Cooperative Activities in EFL Classes as a Means to Promote Social Values in Pre-schoolers

Angie Tatiana León Alarcón

Cristhian Stiven Piñeros Gil

Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Proyecto Curricular Licenciatura en Educación Básica con Énfasis en Inglés
Bogotá, 2016
Cooperative Activities in EFL Classes as a Means to Promote Social Values in Pre-schoolers

Angie Tatiana León Alarcón
leona994.14@gmail.com

Cristhian Stiven Piñeros Gil
cristhianpineros@hotmail.com

Trabajo de grado para obtener el título de Licenciado en educación básica con énfasis en Inglés

Asesor: Alejandro McNeil Fernández
Docente

Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Proyecto Curricular Licenciatura en Educación Básica con Énfasis en Inglés
Bogotá, 2016
Table of Contents

Introduction .................................................................................................................................4

Justification .................................................................................................................................7

Problem Statement .......................................................................................................................9

Pedagogical Concern & Objectives ..............................................................................................9

Theoretical Framework ................................................................................................................11

Instructional Design ....................................................................................................................20

Data Collection for Evidence .....................................................................................................29

Innovation in EFL Learning-Teaching Context ...........................................................................31

Conclusions .................................................................................................................................33

Implications ..................................................................................................................................36

References ......................................................................................................................................38

Annexes

Annex 1 Diagnostic Activity .........................................................................................................40

Annex 2 Observations ...................................................................................................................42

Annex 3 Diagnostic Activity Report .............................................................................................48

Annex 4 Work Plan and Activities (Internship development) ......................................................50

Annex 5 Lesson Plans ..................................................................................................................53

Annex 6 Teachers’ Journals .........................................................................................................74

Annex 7 Interviews ......................................................................................................................89

Annex 8 Data Analysis ..................................................................................................................98
Introduction

Preschooler education is the most important stage in the life of any person. It is the moment in which children start to socialize with other kids and they begin their academic process. During this stage, parents’ support is fundamental, the education and formation that children receive at home plays an important role during their process at the school, because students put in practice all what they learnt with their family and their closest context. Thus, teachers have to reinforce the positive actions and obviously to teach academic content according to student’s age and level in order to complement child formation and also, parents should be constantly informed and aware about the different procedures the teacher carries out in the classroom.

But sometimes, students do not have that guidance at home, making the teachers job harder, because students are not able to accept and consequently to correct their actions. Besides, when small kids do not have that guidance, their academic process is affected when they are in a different environment in which they are not used to be, it is difficult to develop the teaching-learning process properly. In the case of “Los Angeles” preschool, after some observations, we realized that there was a group of students who were very rude and violent to others; besides, the same students had academic difficulties because they had never gone to any institution before, we knew that the head teachers did not know how to teach these students. Then, they decided to let them work in separate tables (Observation 3, p. 44).

Therefore, the main purpose of this pedagogical implementation was to promote the development of social values and the academic improvement through cooperative work. For us it was important that the students could interact more in order to know each other better, for that
reason cooperative learning model by Johnson, R. and Johnson, D., (1991) was the main strategy implemented by the teachers.

At first, each student developed a specific role in the group and they had to do their best in order to achieve the main goal of the lesson. The activities were focused on developing tasks in which students had to create, share, make decisions and co-exist in order to promote a positive interdependence through which they could understand that all the members of the group were important and finding out that helping each other was significant to accomplish a goal.

During the development of this project there were some steps to follow in order to set out the cooperative learning implementation, the first one of them was to integrate the students there were in each grade; for this reason, some students had developed a way to interact to others, but the others used to be more aggressive and less participative during class (Observation 2, p. 43). The second step was organizing the groups, integrating the learners because they used to be separated during classes; fortunately, students were willing to work in a new way.

After setting the class requirements students stated to work by groups. The activities implemented were focused on social values such as respect and tolerance, two important values if we want to teach students to co-exist with others (Mondal, n.d, para. 15). Along the time cooperative learning started to be noticeable, some students showed their progress academically and those students who did not work at first changed their attitude and at the end they wanted to show the results of the activities to their partners, and in this way they would obtain “happy faces” which was not common for them, also they realized that they would not be congratulated if their partners did not work and consequently they started to support students with a lower level of work in order to achieve the main target.
Finally, the activities focused on social values allowed students to learn about the proper way to co-exist with others. They started to change their attitude towards their classmates in terms of respect and tolerance (Mondal, n.d, para. 13). Students were able to accept and correct their mistakes through the ongoing process of interaction that was carried out through cooperative work.
Justification

English Language Teaching (ELT) should contribute to education in a more holistic way by providing learning experiences not only related to the field, but also by promoting an environment in which children may have the opportunity to share knowledge, ideas and perspectives with others. Through this process, kids can learn and adapt social values which eventually help them to develop personally and, at the same time, they can contribute to the development of a better society because values help people “to guide day by day behavior” (Mondal, n.d, para.15).

Besides, EFL students deserve ongoing follow-up and feedback during their learning process in order to have a better understanding about the way in which they advance. In this sense, students can work to improve their performance in the L2 and their personalities. Likewise, EFL teachers should be prepared for giving that support. Teachers should promote interpersonal and intrapersonal development, which would help children to establish strong and valuable relationships with others (Mondal, n.d, para. 16) and to get to know themselves better in order to be what they want to be.

Finally, Cooperative Learning was implemented in order to foster meaningful interactions among participants, with the expectation of setting a propitious context for language learning. According to Johnson, W., Johnson, T. & Holubec, J., (1999), this is fundamental if we want to achieve any change in the context we live because individuals can learn how to coexist in a daily basis of respect, tolerance and solidarity.
Context

“Los Angeles” is a private institution based in Bogotá (Colombia, South America). It is located in Belalcazar neighborhood and most of the children who take classes there live with their parents and brothers. Since 2015 some children from a foundation were sponsored by different families to begin their educational process at “Los Angeles” kinder-garden, these girls and boys were from a harder context, some of them were orphans or their parents did not have resources for an adequate maintenance. Therefore, children from the foundation had not gone to any school or kinder garden until they went to “Los Angeles” they did not have previous knowledge about colors, figures, letters, etc. and they were very violent among them and with their new classmates at the school.

Although children from the foundation were aged from 4 to 6 years old, some of them could not pronounce simple words and it was very difficult to understand what they wanted to say. In addition to behavior problems, these kids had many difficulties in regards to the academic field, because they did not like to work in class, they did not pay attention and they used to make fun of the teachers and other authorities. They never asked for a favor in a good way it was always perforce that the other kids had to give them what they wanted to obtain.

Reflecting upon these issues this proposal was focused on the use and implementation of a methodology that could be useful to help those students who were “behind” academically to overcome these difficulties and at the same time to help all children to build better relationships among them in order to have an environment where respect, tolerance and solidarity are present on the daily basis.
Problem Statement

The main goal of “Los Angeles” institution is to engage students in an environment in which personal and academic development is the most important issue. Despite the fact that teachers try to promote values through the different tasks and activities proposed. After two weeks of observation, we realized that some students did not have good relationships with their partners, they used to say bad words and they were violent to others constantly. Also, we observed that most of those students who behaved in that way had academic difficulties because they almost never worked properly in class.

Pedagogical Concern

Considering these issues, we wanted to know how the implementation of cooperative activities based on social values could promote the development of better relationships and we also intended to determine how the development of a cooperative environment could help students to improve academically.

Objectives

General Objective

✓ To demonstrate that the implementation of cooperative work based on social values helps students to improve academically and personally

Specific objectives

✓ To describe how cooperative work allows the development of social values and consequently student’s relationships
To identify situations in which students support others during their English learning process helping them to improve

Functions

1. To support cooperative work in English learning activities in order to help students to overcome academic difficulties.

2. To carry out activities in English focused on social values and personal development.

3. To assist in-house teachers in order to provide feedback to the students.
Theoretical Framework

Learning, cooperative learning, interaction and teamwork, social values

It is fundamental to clarify that the following terms: learning, cooperative learning, interaction and teamwork were defined from the socio-constructivist perspective, and the concept of social values from the sociological viewpoint. Then it is imperative to make adequate connections among the concepts in order to develop a clear understanding about the objectives of this proposal.

In first place the definition given by Vygotsky (1978) about learning helped us to understand that interaction plays an important role during this process because it allows children to improve their own abilities and skills. Also, bearing in mind the definition of these two concepts, the reader can find Cooperative learning as the main strategy of teaching for promoting social values, which are important to help children to coexist with others. Below, there are some definitions with their corresponding references, authors, years, critical comments and perspectives from which each construct was discussed.

The definition of Learning

Before giving the definition of learning, it is mandatory to understand the viewpoint from which the concept is defined. In this case, the socio-constructivist perspective which is completely opposed to the simple process of “training” and “instruction” presents that each individual is able to build his or her own personal experience depending on the interaction with the context (Vygotsky, 1978), in that case, knowledge is not a transmission activity.
Considering the ideas below Vygotsky (1978), states that learning is “a specific social nature and a process by which children grow into the intellectual life of those around them” (p.32). He presented it as a process of building, in which a child does not acquire knowledge through memory, but rather during the various experiences he or she has with the context in order to achieve a personal reconstruction. Also, interaction with others is fundamental in order to achieve cognitive development because the guidance of another person or peers may help to maximize abilities and skills of a child.

The relationship between interaction and cognitive development is known as Zone of Proximal Development (ZPD), a concept clearly explained by Vygotsky (1978) as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or with more capable peers” (p. 33). It means that children who share experiences, knowledge, ideas, etc., with others and have the proper guidance of an adult can achieve a cognitive development that make them more independent and able to solve difficult real-life situations. Through interaction with others and the context, children construct knowledge; therefore they have the opportunity to improve their own abilities.

Reflecting upon the concepts given below, we consider that learning cannot be an isolated process; on the contrary, it must be a social and cooperative activity in which children take the positive and negative aspects that emerge from their experiences with the context, in order to attain a personal and cognitive growth. This is why teachers and parents have to guide them the best as possible in order to help them to advance, even peers are important because they can provide new experiences that can be useful in order to develop at first the social and then the
individual level. We have to promote an environment where interaction is needed and where students feel comfortable about expressing feelings and thoughts to their classmates and teachers.

**Cooperative learning.** According to the principles of constructivism, which are focused on the importance of knowledge building through the constant reflection upon the world we live in (Voda, 2004), it is mandatory to create an environment in which students have the possibility to develop the process of knowledge building through cooperative work. In first place, it is fundamental to clarify the definition of Cooperative learning (CL) continuing the study from the constructivist theory. Slavin (1980) defines Cooperative learning (CL) as a teaching strategy based on teamwork; in this case a group of students have to achieve the same goal working together, focusing all their energy on the same task. If one of the members fails all of them fail. These assumptions can be better understood from the conceptions made by Johnson D., Johnson R. and Smith, (1991). According to them during CL:

> Children work together to accomplish shared goals. When engaged in cooperative activities, individuals seek outcomes that are beneficial to themselves and to all other members of the group. Cooperative Learning is the instructional use of smalls groups so that students work together to maximize their own and each other’s learning. Children work through the assignment until all members of the group successfully understand and complete it. Cooperation is the result from participant’s striving for mutual benefit so that all members of the groups benefit from each other’s efforts. (p.22)

> CL is a strategy developed by the teacher through group work in which children aim at reaching the common goals of the group to maximize their learning together. Members of the group share benefits when any member achieves any goal and students learn as a group. Besides,
this teaching method fosters strong and positive interdependence among students as each one of them assumes a role in the group where students interact, learn, and co-exist. (Johnson, R. & Johnson, D., 1991)

We wanted to implement CL in order to take advantage of students` knowledge, and to improve their capabilities in order to relate themselves to other partners assuming a role in the group. Also the improvement of their social skills making them adapt in new environments, feeling self-confident was fundamental to us bearing in mind student`s context. In the same vein of thought, Nunan defines CL in the following terms: “Cooperative learning refers to a particular set of classroom strategies that foster learner interdependence as a route to cognitive and social development” (Nunan 1992, p.88).

According to the previous definitions, Cooperative Learning is a strategy in which students may resort to in their effort to improve their academic performance, because children work together and they give support and help to the other members of the group. It is a means to promote not only an academic progression for those students who do not comprehend topics as fast as their partners, but it also helps students to achieve cognitive development and potentiate their abilities in a process where the teacher is the guide but is still considered as the classroom authority. CL is a complex process, because students have to help each other and avoid developing tasks individually. It is designed to engage learners actively in the learning process through inquiry and interaction with peers in small groups where learners work together towards a common goal (Kessler, 1992). As a result of this interaction; “cooperating attitude” during the activities is strengthened from the beginning until the end of it.
CL also helps students to find their strengths and weaknesses when doing some assignments. Also, through the process of interaction that takes place during work, students can develop their main abilities with their peers’ help. During this process students can take advantage of all their capacities with the teacher’s guidance along the project which takes out the maximum capacity of the group. All of this prepares students to solve problems in imaginative ways. When students get to solve these problematic situations they advance in their personal development; this means that, by the end of the project, they should be in another level of comprehension from the initial stage. Consequently, CL contributes in this process by creating an environment of a constant exchange of ideas that create interdependence among students.

During CL, group work must be organized, because goals cannot be achieved only if the students work individually. This clearly highlights the importance of the role of the teacher in this process. In this case some elements are fundamental if a teacher wants to implement this strategy in the classroom. In first place, students need to have a positive interdependence with their partners. Second, the teacher has to assess each member of the group depending on his or her role in the group. Third, the teacher ensures that students promote one another's success, and fifth, the teacher ensures that students take the time to engage in group processing. (Johnson, R. & Johnson, D., 1991)

Finally, taking into consideration the definition of CL given above, from the constructivist viewpoint, we considered that children who were in the first stage of their educational process could learn not only English language; but also, it is a social values through which constant interaction within the group work is made possible. Thus, we conclude that the influence that the environment has on the individual who is immerse on it and we decided to implement
cooperative learning as a way to create and reflect upon real experiences which were the result of the process of interaction between students and context.

*Interaction during CL.* Making smooth transitions, it is mandatory to discuss about the importance of interaction during the learning process from the socio-constructivist perspective in order to relate the term interaction with the educational process and the objectives of this project.

In the case of CL, interaction takes place with the purpose of constructing knowledge, to help others to overcome academic difficulties, to meet different people who are immersed in the process of CL and to achieve the same goals regarding tasks. It is fundamental to take into account the elements that are around this process. Michael G. Moore (1989) defines the term as a moment for a deep reflection and an ongoing process of sharing ideas and knowledge depending on the agents that participate as the group carries out tasks. In this sense, interaction can take place between different agents such as learner-learner or learner-instructor-. For this project the agents that Moore alludes to were essential because we wanted to focus our attention on student-student, student-teacher and student-context interactions. For us, it was fundamental to understand how the process of interaction among the different agents in education may facilitate the cognitive development of students.

Besides, in education, interaction also permits interpersonal development because when people interact, they regulate behaviors, gestures and even vocal patterns (Giles, 1991) which can make them feel more comfortable in the group they interact with. Nunan states that interaction is “a term that refers to a process personal communication, which is facilitated by an understanding of four elements: language tasks, willingness to communicate, style differences, and group dynamics” (1992, p. 40). On the other hand, Wagner (1997) defines interaction as “reciprocal
events requiring two participants and two actions…interaction is suggested to occur when participants and events mutually influence one another” (p.21). This suggests that interaction is present when there are more than one person involved in any process, in this case, participants of any interactional process can influence others by sharing ideas, knowledge or opinions about different issues.

Having stated and discussed the concept of interaction, in accordance with the definitions listed above; we considered that interaction is a means to develop social values, and CL fosters the development of these values and the corresponding behaviors which can help students to make better decisions when interacting with others. Also, interaction is appropriate because through it, students can learn from others and improve their skills academically and socially, the teacher assumes a role of mentor, is a guide, while students become mentees.

**Teamwork**

Teamwork in CL is fundamental in order to create an environment in which students work together; this is the basis of all the important actions that are expected from the socialization of ideas from students who participate in the process. During interaction students have to establish the roles in the group, taking into account that they have a common aim to achieve. Scarnati, J. T. pointed out that teamwork is “a process that allows ordinary people to achieve extraordinary results, teamwork replies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills” (2001, p.5). This statement sets teamwork as a fundamental process in which students develop a positive interdependence within the group.
Also, Tarricone, P. & Luca, J. (2002) defined teamwork as “a method of cooperative working in which people work with others and goals are achieved through collaboration and social interdependence rather than individualized, competitive goals” (p. 34). It means that it is important to set an environment of collective work among students which will make them to work in order to accomplish their goals.

