**UNIVERSIDAD
DE ANTIOQUIA**

Topic Based Lessons for Basic Acts of Speaking in a Primary School Program

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Abstract

After having all the results obtained from the action research aimed at the activities that primary school programs at a public school and the students´ reaction to the different topic-based activities brought to the classroom, a few questions about the development of the Foreign Language as an important syllabus component can still be asked.

This experience was carried out in 5th and 4th grade classes through virtual interactive activities, from march to june, and face to face in a 4th grade class.
All this work is the result of several class observations, interviews with teachers and school managers and the most previous interactions with the students. Such findings were the fundamentals of the actions implemented.

Keywords: *Topic-based teaching and learning, Public School, Communicative approach, Intrinsic and Extrinsic Motivation.*

Degree Requirement

This work is based on an action research project submitted as a requirement of the
Bachelor of Education on Foreign Language Teaching (English - French) at the Escuela de
Idiomas, Universidad de Antioquia, in Medellin - Colombia.

Acknowledgments

I want to mention all people who left some type of good influence through these years of college studying, their patience, comprehension and blind support; my parents and family that never stopped their unconditional support, and giving me shelter in rough times. All the friends I made, Liliana Maria Ramirez, Juan David Palacio, Diana Carolina Aristizabal who joined me in several teaching adventures and shared learnings with each other to be better teachers day by day.

TOPIC BASED LESSONS FOR BASIC ACTS OF SPEAKING IN A PRIMARY SCHOOL
PROGRAM

Content

Preface

After implementing all the procedures derived from the action research towards a
chosen topic, these conclusions and findings have been taken from observations done during
the research experience and the beginning of the practicum. During this definite stage, the
different theoretical principles are intended to become potential approaches to help us
proceed with a methodological implementation for ourselves to find answers for the different
situations or problems found. This written review is a follow up about how this project has
been carried out and the impact this entire work may cause in both the class experience and
my own professional development and growth.

Description of the Context

The practicum began at I.E. Fundadores, based in San Javier neighborhood (Comuna 13), West-Medellin. This institution used to work as an Educational-Coverage Program institution and later on this school changed names and became a public elementary school for both primary and secondary programs and local government invested to improve its infrastructure and resources.

MISSION We are a public Educational Institution, which provides educational services levels at the preschool, basic primary, basic secondary, academic media and technical media. We offer an academic education with a humanistic and inclusive model, in which the training of people is promoted with integrity in values, capable of being leaders in their community, supported by knowledge of science, technology and life experiences; with you look to the construction of a life project under four pillars fundamental: KNOW, BE, LIVE AND GROW.

VISION In 2025 our Institution will be recognized in the public sector educational institution of Medellín, for the leadership exercised in an academic training quality, inclusive, humanistic and mediator in conflict resolution. With a teaching staff that contributes their disciplinary and human knowledge to the service of the educational community to strengthen ties Family - School - Society. The classes began later than usual because the year calendar needed to be organized to settle the alternance between both virtual and face-to-face programs. I was assigned to 5th grade led by teacher Liliana Gutierrez, she works in virtual classes and organizes most of her fifth graders courses, including English and most of the subjects. The class consists of a 38-student between the ages of 10 and 11. The teacher makes her class-guides based on the syllabus and the Basic-English goals. The guide is shared in a

WhatsApp group where students are aware of activities and links that teaches uses as class material and complementary activities for each lesson, the links basically included, Youtube videos and interactive activities taken from websites such as English Council, BBC and others. The class uses the Zoom platform to connect both students and the teacher and the classroom link is also shared on the study guide and the teacher manages the virtual education by promoting a virtual class culture, where students must have their cameras on and clicking on the raise hand bottom when they need to intervene and ask questions. One of the most common issues are bad connection interruptions where students must ask the teacher to repeat or apologising for leaving the room because of a low-battery situation. The students have no apparent English proficiency, but there is not a general reluctance about the contents because they participate and ask questions about the subject explanation. The teacher has a very good organization of the class, but she does not dare to use English in a higher percentage when she is addressing to students, she uses spanish most of the time because she wants to make sure the students have everything clear and also to keep covering the student's attention and not making them feel discouraged.

