Objectives _____

_____

_____

Subject Matters Included_____

_____

_____

Activities related to: Natural science, Social science.

Reading

Mathematics

Arts and crafts

Literature

Language Work _____

(Adapted from Gianelli, 1997)

Appendix 6

UNIT 1

ALIVE BEINGS

General Objective:

To improve vocabulary in children related to beings through simple structures by means of the study of topics from science, social sciences, and arts.

Specific objectives:

To apply new vocabulary concerning alive beings.

To practice new sentences with IT IS, IT IS NOT, WHAT IS....., WHAT IS NOT..

IS IT…, ARE THESE…, THERE ARE.

To give new information about our environment using real elements such as the nature.

Subtopics:

Alive beings

Forests

States and Capitals

ALIVE BEINGS

The teacher talks about the differences between living and non-living things. The teacher shares ideas about things that are living and non-living and talks with his students and discusses about what they have in common, the

teacher should use simple structures, meanwhile the teacher shows the appropriate picture.



IT GROWS



IT DIES



IT EATS



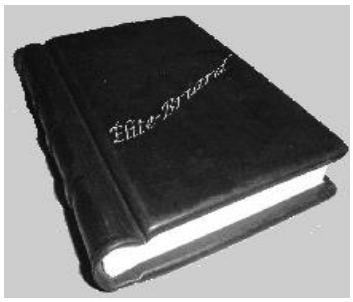
IT DOES NOT EAT



IT GROWS



IT DIES



IT DOES NOT GROW



IT DOES NOT DIE



IT DOES NOT EAT

The teacher goes over vocabulary about living and non-living things, he writes on a chart ¨living¨ and ¨non-living¨ then the teacher writes ideas regarding the topic in the right column.

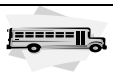
The teacher gives student a similar chart where students can apply the concepts of living and non-living things using the previous vocabulary.

! ALIVE BEINGS ¡

Name:_____

Date:_____

- Put check (✓) in the boxes that describe each thing.

ALIVE BEINGS	DOES NOT	GROWS	EATS	DIES
CAT 		✓	✓	✓
BEAR 				
TRUCK 				
TOOL 				
FLOWER 				
BUG 				
BALL 				

Previously the teacher has explained directions for completing this chart, it is important to put in the chart every characteristic or word already explained. The teacher might want to do the first one together. Student can work alone or in pairs if they prefer it.

Once students have finished this chart the teacher should ask the following questions:

It is living. It is not living. IS IT LIVING? I

What is alive? (cat, bear, flower, etc.)

Why? (Because it eats, because it grows, because it die, etc)

What is not alive? (Ball, truck, tool, etc)

Why? (Truck does not eat, ball does not grow)

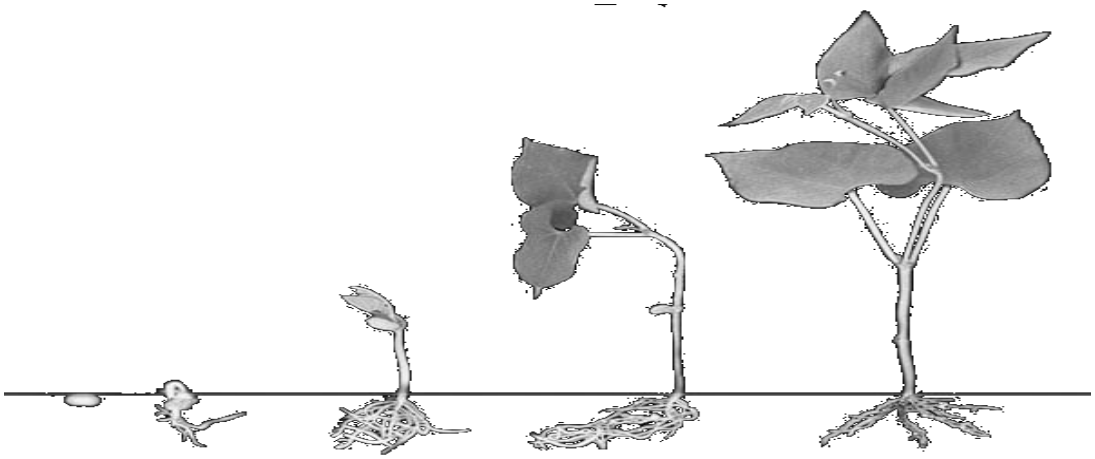
Observe children's discussion about classifying things which provide evidence concerning what they have understood. Students will work in pairs, they will practice the sentences above, and they ask each other what is alive? ; What is not alive? And, why? They should use the structures explained before, also they can use different vocabulary of living and non-living, here the teacher should take care of mistakes they could make.