As a conclusion, from the socio-constructivist perspective teamwork integrates all the contents of CL and its effects in a process which is being guided by the teacher. Through the implementation of it, students have the opportunity to share ideas, knowledge, opinions, which may be useful for them in order to improve their own skills and abilities and it can help them to solve hard situations. Also, if the teacher guides students through this process, students may increase their proficiency in solving problems and they may also go through a more independent process of learning where personal and academic reconstruction are fundamental.

The Concept of Social Values

Following the sociological perspective Puja Mondal (n.d) pointed out that social values are focused on the promotion of the development of adequate behaviors within a thought group; social values are considered an important part to achieve a useful coexistence with others. According to Mondal, (n. d.), social values “are standards of social behavior derived from social interaction and accepted as constituent facts of social structure” (p.2). Considering this definition, we could infer that the development of social values allows people to have a better coexistence in any community, because these operate as guidelines of conduct that individuals use in their daily basis, in order to make decisions which will not affect others negatively.
Another definition of social values was made by Young and Mack (1959) who stated that “Values are assumption, largely unconscious, of what is right and important” (p. 526). In this sense, social values should be present in people’s lives as a way to measure how good someone is in regards to making decisions and actions that could be useful in most situations. Also, social values are seen as a set of qualities and beliefs shared in any community, which involve religious, cultural or political principles (Osman Mukhtar, 2013). In addition it is important to discuss about the role of social values; in first place “social values provide for stabilities in group interaction” (Mondal, n.d., para, 13), because it is the criteria that people use people to take into consideration if their actions are beneficial or not to others; and secondly, values provide goals or ends for the members to aim for.

Considering the previous definitions and establishing a relationship within the educational process, social values in education play an important role regarding students’ relationships within the society. Social values should be promoted by teachers, not as a way of controlling students but as a means to promote constant reflection about the context in which the educational process takes place. For these reasons we intended to promote the development of some values in students, respect, tolerance and solidarity, taking into account that during early childhood, children establish conducts and behaviors that can be dangerous for others and themselves in the future.
Instructional Design

This internship was carried out by students through cooperative learning as the main strategy for teaching. All the activities were developed along the semester by each group of students. They should be in ongoing interaction in order to work in a proper way with their classmates. To ensure this, teachers implemented a number of activities in order to scaffold students in this process. Activities in a CL class were used in order to enhance confidence and positive interdependence among students to improve their performance in the group (Johnson D. & Johnson R., 1988). These activities were related to communication, language proficiency and interaction. The project was focused on social values which could be fostered at early ages and students were expected to improve the way they coped with new situations through their own strategies.

By the end of this implementation teachers had the opportunity to know if CL was useful or not in order to make the learning process more straightforward for students and in this sense, if the children improved not only their grades in regards to English language, but also if they could enhance more meaningful and stronger relationships with their partners. However, before knowing these results, it is necessary to describe how the pedagogical proposal was implemented and the account for the methodological procedures that teachers used.

Pedagogical Objectives

- To promote cooperative work as a means to improve relationships among students through the development of social values.
- To develop activities focused on social values and personal development.
• To help students to overcome difficulties regarding academic issues in the field of English Language Learning.

Theory of Language

As we know communication implies a number factors such as language knowledge, interaction and thoughts, and it also required every day in order to develop our daily activities. That is why it is mandatory to show kids the way of living among others, the way to interact with others. Richards and Rodgers (1986) explained how Interactional view uses language as a mean to encourage a person into a world of interaction and social co-existence. Social skills increase at the same time language use does, a person who gets involved into a collective environment has to send a message and receive a message, analyzing each part of the sentence in order to understand what is being said. Interactional theories centers the attention into the whole process of exchange and interaction, for this reason the language teaching content may be modified according to the language users’ needs (students). At “Los Angeles” Kindergarten children are starting their process to a long time of interaction while studying, that is why social values and skills must be learnt by kids during practice at class.

Theory of Learning

Based on the social learning perspective which is focused on the importance of human interaction in order to internalize knowledge, this project follows the social constructivism theory developed by Lev Vygotsky (1978), in which socialization with high level peers will allow students to improve themselves in both academic and personal ways. Also, the concept of Zone of Proximal Development (ZPD) stated by Vygotsky (1978) is important in order to understand that through the appropriate guidance children can go beyond their current knowledge and that
they will be able to do new things they were not able to do before the guidance process (see figure 1).

![Zone of Proximal Development](image)

**Figure 1: Zone of Proximal Development (ZPD)**

**Methodology**

In order to promote interaction, positive interdependence and personal improvement among students we decided to implement *Cooperative Learning* as the main strategy or method during the sessions, bearing in mind Johnson and Johnson’s model (1988), each student developed a role in the group depending on their strengths. All the activities developed were based on social values, and then students had to cope with difficult situations in order to finish the tasks proposed by the teacher.

**Assessment**

The main aim of the process of evaluation was to develop a formative assessment in which students’ voice was important to determine their advance during the semester. In order to carry out that formative process, the teacher evaluated the students before they start the main activity, also, while they were working, and after the development of it, bearing in mind the Cooperative learning model (Johnson & Johnson, 1988). That was the main reason to develop a
post-exercise assessment, in which students reflected upon the activity itself and the way in which the group was able to communicate ideas among them and the strategies used to solve problematic situations.

**Learner’s Role**

Students worked in groups of four during the semester; they were supposed to develop all the activities proposed by the teachers in order to know more about English language. Also, during group work each student performed a role, according to Johnson, D. and Johnson, R. (1988) in the Cooperative learning model there are four specific and important roles: the leader, the time keeper, the presenter, and the errand monitor. Each role is given depending on the activity and the students’ abilities.

Finally, children evaluated their performance at the end of the activities; they reflected about their work pointing out the positive and the negative aspects from their job and then to think about a possible solution.

**Teacher’s Role**

In this case the teacher proposed the activities during the process of the project in which materials were designed and prepared according to students’ needs. Also, the teacher helped students to figure out solutions as response to difficult situations that may appear during group work activities. Moreover, the teacher explained the main goal of the different activities, organized the group and encouraged students to work together. Finally, constantly observation and feedback to students were fundamental for helping them to improve.
Materials’ Role

All materials used were designed bearing in mind students’ level and age. In this case, these contained images, colors, figures, and pictures; also, teachers implemented the usage of recycled items to teach students the importance of taking care about the planet. Worksheets, videos, and songs were focused on providing input in order to promote communication and interaction among students. Besides, these highlighted the importance of social values in our daily basis. Finally, materials were useful in order to present and practice English language content.

Teaching Procedures

The first stage for developing this pedagogical implementation properly was to know students’ needs. For this reason, at the beginning, a short diagnostic activity (see appendix 1) was administered to the students with the main purpose of knowing what they knew about English language. Also, we developed some observations (see appendix 2) to know the students who had academic difficulties, those who did not like to work with others, and those students who were very rude and violent with their classmates. That information (see appendix 3) was useful in order to focus our attention towards the processes that those students could develop. Then, bearing in mind students’ results of the needs analysis, we made groups of four students. It is important to clarify that the groups worked together during four months in order to develop the activities planned.

Besides, in order to work on social values, teachers focused on topics and activities about some values (see appendix 4) which were considered the most relevant to promote. Those were: respect, tolerance, and solidarity in order to achieve a better coexistence among them (Mondal, n.d.). Students worked on each value for five weeks, mainly in order to guarantee
students’ understanding about the importance of them. Because it was fundamental to have enough time to evaluate the process of those kids who had different problems in establishing relationships and in their academic life. We wanted students to interact and to understand that they could help and be helped by their classmates in order to improve; we wanted them to develop what Kessler (1992) calls a “cooperating attitude” through interaction with peers.

Then, interaction took place during each class; students had to develop specific activities in which participation of all the members of the group was essential in order to achieve the objective of the session. Also we needed students to understand that their weaknesses could be overcome if they worked together, because if one of the students achieved any academic success it was only possible with his or her partners’ help (Johnson D. & Johnson R., 1991). During group work, the teacher was guiding them through an ongoing process of feedback, which was very important in order to encourage their own abilities and skills.

Subsequently, at the end of each activity they were expected to evaluate their own work through a short reflection in which they had to mention the way in which they worked with their classmates and the importance of it. Finally, students showed their job and talked about the main issues they had to handle during the activity, the role that each one of them assumed and the way they interacted, it means that kids had to mention if they used those social values while working together. In order to exemplify our pedagogical implementation the following activity is described to understand the methodology implemented and the different procedures that students and teachers did.

**Respect and nature activity.** The activity was called *respect and nature* and the main objective was that students could learn some verbs and nouns related to nature care. Also, students learnt how to plant and they created their own designs to identify their plants. It would
be better explained through three important stages: Presentation, practice and production. But firstly is fundamental to mention that during the activities each student in the group had a specific role:

*The leader:* the student who had to be sure that all voices were heard during the job, also he or she engage the other members of the group to participate during decision making. *The time keeper:* the student who maintained his or her classmates focused on the activity, he or she was in charge of making that the other students work according to the time stablished by the teacher. *The monitor:* he or she was in charge of getting the materials and resources when those were not enough, also was the person who looked for the teacher if students could not solve a problem by themselves, and *the presenter:* The student who presented the activity to the other groups and to the teacher at the end of the class.

*Presentation.* During this first stage, the teacher played a video in which students could observe the different procedures to plant a seed and the importance of saving water in the planet, moreover they knew the importance of taking care of plants and nature in general. Then, the teacher asked some questions about their understanding and children participated actively. Finally, students learnt a song about water care.
Practice. The teacher organized the students in groups (it is important to mention that students have been working with the same classmates for some time ago, they already know the members of their groups) and they started to identify and practice the verbs they learnt the previous session with the videos and teacher guidance. Students worked together in order to help their classmates to learn the words in English.

Production. Students decorated their plant’s container; they used recycled materials, such as: plastic bottles, cardboard tubes and papers. The teacher indicated the procedure in English and students must be sure that all of them were doing things correctly. When students finished with the container, one of the kids planted the seed on the garden. At the end of this process the monitor talked about the problems they had and how they solved it, also he or she should mention if students were respectful or not while they were working together.
Students took care of their plants during three weeks and the following were the results:

**Pre-exercise assessment.** During the first stage of presentation, participation of students was evaluated; each group participated actively when the teacher asked questions about the videos, the answers were always in Spanish but sometimes students mentioned some words from the video. Also, almost all students tried to sing the song about water.

**Assessment during the exercise.** The teacher was constantly observing students and the way they coped with all situations presented, as the previous topic were “magic words” students started to use some of them during the activity “please” was the word that students used frequently. Also, the teacher evaluated that all students were participating.

**Assessment after the exercise.** The teacher evaluated not only the product of the activity, but also the commitment with the activity. Every group was responsible of watering and protecting their own plant during some time.
**Data Collection Tools for Evidence**

In order to collect qualitative data from the participants during the pedagogical implementation, two different tools were used to evidence the impacts of this project. Journals and interviews were fundamental to know if the implementation of CL during the English sessions was useful for developing social values in pre-schoolers.

In first place, journals helped us to give an account about the process in the classroom because those contained detailed and descriptive information about the setting and the personal interactions among the students (Patton, 1990). The teacher used journals to describe the class and the important facts in regards to interaction, relations among students and academic issues when working in groups. Describing how children assumed their roles and their reflections upon the activities were fundamental to understand the importance of this project. Besides, the participants were mentioned in the journals using nicknames in order to protect their identities.

The second one is interviewing, Kahn and Cannell (1957) described it “as a conversation with a purpose” (p. 21). Using interviews, the teacher explores topics of her or his interest according to the events that take place in the classroom depending on the main goals. Also, it is a good tool to gather the interviewee’s perspective about any phenomenon and it must unfold the participant’s views not the teacher’s views. Even, we can get large amount of information quickly and the interviewer has to use different questions in order to obtain the answers related to the pedagogical implementation.

In this project, interviews were carried out at the end of the semester; it is important to clarify that the type of interview implemented was *Standardized, open-ended interview* which is
focused on gathering information in regards to specific topics or areas and the same questions are asked to all the participants (Valenzuela, n.d). In this project, some teachers from the institution were interviewed because we considered they could give us an account of the importance and impact that CL had in the students.
Innovation in EFL Learning-Teaching Context

Bearing in mind that many students were violent and rude to others, that they never asked for a favor and that some students were behind their classmates in terms of level of achievement or academic performance; this internship attempted to produce small changes in order to promote academic and personal improvement in the students. Cooperative work was implemented as a means to promote social values and consequently to enhance students’ advancement. In this case, the definition and the roles proposed by Johnson, R. and Johnson, D., (1991) guided this implementation in order to assure that students could have the adequate environment to work with peers, so their knowledge in different areas would be improved through natural social interaction (Vygotsky, 1798).

This interaction resulted from teamwork— a mode of interaction which had never been fostered before at “Los Angeles”. Such teamwork fostered an environment in which students could share their ideas and strengthen their skills as they developed new ones (Scarnetti, 2005). It is important to highlight that teamwork was a strategy which was not a used with kids on a frequent basis, because in these environments, children tended to be aggressive. At “Los Angeles” school, teachers had a policy of individual work, despite the fact that these students were always seated around tables with four chairs for equal number of students. This project aimed at changing this perception about the kids were unable to work in groups because they would not obey the teacher.

Finally, this project was not only for teaching and learning English content, but also for students to learn through experiences in class. These classes aimed at promoting social values
through practice and interaction to solve problematic situations; in other words, expanding the distance between their initial level of proficiency and the final results (Vygotsky, 1978).
Conclusions

In order to deal with the main concern of this internship project, it was fundamental to connect the results of the data analysis to the different objectives proposed at the beginning of the implementation. For us, it was significant to give an account of the influence of cooperative work on students’ performance. Also, we sought to highlight the impact that this project caused on the academic community in order to think about the possibilities and strategies that teachers could implement in order to make English learning more appealing for the students.

In first place, it was fundamental to describe how cooperative work allowed the development of social values and consequently students’ relationships. Before the pedagogical implementation, we noticed that many students were very violent during the sessions because they did not have a behavior model to follow and students shared the tables but they did not work together, interacted or shared much. When cooperative work was implemented, it allowed children to share more and to consider that each of them had an important role to play in the group. Also, students could establish stronger relationships because they spent more time together. In the case of Jhon and Sandra, they became good friends. For them, it was important that they could be happy during the activities. Thus, they learnt to respect and tolerate other students’ opinions in order to work in a better way.

Besides this, violence was considerably reduced because students were able to solve problematic situations as they worked with others. They learnt to say *please, sorry, thank you,* and *your welcome;* and to use the words in the correct situations. According to one of the head teachers, “los niños son más cuidadosos en sus acciones y responsables en sus actividades, al tiempo que se disculpan con mayor naturalidad” (Interview 2 line 36 - 37). At the end, these responses were more natural among them because students apologized with their partners when
something was not done as it should have been done. Moreover, through cooperation, some kids became the model of behavior for others considering that the students who behaved properly and decently could help their partners and motivate them to be better.

Secondly, to demonstrate that cooperative work triggered improvements in academic terms, it was relevant to identify situations in which students supported others during their English learning process as they engaged in cooperative work. During the presentation stage, it became usual that when a student did not remember the words being elicited, his or her classmates helped him or her to remember such words. Also, children started to clap their hands when a kid who was not used to participate in class began to do so; motivation was also fostered during CL. When a student did not do his or her part of the job, the group could not finish the activity. Then they could not participate in the presentation stage. But when the students realized that all kids were important in the group, they started to work better in order to finish the activities to participate in the socialization part.

After a few weeks, students wanted to participate. Most of them lost the fear to speak in front of the group because, thanks to cooperative work, they felt more comfortable. It fostered a positive interdependence among them. And they were able to use simple words and simple instructions given were easier to understand. When they presented their job to their classmates they used to combine words in Spanish and English; something which is understandable as a natural aspect of the learning process. Likewise, a cooperative attitude was developed, because at the end, they wanted to help the new students to adapt and they even wanted to help others when they had any difficulty.
Finally, the impact that this project had in the educational community was considerable, for the teachers in “Los Angeles” preschool, cooperative work for teaching English was not a strategy that they could use in the classroom, because they thought that group work promoted disorder and not all of them worked properly, but we showed them that if the students had a specific role to develop, if the activities required a presentation stage in which students could participate, and if the process was guided by the teacher; they would be engaged and they could learn to coexist with others. Also, for those students who were academically behind their classmates, it was the means to show their strengths and abilities. This let us know that they were able to work properly. Furthermore, we as teachers understood that we do not have to underestimate small children, they can also guide their classmates to improve, they can be models for others who did not have the same opportunities and that those students that teachers call “problematic child” could be better with the proper guidance and help.