The schedule changes and face to face classes, brought a more complete view of the school organization and this time as a practitioner feels like having a more active role and a bigger responsibility while performing the teacher's roles not only in terms of planning classes or designing activities but also classroom management and discipline control.

The primary school section at I.E. Fundadores works separately from its main section as if it was a totally different school, this section works quite independently having its own principal and academic coordinator to exercise their corresponding *in-situ* functions.

The return to face to face classes after a long pandemic period, was executed gradually. Each class must be divided in two groups and they should be rotated week by

week. The main concern is the efficiency on which the study program would advance when a same class should be replicated weekly to have all the student community equally updated. For this the strategy is the subject summarization by giving the classes embracing the most fundamental topics per class avoiding the extension time for evaluating. This may bring advantages of having the last topics still fresh in assessment time, and the evaluation would be more interactive and less solemn, and those students which progress run slower than others would receive personalized advisory by giving a special homework and a programmed sustentation, on which the parenthood should be constantly notified.

When I was introduced as the new practitioner, two groups and two teachers were assigned to receive me, helping me from the very beginning by giving me the background, the context and the methodology adapted for this new return to presential. The classes and the organization of subjects are correspondingly programmed on the I.E. Fundadores Curriculum and syllabus but the first agreement between the two teachers and me as practitioner was reviewing the syllabus, adapting the syllabus topic according to the methodology I want to implement according to my practise work purposes and research done.

The children from 4th grade shown from the first encounter were receptive and curious and there was no hostile attitude nor resistance and reluctance to the English subject, their attitude in general terms have been collaborative and enthusiastic, for which activities related with general topics beyond the grammar structures and drilling, without emphasizing the structural linguistic works efficiently as a constantly interactive and creative dynamics adapted on each session.

Statement of the problem

The haste of debugging contents has taken the primary school teachers from I.E. Fundadores to get English as an exploratory subject where students are assessed for the accomplishment of classwork, which is mostly creative and explorative, it does not have a linguistic purpose, regardless the goals are actually stated on the syllabi, additionally they do not feel the pressure of doing a meaningful English Project because they know they are not regarded as teachers specialized in foreign languages, as stated in Journal 2[1] *Although the teacher claims not to have an outstanding English Level to be a more skilled English teacher, she is not reluctant at all in doing this, but she also admits she still has a few things to improve and learn about.*conclusion their effort for trying her best is highly appreciated.

According to the first interview for Journal 1 teacher Liliana Tovar from I.E. Fundadores[2]: *This lack of importance in a subject that is not considered as fundamental brings a random organization and no interest for developing a Common European Framework-based process at the public school.* This is also reflected in the way teachers prepare activities and give student content by using media material as a rain of content where students are supposed to absorb as much as they can.

These findings do not mean everything is wrong at school, according to the curriculum planning and the syllabus design, the subjects and goals settled are appropriate for an elementary school English program, and the teachers actually welcome any external help for bringing new and preferably innovative ideas to implement in the English class, the teachers in this presencial modality are as curious as their own students and they look

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[1] Journal 2. Arango J.A. May 1st, 2021.
[2] Journal 1. Arango J.A. March 27th, 2021.

interested to learn how can they improve their English teaching regardless they are trained for that or not as stated in First Journal 2021/2[3]: *The attitude of students was not reluctant at all because the material brought to class was very appealing and fun to handle, although they were not quite sure about the real class purpose.*

After all of this was evidenced, the idea of implementing a Topic Based Approach in the class program was developed in order to carry the school activities out aiming principally to the participation and increasing the student's motivation and promoting the usage of the second language topic vocabulary and expressions simulating everyday situations.

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[3] FIRST JOURNAL 2021/2, Arango J.A. September 10th, 2021.