Extra activity

Student must cut pictures from magazines and newspapers concerning alive beings, they sit on the floor and form a circle, then pictures of all students are going to be mixed to form one group, after that students choose at random pictures for pasting them on their notebook and write the structures studied in class, while students are working they can correct mistakes one another.

- At the end of the class students will take a seed of lentil or bean which will be sowed in a glass with wet cotton. In another glass there will be a little rock in the same conditions, so students will be able to compare and make conclusions. The teacher should explain the future changes of the bean

trying to reinforce the topic. This activity will be carried out through the development of this unit, allowing students to observe different changes and characteristics concerning being alive, such as: growing, use of food and eventually die.



READING

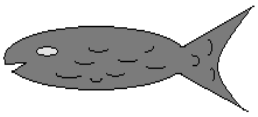
The teacher gives one paragraph to students.

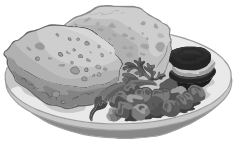
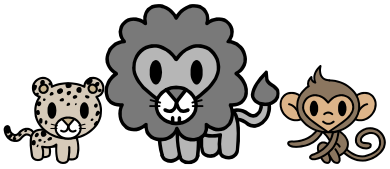
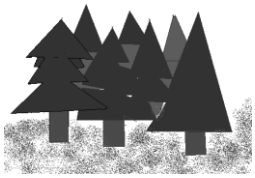
Tony lives in the forest.

There is a nice family of (bears) which live in the middle of a big and (green forest) the baby (bear) is Tony, he eats (milk) from his mother. She loves him and takes care of him against any danger; she teaches him many things to survive in the beautiful (forest). He has brothers. They teach him how to find and eat (food), too. Also Tony learns how to climb and get down (trees). While Tony grows, he drinks (milk), he eats (fish) and (meat), when Tony becomes older and he has formed

a family, Tony will probably die but other (animals) will live in the (forest).






-Read the text aloud and ask students to underline the explained words.

- Give students some little pictures that can be substituted by a word that has been dropped out from the text. Students will paste the picture that corresponds to the word the teacher reads in the text.

Excursion

The teacher focuses on a context where certain differences between living and non-living things can be determined; therefore, the forest will be the chosen place.

In the forest students can find vegetation or some little animals with characteristics that show differences between living and non-living things. First of all, pictures are given as evidence.








While students walk in the forest they will observe the environment and will gather some samples that can show them the characteristics of living and non-living beings.

Arts

Using the gathered samples students make models of a living forest and a dead forest. Here student can compare how forest could look.

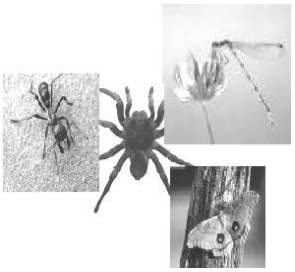
Students are going to use elements, such as rocks, little sticks, branches, insects, sand, soil, leaves, etc. Those elements should be separated into two groups, living and non-living. Student can also use other materials like clay, paper, play dough, or mud to make figures that are missing, for example dead animals, deserts even mountains. These elements will be pasted on a piece of wood that will be used as the base of their work.

Video

Students will observe a video concerning forests. In the video, they can observe all the characteristics of alive beings, also they will observe the importance of forests in the world, especially in our country.

The teacher shows the elements that students can find in a forest such as: water, grass, wood, insects, ground, flowers, etc. The teacher will put each element in different places of the classroom so when the teacher tells the name of one element students should run where that element is. The teacher choose two students who are going to compete with each other, the rest of the student say the name of one element aloud then the chosen student should pick up the elements, finally the student who picks up more elements wins. Play the game until all students had participated.






As soon as students can recognize each element the teacher will give them some magazines, newspapers or any other material where students can find and cut the gone over elements in the class. Once students finish it, they will glum the pictures on their notebooks.

Social Sciences

The teacher shows a map of Colombia where all forests of our country are marked and pointed, then the teacher introduces the names of states where the forests are located.





The teacher will use the following structures:

Is this a forest? Yes/ No are these forests? Yes/No

Why? Because there are water, trees, animals, wood, etc

Why? Because there are not water, trees, animals, wood, etc. Because there is a city.

In Colombia THERE ARE many forests. There are 24 forests.

In this state THERE IS one forest.

After the explanation the teacher asks students every question trying students to repeat what he has said. If they can not do it, the teacher should repeat the sequence.

When students have finished the activity, they will be ready to learn new vocabulary, so the map of Colombia will be the suitable material for the new

activity. The teacher has explained some names of cities where forests are found. Then, he is going to introduce words related to states and its capitals.

