

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Teacher-Made Worksheets to Develop Oral Language in an EFL Classroom

Andrés Felipe Anteliz Gómez

Claudia Torres Jaramillo
Thesis director

Universidad Externado de Colombia
School of Education
Master's Program in Education with Emphasis on English Didactics
Bogotá D.C., Colombia
2018

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Note of acceptance

_____ . Thesis Director

_____ . Juror

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Acknowledgments

I would first like to thank God, for giving me this chance of learning contributing to my students, family, friends and community in general. I would also want to give special thanks to my girlfriend Carolina Camacho, because without her, this project would have neither a beginning nor an end. Her patience and intelligence are just more than incredible. I love her so much and God bless her forever because of all her contribution!

I would also want to thank my thesis advisor, professor Claudia Torres, for all her support, corrections and dedication throughout this long academic process. Moreover, I want to highlight her humanity which makes her one of the best professors I have ever known. Furthermore, I would like to dedicate this achievement to my family: My mother Ligia, my father Felipe, my siblings Adriana, Alex and Julio, my nieces Natalia and Laura, and my nephews Santiago and Juan. You all have always been on my mind when facing any challenge.

Thanks again my God and always let me have in mind the “privilege is to serve”.

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Abstract

Teacher-made materials in education and specifically in English instruction have become a valuable strategy that supports students' learning process in an effective and motivating way. Thus, the present research had as principal objective to analyze the incidence of implementing teacher-made materials to enhance vocabulary learning in the development of fourth graders' oral language in an EFL classroom. This study was carried out at the Liceo Nacional Antonia Santos public school with a group of fourth graders from the morning shift. This was a qualitative action research study and the instruments to collect data were observation, field notes, artifacts and a focus group interview. The findings revealed that the students' vocabulary learning as well as their oral language development were enhanced due to the worksheets designed which contained a variety of activities and strategies that allowed elementary students to learn actively.

Keywords: materials development, teacher-made materials, vocabulary learning, oral language

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Resumen

Los materiales elaborados por el profesor en educación, y especialmente en la enseñanza del Inglés, se han convertido en una estrategia valiosa que permite apoyar el proceso de aprendizaje de los estudiantes de una forma efectiva y motivante. Así, la presente investigación tuvo como objetivo principal analizar la incidencia de la implementación de material elaborado por el profesor para mejorar el aprendizaje de vocabulario en el desarrollo del lenguaje oral. Este estudio fue llevado a cabo en el colegio público Liceo Nacional Antonia Santos e involucró a un grupo de estudiantes de cuarto grado, jornada de la mañana. El estudio fue una investigación-acción cualitativa y los instrumentos para recoger la información fueron: la observación, diarios de campo, artefactos y una entrevista de grupo focal. Los hallazgos muestran que el aprendizaje de vocabulario de los estudiantes y su relación con el uso del lenguaje oral fueron afectados de manera positiva, gracias a la intervención y a los materiales utilizados ya que incluían una variedad de actividades y estrategias que les permitieron a los estudiantes aprender activamente.

Palabras claves: elaboración de materiales, material creado por el profesor, aprendizaje de vocabulario, lenguaje oral

	Resumen Analítico en Educación -RAE
	Página 1 de 2

1. Información general	
Tipo de documento	Tesis de grado
Acceso del documento	Universidad Externado de Colombia. Biblioteca Central
Título del documento	Teacher-Made Worksheets to Develop Oral Language in an EFL Classroom
Autor(es)E	Andrés Felipe Anteliz Gómez
Director	Claudia Torres Jaramillo
Publicación	Universidad Externado de Colombia, 2018
Unidad Patrocinante	
Palabras Claves	materials development, teacher made materials, vocabulary learning, oral language

2. Descripción
<p>Teacher made materials in education, and specifically in English instruction have become a valuable strategy that supports students' learning process in an effective and motivating way. Thus, the present research had as principal objective to analyze the incidence of implementing teacher-made materials to enhance vocabulary learning in the development of fourth graders' oral language in an EFL classroom. This study was carried out at the Liceo Nacional Antonia Santos public school with a group of fourth graders from the morning shift. This was a qualitative action research study and the instruments to collect data were observation, field notes, artifacts and a focus group interview. The findings revealed that the students' vocabulary learning was enhanced as well as their oral language development due to the</p>

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

worksheets designed which contained a variety of activities and strategies that allowed elementary students to learn actively.