Theoretical Framework

During the previous semester and the few months of assisting face to face and doing collaboration, this time in a 4th grade English class, this time the student's performance, interest and learning development is much more noticeable, and the presencial contact give them more enthusiasm making them feel more active and the interaction may involve even those who are shy at the beginning, But now the new challenge is bring all the contents from the syllabus and turn them into meaningful activities where students may give solutions to a specific situation and be part of a game where basic language concepts can be used as tools that students can effectively use for these specific purposes.

Topic-Based Instruction, Creating Activities for Intrinsic Motivation

According to Grant (*A Topic-Based Search, Visualization, and Exploration System 2015 p. 43*). "Topic-based search is a classification of the search space to highlight topical relevance. In order to accomplish this, the topics underlying documents across collections need to be extracted. (Brinton, Snow, & Wesche, Content-based second language, 1990) , and then the documents have to be represented in terms of those". In a nutshell Topic-based method is a resource where class designers have a wide range of subjects, creative tasks where students, regardless of the distance, environment, they may have the feeling to have something in common with their other peers, where they can share opinions and collaborate with each other. "Lesson planning requires teachers to design materials and classroom activities around a particular topic or theme, which aim towards students developing

competence in the target language" . According to Costa (n.d.), "students can learn and develop their linguistic ability in the target language as they study interesting and motivating topics or subjects for them" (Costa, F. (n.d.). *A Topic-based approach in language teaching*). This belief indicates something very important to engage a good motivation and encouragement for facing a purpose into an ESL class, because they would not necessarily sense the class content not as something unfamiliar and difficult to memorize and produce with the shameful possibility of failing to be afraid of.

According to, Clint P. (*2015. p. 43*). "TBA enables us to represent properties of a large corpus containing numerous words with a small set of topics, by extracting the underlying topical structure of the corpus and representing the documents according to these topics". Topic-Based Instruction can give students resources where topic language provides a micro-world where vocabulary introduced as part of theme environment, "When the lesson has a purpose and is relevant for the students, they are going to work harder to learn and show commitment to the activities proposed to the unit" (Freeman in Yang, 2019 p. 162), where students experiment imaginary situations, where they would employ this vocabulary to solve situations, instead of memorizing rules, unlock interactive protocols, instead of memorizing tricky verbs and catch ideas about the context without having to translate every single word to gather the whole purpose, similarly as stated by Canale and Swaine (Basta, 2011, p. 125): "The importance of this approach is to convey meaning and create communicative acts for different purposes"

In conclusion, topic-based instruction aims to introduce the students a language class but a scenario "Theme-based approach as a meaningful way to personally engage students in the learning process" (Handal and Bobis, Lipson, et al., 1993 in Tessier and Tessier. 2015, p.

4), where they can enjoy using the specific expressions and vocabulary related with a specific subject with a specific purpose, Mumford (2000, p. 4) suggests that "by building on students' interests and life experiences, young people's attitudes, skills and knowledge are developed in meaningful ways", where students share opinions about familiar and favorite subjects, solve problems and try to go further to complete a specific idea for the purpose to accomplish.

Research Question

Consequently, with all the context known and problems stated previously, a question had to be posed:

How can Topic Based methodology encourage production and participation in the target language speech in a 5th grade class at I.E Fundadores?

General Objective

To establish a Topic-Based approach to stimulate participation and encourage real interactions using the basic English-language principles: Know Your Learners, Create Conditions for Language Learning. Design high-quality lessons for language development. Adapt lesson delivery as needed. Monitor and assess student language development

Specific Objectives

● To develop unit lessons based on topics of interest for students.

● To analyze the students' reactions and behaviors towards the input received through the current english program at school.

● To monitor the effects and results of both activities and materials.

● To identify relevant findings and eventual failures in the classroom acts.

Action Plan

The activities related to this project have been carried out from the second semester of the year 2021. The chart below displays the timetable with all the corresponding activities planned. Additionally, at the end of this report, there has been also included the schedule settled for the unit development.