As a conclusion, one could say that the main objective of this internship project was achieved; we could demonstrate that cooperative work enhanced personal and academic improvement in our students, because they learnt how to respect and tolerate others in order to attain goals. They started to help each other when it was significant for the group’s performance. More importantly, they learnt how to acknowledge their mistakes and weaknesses, not only to be aware of them, but also to correct them and to improve.
Implications

Implications for the Teacher

The types of activities teachers should foster are those which require cooperative work. Given the importance of the construction of social networks and networks of support for the learning process, cooperative work allows teachers to guide his or her group in ways that strengthen these ties. These ties, in turn, scaffold learners’ learning processes and, therefore, ease the development of social awareness and social values.

Since the results of this research project suggest that cooperative work allowed children to share more and to consider that each of them had an important role to play in the group, this type of work should be promoted by teachers who intend to improve contextual conditions for learning.

Implications for Learners

Cooperative work requires commitment and constant contributions from all members of the group. This helps students establish stronger relationships because they spent more time together. Students should understand that their strengths as students may contribute to other students’ growth; and that, in turn, they may count on other students to overcome their own weaknesses. This implies that students in these learning contexts should remain open-minded, they should be willing to accept their own limitations, and to learn that it is a good idea to help others and to ask for help whenever in need. Thus, sincere interaction, grown from positive interdependence, operates in a positive way for everyone involved.

Cooperative work requires positive interdependence. Because of this, students are to become aware of the fact that, within the school context, they all share common goals. This implies that they should embrace the idea that cooperation yields positive results for the group as a whole.
Thus, cooperating with others is to be seen as a learning strategy which seeks to ensure positive results for all the students involved.

**Implications for the School Setting**

Because, unfortunately, violence has become an issue in many schools, these institutions should promote cooperative work and social values as a means to reduce the number of problematic situations. In doing so, the school will be making a huge contribution to society, since problem-solving skills and negotiation are of utmost importance in today’s society.

Cooperative work helps the agents of change in the school to ensure better learning and behavioral outcomes in students, since these two aspects are basically social (intersubjective) in nature.
References


Appendix 1

**Diagnostic activity**

1. Bearing in mind that students do not know how to write, we decided to paste some images on the board. Students had to point to the correct image according to the word that the teacher said.
2. Students had to say the numbers from 1 to 10 in English

3. Students had to follow the instructions given by the teacher
   ✓ Touch your head
   ✓ Hands up
   ✓ Sit down
   ✓ Stand up
   ✓ Move your fingers
   ✓ Walk
   ✓ Run
   ✓ Laugh

4. Circle the correct animal according to the sound
Appendix 2

Observations N. 1 Date: August 11\textsuperscript{th} 2015 Time: 8-9 am grade: Pre-Kinder Student-teacher: Angie León Observer: Cristhian Piñeros

<table>
<thead>
<tr>
<th>Class development</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are few students today, so the teacher explains the activity about the parts of the house and he shows to the students the way to say those words in English. Some kids (Brenda, Sara, Isabella and Mariana) already know it. When the teacher speaks in English only some students follow him. Others (Mayerly, Jonathan, Brigith, Samuel, Sneider and Violeta) do not pay attention.</td>
<td>Some students know words in English because their parents have taught them. It could be good if those students could teach those words to their classmates too.</td>
</tr>
<tr>
<td><strong>Activity: Decorate the parts of the house</strong> Students start the activity; they are making small paper balls. Some students do not know how to make it, the teacher helps them.</td>
<td>How can we engage those students who already know English to help their classmates? Teacher’s help is fundamental, but students should know that the teacher is a guide not a person who has to do everything</td>
</tr>
<tr>
<td>One of the students (Jonathan) starts to throw the paper balls to one of his classmates (Sneider). Sneider does not do or say anything. After some minutes, Sneider tries to take some papers from Mayerly’s basket who immediately feels angry about that. Mayerly, is not working properly, she is only observing her classmates’ job she walks around the classroom.</td>
<td>How can we ask for respect among students If they have not been taught about it? We have to work on it</td>
</tr>
<tr>
<td>Brigith is not working either, she has not taken the colored paper, she just want to run in the classroom. Then Jonathan and Brigit play in the classroom with the paper balls, the teacher asks them to work on their table but they just laugh of him. Then, Mayerly sees that the teacher is angry so she decides to go to her table, but she has not done anything of the activity.</td>
<td>It is important to let students know that knowledge and learning are important if they want to overcome difficulties. It seems they do not respect anyone. We have to implement activities in which students could know the importance of having a good</td>
</tr>
</tbody>
</table>
Almost all students have finished making the paper balls, so they begin to decorate their houses. The teacher talk to Brigith and Jonathan out of the classroom, they come back and the kids start to work but some minutes later they are running again. The teacher gathers the worksheets from the students who finished. Brigith, Mayerly, Sneider, Jonathan and Samuel did not finish.

We have to focus our attention to those kids who do not do anything in the class; they can improve with some help.
Promoting Social Values

Observations N. 2 Date: August 12th 2015 Time: 10-11 am grade: Kinder Student-teacher: Angie León Observer: Cristhian Piñeros

<table>
<thead>
<tr>
<th>Class development</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class begins with a short explanation given by the teacher about the activity. Also, the teacher asks to the students about the flash cards.</td>
<td>It is fundamental to teach students to be respectful, they need to learn listening to others and also to be careful with their school supplies</td>
</tr>
<tr>
<td>While the teacher is asking, Edwin starts to shout, when he wants to say something he shouts or he hits the table with his hands. The teacher asks him to stop but he does it just for a few minutes. He does not pay attention.</td>
<td>Students should know how to tolerate other’s opinions, and when this kind of situations take place it could be better if kids help each other instead of pressure them</td>
</tr>
<tr>
<td>Brandon is not participating, if the teacher asks him to say a word he says “no sé” and he laughs, Jeimmy does the same, and Angelina does not speak. As they do not say anything other kids starts to say “hazlo rápido” “ay no sabe” “yo quiero, yo quiero”</td>
<td>He needs to listen to others, we have to work on it</td>
</tr>
<tr>
<td>Santiago is also hitting the table, he usually shout if the teacher asks him to say something, he makes some noises with his mouth, and for the teacher was impossible to handle the situation with him, because it seems he does not listen to the teacher.</td>
<td>How can we engage those students who already know English to help their classmates?</td>
</tr>
<tr>
<td><strong>Activity: color some draws of food according to the instructions given by the teacher</strong></td>
<td>He needs to respect to others, it is important to develop awareness about the consequences of their actions, they need to apologize with others when they make a mistake</td>
</tr>
<tr>
<td>While most of the students follow the instructions, others (Angelina, Jeimmy, Daniel, Santiago, Brandon and Miguel) do not. They prefer to color it as they want to. Angelina works slower than the rest and Edwin did not color anything, Santiago pulled a pencil into the teacher’s eye.</td>
<td></td>
</tr>
<tr>
<td>The class has to finish because the students have to develop a cultural activity.</td>
<td></td>
</tr>
<tr>
<td>Class development</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Activity: Decorate the parts of the house</strong> Students have to share the materials, most of them do not have problem with that, and they share their ideas about the best way to decorate it and also the different materials.</td>
<td>We should take advantage of those students who share what they have</td>
</tr>
<tr>
<td>In Sandra’s table, Jhon is taking everything he does not want to share anything, He is being very rude to Sandra he takes the colors from her hands in a rude way. The teacher asks him not to do it but he does not look or listen to the teacher. He never asks to the teacher to sharpen his pencil, when the teacher asked him to say please, he made a noise “ashhh” and he did not say please, he preferred to use another color.</td>
<td>He needs to respect to others, it is important to develop awareness about the consequences of his actions; they need to apologize with others when they make a mistake. He needs to know what respect is</td>
</tr>
<tr>
<td>When the teacher asked for the first part of the activity Jhon and Sandra were the only one who did not finish it. Sandra does not say anything she just laughs all the time about the things that the teacher says.</td>
<td>As they were not able to work together they could not finish the activity, they should learn to share and to be respectful among them</td>
</tr>
</tbody>
</table>
| **Activity: Building our own house:** The teacher asks about the vocabulary seen the previous class but Sandra and Jhon do not remember any word. They start to fight because Sandra has a color that Jhon want to use. Jhon hit Sandra on his face and the teacher decides to stop the activity and to talk to them in front of their classmates. When the teacher asks Sandra and Jhon about the word “respeto” Jhon says “yo no sé que es” and Sandra just laugh again. Gabriela answers “respeto es no pegarle a los demás, ni tratarlo mal” Sara says “también es escuchar al teacher y no reírse” Juan Esteban also says “es querer a nuestros compañeros”. After their interventions the teacher asks again to Jhon about “respeto” but he does not say anything and he goes to his chair. The other students finished the activity on time. | He needs to respect to others, it is important to develop awareness about the consequences of his actions; they need to apologize with others when they make a mistake.  
We know that some kids know about respect and tolerance because they have had the opportunity to be guided. But this kids from the foundation have not been taught about it, so we have to work on it |
Class development | Comments
--- | ---

**Activity: Decorate the parts of the house**

Students did not want to work with their classmates at the beginning, but later, they started to develop the activity together.

Alejandro asks to the teacher if he could work alone because he did not want to share the materials with Daniel.

Also, Santiago and Angelina started to fight because of the colors again; Santiago took the colors from Angelina’s hands.

Isabella tries to help Angelina with her drawing but she does not want anybody’s help, she seems angry when someone tries to help her.

There are three groups that are working properly; the others are having problems because they do not want to help or being helped. Daniel decided to work alone, and to ask colors to Brandon a classmate who was in another table instead of asking them to Alejandro his table partner.

William and Edwin are discussing because Edwin said that William work was “feo y desordenado” Then Edwin starts to shout because William does not want to do what he wants.

Alejandro’s and Edwin’s table did not finish the activity.

Kids should know that working with others could be an enriching process.

He needs to respect to others, it is important to develop awareness about the consequences of his actions; they need to apologize with others when they make a mistake

Angelina has to know that with her partner’s help she can improve herself, may be if she share more with others she will know it

Kids should know that working with others could be an enriching process.

Students should listen, respect and tolerate others ideas, they have to make an agreement if they want to work properly, on the contrary their job will be affected by those situations.
Appendix 3

**Diagnostic activity report**

The first thing that we noticed when we arrived was a group of students who were wearing sweatshirts from an artistic foundation, we asked to the teachers about them but they were not well informed about it, so we continued with the activities we had planned. During the first week we wanted to know more about our students. Then, we began the class with our personal presentation and also we asked them their names. Through the development of the diagnostic activity we realized that most of the students knew many words in English.

Besides, most of them understood simple commands. Kids participated actively during the session. However, we noticed that students from the foundation were very shy. They did not want to speak or to participate during the activity. Any of them said any word in English. Finally, in each grade we asked them to say who they would like to work with, most of them chose the partners who were in the same table. Students told us that they had never worked in groups.

**Needs analysis**

Based on different observations that we carried out during two weeks we could realize that most of students were very respectful and tolerant among them, also they were polite to the teachers. Besides, they knew some vocabulary in English and they followed simple instructions. However, some problematic situations took place during that time; in this case most of the kids from the foundation were the main participants. Some of them were very disrespectful to the teachers and their classmates, for them it was common to shout and to hit their classmates with any element that they could find: Jonathan, Brandon, Daniel, Jhon & Sneider were the most violent; we had some problems during the first sessions because they made their partners cry,
they hit others on their heads, they threw colors to their face, and once Sneider had a bruise in one of his eyes, he told us that he had been stricken by Brandon. On the other hand, Angelina, Yeimmy, Santiago, Edwin and Brigith, always wanted to work by themselves, they hated to share something with their classmates. Furthermore, Mayerly and Sandra did not work properly, they just walked around the classroom and then they laughed if the teacher asked them to do something.

It is mandatory to mention that they were abandoned kids who had the chance to start their learning process at “Los Ángeles” since August of this year. It was the first time that they were in a classroom; we were informed about the situation some days after the classes had started. For us it was fundamental to help those students to learn not only English, but they also needed to be taught about values in order to have a better coexistence with their partners. Considering that they spent most of the day at the school it was important to create a better environment in which students could feel more comfortable with others. That was why we considered that cooperative work was the best methodology in order to develop in our kids a cooperative attitude that was useful for those students who had academic issues because their partners could help them to overcome those difficulties. Cooperative activities would be developed on the basis of respect, tolerance and solidarity.
## Work plan and activities (Internship development)

<table>
<thead>
<tr>
<th>VALUE/ GOAL</th>
<th>WEEK</th>
<th>TOPIC/OBJECTIVE</th>
<th>ACTIVITIES</th>
<th>MATERIALS</th>
<th>ENGLISH LANGUAGE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPECT</td>
<td>Week 1-2</td>
<td><strong>FLYING A COLORFUL KITE</strong>...</td>
<td>Students will work in groups in order to make their own kite, with the teachers’ guidance and help. Students will talk about the characteristics of their kites. Students will fly their kites together.</td>
<td>PLASTIC STICKS, ROPE, CLOTH</td>
<td>COLORS, SEASONS, VERBS: MAKE, CUT, TIE, FLY, AND WORK, VOCABULARY: PLASTIC, STICKS, ROPE, CLOTH, WIND, KITE</td>
</tr>
<tr>
<td>RESPECT</td>
<td>Week 3</td>
<td><strong>SOLVING PROBLEMS</strong></td>
<td>Students will watch a video in which they will observe a problematic situation among some children who are trying to fly a kite together. In the video, they will watch a group of friends having an argument and saying hurtful things one to another at the end.</td>
<td>VIDEO</td>
<td>ADJECTIVES, VERBS: TALK, DISCUSS, HELP, VOCABULARY: PARK, FRIENDS, GIRLS, BOYS</td>
</tr>
<tr>
<td>RESPECT</td>
<td>Weeks 4-5</td>
<td><strong>THE “MAGIC WORDS”</strong></td>
<td>Students will talk among them in order to figure out the “magic words”, which are those words that all people should use when they ask for a favor and when they make a mistake. Then, each member of the group will learn by heart a song with the magic words. Finally, the group will sing the song and they will tell us about the importance of those words in the classroom.</td>
<td>VIDEOS: <a href="https://www.youtube.com/watch?v=qJVEpLK4gXo">https://www.youtube.com/watch?v=qJVEpLK4gXo</a></td>
<td>FEELINGS, VERB TO BE, VERBS: FEEL, THINK, DO, I’M SORRY, PLEASE, THANK YOU</td>
</tr>
<tr>
<td>RESPECT</td>
<td>Week 6</td>
<td><strong>RESPECT AND NATURE</strong></td>
<td>In groups, students will sow plants with the teacher’s help and guidance. Each member of the group will have an important role to play during the process; students will have to distribute the task according what they want and feel more comfortable to do. Students will watch video about water care and the importance of nature. Students will take care of their plants.</td>
<td>PLASTIC BOTTLES, POTTING SOIL, SEEDS, WATER</td>
<td>PLACES (FOREST, CITY, BEACH, ETC), VERBS: PLANT, WATER, TAKE CARE, SEED, SOIL, ETC</td>
</tr>
</tbody>
</table>
### Promoting Social Values

#### Week 7

**RESPECT AND FRIENDS**

Since Saint Valentine’s day is coming, students will work in class making cards for those people they love, also, to apologize with people if they did something bad to them. They will also make a card for each of his/her partners the last activity.

With instructions students will follow a process in which they will have to make a card for those people who are important in their lives.

Teachers will attend and assess students during this process.