The teacher will start describing the map of Colombia, pointing at its capitals and states, then the teacher will focus on paramount capitals of Colombia, pointing and saying the name of them and some characteristics that can give more information of our country, for example dances, music, etc.

This is the map of Colombia.

There are 32 states there are 32 capitals.

The capital of this state is……

In this state there is one capital. What is the capital of this state?

The teacher should go over state with the respective capital using the same structures so when students have finished the lesson they have learn structure and vocabulary in English besides of geography.

In this unit the students have practiced English with activities that were based on their knowledge and some activities reinforced that knowledge, but it is important to know how crucial were these activities to improve the use of English, so create a format that can help the teacher to evaluate that process will be next step. Students have reviewed essentially vocabulary and some structures which will be used as base of the format.

Opening this activity the teacher takes the glasses with the beans that were sowed, he explains the process of those beans applying the vocabulary and structures already taught, while the teacher does that, he is going to try the

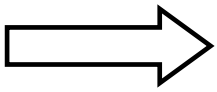
students speak merely in English, although this is important the teacher evaluate the relations students can make.

Assessment

The teacher provides new pictures to the students concerning with all topics together they have to write some labels trying to find out some characteristics of the pictures, then they should use the structures learned in class. The labels are given by the teacher because there will be some clues that students should use to write on the labels, only the first letter of each word is written, so student have to start to write the sentences.

There will be two or tree opportunities for each student to ask how to write the sentences but they have to do it in English. The pictures should have the followings characteristics.







W____ i_ __?	What is it?
I ___ ___ _____?	It is a butterfly
W____ ?	why?
B _____?	Because it grows.

UNIT 2

THE HUMAN BODY

General objective

To provide students Basic knowledge about the human body through asking for and getting information.

Specific objectives

To provide authentic and attractive material to cover a variety of interesting topics.

To reinforce the acquired knowledge by students with specific English grammar structures.

To develop effective comprehension skills.

To increase in complexity as students progress in the unit and task development.

To develop skills for students become active readers and observers.

Subtopics:

Bone system

Digestive system

Muscular system

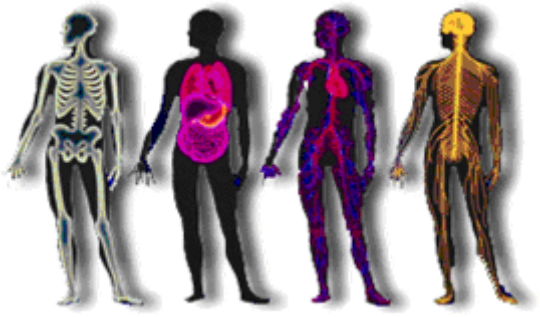
Respiratory system

Circulatory system

Nervous system

THE HUMAN BODY

Put on the board four drawings about the human body and its systems.



Once students have observed those drawings the teacher starts asking questions such as:

How many bodies are there? (there are four bodies)

What characteristics can you observe? (organs, muscles, systems, etc.)

Which parts can you identify? (head, arms, legs, etc.)

According to what students observe, they tell the teacher their ideas and talk about them.

For example: (the bodies are of different colors)

Activity:

To remember the knowledge students had learned about human body, the teachers present a craft work.

Materials

Scissors

Glue

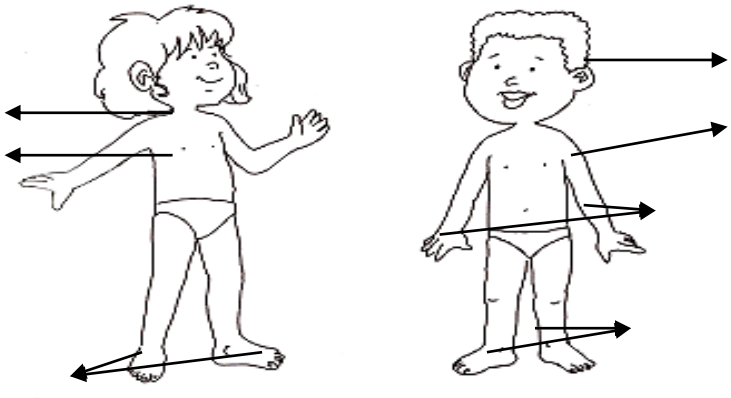
Paper

Colors

Procedure: The teacher presents the students a piece of paper which has the parts of a male and female body.



Students must cut each part and glue together to form the whole human body of the boy and the girl.



After students have finished their work they paint and write the names of the parts of the body that they remember in front of each one.

Then they compare their answers with their classmates and correct any mistake using the structure:

Is this the head? Yes, this is.

Are these legs? No, these aren't.