Semester II, 2021							
Activity	2021	Jun	Jul	Aug	Sep	Oct	Nov
Consent form and project presentation			X				
Action implementation				X	X	X	X
Interviews and presentations						X	X
Interview and sample transcriptions							X
Data analysis and interpretation	X					X	X
Redaction	X				X	X	X
Discussing conclusions						X	X
Review and revision						X	X
Definite submission							X

After having access to the institutional syllabus and curricular mesh available on the institutional website[4] a unit was designed based on the objectives derived from the research question but following the institutional guidelines. The classroom activities, material and students' work are also included to track the class progression and eventual achievements, this can also be regarded as part of the physical evidence necessary to match the final conclusions. Additionally, as the teacher suggested in an interview done on november 4th,

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[4] https://www.iefundadoresm.edu.co/

where she claimed that the students' assessment had to be totally qualitative instead of quantitative, due to the experimental nature of the whole institutional activities carried out during the second semester after the gradual return to face to face activities because of the post-pandemic activation. Each written, oral and even creative goal had to be assessed through the syllabi goals previously set. Where the practitioner only implemented the activities and left a note with a symbolic grade on the students' notebooks to evidence follow up.

Development of Actions

During the Unit Designing phase the Collaborative teachers emphasized the different linguistic contents to be seen during the whole semester, these were: Feelings, Nationalities, Possessives, Adjectives and Comparatives.

Before proceeding with the implementaron only a class was observed, where the Collaborative Teacher was giving a class about using imperatives and cooking verbs. One week later t activity about the imperatives was continued by myself, this time preparing an interactive activity about recipes. The activities were divided in three parts: Introduction, build up and wrap up. Although the activity went relatively well, the Collaborative Teacher gave as feedback where she advised that the classes should not be that extensive and time demanding with a single topic, because the students were still very young children and their attention and concentration span was very limited compared to older students for example teenagers, she suggested to make the interaction more compact and spare a little time to give the students an opportunity to be creative and encourage them elaborate their own material, so this would help to keep them engaged.

One week later, after presenting and elaborating the units and lesson plans the implementation began, the subject, according to the syllabus corresponded to Emotions and Feelings, the subject was introduced as the topic "How are you feeling?", which structure was very similar to the pilot class previously mentioned. An introduction, where the useful vocabulary was presented through emoticons drawn on the board, each emoticon had a name where the students would associate the name of the feeling in a very easy way, after this

introduction a video was played on the classroom T.V[5] screen, where the students had to identify the different feelings that the characters showed using pronouns and to be auxiliaries to help them indicate which person was feeling like. When the teacher started asking in a random way, the students were able to tell what they saw, using the phrase structure shown in the video. The subsequent activity was about playing charades, where the teacher used body language to portray emotions in a funny way, where one specific student from a row had to ask "How is he feeling?" and another one had to answer accordingly. The advantage of carrying these activities out was the reduced number of students, where a game activity was included in the interaction, using the classroom row distribution to motivate them to get a higher score. The challenge was that three students from each row had to go in front of the class, characterize a feeling, one of the students must ask how he/she was feeling, and the third word needed to reply "He/she is…". and finally to conclude the class, the students were encouraged to elaborate a material for the preceding sessions using cardboard, glue, popsicle sticks in order to make emoticons representing each emotion, this activity helped to relieve the students from any eventual tension after attending a structural subject. These emoticons were used during the rest of the semester at the beginning of each class as a warming up activity, with other materials to be made in further lessons.

The second session was a little more difficult to start because it was august and during that month there were special holidays with some institutional activities to commemorate them, that was the reason why the second session with the same group took place three weeks later. In this session the subjects were the Nationalities, introduced in the class with the topic name "Where are they from?" As previously mentioned the lesson began with a warm up where the class practiced in an interactive way using the cardboard emojis elaborated in the previous