<table>
<thead>
<tr>
<th>Materials</th>
<th>SCHOOL SUPPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARTON</td>
<td>FRIEND/ FRIENDSHIP</td>
</tr>
<tr>
<td>PAINTS</td>
<td>HUG</td>
</tr>
<tr>
<td>FROST</td>
<td>APOLOGIZE</td>
</tr>
<tr>
<td>GLUE</td>
<td>LOVE</td>
</tr>
<tr>
<td>LETTERS’ GUIDELINES</td>
<td></td>
</tr>
</tbody>
</table>

#### Weeks 8-9

**RESPECT AND ANIMALS**

Students will learn about being respectful to animals in the street and the importance of adoption in our society.

The first class will be focused on giving and teaching the vocabulary that will be used in the next activity. For this class the feelings will be presented through an audio-video song.

Students will work in groups; they will make their big Zoo. They will build some animals in order to know more about them.

Students will work together (in groups) in order to create a mural in which they can show their feelings and thoughts about animals.

Then, they will stick the mural onto the wall and describe briefly their emotions and feelings.

<table>
<thead>
<tr>
<th>Videos</th>
<th>WILD ANIMALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.youtube.com/watch?v=l4WNrvVjiTw">https://www.youtube.com/watch?v=l4WNrvVjiTw</a></td>
<td>DOMESTIC ANIMALS</td>
</tr>
<tr>
<td><a href="https://www.youtube.com/watch?v=E4k8QQSPo4">https://www.youtube.com/watch?v=E4k8QQSPo4</a></td>
<td>FARM ANIMALS</td>
</tr>
</tbody>
</table>

#### TOLERANCE

**TELLING MY PARTNER’S QUALITIES**

Students will learn how to bear and accept the differences they have with their partners.

Students will learn about being honest in order to face and accept the differences among people.

Then, students will make a circle, they will describe their drawing tell to the person what he/she wrote.

<table>
<thead>
<tr>
<th>Materials</th>
<th>HAPPY, SAD, ANGRY, HUNGRY, MAD, WORRIED, EMBARRASSED, ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPER</td>
<td>I LIKE</td>
</tr>
<tr>
<td>PENCILS</td>
<td>ADJECTIVES</td>
</tr>
<tr>
<td>COLORS OR PAINTINGS</td>
<td>NUMBERS</td>
</tr>
</tbody>
</table>

#### Weeks 11-12

**WE CAN DO IT BETTER**

This activity will promote cooperation.

Learning poetry in groups, “the sheep and the wolves”, the sheep will learn it and the wolves will represent it.

The first part of the session will be to preparing the groups for the activity; they will learn it and get ready to perform.

In the second part they will have time to practice, to coordinate in order to play
<table>
<thead>
<tr>
<th>Week</th>
<th>Role in front of their partners.</th>
</tr>
</thead>
</table>
| 13   | **MAKING GROUPS: LEARNING ABOUT DIVERSITY**  
Students will learn about equality, they will understand that it does not matter the physical appearance, they will learn about diversity.  
**LIKE CATS AND DOGS**  
Students will learn and establish the concept of tolerance and the way to use it in real life.  
The teacher will read a short text to create an environment among students for opinion. The teacher will ask  
What’s tolerance?  
How are you Tolerant?  
How would you promote tolerance? | Students will have 5 minutes to make groups of three people; there will be signs which won’t allow them to be part of the group.  
No fat people allowed, no small people allowed, no thin people allowed  
No tall people allowed, no people wearing white allowed  
No people wearing blue allowed, No with short hair allowed, No with long hair allowed, No older than 5 allowed  
After the activity students will discuss how they felt during the activity, and then they will see a cartoon about tolerance. Then they will make a poster in which they will tell how to be tolerant. |
|     | **SCISSORS**  
**MARKERS**  
**POSTER BOARD**  
**PENCILS** | **NEGATIVE SHORT STATEMENTS**  
**ADEJCTIVES**  
“DIVERSITY” |
| Week 14 | **SOLIDARITY**  
Students will be able to help others in problematic situations that can take place in the school.  
**HOW CAN WE BE SUPPORTIVE?**  
To develop in students feelings of solidarity towards other people.  
Students will watch a video about the situation of many children in poor countries. Then, they will identify those problematic situations that took place, finally, they will tell how they would help them | Students will watch a video about the situation of many children in poor countries. Then, they will identify those problematic situations that took place, finally, they will tell how they would help them.  
https://www.youtube.com/watch?v=9l_csrSvduo |
|     | **HELP, SOLIDARITY, PEOPLE, GIVE, INTER ALIA.** | **SOME VERBS:**  
LAUGH  
SLEEP  
PAIN |
|     | **FINAL WORK**  
Students will put in practice all they learnt.  
With teachers help, students will develop a short performance in which they can allude to those values learnt during the English class, they will use the vocabulary learnt and they will work with the same partners they worked with during the semester. | With teachers help, students will develop a short performance in which they can allude to those values learnt during the English class, they will use the vocabulary learnt and they will work with the same partners they worked with during the semester.  
|     | **ALL WORDS LEARNT** | **ALL WORDS LEARNT** |
**LESSON PLAN No. 1**

**SCHOOL:** Jardín infantil “Los Angeles”  
**class:** pre-jardín, jardín y transición  
**DATE:** weeks 1 - 8  
**COOPERATING TEACHER:**  
**STUDENT TEACHER (S):** CRISTHIAN PIÑEROS – ANGIE LEÓN

<table>
<thead>
<tr>
<th><strong>TOPIC:</strong> RESPECT</th>
<th><strong>GOAL:</strong> STUDENTS WILL LEARN ABOUT RESPECT AND ITS IMPORTANCE IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATIVE FOCUS:</strong></td>
<td><strong>OBJECTIVES:</strong></td>
</tr>
<tr>
<td>Students will be able to use expressions (magic words) to apologize, ask for help and saying thank you.</td>
<td>Children will learn how to solve problematic situations during teamwork in regards to others’ opinions and ideas</td>
</tr>
<tr>
<td>Students will be able to recognize simple instructions</td>
<td>Students will identify and practice the magic words while they do some activities.</td>
</tr>
<tr>
<td></td>
<td>Children will use “magic words” when they interact with others.</td>
</tr>
<tr>
<td></td>
<td>Students will know more about nature and how to take care of natural resources such as: water and plants</td>
</tr>
</tbody>
</table>
**LANGUAGE FOCUS:**

**Vocabulary:**

PLEASE, I’M SORRY, THANK YOU, COLORS, SEASONS, PLASTIC, STICKS, ROPE, CLOTH, WIND, KITE, PARK, FRIENDS, GIRLS, BOYS, PLANT, WATER, TAKE CARE, SEED, SOIL, SCHOOL SUPPLIES, FRIENDSHIP, HUG, APOLOGIZE, LOVE, WILD ANIMALS, DOMESTIC ANIMALS, FARM ANIMALS, PET, HAPPY, SAD, ANGRY, HUNGRY, MAD, WORRIED, EMBARRASSED, NUMBERS,

VERBS: MAKE, CUT, TIE, FLY, WORK, TALK, DISCUSS, HELP, FEEL, THINK, DO, FEED, WALK,

**TIME:** 16 hours

**CLASSROOM ROUTINES:**

- Greeting the students.
- Organizing the students.
- Taking attendance

(Time) 15 minutes

---

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-2</td>
<td>1 hour</td>
<td>DAY 1: At first students will recognize the parts of the house, also they will have their first group work. At the beginning of the class the teacher will present a video in which students can find the parts of the house and its pronunciation, then, the teacher will give a part of the house to each group, so at the end of the class all students would have done a part of the house</td>
<td><a href="https://www.youtube.com/watch?v=1P4WUrOYUyk">https://www.youtube.com/watch?v=1P4WUrOYUyk</a></td>
<td>annex 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>1 hour</td>
<td>SOLVING PROBLEMS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 1: Students will watch a video in which they will observe a problematic situation among some children who are trying to fly a kite together. In the video, they will watch a group of friends arguing and saying hurtful things one to another, at the end the kids solve their problem. Then the teacher will ask some questions to the kids in order to identify their opinion about the kids, after asking the about the problem, the teacher asks about a way to solve the problem, then how to avoid it. Day 2: the teacher reads a short story to the students about friendship, the students will in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Week 3**

**Day 2:** the teacher shows a video to the students in which there are shown different school supplies which will be used on the next activity, after watching the video, the teacher will make a review about the school supplies,

**Day 3:**

**Flying a colorful kite**

Students will work in groups in order to make their own kite, at first the teacher will show them, a video in which it is shown how to make a kite, then they will start the procedure with the teachers’ guidance.

**Day 4:** Students will talk about the characteristics of their kites, finally students will fly their kites together.

**PLASTIC - STICKS - ROPE - CLOTH**

**VIDEO:**

[https://www.youtube.com/watch?v=g7kK989HIbQ](https://www.youtube.com/watch?v=g7kK989HIbQ)

[https://www.youtube.com/watch?v=ln9YvlhikAg](https://www.youtube.com/watch?v=ln9YvlhikAg)

[https://www.read.gov/aesop/007.html](http://www.read.gov/aesop/007.html)
groups, they have to organize the group and a way to represent it to their partners and finally, they will tell to their partners what they learnt about the shot story and why is that an important aspect in life.

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4-5</td>
<td>1 hour</td>
<td><strong>THE &quot;MAGIC WORDS&quot;</strong></td>
<td>VIDEOS:</td>
<td>ANNEX 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 1: Students will watch a video (1) about the parts of the face and the body, when the video ends the teacher will ask to the kids if they want to see it again, the video is repeated and the song is repeated too, all students must sing.</td>
<td>(1) <a href="https://www.youtube.com/watch?v=gxphO0wTbo">https://www.youtube.com/watch?v=gxphO0wTbo</a></td>
<td>ANNEX 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 2: The teacher will start the class repeating the video form the last class, then students will sing it again, the students will receive the activity in which draw themselves in a piece of paper following the instructions given by the teacher.</td>
<td>(2) <a href="https://www.youtube.com/watch?v=qJVEpLK4gXo">https://www.youtube.com/watch?v=qJVEpLK4gXo</a></td>
<td>ANNEX 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 3: The teacher will show a video (2) to the kids in which the magic words are used in specific contexts, then the teacher will give the activity to the students (who will be organized in groups) about the video, then students will do the activity (see annex 2) activity among them in order to figure out the “magic words” meaning, the teacher will collect all the answers to get a global meaning of the words “I’m sorry, please and thank you!”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 4: The teacher starts the class asking to students which are those words that all people should use when they ask for a favor and when they make a mistake. Then, each member of the group will learn by heart a song with the magic words. Finally, the group will sing the song and they will tell us about the importance of those words in the classroom.

**Week 6-7**

<table>
<thead>
<tr>
<th>1 hora</th>
<th><strong>RESPECT AND NATURE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1:</strong> At first the teacher will organize students in the same groups they have had the previous classes and then, they are provided with some draws which has the name of each element that will be used during the activity, then, the teacher will show them a video (1) in which it is explained some ways to save water and the consequences of not doing it.</td>
<td></td>
</tr>
<tr>
<td>Day 2: the teacher will show a video (2) to the students for them to understand what happens with nature when you sow a seed, then, the students will inseminate a seed in order to start the process of sowing at school.</td>
<td></td>
</tr>
<tr>
<td>Day 3: the teacher will start doing a review about the previous vocabulary, its meaning and its use in life, also he/she asks to the students why nature</td>
<td></td>
</tr>
</tbody>
</table>

**ANNEX 3**

Plastic glasses, seeds, cotton and water
is important in life, why we must take care if it and how we do it, then students use different materials to design how they want to decorate the plant’s area.

Day 4: the teacher has prepared a game, in this game students will have a function in the group, all the questions are adaptable to different topics, this will take

<table>
<thead>
<tr>
<th>VIDEOS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <a href="https://www.youtube.com/watch?v=kp_nyVPK4XQ">https://www.youtube.com/watch?v=kp_nyVPK4XQ</a></td>
</tr>
<tr>
<td>2) <a href="https://www.youtube.com/watch?v=4eJiAghjYQ8">https://www.youtube.com/watch?v=4eJiAghjYQ8</a></td>
</tr>
</tbody>
</table>

| ANNEX 4 |

### Week 8-9 1 hora

#### RESPECT AND ANIMALS

Day 1: The first class will be focused on giving and teaching the vocabulary that will be used in the next activity. For this class the feelings will be presented through an audio-video song(1).

Day 2: Students will work in groups; they will make their big Zoo. They will build some animals in order to know more about them

Day 3: Students will work together (in groups) in order to create a mural in which they can show their feelings and thoughts about animals.

Day four: the students will stick the mural onto the wall and describe briefly their emotions and feelings, finally they will watch a short film (2) about animal care.

- INSTRUCTIONS
- GLUE SCISSORS
- PAINT
- PAPERS
- PAINTBRUSHES

- [https://www.youtube.com/watch?v=l4WNrvVjitTw](https://www.youtube.com/watch?v=l4WNrvVjitTw)
- [https://www.youtube.com/watch?v=WfGMYdalClU](https://www.youtube.com/watch?v=WfGMYdalClU)
Annex 1
Annex 2
ANNEX
1. Print out this page and decorate with colors. Cut out one of each shape and glue to a strip of cardboard. For example, a recycled cereal box. Trim cardboard.

2. Glue the matching shape onto the back of the cardboard piece. Fit each piece together by sliding into the slots. Match letters.

3. Cut a slit on each dotted line.
**University Distrital “Francisco José de Caldas”**
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Énfasis en Inglés

**LESSON PLAN No.**

**SCHOOL:** Jardín infantil “Los Angeles”  
**class:** pre-jardín, jardín y transición  
**DATE:** weeks 10 -13  
**COOPERATING TEACHER:**  
**STUDENT TEACHER (S):** CRISTHIAN PIÑEROS – ANGIE LEÓN

<table>
<thead>
<tr>
<th>PREPARATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong> TOLERANCE</td>
<td><strong>GOAL:</strong> STUDENTS WILL LEARN ABOUT TOLERANCE AND ITS IMPORTANCE IN CLASS</td>
</tr>
</tbody>
</table>
| **COMMUNICATIVE FOCUS:**  
Students will be able to use expressions (magic words) to apologize, ask for help and | **OBJECTIVES:**  
Students will identify and practice the magic words while they do some activities. |
| **LANGUAGE FOCUS:**  
**Vocabulary:**  
HAPPY, SAD, ANGRY, HUNGRY, MAD, WORRIED, EMBARRASSED, VERBS: LIKE, LAUGH, SLEEP, PAIN, | **TIME:** three hour per week – each group.  
**CLASSROOM ROUTINES:**  
- Greeting the students.  
- Organizing the students.  
- Taking attendance  
(Time) 15 minutes |
## Promoting Social Values

### Week 10

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 hour</td>
<td><strong>TELLING MY PARTNER’S QUALITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 1: first the teacher will show a video (1) with the vocabulary, students will repeat three times the song, then they will sing it by themselves, the song is about “parts of the body”, after this, students will work in groups to do an activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 2: this week, the seed inseminated weeks ago has already grown up, today, students will sow the seed in the school, first the students finish decorating the tube painted previously, this day, they will use the decorations prepared previous classes, finally they will go out to sow.</td>
<td>1) <a href="https://www.youtube.com/watch?v=gFjSHbqgMI0">https://www.youtube.com/watch?v=gFjSHbqgMI0</a></td>
<td></td>
</tr>
</tbody>
</table>

### Week 11-12

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 hour</td>
<td><strong>MAKING GROUPS: LEARNING ABOUT DIVERSITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 1: Students will have 15 minutes to make groups of three people; there will be signs which won’t allow them to be part of the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 2: The teacher starts the class asking to students about being rejected from a group, after discuss they will see a cartoon about tolerance.</td>
<td><a href="https://www.youtube.com/watch?v=FrjQrXc80cY">https://www.youtube.com/watch?v=FrjQrXc80cY</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 3: The students will join in the groups to make a poster in which they draw what they think it is tolerance, how they imagine it, the wholes class will be used for this objective.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | |
|                              |        |                                                                                                               |                         |            |
|                              |        | <a href="https://www.youtube.com/watch?v=FrjQrXc80cY">ANNEX 1</a>                                                                 | <a href="https://www.youtube.com/watch?v=FrjQrXc80cY">SCISSORS</a> |            |
|                              |        | <a href="https://www.youtube.com/watch?v=gFjSHbqgMI0">PAPER – PENCILS - COLORS OR PAINTINGS</a>                           |                         |            |</p>
<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 13</td>
<td>1 hour</td>
<td><strong>LIKE CATS AND DOGS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 1: Students will watch a movie to create an environment among students for opinion. The teacher will ask What’s tolerance? How are you Tolerant? How would you promote tolerance? Day 2: students will prepare a short representation using draws and images that they will do, then each group will play in front of their partners, at the end teacher gets a whole concept of what tolerance is.</td>
<td><a href="https://www.youtube.com/watch?v=7nI57gjhVd8">https://www.youtube.com/watch?v=7nI57gjhVd8</a></td>
<td></td>
</tr>
</tbody>
</table>
Annex 1