3. Fuentes

- Adrian, E. D., & Buytendijk, F. J. J. (1931). Potential changes in the isolated brain stem of the goldfish. *The Journal of physiology*, 71(2), 121.
- Belinchón Carmona, M, Gómez, J, Carmona, A., González, J., & Gómez, A. (1994). *Psicología del lenguaje: investigación y teoría* (No. 401.9 B4).
- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387-401.
- Burns, A. (2015). Perspectives on Action Research. *Cambridge University Press*. Bogotá, Colombia.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1, 1.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. *Language and communication*, 1, 1-47.
- Charmaz, K., & Belgrave, L. (2007). *Grounded theory*. John Wiley & Sons, Ltd.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, 44(3), 417-448.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. New York, USA: Routledge.
- Denzing, N., & Lincoln, Y. (2011). *The SAGE Handbook of Qualitative Research*. SAGE publications, Inc. United States of America.
- Fandiño-Parra Y, Bermúdez-Jiménez J, & Lugo-Vásquez, V. (2012). Retos del Programa Nacional de Bilingüismo: Colombia Bilingüe. *Educación y Educadores*, 15(3), 363-381. Retrieved January 29, 2017 from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=So123-12942012000300002&lng=en&tlng=es
- Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and practice in language studies*, 2(4), 784.
- Flick, U. (2004). Triangulation in qualitative research. *A companion to qualitative research*, 178-183.
- Genishi, C. (1998). Young Children's Oral Language Development. *Clearinghouse ERIC Digest*.
- González, A. (2006). On materials use training in EFL teacher education: Some reflections. *Profile Issues in Teachers Professional Development*, (7), 101-116.
- Gu, P. (2003). Vocabulary learning in a second language: Person, task, context and strategies. *TESL-EJ*, 7(2), 1-25.
- Gubrium, J, & Holstein, J. (Eds.). (2002). *Handbook of interview research: Context and method*. Sage publications, Inc. United States of America.
- Gutiérrez, Gómez & García. (2013). *Tecnología multimedia como mediador del aprendizaje de vocabulario inglés en preescolar*. Didáctica, innovación y multimedia (DIM). Revista científica de opinión y divulgación. Recovered from <http://hdl.handle.net/123456789/2863>
- Halim, S., & Halim, T. (2016). Adapting Materials: Revisiting the Needs of Learners. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, 2(4), 633-642.
- Hernández, R., Fernández, C., & Baptista, M. (2010). *Metodología de la Investigación*. México D.F, Mexico: McGraw-Hill Interamericana,
- Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal*, 12, 50-58.
- Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269293, 269-293.
- Jaramillo, N., & Torres, C. (2015). *Enseñanza del léxico: guía didáctica para profesores de español como lengua extranjera* (Master's thesis). Pontificia Universidad Javeriana, Bogotá. Colombia.