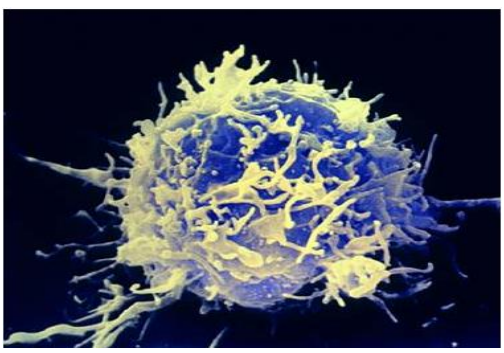
Is that the neck? Yes, that is.

Are those fingers? Yes, those are fingers.

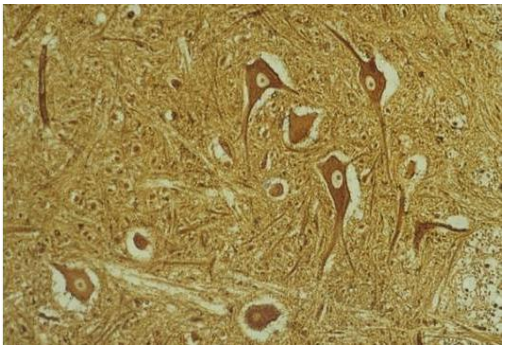
HOW THE BODY IS MADE UP?

The teacher shows the students pictures with different kinds of cells, which we have in our body.

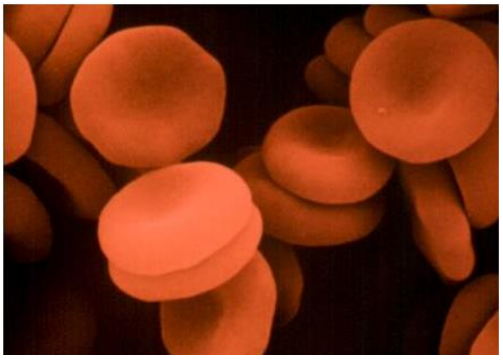
WHITE BLOOD CELLS



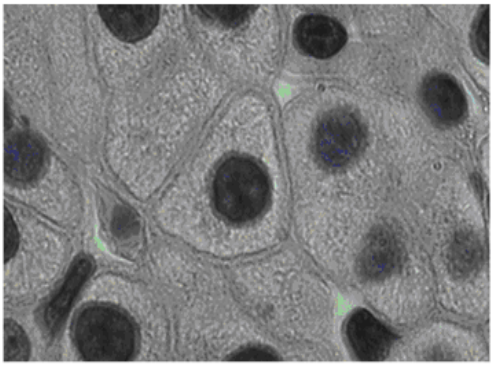
NERVE CELLS



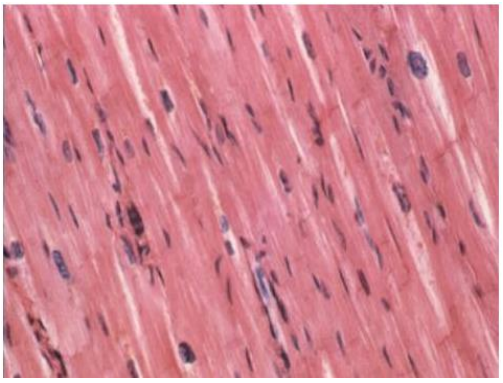
RED BLOOD CELLS



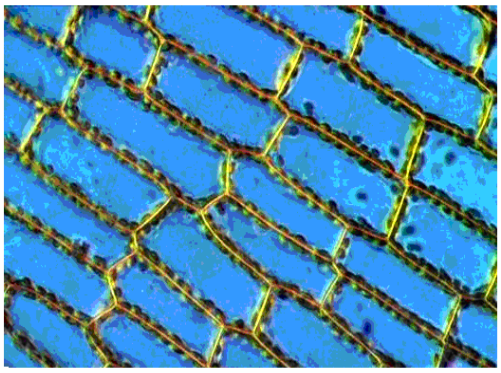
LIVER CELLS



MUSCLE CELLS



VEGETABLE CELLS



After this, the teacher tells students that the body is made up of:

Cells, the set of cells form….

Organs, the set of cells form….

Body systems…

And the body systems form the human body.

After these explanations tell the students they are going to put in practice what they have learned about the minimal unit of each object, animal or human in the earth.

Laboratory:

Children will become scientists when they make science by themselves.

Materials:

One onion

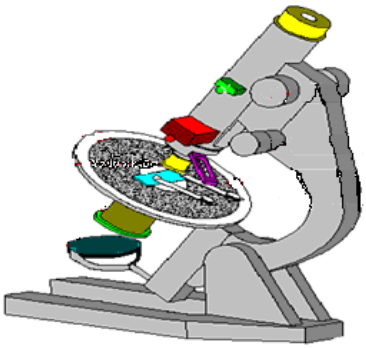
A piece of meat

A leave

Blood

Then the teacher tells the students how important the microscope is and how to use it:

Microscopes are special instruments that allow us to see small structures that we can not normally see with our eyes – like cells.