NO FAT PEOPLE ALLOWED
NO THIN PEOPLE ALLOWED
NO TALL PEOPLE ALLOWED
NO PEOPLE WEARING WHITE
NO PEOPLE WEARING BLUE
NO GIRLS     NO BOYS
**LESSON PLAN No.**

**SCHOOL:** Jardín infantil “Los Angeles”  
**COOPERATING TEACHER:**  
**DATE:** weeks 15 -16  
**STUDENT TEACHER (S):** CRISTHIAN PIÑEROS – ANGIE LEÓN

<table>
<thead>
<tr>
<th>PREPARATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong> SOLIDARITY</td>
<td><strong>GOAL:</strong> STUDENTS WILL LEARN ABOUT SOLIDARITY AND ITS IMPORTANCE IN CLASS</td>
</tr>
<tr>
<td><strong>COMMUNICATIVE FOCUS:</strong> Students will be able to use expressions (magic words) to apologize, ask for help and</td>
<td><strong>OBJECTIVES:</strong> Students will identify solidarity and its implementation in different contexts.</td>
</tr>
<tr>
<td><strong>LANGUAGE FOCUS:</strong> Vocabulary: HAPPY, SAD, ANGRY, HUNGRY, MAD, WORRIED, EMBARRASSED,</td>
<td><strong>TIME:</strong> three hour per week – each group.</td>
</tr>
</tbody>
</table>
### Promoting Social Values

**VERBS:** LIKE, LAUGH, SLEEP, PAIN,

### CLASSROOM ROUTINES:

- Greeting the students.
- Organizing the students.
- Taking attendance

(Time) 15 minutes

### CLASS DEVELOPMENT

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TIME</th>
<th>ACTIVITIES / DIDACTIC PROCEDURE</th>
<th>RESOURCES AND MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14</td>
<td>1 hour</td>
<td><strong>HOW CAN WE BE SUPPORTIVE?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>During the first class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 1: The teacher will</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will watch a video</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>about the situation of many</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>children in poor countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will ask for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>opinions about how to help</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>from our home, in the classroom,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the students will join in their</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>groups and work with plasticine</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to do some little toys that will</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>act for solidarity in the world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 2: the teacher will talk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>about the video watched the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>previous class, through these</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions students will identify</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>those problematic situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>that happened in the video,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>finally, they</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=9lcsrSvduo">https://www.youtube.com/watch?v=9lcsrSvduo</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>1 hour</td>
<td><strong>FINAL WORK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With teachers help, students will develop a short performance in which they can allude to those values leant during the English class, they will use the vocabulary learnt and they will work with the same partners they worked with during the semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Class development

1) There were few students today, so the teacher exposed the parts of the house and showed to the students the way to say those words in English. Some kids (Brenda, Sara, Isabella and Mariana) already knew the words studied in the session.

2) When the teacher spoke in English only some students followed him. Others (Mayerly, Jonathan, Brigith, Samuel, Sneider and Violeta) did not pay attention.

3) **Activity: Decorate the parts of the house**

   Students started the activity; they were making small paper balls. Some students did not know how to make it, the teacher helped them.

4) One of the students (Jonathan) started to throw the paper balls to one of his classmates (Sneider). Sneider did not do or say anything.

5) After some minutes, Sneider tried to take some papers from Mayerly’s basket who immediately felt angry about that. Mayerly, was not working properly, she was only observing her classmates’ job she walked around the classroom.

## Comments

1) It was good to know that since the very beginning some parents talked to their children in English. When I arrived to the institution I have to say that I did not think that students were interested in learning English, but fortunately it was not in that way.

2) The head teacher told me that it was normal with them, but the important thing is to solve the situation.

3) I consider that teaching small kids is very difficult because what we do have an influence on them, being patient is important.

4) I understood Sneider behavior; he does know the importance of being respectful to others that is why we should help him to improve.

5) Since we arrived we saw that Mayerly was not interested in the class, she usually stays on the chair looking around.

## Problematic situations

1) Some students knew words in English because their parents have taught them. It could be good if those students could teach those words to their classmates too.

2) How can we engage those students who already know English to help their classmates?

3) Teacher’s help is fundamental, but students should know that the teacher is a guide not a person who has to do everything.

4) How can we ask for respect among students If they have not been taught about it? We have to work on it.

5) It is important to let students know that knowledge and learning are important if they want to overcome difficulties. We have to implement activities in which students could know the importance of having a good coexistence with others.
6) Brigith was not working either, she had not taken the colored paper, she just wanted to run in the classroom. Then Jonathan and Brigit played in the classroom with the paper balls, the teacher asked them to work on their table but they just laughed at him. Then, Mayerly saw that the teacher was angry so she decided to go to her table, but she had not done anything of the activity.

7) Most of students had finished making the paper balls, so they began to decorate their houses. The teacher talked to Brigith and Jonathan out of the classroom, they came back and the kids started to work but some minutes later they were running again. The teacher gathered the worksheets from the students who finished. Brigith, Mayerly, Sneider, Jonathan and Samuel did not finish.

6) I have to say that for me was fundamental to help this kids to know about the importance of respecting their classmates who were trying to do the activities.

7) As a teacher I consider that we should motivate students to be better, we should tell them about their strengths, I know they are able to do many things but they are not used to follow any authority figure, they need guidance.

6) We have to focus our attention to those kids who do not do anything in the class; they can improve with some help.
### CLASS DEVELOPMENT

1) I arrived to the classroom five minutes to eight and as usually not all the students were in the classroom, then, I decided to read a short tale while the other kids arrived.

2) The class started ten minutes past eight, when the kids from the foundation arrived. Today students chose those peers they wanted to work with during the complete semester. I explained to them that the group should be integrated by four kids, they did not say names they just said they wanted to work with their tables’ classmates.

3) Then the following groups were formed:
   - Group 1, Brigith, Mayerly, Sara and Andrés
   - Group 2, Jonathan, Sneider, Isabella P. and Brenda
   - Group 3, Isabella L., Emmanuel, Samuel and Violeta

4) The other students did not come. After group formation, students watched a video about the importance of being respectful. When I asked them about the main ideas of the video only Brenda and Isabella L. participated. Isa said “el video es acerca de no pegarnos ni empujarnos porque es malo” Brenda said “es de respetar a los niños que estudian con nosotros y a los profesores, no pegarles ni empujarlos” the rest of the students did not say anything else.

### COMMENTS

1) When all the students are not in the classroom the development of the activities planned is interrupted. For this reason a plan B is necessary in order to engage students to the class.

2) 
   
   In this case group formation was very easy considering that we are working with small kids. Students made the decision quickly but I have to say that I was worried about this issue fortunately it was not tough.

3) I really liked all the groups organization because all are diverse although some students do not have good relationships is the opportunity to know each other better.

4) As the expected students understand some words in English but not complete instructions. In the case of Isa and Brenda, their parents use English at home, so they are used to it. Also, it was important to us to know that some students know about values but not all of them had a clear idea.

### Problematic situations

1) Sometimes parents are not committed to the learning process of their kids. Some activities planned cannot be done and students have not the opportunity to learn new things.
5) While Brenda was participating, Mayerly was not paying attention; she was looking towards the roof. Jonathan started to shout and Sneider and Samuel started to run. Then I asked to the kids if Jonathan, Sneider, and Mayerly were being respectful and they answered clearly that they were not.

6) Despite this, the three kids just laughed and continued doing the same; Finally I decided that it was time to go back to the classroom. At the end of the class I explained to the kids the importance of being respectful with all people around us; I said that they should be more respectful and that those students who knew about it should help those kids who were disrespectful during the class.

5) Again the same issue, we need to find the way to help them because they are behind the others in the academic field and while the days pass the disadvantage is bigger because they do not develop the activities.

6) As I mentioned before, some kids do not have an authority figure, it is not their fault, and they behave in that way just because they want to catch the attention from adult people, but is good when the other students try to make them understand that respect is important.

5) Because of those students, the other children cannot work properly; they are always running hitting others being disrespectful to the teacher during the class and at the same time they don’t learn anything.

6) Although the teacher tries to teach them about respect it seems not to be important for them.
<table>
<thead>
<tr>
<th>CLASS DEVELOPMENT</th>
<th>COMMENTS</th>
<th>Problemic situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) As usually the class started ten minutes past eight because all students were not in the classroom when I arrived. Today, students had to build their own kite with the teachers’ guidance and help. Students decided what part of the work they wanted to do.</td>
<td>1) We showed to the students the process and at the same time we said words in English to help them to understand it better. But sometimes we spoke in English because students are not used to be talked in another language so they got confused. For us it was important that kids could learn some words it did not matter if we had to use Spanish, it was more meaningful to teach values.</td>
<td>1) The lack of attention is very common with small kids and even more if the teacher speaks in another language they do not comprehend completely.</td>
</tr>
<tr>
<td>2) I explained to them that one student should paint the sticks, another student should decorate the cloth with different materials, another kid should draw a representative picture of the group in order to stick it to the plastic and the other student should cut the plastic, some paper and the cord of the kite.</td>
<td>3) Students were getting used to work with others; it was common that at the beginning they wanted to do the same.</td>
<td></td>
</tr>
<tr>
<td>3) When I was explaining the functions many students said that they wanted to paint the sticks, and then I told them that only one student per group would do it. I asked them to make a decision as a group.</td>
<td>4) Now students understood that they would do different things considering those they were good at.</td>
<td>4) Students have some problems during group work because they want to do everything</td>
</tr>
<tr>
<td>4) Then Brigith said “yo quiero la tela porque me gusta” Sara said “yo quiero pintar porque cuido la mesa” and Andrés said “yo recorto porque la profesora me enseñó a cortar con las tijeras” Mayerly did not say a word. I gave them the material and they started with the activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) In Jonathan’s group, Isabella P. and Brenda wanted to</td>
<td>5) Sometimes I do not know how to manage this kind of situations because when small</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5) Violence is still present during</td>
<td></td>
</tr>
</tbody>
</table>

Promoting Social Values

Journal n. 3A Teacher: Angie Tatiana León  Grade: pre-jardín  Time: 8 am. to 9 am. Date: September 16th 2015
cut and to draw respectively. Sneider and Jonathan were not on their spots. I gave to Sneider the paint and the paintbrush, but when Jonathan saw it he got very angry and took the material from Sneider hands rudely. I asked Jonathan to give him back the paint but he did not want to, then the head teacher intervened and she took Jonathan outside the classroom. Then Sneider was in charge of the sticks and the cloth.

6) In the last group, students had already decided, Isabella L, wanted to cut, Violeta wanted to draw, Emmanuel was the “painter” and Samuel wanted to decorate the cloth.

7) Mayerly, was not doing anything she was just looking to their partners with her head on the table, I asked her to complete the activity but it was not possible, she just said “no quiero nada”. Brigith finished with the cloth very quickly so I asked her to help Mayerly with the drawing, but Mayerly got angry.

8) In Emmanuel’s group students completed the activity; the kids were talking and laughing about their “cometa divertida”.

9) Sneider did not decorate the cloth nor painted the sticks he was in his chair crying, I asked him what happens? But he did not speak to me. When Jonathan came back to the classroom Sneider took the paintbrush and hit him on the face. I had to stop with the activity and to talk to them.

kinds are violent it is difficult to stop those behaviors. He needs to know that he can do many good things if he wants. Jonathan has not understood that he is also important in the group.

7) During this session Brigith was engaged with the activity, she was very active. But Mayerly has not change her attitude towards the class

8) It was interesting to know their reaction; they decided what to do very quickly without teacher’s help.

9) Until this point I was wondering if it was a good idea that Jonathan and Sneider worked in the same group, we have to talk to them and make a decision.

the development of the activities.

7) It is important to let students know that knowledge and learning are important if they want to overcome difficulties

9) Violence is still present during the development of the activities. Jonathan has not understood that he is also important in the group. Also students don’t learn anything
<table>
<thead>
<tr>
<th>CLASS DEVELOPMENT</th>
<th>COMMENTS</th>
<th>Problemic situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I arrived to the classroom and students said hello immediately. Today students learnt about the magic words (please, thank you, I’m sorry and your welcome). In the first part of the class, kids listened to a song and watched a video about the magic words, I asked them about the use of these words in Spanish and all of them knew it, they were participating more than before.</td>
<td>1) After some sessions students learnt greetings and now they know that they always have to work with the same classmates. Now they enjoy the videos more than before, they understand some short instructions and participate more.</td>
<td>4) Violence is still present, but in this case it was not during the English class. It would be better</td>
</tr>
<tr>
<td>2) Even I had to ask them to raise their hands because most of them wanted to answer. After the socialization of ideas, students were supposed to do a short presentation, each student of the group had to be one of the magic words seen previously and they had to go in front of the board and say “I am please” “I am thank you” etc. and in Spanish they explained the situations in which these words must be used. While I was explaining, students made the decision about the word they wanted to be.</td>
<td>2) Today was a good day for Mayerly, she raised her hand to participate, she said “please lo usan los niños para pedir el favor” now she knows the importance and use of some words which we called the magic words. Students are working better and they participate more</td>
<td></td>
</tr>
<tr>
<td>3) Today Mayerly was talking to Brigith and she was kind to her and her classmates, Sneider and Jonathan started to share the materials given by the teacher, When students were working in groups, the teacher Cristhian decided to go to Jonathan’s group in order to congratulate them because they were working better today.</td>
<td>3) I have observed many changes on the students, they are more respectful now, they ask for permission to go to the bathroom by saying “please”. They are getting used to work together. Some weeks ago we observed that Sneider and Jonathan have not argued anymore about the materials. We did not notice them fighting again.</td>
<td></td>
</tr>
<tr>
<td>4) Then the teacher touched Sneider’s head, suddenly the kid shout “no, no, teacher” Cristhian realized that Sneider had a wound on his head with many stitches. The teacher</td>
<td>4) It was sad to know about that, Sneider is a tender kid but he has been ill treated for other</td>
<td></td>
</tr>
</tbody>
</table>
and I asked them about it and he told us “Brandon me pegó y me sacó sangre” (Brandon is a student who belongs to the foundation, he is in transicion). Jonathan immediately showed us a bruise behind his ear and again according to him Brandon hurt him.

5) Each group had to make their short presentation; despite they were very shy they did it excellent.

6) Jonathan, Mayerly and Samuel did not speak well but their peers tried to help them during the presentation. Sneider decided not to participate.

7) Jonathan and Sneider did not argue or fight during the class, instead of that they helped to their classmates during the development of the activity, also Jonathan said “sorry” to Sneider when he accidentally stepped on his foot

children. Unfortunately the foundation did not inform us about this fact we could not talk to Brandon because he did not go to the school that day

5) The presenter of each group was in charge of showing the final product of the activity, today kids could mention some words in English, but they talked in Spanish most of the time.

6) It was good to see how their classmates were helping them, with signals, they were very kind. But Samuel did not talk. We understood Sneider because he was still in pain because of the incident he had with Brandon. We have to talk to them.

7) Jonathan said “I’m sorry” for the first time in our class. His reaction this time was not violent, he knew that Sneider was his partner.

to work with the foundation if we want a meaningful change.
### Description of the class

**Activity: Decorate the parts of the house**
1) Students had to share the materials, most of them did not have problem with that, and they shared their ideas about the best way to decorate it and also the different materials.

2) In Sandra’s table, Jhon was taking everything he did not want to share anything. He was being very rude at Sandra, he took the colors from her hands in a rude way. The teacher asked him not to do it but he did not look or listen to the teacher. He never asked to the teacher to sharpen his pencil, when the teacher asked him to say please, he made a noise “ashhh” and he did not say please, he preferred to use another color.

3) When the teacher asked for the first part of the activity Jhon and Sandra were the only one who did not finish it. Sandra did not say anything she just smiled all the time about what the teacher said.

4) **Activity: Building our own house:** The teacher asked about the vocabulary seen the previous class but Sandra and Jhon did not remember any word. They started to fight because Sandra had a color that Jhon wanted to use. Jhon hit Sandra on her face and the teacher decided to stop the activity and to talk to them in front of their classmates.