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[5] https://www.youtube.com/watch?v=dOkyKyVFnSs

session, showing them up and asking questions about the feelings, using the same linguistic structures practiced implicitly a few weeks ago. The new subject began with the question "Where are you from?", where the teacher explained its usage and the ways people were supposed to reply, then there was a small practice, where students asked each other their nationalities by using the variables ``Where are you/he/she from?" and responding using to be auxiliaries including the only vocabulary words: Colombia, Colombian, Venezuela, Venezuelan. Subsequently, in the second act, a PowerPoint presentation with names of people was shown on the classroom T.V. screen from around the world displayed in a chart where the students had to identify their country and nationality. The source was an animated video[6] where an alien crashed into a multicultural party and the attendants introduced themselves mentioning their country and their nationality, including their corresponding flags. After finishing this matching activity, the class was divided in two and some own-elaborated flashcards were put on a table, these included the names of the characters from the video, and with the help of a virtual roulette a random student was chosen to get one of the flashcards, to show his/her classmates a name by asking: "Where in he/she from?" and the class had to reply using statements´with to be, the country and the nationality using the T.V. screen as a help. The methodology used for this interaction was very similar to the one used in the previous lesson about the feelings. The session finished with an activity where each student had to use a piece of bond paper to paint one of the flags seen in class. These materials, same as the cardboard emojis, had to be kept for the next class session as a part of the interactive warming up activity.

The third session took place two weeks later because the same previous lesson needed to be repeated for the second half of the group. This time the subject was possessive nouns, and the

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[6] https://www.youtube.com/watch?v=ClKnzwZbFig

topic: "Sara´s family". The session began with interactive practice featuring the feelings materials and the flags, where the students were encouraged to ask and reply questions by using in a mixed way "How is he/she feeling?", "Where is he/she from?" with the corresponding answer. After this warming up the teacher introduced new flashcards, from this moment on the teacher stopped using digital resources because the one available in the classroom broke a few days ago and it was supposed to take a lot of time to be fixed. Subsequently, a family structure was drawn on the board and using glue tape to paste the family pictures with their names pasted on the board, where one character "Sara" was introduced by making examples about how to introduce her family by using Sara´s name as a way to indicate her family relationships with the other members. After these examples the students were encouraged to go on the board and make changes on the family tree in this and make his/her own family tree, by changing Sara's family names and including their family's, subsequently an interactive activity where the class was divided in two, the students were encouraged to participate by telling his/her classmate's different family relationships according to the way he/she modified it in the board. For example: The teacher picked one name: "Isabel" and chose one team's student to make a sentence such as "Isabel is Miguel's grandmother" and those who do it well give their team one point. The activity finished with a puzzle activity the students needed to paste on their notebooks. This same class was repeated for the second group the very next week, for which the third session took a lot of time to meet again because September had institutional activities such as the Science Fair and the grade report delivery for the parents, and finally the October week off. When finally the academic activities restarted, the session was about catching up with the subjects and activities already seen and grading the students for participation and follow up activities.

The subsequent activities and topics are still in progress while this report is being written.

Data Analysis

As every project must reflect the effects and results which main sources were my
different teacher journals and surveys for both CT and students and the difference perceptions
taken from the several presencial sessions and lesson development. By gathering all this
evidence we could find suggestions and feedback. These surveys were done during the
months of october and november 2021 to students and CT from 4-2 class at I.E. Fundadores.

Findings and Interpretations

After analyzing the answers from the surveys three determinant categories were
evidenced:

Student´s learning input:

The student's interest in the class had a positive input according to the data shown on
the table this survey was made during late October to early november, 2021. to 28 students.
The class was originally integrated by 32 students in total, but due to the absences and the
fact that the class was divided in two, where the first half of this class had to attend classes
one day and the other the next day, the survey took a couple weeks to be completed.

Items	*Very much*	*Sometimes*	*At all*
I enjoy my English lesson	21 (74%)	6 (20%)	2 (6%)
English is important	25 (85%)	4 (12%)	1 (3%)

In addition to the surveys students felt more familiar with English because it is everywhere, they have access to video games, songs. For example, they also claimed that they enjoyed a lot where they played using the materials and the interactive activities shown on the videos made them understand in a better way.

Impressions about the topic-based activities:

During this survey the students had the opportunity to express their impressions while answering on the paper because they felt it was important to let me know what they liked the most and what kind of activities they would like to have for the next sessions.