After that, tell students they are going to discover by themselves the form, color, texture, size, etc. of cells that they can find in a piece of meat, an onion, a leave, etc. using a microscope.

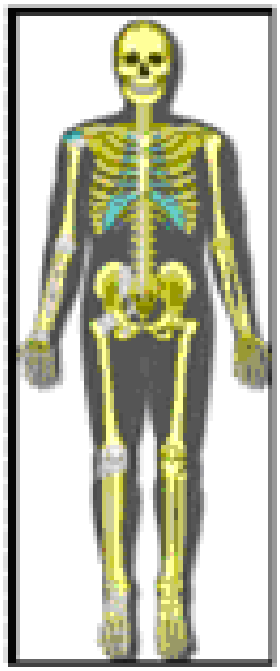
Once students had observed through the microscope they will use play dough to make with their hands similar cells that they observed through the microscope. Then, they share their answers:

How are your blood cells? (These are red, big, small, etc.)

What color are your vegetable cells? (These are green, yellow, white, etc.)

THE BONE SYSTEM

After this, students will observe a bone figure about the bone system.



The teacher introduces the next activity socializing with the students questions related to the bone system.

What can you see there? (A skeleton, bones, etc.)

How many bones are there in your body? (There are twenty, seventy, one hundred, etc.)

Where are your bones? (In the body, under the skin, etc.)

What is a bone? (A part of the body)

What are their functions? (They hold the body, they protect)

Do you know, what is the longest bone in your body? (The femur, humerus, skull)

Do you know, what is the smallest bone in your body?

After listening to students' opinions the teacher encourages them to assemble or put together each bone of the figure and identify its bones. Also they must to name them while they are putting on the right part.

For example:

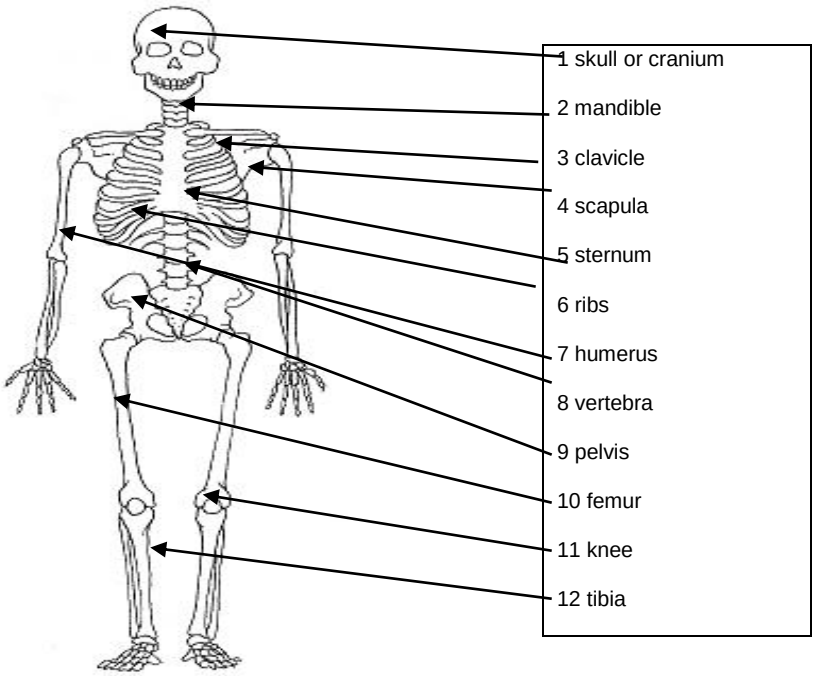
This is the cranium.

That is the femur.

These are scapulas..

Those are ribs.

THE HUMAN SKELETON



Then the teacher shows his/her students through X-ray pictures how the bones look like:





While students are looking at these pictures the teacher will talk to students and write on the board about bones functions and main characteristics:

1. Protect the vital organs
2. Give us shape
3. Allows us to move because our muscles are attached to our bones
4. Storage of nutrients such us calcium
5. Formation of blood cells

As a complement the teacher proposes an experiment to verify the strength and weakness of bones.

The teacher explains this experiment can be set up and left in the classroom for the next few weeks after which students will see the results. Students

mission is to write up what they think will happen to the chicken bones in each bottle and why?

Laboratory:

How much force or strength do you think bones will hold?