### Comments

1) We should take advantage of those students who share what they have.

2) John needs to respect to others, it is important to develop awareness about the consequences of his actions; they need to apologize with others when they make a mistake. He needs to know what respect is.

3) As they were not able to work together they could not finish the activity, they should learn to share and to be respectful among them.

4) He needs to respect to others, it is important to develop awareness about the consequences of his actions; they need to apologize with others when they make a mistake.

5) We know that some kids know about

### Problematic situation

2) Disrespect is very common in this group, also students are very individualist. Jhon never ask for any favor he wants other to do things without asking it politely.

3) Most of the kids from the foundation are academically behind in comparison to the other students.

4) John is very rude to Sandra, he is violent when he wants something, he has not been taught about being respectful.
5) When the teacher asked Sandra and Jhon about the word “respeto” Jhon said “yo no sé que es” and Sandra just smiled again. Gabriela answered “respeto es no pegarle a los demás, ni tratarlo mal” Sara said “también es escuchar al teacher y no reírse” Juan Esteban also said “es querer a nuestros compañeros”.

6) After their interventions the teacher asked again to Jhon about “respeto” but he did not say anything and he went to his chair. The other students finished the activity on time.

We have to focus our attention to those kids who has not been guided because they do not have an authority figure.

John does not show interest in the class, he does not participate, he ignores his partners and the teachers, his skills are lower than his partners.

6) We have to find the way to engage them to the class and their relation should be better.

---

Journal n. 2C Teacher: Cristhian Piñeros Grade: Transición Time: 10 am. to 11 am. Date: August 25th 2015

<table>
<thead>
<tr>
<th>Description of the class</th>
<th>Comments</th>
<th>Problematic situations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making groups - making a zoo.</strong></td>
<td>1) Some students do not follow instruction in English and Either in Spanish, they do not seem to understand what is being said to them.</td>
<td>2) Foundation kids do not have a good interaction with other partners, they do not speak to them, and they hit them and are not respectful to any authority or partner.</td>
</tr>
<tr>
<td>1) The teacher started the class telling a short story to the students in order to engage them to the class. John did not pay attention, he was making planes with paper, and Sandra was looking at the teacher with a big smile.</td>
<td>2) Interaction among kids is not good, some of them have not talked to their classmates yet despite they spend a lot of time at school, they could know their partners better if they shared more during the sessions.</td>
<td></td>
</tr>
<tr>
<td>2) The teacher asked to the students to make groups of four people, he gave 2 minutes to the kids to do this activity, at the end of the class, all the kids had groups less Sandra, Cecilia, John (kids form the foundation) and Daniel did not have any group, the teacher asked them to work together and they sat in the same table, then, the teacher asked to each group to think about a name for the group.</td>
<td>3) Daniel needs to learn what sharing is and how to do it.</td>
<td>3) When students have problems during the development of the</td>
</tr>
</tbody>
</table>
his princess, taking into account that there were three girls and one boy, they decided it bearing in mind their likes in order to make everyone happy. During the activity, they discussed about the function they were developing because some of them wanted to do the same function.

4) Zac’s group did not have any problem, they are good friends, they always play together, and that is what they said. They did not seem to have any problem with the distribution of the tasks.

5) Juan’s group decided to mix all their likes to get a long name with all their opinion, “super-powerful-batman and ironman’s group”. It is important to highlight that this group is shaped by boys. They discussed because of the colors which were going to be used during coloring, after they made the decision, they did not argue anymore.

6) Finally, John’s group decided to call their group “angry birds” name proposed by Daniel, who does not accept a NO as answer, the group does not take part on the decision made by Daniel.

7) Daniel did most of the work, Cecilia wanted to cooperate, but when she did, John took his colors away and did not allow her to work. Sandra did not do anything, even if the teacher asked her to do it, she smiled and stayed in her spot. Daniel took the paper for his own, he did not share colors, the paper or any other material used by the group, John was always sharpening pencils an colors (taken away from Cecila) for Daniel, but he did not

4) Some groups who made the decision of sharing and splitting the task finished first than those who had problems since the beginning. Zac’s group spoke more than they worked, for this reason, their work was incomplete.

5) These students were used to work together because they shared the table, they were friends since some years ago, the short discussion did not cause any problem during the activity.

6) Daniel is the only one who talks to the kids from the foundation, but he does not share anything and sometimes he wants to be the leader by force.

7) It was common to observe John sharpening his colors all the time, then he threw the waste to the floor and he got upset if the teacher asked him to pick it up. Although Cecilia wanted to work it was not possible until the teacher intervened and asked them to share the material, but I noticed that Jhon and

activities it is usually that they don’t finish the activity on time.

5) Some kids do not tolerate others opinions and ideas, it is important to let them understand that all ideas are useful.

6) The different roles in the group are not defined yet, students want to do things by themselves, and they are very individualistic and rude.
Promoting Social Values

<table>
<thead>
<tr>
<th>Description of the class</th>
<th>Comments</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Magic words</strong></td>
<td>1) Daniel’s group did not do anything during class, Cecilia said she felt sad because they were the only group that did not do the task. 2) Sara’s group finished first than the rest of the groups and present it using the word I am sorry, the explained that this word was to be used when you make any mistake and when you do not obey your teachers and your parents. 3) Zac’s group finished the task but Julian was the only one who spoke about the use of “Thank you” exemplifying it with aspects for his own context, to be more specific when they receive their lunch after class and before taking a nap.</td>
<td>1) Because of the problems students have during group work they do not finish the activities properly. 3) Because of the problems students have during group work they do not finish the activities properly. Also, they are not learning about the importance of tolerance and respect.</td>
</tr>
</tbody>
</table>

1) The magic words were used by teachers since the beginning of the intervention, some students repeated them but in different uses. The teachers used videos to show students the use of “thank you- please and I’m sorry” which were included in a song.

2) After watching the video more than once, students returned to the classroom and started with the activity that was based on decorating the word, the draw which represented it and present it to the classroom. Each group had to divide the task in four parts, one of the students would present it, other one would cut it, other one, would color it and the last one would add decorations.

3) All the groups followed the instructions except by Sandra and John who did not participate in the activity and started walking around the classroom, the teacher asked them to do the task and they went to their spot, Daniel and Cecilia were in their table, Cecilia did the task while Daniel was drawing birds around the paper, this group did not finish the task, and when they were asked to present it, they went to front of the class and showed the paper and went to their spot again, they...
### Description of the class

**Planting seeds.**

1) The teacher started the class showing a video to the students in which it was shown how to plant a seed and how this seed becomes into a big plant with beautiful fruits. Some students asked to the teacher why a seed grew and gave fruits to eat, they also asked why the teacher was showing them the video, and the teacher asked them if they liked how a plant grew from a seed and if they wanted to do it too.

2) The group went to the classroom and started to do the first activity, it about knew the vocabulary needed for the activity, there were four key words, seed, soil, water and plant. First, each one of the students would recognize and learn the vocabulary, then, the teacher would give them cotton, water, a glass and a glass in order to inseminate the seed, and after a week this one would have grown enough to sow them.

3) Each student of the group would have a function to inseminate the seed. The next day, the teachers took some tubes that were not being used and which were going to be dropped to the garbage, this, to teach students how to re-use materials that are known as trash.

### Comments

1) John starts working better in class, he uses the vocabulary given before (magic words), and he behaves as a leader for his partners who follow his instructions. He said “thank you teacher” at the end of the class.

2) Daniel starts to share his colors with Sandra who decides to use another paper to color it. She starts to work for the group, she does not say any word but she is doing something.

Cecilia (girl from the foundation) was adopted a few days before. That is why she was replaced by Jesus and Fabian, boys who preferred working with John.

3) It is important to teach them about taking care of nature. They have to know that they are able to do it at the school or their homes.

### Problematic situations

Journal n 4C Teacher: Cristhian Piñeros  Grade: Transición Time: 10 am. to 11 am. Date: September 18th 2015
4) These tubes would be decorated with paints and the materials they chose, each group would make the decision about the functions they would develop.

5) John said he wanted to work with his new classmates, the teacher accepted this proposal telling John that he was in charge of the group, this seemed to motivate him and he started to work on the task, he said to his partners what they should do, and if one of them was not working, John pushed them to keep working.

6) At the end of the class John’s group finished at the same time Sara’s group did, the other groups were still working on the activity. While the groups finished the activity, John and Sara’s group helped teachers organizing the classroom, picking up the trash and the materials that were not needed anymore. John helped in a very enthusiastic way, he said he liked helping teachers.

7) At the end of the class an incident happened, accidentally Brandon threw Thomas’ colors to the floor, Brandon said “sorry Thomas fue sin querer, es que me estrellé”.

5) The arrival of the new students motivated John, he wanted to show them the different things he had learn during the English class. He turned into a good leader who was trying to help his classmates.

6) As students found the way to solve their problems, children could work better. But Sandra does not participate too much although she is working better with her classmates.

7) I felt motivated and happy when I heard Brandon saying that, at the beginning we had many problems during class work but at the end activities were meaningful for them.

5) Although we tried to create an environment where children could feel more comfortable to participate, Sandra never participated in front of their classmates when the teacher asked about the idea of the videos.
1) This class, students would work individually at the beginning, they would choose a friend of their group to draw him/her and tell their characteristics.

2) The rule in this class was to use the magic words and the vocabulary of the school supplies to ask to the teacher the materials they required for developing the activity.

3) After they finished drawing, the teachers gave each student a ticket for a free hug which students would give to a partner.

4) After decorating they would go in front of the class, they must show their draw, tell what they like of their partner and then choose a person, give the ticket, give the hug and use the word thank you every time they receive the ticket.

5) Students are using “magic words” they use please, when they need to ask a favor to the teacher, if they need to sharpen their pencils or colors, they say “please teacher”, or bathroom please if they need to go.

6) Sandra fell because she is very small and she could not open the door, John was close to her and when he saw her on the floor he helped Sandra to stand up.

1) Daniel wanted to draw himself and give the ticket to a relative, he said he did not like anyone of the classroom. He learnt words and used them in class, he was more tolerant but he did not like to work with others.

2) Most of the students used the words properly, they learnt many words they combined them with Spanish.

3) John gave the ticket to the main teacher, but he drew Sandra, he said he loved her as his sister.

5) Finally students learnt the situations in which they should use the magic words.

6) Now John is kind to Sandra, at the beginning he treated her badly, he hit her, and it was very common to see him being very rude.

1) Despite the teacher effort Daniel was still very individualistic.
ENREVISTA 1 Nombre: JANETH QUICENO DOCENTE

La siguiente entrevista pretende recolectar información acerca del comportamiento y del desempeño académico de los estudiantes del Jardín infantil “Los Ángeles” durante el año 2015. Es fundamental resaltar, que la información recolectada será de gran ayuda para corroborar y evaluar la implementación pedagógica de los estudiantes practicantes en dicha institución con la cual se pretendía el mejoramiento de los alumnos en relación al ámbito personal y académico.

1. ¿Alguna vez los estudiantes presentaron comportamientos violentos durante las 2 clases? si la respuesta es sí, ¿Cuáles creen que son las mayores causas de estos problemas?

4Sí, cuando llegaron los niños de la fundación hubo muchos problemas de violencia, ya que en realidad los niños provenían de contextos muy complicados en los que no contaban con una persona que los guiara y les enseñara a tratar bien a los demás.

7¿Cree usted que el comportamiento que los estudiantes tengan en el aula influye en su desempeño académico? Sí, no ¿por qué?
Es que todo depende de la parte moral, la motivación que los estudiantes tengan para aprender influye mucho en la manera en la cual ellos trabajan, no siempre los niños que se portan mal tienen problemas académicos, aunque el comportamiento influye en el desarrollo de las actividades en el salón al momento de seguir instrucciones o hasta de prestar atención cuando se les explica algún tema.

¿Alguna vez los estudiantes trabajaron en grupos? Si la respuesta es afirmativa, describa lo sucedido.

La verdad yo nunca había aplicado el trabajo en grupo con los niños, porque cada vez que lo intentaba se formaba mucho desorden porque los niños son muy pequeños, algunos no seguían instrucciones o jugaban, entonces no lo apliqué realmente.

¿Había carencia de respeto y otros valores entre algunos estudiantes? Sí, no ¿por qué cree que se presenta esta situación?

Si, más que todo los niños de la fundación, porque eran niños que nunca habían trabajado con otros niños, pero tuvimos que integrarlos y tratar de enseñarles valores y normas que seguir.

¿Considera usted que existió una diferencia significativa en relación al desempeño académico entre los estudiantes provenientes de la fundación y los particulares? Sí, no ¿por qué?

Claro, bastante porque los niños de la fundación no habían tenido un proceso académico como tal, no sabían siquiera los colores en español, estaban demasiado atrasados en comparación con los estudiantes antiguos, nos tocó enseñarles todo desde el inicio en lo académico y también en cuanto a comportamiento.

¿Considera usted que después de la implementación pedagógica basada en trabajo cooperativo, los estudiantes con mayores dificultades académicas lograron algún cambio? Sí, no ¿por qué?

Si claro, los niños aprendieron mucho a compartir, después de un tiempo ya sabían que debían trabajar con los demás, muchos aprendieron a obedecer al docente y a respetar a los compañeritos, porque muchas veces tuvimos problemas de golpes y malas palabras.
38 ¿Cree usted que los docentes practicantes promovían el desarrollo de valores sociales a través de las actividades propuestas? Sí, no ¿por qué?

40 Si porque siempre se realizaban actividades que se relacionaban con el respeto la tolerancia y la cooperación, vi que los profesores trabajaban mucho con materiales reutilizables y esa también es una manera de promover el respeto por los recursos

43 Si la respuesta a la pregunta anterior fue sí, ¿Ha notado algún cambio en la actitud de los estudiantes frente a la interacción en el aula de clase? Sí, no ¿por qué?

45 Si, por ejemplo con Sol, el cambio de ella fue muy bueno, ella no hablaba en el salón ni permitía que nadie se le acercara porque golpeaba o empujaba a sus compañeros, dejó de ser tan violenta y se relacionaba más con las otras niñas del grupo.
La siguiente entrevista pretende recolectar información acerca del comportamiento y del desempeño académico de los estudiantes del Jardín infantil “Los Ángeles” durante el año 2015. Es fundamental resaltar, que la información recolectada será de gran ayuda para corroborar y evaluar la implementación pedagógica de los estudiantes practicantes en dicha institución con la cual se pretendía el mejoramiento de los alumnos en relación al ámbito personal y académico.

1. ¿Alguna vez los estudiantes presentaron comportamientos violentos durante las clases? si la respuesta es sí, ¿Cuáles creen que son las mayores causas de estos problemas?

4Violentos no, más bien algunos estudiantes eran un poco impulsivos mientras se desarrollaban las actividades y además presentaban poca atención

6¿Cree usted que el comportamiento que los estudiantes tengan en el aula influye en su desempeño académico? Sí, no ¿por qué?
8 a algunos si porque necesitan siempre concentrarse para aprender los conceptos, para 9otros no, pues aunque son un poco inquietos, son capaces de aplicar los conceptos y 10aplicarlos

11¿Alguna vez los estudiantes trabajaron en grupos? Si la respuesta es afirmativa, 12describa lo sucedido

13Si, en los ejercicios físicos, algunos estudiantes acataban las ordenes, otros por su 14parte no completaban la actividad por no escuchar las instrucciones

15¿Había carencia de respeto y otros valores entre algunos estudiantes? Sí, no ¿por qué 16cree que se presenta esta situación?

17respeto no tanto, más bien movimientos y comportamientos bruscos por parte de 18algunos estudiantes

19¿Considera usted que existió una diferencia significativa en relación al desempeño 20académico entre los estudiantes provenientes de la fundación y los particulares? Sí, 21no ¿por qué?

22Si, debido a que los primeros venían de realidades y ambientes sociales diversos y 23muchas veces sin ninguna noción motriz o cognitiva trabajadas en sus primeras 24etapas

25¿Considera usted que después de la implementación pedagógica basada en trabajo 26cooperativo, los estudiantes con mayores dificultades académicas lograron algún 27cambio? Sí, no ¿por qué?

28Si, porque aunque les costaba reconocer inmediatamente los conceptos, en el trabajo 29en conjunto los afianzaban y expresaban en otras instancias
30 ¿Cree usted que los docentes practicantes promovían el desarrollo de valores sociales a través de las actividades propuestas? Sí, no ¿por qué?