Items	Yes	Sometimes	No
I like to participate in the classes more than before	19 (72%)	8 (20%)	2 (7%)

Students also expressed that they are able to identify content seen in cartoon shows and the games, additionally they expressed the activities they enjoyed the most where they could use and show the materials created by themselves and compete with their classmates telling the expressions used for the activities, on the other hand some expressed that the only moment where they enjoyed the class was when there was a song related to the topics seen.

How to improve Topic-based activities.

After concluding the biggest part of the lessons from the unit, both students and CT gave some suggestions for the further class implementations, as a matter of fact some students were not aware anymore that the English teacher was temporary not definite, so they talked about this as if these implementations were taking place next year as well.

For example they suggested more works talking about the family and describing their most beloved family members and their occupations.

This survey was intended to be more qualitative than quantitative by asking open

questions where both actors could express in an explicit way their impressions in a wider way

rather than statistically. That last survey contained the following questions

- What is your general opinion about the class-activities made by the

  practitioner-teacher?

- What suggestions would you give to the practitioner-teacher for his future classes?

- What did you learn the best in all these class-sessions?

- What comments and opinions have you heard from your students about the

  practitioner-teacher? (Exclusively for the CT)

For the first question the most outstanding answers were that classes were a bit more

organized, that they enjoyed that every topic class had a word-game while others claimed that

the classes were funnier when they could draw and paint the different things seen in class and

use them while playing class-games, perhaps everything could not be totally positive because

a certain percentage of students expressed that the English class was still very difficult to

understand for them. Subsequently about the suggestions we could find opinions such as: "I

would like more videos, more role play and to prepare a song in English for the English day",

and some complaints such as "some of the topics were very short, for example the recipes

where I would like to make something with real food in class", and some answers that could

be related with academic transversality: "I loved the activities with the flags, I love soccer

and I would I like that teacher help us doing an activity with the World Cup National Teams,

and some of them proposed using different school areas for the lessons "we could use several

school spaces because sometimes these activities done in the classroom everytime are very

boring". Then in the question about the class-learnings from the activities implemented, most of the students claimed that their favorite activity was talking about the family, describing a family member and telling the occupations, "I loved that activity, because I was able to say what did my mom do, and what do I want to be when I grow up". And finally in the CT's opinion section she really appreciated my job, she claimed like feeling sometimes like the kids wanting to participate in the different dynamics, games and lessons and made the following suggestion: "I really learned a few things from the practitioner-teacher to implement in the future English lessons I will be in charge next year, I would suggest the teacher try not to include too much vocabulary and give always the class-opening in spanish because sometimes the students claim feeling a bit intimidated when the practitioner-teacher starts the class speaking in English all the time and too much, I recommend you using the second language little by little and now using too much words but the basic considering that the students were still very young kids".

Conclusions

Learning by making was the main purpose to start solving the original research question, as seen in everything evidenced on the Action Plan and the different collected data, the students were able to increase their participation and find a real intention in their lessons, nevertheless the process had to deal with different hurdles that made this unit-development slower and less effective. The lesson frequency for the English class at public school is relatively reduced compared to other subjects regarded as "the most important ones" at the curriculum, it limitates the spaces for practice and the whole development of the language skills. In this particular case the split-classes, suggested by the local government to go back to face to face activities at schools, was both convenient and inconvenient because the reduced groups made the classes easier to control and distribute the activities, but at the same time, watching both halves of the class brought not very positive effects such as the difficult reactivation and the knowledge cooling, making a bit more difficult to get the students back in the original context and help them recall the vocabulary, expressions seen in the previous classes. This slow-paced process brought the "unfinished mission" feeling. Although the stats display some important changes, this is only a general sample, and average, unfortunately there was no time to evidence an individual follow up and witnessing in a more detailed way every-individual's progress in a closer way.

As a teacher this was a very fulfilling experience because this gave me, for the first time in my teaching career, the opportunity to see how do things work inside a public school and how different preparing a unit, implementing materials and carrying out a lesson was for a much more younger audience because we can also have the opportunity to learn from our CTs about the pedagogic principles of handling this type of population and understand the way they feel.