Materials:

Clean chicken bones

Two glass jars with lids

Water

White vinegar

Paper towels

These materials must t be brought by students in groups of four children.

After this activity, the teacher explains the procedure:

1. Count and divide the chicken bones on equal parts.

2. Label one jar with students' names, date and "water". Then add the bones and water.

3. Label the second jar with students' names, date and "vinegar". Then add the bones and vinegar.

4. Leave the jars for about two weeks after which students can remove and dry the chicken bones on some paper towels.

Once the two weeks had passed, students finally can observe the difference in the two sets of bones and they will compare their original opinions and results.

Activity:

To reinforce the topic about bones, the teacher gives his/her students a piece of paper which contains a funny picture about a skeleton, students must cut each part and join together with a piece of wool.

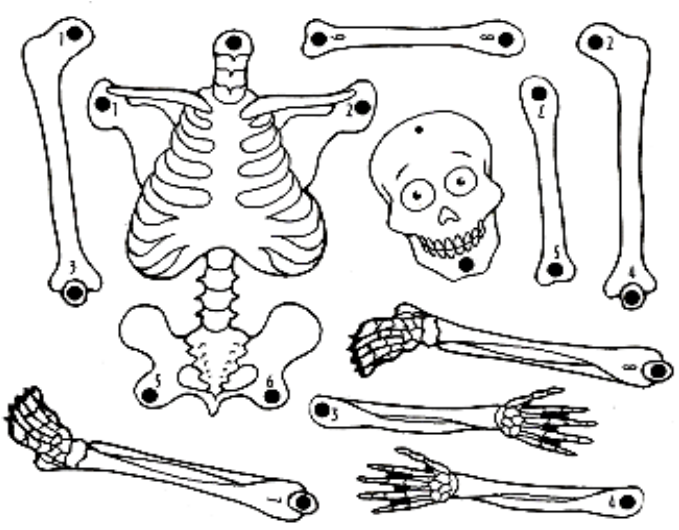
Materials:

Scissors

Brass paper fasteners or string

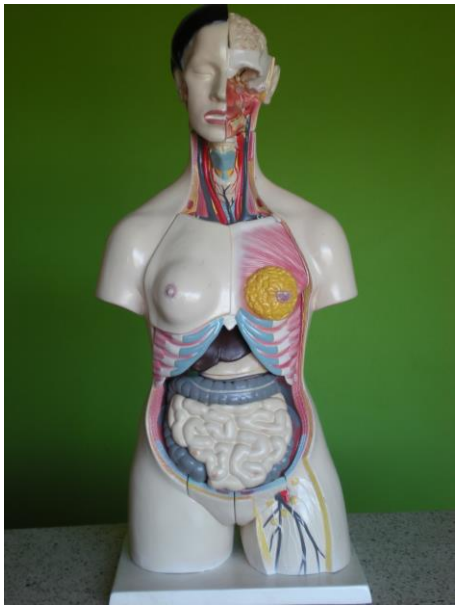
Procedure:

students must cut each part of the skeleton and join together through brass paper fasteners or pieces of string. Then they can enjoy their funny character.



Now the teacher shows students that our body not only has bones but alsointernal organs which have a specific function, in the digestive system.

DIGESTIVE SYSTEM



Activity:

For this activity, the teacher gives to his/her students the opportunity to feel how their own body functions.

Materials:

Candies

The teacher gives students one or two candies and they should:

Put that candy in their mouth, on their tongue; suck it for a while and after a moment chew and swallow it.

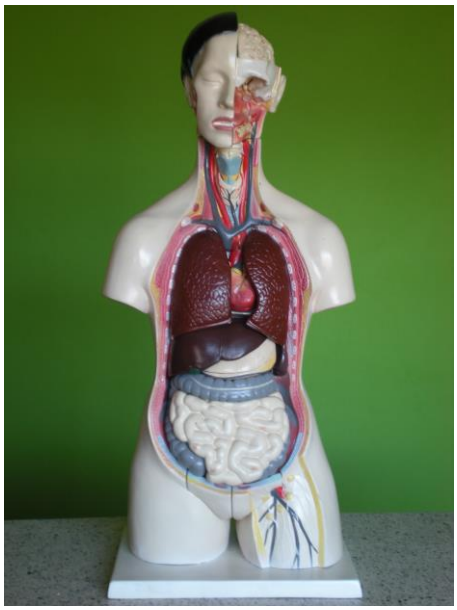
After this, the teacher encourages students to think and answer these questions:

What did you use to taste your candy? (we use the mouth, the tongue)

What happened when it left your mouth? (we have no more candies)

What happens once it is in your stomach? (it disappears)

To make any doubt clear about what the students have done. The teacher shows them a digestive figure and explains the process with another candy, but designating the name of each organ and its function.