32 Si porque buscaron métodos recursos y estrategias que fortalecieran los valores que los niños más necesitaban vivenciar y practicar.

34 Si la respuesta a la pregunta anterior fue sí, ¿Ha notado algún cambio en la actitud de los estudiantes frente a la interacción en el aula de clase? Sí, no ¿por qué?

36 Si, porque son más cuidadosos en sus acciones y responsables en sus actividades, al tiempo que se disculpan con mayor naturalidad.
La siguiente entrevista pretende recolectar información acerca del comportamiento y del desempeño académico de los estudiantes del Jardín infantil “Los Ángeles” durante el año 2015. Es fundamental resaltar, que la información recolectada será de gran ayuda para corroborar y evaluar la implementación pedagógica de los estudiantes practicantes en dicha institución con la cual se pretendía el mejoramiento de los alumnos en relación al ámbito personal y académico.

1. ¿Alguna vez los estudiantes presentaron comportamientos violentos durante las 2 clases? si la respuesta es sí, ¿Cuáles creen que son las mayores causas de estos problemas?

4 Si, a veces los niños de la fundación se pegaban o maltrataban a los demás niños, no 5 fueron muchas veces que esto paso en mis clases, porque solo tenía clase con ellos una 6 vez a la semana. Mmm las causas, tal vez que los niños no tenían quien les enseñara a 8 comportarse o a respetar a los demás.

9 ¿Cree usted que el comportamiento que los estudiantes tengan en el aula influye en su 10 desempeño académico? Sí, no ¿por qué?
11. Si porque en la clase se aprenden bases fundamentales que después se aplican a la vida real, muchas veces los niños que no se portan bien no prestan atención, no hacen las actividades como debería

14. ¿Alguna vez los estudiantes trabajaron en grupos? Si la respuesta es afirmativa, describa lo sucedido

16. No, yo nunca apliqué trabajo en grupo durante las clases de inglés porque se formaba mucho desorden

18. ¿Había carencia de respeto y otros valores entre algunos estudiantes? Sí, no ¿por qué cree que se presenta esta situación?

20. Si debido al desconocimiento de algunos valores, los niños no pedían el favor cuando necesitaban algo, nunca se disculpaban por nada, pues eso pasa cuando al niño desde la casa no se le enseña.

23. ¿Considera usted que existió una diferencia significativa en relación al desempeño académico entre los estudiantes provenientes de la fundación y los particulares? Sí, no ¿por qué?

26. Sí, porque existen varios factores que favorecieron el aprendizaje de los particulares, sus padres siempre estaban pendientes de ellos de sus tareas, su proceso en el jardín, varios llevaban un tiempo estudiando, mientras que los otros niños hasta este año iniciaron su proceso y fue hasta mitad de año ni siquiera desde enero

30. ¿Considera usted que después de la implementación pedagógica basada en trabajo cooperativo, los estudiantes con mayores dificultades académicas lograron algún cambio? Sí, no ¿por qué?

33. Si tenían mayor interés y atención en clase, aprendieron palabras y comandos

34. ¿Cree usted que los docentes practicantes promovían el desarrollo de valores sociales a través de las actividades propuestas? Sí, no ¿por qué?

36. Aunque no estuve presente en las clases de los profesores practicantes creo que sí puesto que se evidencia algunos cambios durante el proceso, generalmente encontraba material sobre valores y los niños me hablaban acerca de las actividades realizadas
40Si la respuesta a la pregunta anterior fue sí, ¿Ha notado algún cambio en la actitud de los estudiantes frente a la interacción en el aula de clase? Sí, no ¿por qué?

42Sí, ya hay chicos que hablan más con los demás, antes los niños de la fundación estaban muy aparte de los otros niños, no hablaban mucho, no compartían mucho.
Promoting Social Values

Data Analysis

**Objective**

- To describe how cooperative work allows the development of social values and consequently students’ relationships improvement

<table>
<thead>
<tr>
<th>Categories</th>
<th>Evidence from teacher’s journal</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Jhon hit Sandra on her face and the teacher decided to stop the activity and to talk to them in front of their classmates. (J1C- Para.4)</td>
<td>Before cooperative work was implemented, we realized that violence was present during students’ interaction. In the case of Jhon and Sandra, the boy was always rude to her, they shared the table but they did not work together. Also, Jonathan and Sneider used to fight all the time, and physical aggression was common between them. That was why the head teachers decided that those kids would not work together. When students started to work cooperatively we decided to make groups in which those kids could share and work. At the beginning it was not easy because fights were still present, but when the teacher and students talked about values</td>
</tr>
<tr>
<td></td>
<td>✓ “Sometimes I did not know how to manage this kind of situations because when small kids are violent it is difficult to stop those behaviors” (J3A-Para.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ “He helped Sandra to stand up” (J5C- Para.6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ “John gave the ticket to the main teacher, but he drew Sandra, he said he loved her as his sister” (J5C- Para. 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ “Now John is kind to Sandra, at the beginning he treated her badly, he hit her, and it was very common to see him being very rude”. (J5C- Para.6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ “I gave to Sneider the paint and the paintbrush, but when Jonathan saw it he got very angry and took the material from Sneider hands rudely.”(J3A-Para.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ “Sneider did not decorate the cloth nor painted the sticks he was in his chair crying, I asked him what happens? But he did not speak to me. When Jonathan came back to the classroom Sneider took the paintbrush and hit him on the face.” (J3A- Para.9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ “Violence was still present, but in this case it was not during the English</td>
<td></td>
</tr>
</tbody>
</table>
class. It would be better to work with the foundation if we want a meaningful change” (J4A- Para.4)

- “One of the students Jonathan started to throw the paper balls to one of his classmates (Sneider). He did not do or say anything.” (Journal1A para.4)
- “Some weeks ago we observed that Sneider and Jonathan have not argued anymore about the materials. We did not notice them fighting again.” (J4A-Para.3)
- “Jonathan said “I’m sorry” to Sneider, for the first time in our class his reaction towards his classmate was not violent” (J4A- Para. 7)

Students from the foundation did not have a behavioral model to follow because of the lack of guidance from their partners. Consequently, they had not been taught about values and the best way to behave in social situations.

<table>
<thead>
<tr>
<th>Lack of a behavioral model</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Today we talked to the principal and she told us about the situation of the students from the foundation, they do not live with their parents or any relative. There are some women who take care of them.</td>
</tr>
<tr>
<td>✅ For students it was common to behave badly because they did not have the adequate guidance at home</td>
</tr>
<tr>
<td>✅ Brandon told us today that he was used to be shouted by everybody, “no me importa que me diga usted, no es mi papá” he said, when the teacher asked him to pay attention during the explanation</td>
</tr>
</tbody>
</table>

During the sessions students started to understand that all the members of the group were important and all of them deserved to be respected and heard. Cooperative work allowed children to share more and to consider that each one of them had an important role play. Besides, students could establish stronger relationships because they spent more time together, in the case of Jhon and Sandra, they became good friends.

Violence among students was very common during the sessions. When children wanted something they used violence as the means to have what they desired. Violence was considerably reduced at the end of the pedagogical implementation, because students were able to solve the problematic situations while they worked with others.
Promoting Social Values

| ✓ “How can we ask for respect among students if they have not been taught about it? We have to work on it” (J1A- Para.4) |
| ✓ “I understand Sneider behavior; he does not know the importance of being respectful to others that is why we should help him to improve.” (J1A- Para.4) |
| ✓ When I asked Sneider to stop fighting he ignored my requirement |
| ✓ Brenda told Jonathan that he should be a better boy, she was all the time asking him to behave well |
| ✓ “As I mentioned before, some kids did not have an authority figure, it was not their fault, and they behaved in that way just because they wanted to catch the attention from adult people, but was good when the other students tried to make them understand that respect is important.” (J2A- Para.3) |
| ✓ Two students from the foundation started to take classes at “Los Angeles”, John decided to talk to them about the new rules and words used in the English class. He highlighted the importance of well behaving |

Disrespect

| ✓ “I have to say that for me was fundamental to help this kids to know about the importance of respecting their classmates who were trying to do the activities.” (J1A- Para.6) |
| ✓ “The teacher talked to Brigith and Jonathan out of the classroom, they came back and the kids started to work but some minutes later they were running again” (J2A- Para.3) |
| ✓ “Also, it was important to us to know that some students knew about values but not all of them had a clear idea.” (J2A- Para.4) |
| ✓ “Then I asked to the kids if Jonathan, Sneider, and Mayerly were being respectful and they answered clearly that they were not.” (J2A- Para.5) |
| ✓ “Isa said “el video es acerca de no pegarnos ni empujarnos porque es malo” Brenda said “es de respetar a los niños que estudian con nosotros y a los profesores, no pegarles ni empujarlos” (J2A- Para.4) |
| ✓ “Because of those students, the other children could not work properly, they were always running hitting others being disrespectful to the teacher during the class and at the same time they did not learn anything.” (J2A- Para.5) |
| ✓ “Although the teacher tried to teach them about respect it seemed not to be important for them” (J2A- Para.6) |

In regards to this issue, the role that students developed was fundamental because through cooperation some kids became the model of others. For instance, Brenda used to ask to her classmates to behave better because that behavioral problems did not allow them to finish the tasks. Also, John could be a model for his new partners by giving them the main rules of the class.

Some students had a definition of respect, but others did not know what the concept implied when children interacted, there were many situations of disrespect to the teachers and among the students. The main objective was that those students who knew about it could help their partners. With our guidance and the development of the activities through cooperation, students learnt to say please, sorry, thank you, and to use the words in the correct situations. When a student did not remember the words his or her classmates helped the student to remain it. At the end it was more natural among them.
“Despite this, the three kids just laughed and continued doing the same; finally I decided that it was time to go back to the classroom. At the end of the class I explained to the kids the importance of being respectful with all people around us.” (J2A - Para. 6)

Jhon never asked for any favor he wants other to do things without asking it politely. (J1C - Para. 2)

“today Alejandro was not working properly, I decided to ask him why and he said I am sorry teacher” (J2C – Para. 7)

“I have observed many changes on the students, they are more respectful now, they ask for permission to go to the bathroom by saying “please”. (J4A-Para. 3)

“Today Mayerly was talking to Brigith and she was kind to her and her classmates. Sneider and Jonathan started to share the materials given by the teacher, when students were working in groups, the teacher Cristhian decided to go to Jonathan’s group in order to congratulate them because they were working better today.” (J4A-Para. 3)

“Students are using “magic words” they use please, when they need to ask a favor to the teacher, if they need to sharpen their pencils or colors, they say “please teacher”, or bathroom please if they need to go” (J4C- Para. 7)

“at the end of the class an incident happened, accidentally Brandon threw Thomas’ colors to the floor, Brandon said “sorry Thomas fue sin querer, es que me estrellé” (J5C- Para. 5)

To identify situations in which students support others during their English learning process helping them to improve

<table>
<thead>
<tr>
<th>Categories</th>
<th>Evidence from teachers’ journals</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>✓ John did not show interest in the class, he did not participate, he ignored his partners and the teachers, his skills were lower than his partners (J1C- Para. 6)</td>
<td>At the beginning of the project some students did not show interest in class, they did not participate and they did not follow the instructions given by the teacher</td>
</tr>
<tr>
<td></td>
<td>✓ The teacher started the class telling a short story to the students</td>
<td></td>
</tr>
</tbody>
</table>

because students apologized with their partners when something was not done as it should be.

Besides, when kids wanted something they said “please” and then they said “thank you”. These actions were reinforced during cooperative work because the use of the magic words were one of the main rules during the sessions.
Promoting Social Values

<table>
<thead>
<tr>
<th>English Language Difficulties</th>
<th>students in order to engage them to the class. John did not pay attention, he was making planes with paper (J2C- Para. 1)</th>
<th>teachers, part by part, teachers asked students to go to the board, say some words that might express an idea or an opinion, consequently the students who did not participate started to talk more and to improve their attitude related to class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ All the groups followed the instructions except by Sandra and John who did not participate in the activity and started walking around the classroom. (J3C- Para. 3)</td>
<td>✓ When I asked them about the main ideas of the video only Brenda and Isabella L. participated (J2A- Para. 4)</td>
<td>By the end of the project most of them lost the fear to speak in front of the group because thanks to cooperative work they felt more comfortable, it allowed a positive interdependence among them. Sometimes during the presentation stage students tried to help their classmates in order to make it better. Even they started to clap their hands when a kid participated.</td>
</tr>
<tr>
<td>✓ “Jonathan, Mayerly and Samuel did not speak well but their peers tried to help them during the presentation. Sneider decided to help him with the paper.” (J4A- Para.6)</td>
<td>✓ “Today was a good day for Mayerly, she raised her hand to participate, she said “please lo usan los niños para pedir el favor” now she knows the importance and use of some words which we called the magic words. Students are working better and they participate more”(J4A- Para.2)</td>
<td>When we started to teach them, it was very hard to make us understandable to students, some of them knew words and expressions in English because their parents used to talk to them in English, but kids from the foundation did not know even colors or forms in Spanish. It was very difficult, but at the end they were able to use simple words and simple instructions given were easier to understand. When they presented their job to their classmates they used to combine words in Spanish and English.</td>
</tr>
<tr>
<td>✓ “Even I had to ask them to raise their hands because most of them wanted to answer.” (J4A- Para. 2)</td>
<td>✓ As the expected students understood some words in English老师, part by part, teachers asked students to go to the board, say some words that might express an idea or an opinion, consequently the students who did not participate started to talk more and to improve their attitude related to class.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| ✓ When the teacher spoke in English only some students followed him. Others (Mayerly, Jonathan, Brigith, Samuel, Sneider and Violeta) did not pay attention.” (J1A- Para.2) | ✓ “When we started to teach them, it was very hard to make us understandable to students, some of them knew words and expressions in English because their parents used to talk to them in English, but kids from the foundation did not know even colors or forms in Spanish. It was very difficult, but at the end they were able to use simple words and simple instructions given were easier to understand. When they presented their job to their classmates they used to combine words in Spanish and English. |
| ✓ “How can we engage those students who already know English to help their classmates?” (J1A- Para.2) | ✓ “As most students were not used to listen to the teachers speaking in English they were very confused at the beginning of the activity and when they were watching the video. Even a few students did not know colors in Spanish.” (J2A- Para.14) | |
| ✓ “Some students knew words in English because their parents had taught them. It could be good if those students could teach those words to their classmates too.” (J1A- Para.1) | ✓ The teacher asked about the vocabulary seen the previous class but Sandra and Jhon do not remember any word (J1C- Para. 4) | |
| ✓ “As the expected students understood some words in English students in order to engage them to the class. John did not pay attention, he was making planes with paper (J2C- Para. 1) | ✓ “As the expected students understood some words in English students in order to engage them to the class. John did not pay attention, he was making planes with paper (J2C- Para. 1) |</p>
<table>
<thead>
<tr>
<th>Cooperative work</th>
<th>At the beginning students were sitting down sharing the table but working individually. Most of the time the children from the foundation used to work separately from the other kids. When cooperative work was implemented, children started to know each other. Firstly, it was not easy for and listening to their classmates. In the case of john and other students, a cooperative attitude was developed, because the end they wanted to help to the new students. Some kids to work with others because they were not used to do it. For instance, Daniel and john hated the idea of working with others, but we explained them the importance of interacting with new people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Foundation kids did not have a good interaction with other partners, they did not speak to them, and they hit them and are not respectful to any authority or partner. (J2C- Para.2)</td>
<td>✓ “We have to implement activities in which students could know the importance of having a good coexistence with others.” (J1A- Para.5)</td>
</tr>
<tr>
<td>✓ “We have to implement activities in which students could know the importance of having a good coexistence with others.” (J1A- Para.5)</td>
<td>✓ “I really liked all the groups organization because all are diverse although some students did not have good relationships is the opportunity to know each other better.” (J2A- Para.3)</td>
</tr>
<tr>
<td>✓ “I really liked all the groups organization because all are diverse although some students did not have good relationships is the opportunity to know each other better.” (J2A- Para.3)</td>
<td>✓ In this case group formation was very easy considering that we are working with small kids. Students organization was quickly but I have to say that I was worried about this issue fortunately it was not tough. (J2A-Para. 2)</td>
</tr>
<tr>
<td>✓ In this case group formation was very easy considering that we are working with small kids. Students organization was quickly but I have to say that I was worried about this issue fortunately it was not tough. (J2A-Para. 2)</td>
<td>✓ Jhon was taking everything he did not want to share anything, He was being very rude at Sandra, and he took the colors from her hands in a rude way. The teacher asked him not to do it but he did not look or listen to the teacher. He never asked to the teacher to sharpen his pencil, when the teacher asked him to say please, he made a noise “ashhh” and he did not say please, he preferred to use another color. (J1C-Para. 2)</td>
</tr>
<tr>
<td>✓ Jhon was taking everything he did not want to share anything, He was being very rude at Sandra, and he took the colors from her hands in a rude way. The teacher asked him not to do it but he did not look or listen to the teacher. He never asked to the teacher to sharpen his pencil, when the teacher asked him to say please, he made a noise “ashhh” and he did not say please, he preferred to use another color. (J1C-Para. 2)</td>
<td>✓ “After some sessions students learnt greetings and now they know that they always have to work with the same classmates. Now they enjoy the videos more than before, they understand some short instructions and participate more.” (J4A- Para. 1)</td>
</tr>
<tr>
<td>✓ “After some sessions students learnt greetings and now they know that they always have to work with the same classmates. Now they enjoy the videos more than before, they understand some short instructions and participate more.” (J4A- Para. 1)</td>
<td>✓ Most of the students used the words properly, they learnt many words they combined them with Spanish (J5C- Para. 2)</td>
</tr>
<tr>
<td>✓ Most of the students used the words properly, they learnt many words they combined them with Spanish (J5C- Para. 2)</td>
<td>✓ When students were working with paintings, some of them did not remember the words in English, then their peers helped them to remain it.</td>
</tr>
<tr>
<td>✓ When students were working with paintings, some of them did not remember the words in English, then their peers helped them to remain it.</td>
<td>✓ “The lack of attention was very common with small kids and even more if the teacher spoke in another language they do not comprehend completely.” (J3A- Para.1)</td>
</tr>
<tr>
<td>✓ “The lack of attention was very common with small kids and even more if the teacher spoke in another language they do not comprehend completely.” (J3A- Para.1)</td>
<td>✓ “But not complete instructions”(J2A- Para.10)</td>
</tr>
<tr>
<td>✓ “But not complete instructions”(J2A- Para.10)</td>
<td>✓ “But not complete instructions”(J2A- Para.10)</td>
</tr>
<tr>
<td>✓ “But not complete instructions”(J2A- Para.10)</td>
<td>✓ “But not complete instructions”(J2A- Para.10)</td>
</tr>
<tr>
<td>✓ “After some minutes, Sneider tried to take some papers from Mayerly’s basket who immediately felt angry about that because she wanted to work by alone.” (J1A- Para.5)</td>
<td></td>
</tr>
<tr>
<td>✓ Cecilia wanted to cooperate, but when she tried, John took his colors away and did not allow her to work(J2C-Para. 7)</td>
<td></td>
</tr>
<tr>
<td>✓ Daniel wanted to draw himself and give the ticket to a relative; he said he did not like anyone of the classroom. . (J5C-Para. 1)</td>
<td></td>
</tr>
<tr>
<td>✓ Interaction among kids is not good, some of them have not talked to their classmates yet despite they spend a lot of time at school, they could know their partners better if they shared more during the sessions. (J2C-Para. 2)</td>
<td></td>
</tr>
<tr>
<td>✓ The arrival of the new students motivated John, he wanted to show them the different things he had learn during the English class. He turned into a good leader who was trying to help his classmates. (J4C-Para. 5)</td>
<td></td>
</tr>
<tr>
<td>✓ It was good to see how their classmates were helping them, with signals, they were very kind. (J4A-Para. 6)</td>
<td></td>
</tr>
<tr>
<td>✓ Students were getting used to work with others; it was common that at the beginning they wanted to do the same. (J3A-Para. 3)</td>
<td></td>
</tr>
<tr>
<td>✓ Sara`s group, decided to call their group Spiderman and his princess, taking into account that there were three girls and one boy, they decided it bearing in mind their likes in order to make everyone happy. (J2C-Para. 3)</td>
<td></td>
</tr>
<tr>
<td>✓ “John’s group decided to call their group “angry birds and friends” But Daniel disagreed because he just wanted “angry birds” at the end the group decided to join thoughts.” (J2C-Para. 6)</td>
<td></td>
</tr>
<tr>
<td>✓ As they were not able to work together they could not finish the activity. (J1A-Para. 3)</td>
<td></td>
</tr>
</tbody>
</table>