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Apendix A.

UNIVERSIDAD DE ANTIOQUIA
ESCUELA DE IDIOMAS
PRÁCTICA II / 2019-1
UNIT DESIGN

STUDENT: Jorge Andrés Arango Londoño
INSTITUTION: Institución Educativa Fundadores
GRADE: 11(1,2)
PRACTICU4M ADVISOR: Mary Isabel Arredondo.
COOPERATING TEACHERS: Juliana González Escobar, Lina Muñoz

UNIT 1: Expressing my feelings about myself, people, objects and my environment.

UNIT GOALS

General

- Compare basic characteristics of people, objects and places of your school and community, through simple sentences.

Specific

- Describe in a way oral and written, objects, places, people and communities, using simple sentences.
- Express, for example, talk or write about your neighborhood and what we find there.

ACHIEVEMENTS AND DBA

(Taken from Colombian Ministry of Education Guía 22)

1. Linguistic competence.   2. Pragmatic competence   3. Sociolinguistic competence

LISTENING:

READING:

- I identify key words within the text that allow me to understand its general meaning. 1,2
- I analyze descriptive, narrative and argumentative texts in order to understand the main and specific ideas. 2

WRITING:
- I write descriptions based on a sequence of illustrations.
- I write cards with short congratulation or invitation messages.
- I write short texts describing my mood and my preferences.

MONOLOGUES:

- II describe the personal people traits in my classmates and people of my community.
- I link phrases and sentences expressing sequence and addition
- Use basic structures frequently used grammatical patterns.

CONVERSATION:

- I answer questions taking into account my interlocutor and the context. 1,2.
- I use an intelligible pronunciation to achieve effective communication. 1,3.
- I describe my feelings, my family and activities that people do. 1,2.
- I use strategies that allow me to initiate, maintain and close a simple conversation about topics of my interest, in a natural way. 1,2.

WEEK 1		
How am I feeling?"		
LINGUISTIC ASPECTS (vocabulary, structures)	**ACTIVITIES**	**ASSESSMENT** (summative, formative)
• Feelings	• Show flashcards, pictures and discuss: - Ask the students how do they feel by using vocabulary seen • How are they feeling? • Identify expressions by playing a mimic game • I feel, I am. • Show a video where students identify and respond the feelings shown.	• The teacher will guide the dynamic by using the other's mistakes to give feedback.
WEEK 2		
Where are you from?		
LINGUISTIC ASPECTS (vocabulary, structures)	**ACTIVITIES**	**ASSESSMENT** (summative, formative)
• Nationalities	• Show flashcards, pictures and discuss:	• The teacher will guide the dynamic by using the other's mistakes to give

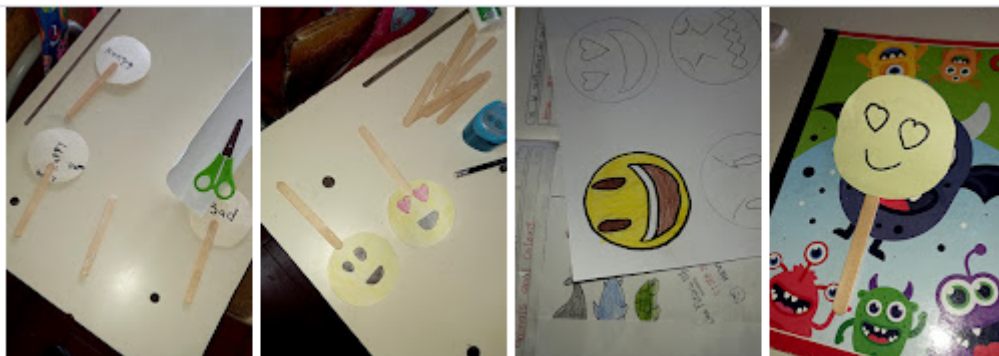| Where are you from?		
LINGUISTIC ASPECTS (vocabulary, structures)	**ACTIVITIES**	**ASSESSMENT** (summative, formative)
• Nationalities	• Show flashcards, pictures and discuss:	• The teacher will guide the dynamic by using the other's mistakes to give