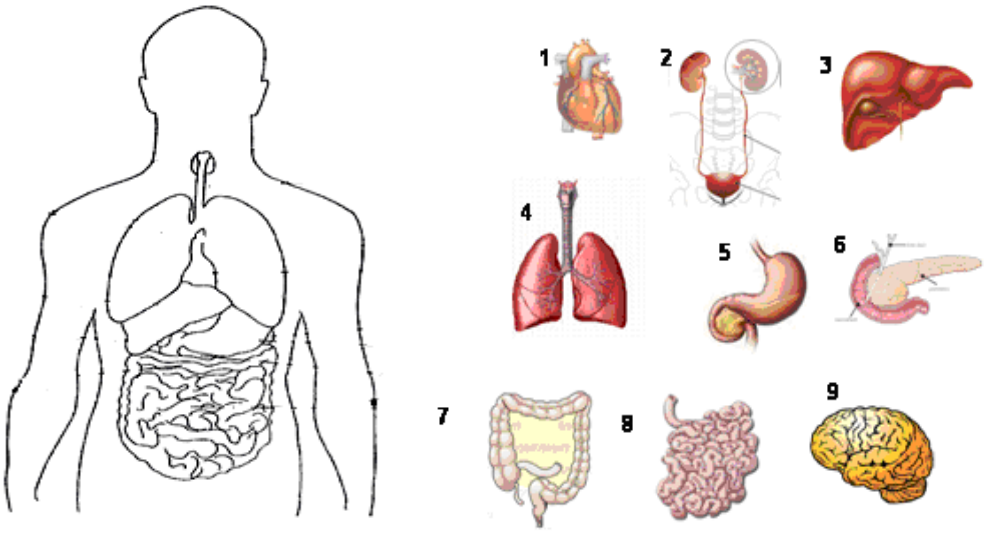
Also making an emphasis on these questions:

What is needed before our digestive system can be put into action? (our body needs food).

Where is the first place that digestion process starts? (it starts in the mouth)

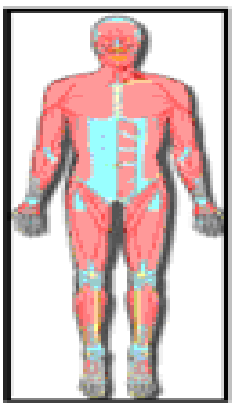
After that demonstration the teacher tells the students, they are going to put together the digestive figure one by one by themselves but naming each part.

While one or two students are making this, the teacher presents to the rest of the students a picture about a digestive body in another piece of paper which includes the internal organs of this system. The students must cut each part on foamy and stick them on the picture but taking into account the order of the numbers.



MUSCULAR SYSTEM

MUSCLES MAKE ME MOVE



The teacher will introduce this topic asking two questions:

Where are your muscles? (They are under the skin)

Can you feel them? (Yes, I can feel)

After that the teacher will make a game, which consists on:

Making students touch and feel their own muscles with specific movements.

The movements the teacher is going to work are: contract and relax.

Then, the teacher tells the students that they must stand up and follow his/her instructions, for example:

The teacher says and shows the students:

Put your left hand on your right arm and move it to feel when the muscle contracts and when it relaxes.

So, the teacher changes with other parts of the body.

The teacher tells the students touch their leg, contract and extend their muscles while they are feeling them.

The teacher asks students take off their shoes and feel with their fingers how work the small muscles into their feet.

Also the teacher tells students, they must move their neck quietly and put their hands around it, to feel how these muscles work together and how these change of place when they move.

As a final tip, the teacher gives to his/her students a small ball which they have to put on their hand and discovers how these muscles work when they press the ball strongly.

CIRCULATORY SYSTEM

After this practice, the teacher introduces the new topic about the circulatory system and reinforce the last topic about how functions our muscles making physical activities, when he tells them, they are going to run in the field by two minutes and after this; the teacher teaches them how to feel their circulation with their fingers on their neck and wrist.

While students are making this, the teacher asks them:

How does your blood moves? (It moves fast, slow, etc.)
Which is the rhythm of your blood? (The rhythm is fast or slow)
Can you breathe easily? (No, I can breath) (Yes, I can breathe easily)

To know how blood moves into the human body, students will see an easy experiment about it.

Materials:
Water
Red ink
Two bowls or containers

A hose

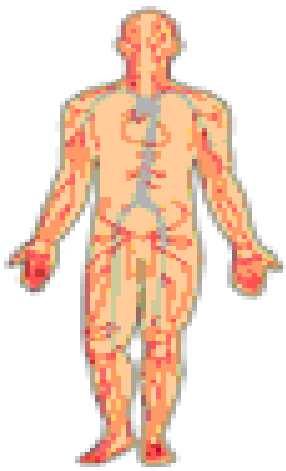
A funnel

Procedure: for this the teacher shows the students, how it functions:

Thus, the teacher mixes the water and the red ink. Then, he/she takes a little of water and put it on the funnel which is connected to the hose.