When time passed they learnt to listen to the opinions of others and for them was important that they could be happy during the activities. For instance, during one of the tasks they had to assign a name to their groups, surprisingly, they took into consideration all the ideas and made big names in which ideas were combined “Spiderman and his princesses” or “angry birds and friends”.

Besides, when functions were assigned by the teachers, some students did not want to
Because of the problems students have during group work, they do not finish the activities properly. (J3C-Para. 3) Daniel took the paper for his own, he did not share colors, the paper or any other material used by the group. John was always sharpening pencils and colors (taken away from Cecilia) for Daniel, but he did not take part in the activity. (J2C-Para. 7) Now students understood that they would do different things considering those they were good at. (J3A-Para. 4) At the end of the class, John's group finished at the same time Sara's group did, the other groups were still working on the activity. While the groups finished the activity, John and Sara's group helped teachers organizing the classroom. (J4C-Para. 6) In the last group, students had already finished. Isabella cut, Violeta drew, Emmanuel was the “painter”, and Samuel decorated the cloth. (J3A-Para. 6) As students found the way to solve their problems, children could work better. But Sandra does not participate too much although she is working better with their classmates. (J4C-Para. 6) Students started the activity; they were making small paper balls. Some students did not know how to make it, the teacher helps them. (J1A-Para. 3) Mayerly was not working properly; she was only observing her classmates. (J1A-Para. 5) "Since we arrived we saw that Mayerly was not interested in the class, she stayed on the chair looking around. (J1A-Para. 5) "Brigith was not working either, she had not taken the colored paper, and she just wanted to run in the classroom." (J1A-Para. 5) There were kids who spent the classes on their chairs not doing anything; at the beginning was very hard but we tried to design activities that could engage students to work and to be focused on the activities. Also, when roles were established, kids felt they were important in the group. Even, students learnt about helping others when they had any difficulty. Then some sessions later, students started to work better in order to finish the activities to participate in the socialization part. "Students do what they were supposed. For them, some things were funnier than others, but they did not have “products” to show to their classmates so, they felt ashamed. Then some sessions later, students started to work better in order to finish the activities to participate in the socialization part. There were kids who spent the classes on their chairs not doing anything; at the beginning was very hard but we tried to design activities that could engage students to work and to be focused on the activities. Also, when roles were established, kids felt they were important in the group. Even, students learnt about helping others when they had any difficulty. Then some sessions later, students started to work better in order to finish the activities to participate in the socialization part. "Students do what they were supposed. For them, some things were funnier than others, but they did not have “products” to show to their classmates so, they felt ashamed. Then some sessions later, students started to work better in order to finish the activities to participate in the socialization part.
Promoting Social Values

Para.6)
✓ “We have to focus our attention to those kids who do not do anything in the class; they can improve with some help.” (J1A-Para.6)
✓ “The teacher gathered the worksheets from the students who finished. Brigith, Mayerly, Sneider, Jonathan and Samuel did not finish.” (J1A-Para.7)
✓ “Again the same issue, we need to find the way to help them because they are behind the others in the academic field and while the days pass the disadvantage is bigger because they do not develop the activities.” (J2A-Para.11)
✓ “Mayerly, was not doing anything she was just looking to their partners with her head on the table, I asked her to complete the activity but it was not possible, she just said “no quiero nada”. Brigith finished with the cloth very quickly so I asked her to help Mayerly with the drawing, but Mayerly got angry.” (J3A-Para.7)
✓ When the teacher asked for the first part of the activity Jhon and Sandra were the only one who did not finish it(J1C-Para.3)
✓ Sandra did not do anything, even if the teacher asked her to do it , she smiled and stayed in her spot paper (J2C-Para.7)
✓ Daniel’s group did not do anything during class; Cecilia said she felt sad because they were the only group that did not do the task. (J3C-Para.1)
✓ John said he wanted to work with his new classmates, the teacher accepted this proposal telling john that he would be in charge of the group, this seemed to motivate him and he started to work on the task, he said to his partners what they should do, and if one of them was not working, John pushed them to keep working. (J4C-Para.5)
✓ John starts working better in class, he uses the vocabulary given before (magic words), and he behaves as a leader for his partners who follow his instructions. He said “thank you
| Daniel started to share his colors with Sandra who decided to use another paper to color it. She started to work for the group, she did not say any word but she was doing something. (J4C-Para. 2) |
| John helped in a very enthusiastic way; he said he liked helping teachers. (J4C-Para. 6) |
| “During this session Brigith was engaged with the activity, she was very active. But Mayerly had not changed her attitude towards the class.” (J3A-Para.7) |
| “It was interesting to know their reaction; they decided what to do very quickly without teacher’s help.” (J3A-Para.8) |
Objectives

To promote cooperative work as a means to improve relationships among students through the development of social values.

To develop activities focused on social values and personal development.

To help students to overcome difficulties regarding academic issues in the field of English Language Learning

Students’ interaction and relationships

<table>
<thead>
<tr>
<th>Category</th>
<th>Evidence from interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ relationship</td>
<td>“Sí, cuando llegaron los niños de la fundación hubo muchos problemas de violencia, ya que en realidad los niños provenían de contextos muy complicados”. (Interview 1 line 4-5)</td>
</tr>
<tr>
<td>Violence</td>
<td>“más bien algunos estudiantes eran un poco impulsivos, mientras se desarrollaban las actividades y además presentaban poca atención”  (Interview 2 line 4-5)</td>
</tr>
<tr>
<td></td>
<td>“Sí, por ejemplo con Sol, el cambio de ella fue muy bueno, ella no hablaba en el salón ni permitía que nadie se le acercara porque golpeaba o empujaba a sus compañeros, dejó de ser tan violenta y se relacionaba más con las otras niñas del grupo.”  (Interview 1 line 45 - 47)</td>
</tr>
<tr>
<td></td>
<td>“A veces los niños de la fundación se pegaban o maltrataban a los demás niños, no fueron muchas veces que esto paso en mis clases, porque solo tenía clase con ellos una vez a la semana” (Interview 3 line 4 - 6)</td>
</tr>
</tbody>
</table>

According to the interviews, at the beginning the violence was present during class, even more since “foundation” kids started to study, some students did not like that other students interacted with them and reacted in an aggressive way. Some students changed their attitude to their partners and the class after the pedagogical implementation developed by the teachers.
| **Cooperative work** | “Yo nunca había aplicado el trabajo en grupo con los niños, porque cada vez que lo intentaba se formaba mucho desorden porque los niños son muy pequeños, algunos no seguían instrucciones o jugaban, entonces no lo apliqué realmente”. (Interview 1 line 16-18)  
“Los niños aprendieron mucho a compartir, después de un tiempo ya sabían que debían trabajar con los demás, muchos aprendieron a obedecer al docente y a respetar a los compañeritos, porque muchas veces tuvimos problemas de golpes y malas palabras”. (Interview 1 line 34-37)  
“siempre se realizaban actividades que se relacionaban con el respeto la tolerancia y la cooperación” (Interview 1 line 40-41)  
“aunque les costaba reconocer inmediatamente los conceptos, en el trabajo en conjunto los afianzaban y expresaban en otras instancias” (Interview 2 line 28-29)  
“No, yo nunca aplique trabajo en grupo durante las clases de inglés porque se formaba mucho desorden” (Interview 3 line 16-17)  
“Ya hay chicos que hablan más con los demás, antes los niños de la fundación estaban muy aparte de los otros niños, no hablaban mucho, no compartían mucho”. (Interview 3 line 42-43) | According to the teachers’ comments no one of them used group work as a strategy in their class because it implied “disorder” and students did not work well in group. Students used to be violent or they used to say bad words to their partners when they tried to use group work. After the implementation the teachers said that the relationship among students had got better, and that group work was more useful to make students more confident and respectful in class. |
| **Social values** | “Los niños provenían de contextos muy complicados en los que no contaban con una persona que los guiaría y les enseñara a tratar bien a los demás.” (Interview 3 line 5 - 6)  
“las causas, tal vez que los niños no tenían quien les enseñara a comportarse o a respetar a los demás” (Interview 3 line 6 - 8)  
“Si debido al desconocimiento de algunos valores, los niños no pedían el favor cuando necesitaban algo, nunca se disculpaban por nada, pues eso pasa cuando al niño desde la casa no se le enseña.” (Interview 3 line 20 - 22) | As foundation kids were in an “adoption process” they did not have parents who taught them some values necessary to coexist with others, they were not used to ask for a favor, to say thanks or to listen to others, aspect that changed in some students who started to cooperate and talk to other partners, they started to socialize better. |
| **Disrespect** | “Sí, más que todo los niños de la fundación, porque eran niños que nunca habían trabajado con otros niños, pero tuvimos que integrarlos y tratar de enseñarles valores y normas que seguir” (Interview 1 line 21 - 23)  
“más bien movimientos y comportamientos bruscos por parte de algunos estudiantes” (Interview 1 line 17 - 18)  
“Si porque buscaron métodos recursos y estrategias que fortalecieran los valores que los niños más necesitaban vivenciar y practicar” (Interview 2 line 32 - 33)  
“son más cuidadosos en sus acciones y responsables en sus actividades, al tiempo que se disculpan con mayor naturalidad” (Interview 2 line 36 - 37) | Foundation kids used to be aggressive, disrespectful with the teachers and their partners, after the intervention of the teachers from UD these students changed in some aspects in their behavior; they paid more attention to the class, the obeyed commands and started to ask for a favor and to apologize more often. |
| **Academic difficulties** | | |
| **Class Work** | “aunque el comportamiento influye en el desarrollo de las actividades en el salón al momento de seguir instrucciones o hasta de prestar atención cuando se les explica algún tema” (Interview 1 line 11-13)  
“vi que los profesores trabajaban mucho con materiales reutilizables y esa también es una manera de promover el respeto por los recursos” (Interview 1 line 41-42)  
“Sí, en los ejercicios físicos, algunos estudiantes acataban las ordenes, otros por su parte no completaban la actividad por no escuchar las instrucciones” (Interview 2 line 13-14)  
“Si porque en la clase se aprenden bases fundamentales que después se aplican a la vida real, muchas veces los niños que no se portan bien no prestan atención, no hacen las actividades como debería” (Interview 3 line 11-13)  
“Si tenían mayor interés y atención en clase, aprendieron palabras y comandos” (Interview 3 line 33)  
“Aunque no estuve presente en las clases de los profesores practicantes creo que si puesto que se evidencia algunos cambios durante el proceso, generalmente encontraba material sobre valores y los niños me hablaban | At the beginning some Students did not pay attention, they did not share their materials and they did not finish the activities proposed by the teacher, and if they did the task they did not do it well because they did not follow instructions.  
After the implementation, the teachers said that some students had improved their behavior and work in class, they were more active and participative, some of the teachers also said that it was noticeable their improvement in class.
| English Language Difficulties | “los niños de la fundación no habían tenido un proceso académico como tal, no sabían siquiera los colores en español, estaban demasiado atrasados en comparación con los estudiantes antiguos” (Interview 1 line 27 - 29)  
“algunos si porque necesitan siempre concentrarse para aprender los conceptos, para otros no, pues aunque son un poco inquietos, son capaces de aplicar los conceptos y aplicarlos” (Interview 2 line 8 - 10)  
“Sí, debido a que los primeros venían de realidades y ambientes sociales diversos y muchas veces sin ninguna noción motriz o cognitiva trabajadas en sus primeras etapas” (Interview 2 line 22 - 24)  
“Sí, porque existen varios factores que favorecieron el aprendizaje de los particulares, sus padres siempre estaban pendientes de ellos de sus tareas, su proceso en el jardín, ya varios llevaban un tiempo estudiando, mientras que los otros niños hasta este año iniciaron su proceso y fue hasta mitad de año ni siquiera desde enero” (Interview 3 line 26 - 29) | As some children did not have a coherent learning process, they were not at the same level that the students who were since the beginning of the year, also, some students (foundation kids) did not have some basic knowledge in order to advance on the topic that was why it was harder for foundation kids to learn some topics. |