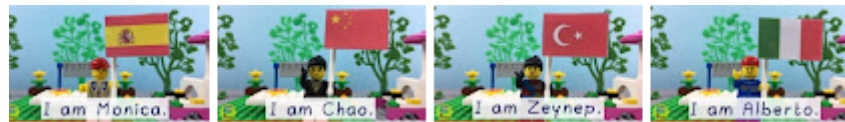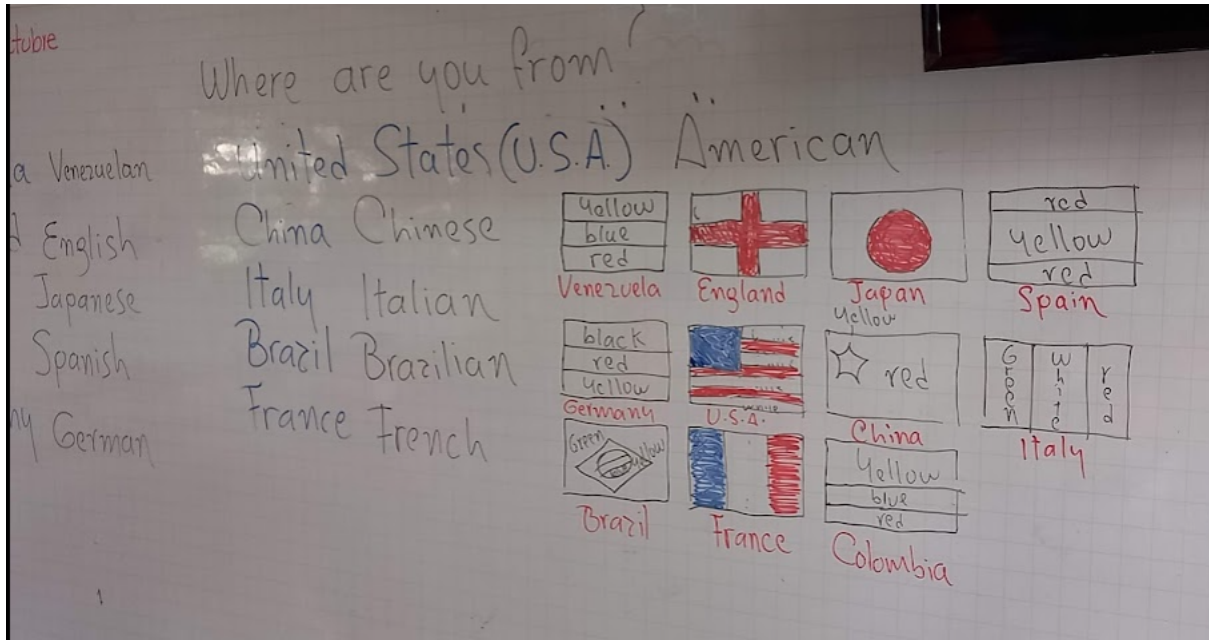|		

	- Ask the students how do they feel by using vocabulary seen
	
	• To explain the expressions:
	  - I want to…
	
	  - Where are you from, I am from…
	  - My dream is to…
	  -
		feedback.
		
		• Formative assessment / The teacher will help and correct students during the activity.

WEEK 3		

The Family		
LINGUISTIC ASPECTS (vocabulary, structures)	**ACTIVITIES**	**ASSESSMENT** (summative, formative)
• Possesives	• Students are going to be asked about organizing a family tree. • After organizing the tree the students will get acquainted with the	• Summative assessment / • The student will interactively organize a family tree, from the grand parents, to children.
	vocabulary and practice speech by using possessive nouns . • To explain the expressions: - My mother's name is, my brother's name is… • Students will assemble their own family tree to make a show and tell activity and talk about the other's classmates families when asked.	

Apendix B.