And the teacher shows students how blood run through the veins and artheries in the human body.

After this activity, the teacher presents a diagram about the circulatory system and explains the students: what are veins and arteries and what are their functions in the human body.



Thus the teacher talks and shows:

The heart: a strong muscle.

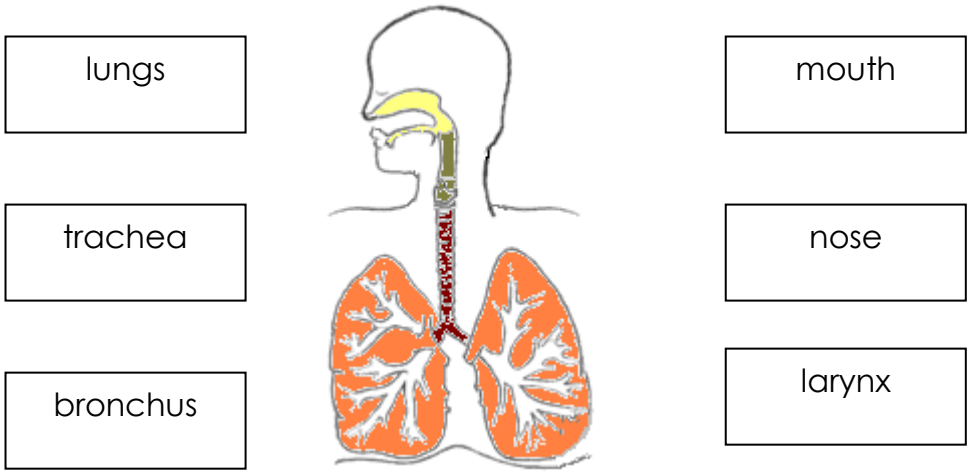
Veins: they are of blue color and recover the blood of the body.

Arteries: they are red color and carry fresh blood around the body.

After this short activity, the teacher gives the students a picture in a paper about a circulatory system and the teacher tells them, they must use red and blue play dough and stick them on the veins and arteries pictures.

RESPIARTORY SYSTEM

At the end of the class, the teacher tells students the importance of breathing while they are practicing any sport. And the teacher introduces the new topic related to the respiratory system. The teacher tells the students, they must form groups of two students and their work consists on matching the names to the parts of the respiratory system.



After the students have finished their work, they socialize their answers asking and getting information about those organs:

What do lungs do? (They take air)

What does the trachea do? (It carries air)

Activity:

Reinforce the functions of the organs in the respiratory system.

Materials:

Two balloons

Tape

Paper

Paintings of colors

Artist's brush

Two straws

Procedure: the teacher tells students, they must paint the organs of the respiratory system of a different color and after that, students stick each balloon and one straw with a tape.

Then students can blow through the straws and imitate how the respiratory process is made, taking and exhaling the air.

NERVOUS SYSTEM

Finally, the teacher complements the unit explaining the next topic about the nervous system.

For this the teacher starts the class through a game.

HOW DO OUR SENSES FUNCTION?

Game:

Students will discover by themselves what kind of things they can identify and feel what characteristics those objects have.

Materials:

Different kinds of objects

Ten bands

Procedure:

The teacher tells the students, they must sit and form a circle on the floor. Then the teacher will blindfold their eyes and give them, one by one, objects which students have to touch and discover characteristics such as: size, form, texture, etc. When all the students have finished touching that object, they will talk about those characteristics without taking off the band from their eyes, for example:

It is big, It is not big,

It is soft, it is not soft,

It is hard, it is not hard.

After all the students have given their opinions, the teacher tells them, they can take off the bands from their eyes and see the real object they touched.

After this, students repeat the same activity until they touch all the objects.

Then the teacher shows them a diagram of the nervous system and tells the students what they can feel through it.

Activity

Students will make an easy craft work about this system.

Materials:

Scissors

Paper

Glue

Wool

Procedure: the teacher tells the students, they must stick a bit of wool following the internal diagram of the nervous system.

As a conclusion of the whole unit, the teacher gives his/her students an evaluation which contains the main characteristics of the systems which students have studied in class.

Activity:

To emphasize what students had learned about the five systems.

Materials:

Colors

Procedure: students must color each part of the systems according the description.

Color the picture.

Skeleton – grey

Muscles – pink

Lungs – light blue

Heart – red

Liver – purple

Intestines – green

Stomach – yellow

Brain - brown