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

- Jiménez, R. (1994). Estrategias mnemotécnicas para la enseñanza y el aprendizaje del vocabulario del inglés. *Comunicación, Lenguaje y Educación*, 6(4), 79-88.
- Kagan, S. (1995). *We Can Talk: Cooperative Learning in the Elementary ESL Classroom*. ERIC Digest.
- Kemmis, S & McTaggart. (1988). *Cómo planificar la investigación-acción*. Madrid, España: Ed Morata
- King, L. (2003). *La educación en un mundo plurilingüe, el desafío para los sistemas educativos*. Francia: UNESCO Educación Documento de Orientación, Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.
- King, N. (2012). *Doing Template Analysis*. Qualitative Organizational Research: Core Methods and Current Challenges. London, 426.
- Labaree, R. V. (2009). *Research Guides: Organizing Your Social Sciences Research Paper: Writing Field Notes*. California, EE.UU: University of Southern California
- Lasagabaster, D. (2011). *English achievement and student motivation in CLIL and EFL settings*. Innovation in Language Learning and Teaching, 5(1), 3-18. Retrieved from: http://www.laslab.org/upload/english_achievement_and_student_motivation_in_clil_and_efl_settings.pdf
- Lessard-Clouston, M. (2013). *Teaching Vocabulary*. TESOL International Association.
- Lincoln, Y., & Guba, E. (2003). Ethics: The failure of positivist science. *Turning points in qualitative research: Tying knots in a handkerchief*, 219-238.
- Lowry, L. (2012). Build Your Child's Vocabulary. *The Hanen Centre*.
- Luria, A. (2000). *Conciencia y Lenguaje*. Madrid, España: aprendizaje visor.
- Markee, N. (1992). The Diffusion of Innovation in Language Teaching. *Annual Review of Applied Linguistics*, 13, pp. 229-243. doi: 10.1017/S0267190500002488.
- McTaggart, R., & Kemmis, S. (Eds.). (1988). *The action research planner*. Deakin university. Melbourne
- Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. Jossey-bass San Francisco, CA. United States of America.
- Monsalve, S & Correal, A. (2006). Children's Oral Communication in English Class Activities: An Exploratory Study. *Profile Issues in Teachers' Professional Development*, (7), 131-146. Retrieved January 10, 2017, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100010&lng=en&tling=en.
- Morales, S, & Ferreira ,A. (2008). La efectividad de un modelo de aprendizaje combinado para la enseñanza del inglés como lengua extranjera: estudio empírico. *RLA. Revista de lingüística teórica y aplicada*, 46(2), 95-118. <https://dx.doi.org/10.4067/S0718-48832008000200006>
- Morgan, D. (ed). (2001). *Handbook of interview research. Context & Method*. London.
- Núñez, A., & Téllez, M. (2009). ELT materials: The key to fostering effective teaching and learning settings. *Profile Issues in Teachers' Professional Development*, 11(2), 171-186.
- Núñez, A., & Téllez, M. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *How*, 22(2), 54-74.
- Núñez, A., Téllez, M., Castellanos, J & Ramos, B. (2009). A practical materials development guide for EFL pre-service, novice, and in-service teachers. *Books, 1*.
- Otto, B. (2008). *Literacy development in early childhood: Reflective teaching for birth to age eight*. Northeastern Illinois University, Waveland Press. EE.UU
- Oxford, R. (2001). *Integrated Skills in the ESL/EFL Classroom*. ERIC Digest. ESL Magazine," Vol. 6, No. 1, January/February 2001. Recovered from <https://www.ericdigests.org/2002-2/esl.htm>
- Paulston, C & Bruder, M. (1976). *Teaching English as a Second Language*. Techniques and Procedures. New Jersey
- Phillips, D., & Carr, K. (2014). *Becoming a teacher through action research: Process, context, and self-study*. Routledge.
- Rodgers, T & Richards, J. (2001). *Approaches and methods in language teaching*. Cambridge University Press.

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

- Sánchez, M. (2009). *Historia de la metodología de enseñanza de lenguas extranjeras*. Tejuelo: Didáctica de la Lengua y la Literatura. Educación, (5), 4.
- Schwandt, T. (2015). *The SAGE Dictionary of Qualitative Inquiry*. 4th edition. Thousand Oaks, CA: SAGE
- Seven, M. & Engin, A. (2007). *The Importance and Effect of Using Aid Materials in Foreign Language Teaching*. Online Submission.
- Shiel, G., Cregan, Á., McGough, A., & Archer, P. (2012). *Oral language in early childhood and primary education (3-8 years)*. Dublin: National Council for Curriculum and Assessment.
- Siguan, M. (1976). *Bilingüismo y sociología*. Revista española de lingüística, 6(1), 27-88.
- Spink, J., & Ferrer, D. (1990). *Niños lectores*. Fundación Germán Sánchez Ruipérez.
- Tai, Y. (2014). *The Application of Body Language in English Teaching*. Journal of Language Teaching & Research, 5(5). 1205-1209
- Tomlinson, B. (2003). *Materials development in language teaching*. Cambridge University Press. UK
- Tomlinson, B. (2012). *Materials development for language learning and teaching*. Language Teaching, 45(02), 143-179.
- Troute, L. (2016). *Oral Language and Vocabulary Development Activities For Student-Student Interaction*. Fulton-Holland Educational Services Center, Florida, EU. Retrieved from: <https://www.palmbeachschools.org/wp-content/uploads/2016/04/OralLanguageDevelopmentActivities.pdf>
- Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.
- Victoria State Government. (2013). *Education and training*. Australian Qualifications.
- Vivanco, V. (2002). *La adquisición de vocabulario en una segunda lengua: estrategias cognitivas y vínculos afectivos*. Encuentro (Revista de la Univ. De Alcalá), 177-187.
- Vygotski, L. (1979). *El desarrollo de los procesos psicológicos superiores*. Barcelona: Editorial crítica. S.A.

4. Contenidos

This document is divided into five chapters. In the first chapter, I present the statement of the problem, the research question; How do the creation and implementation of teacher-made materials enhance vocabulary learning to develop oral language among fourth graders at LNAS in an EFL classroom?

Objectives: **General:** To analyze the incidence of designing and implementing teacher made materials to enhance vocabulary learning in the development of fourth graders' oral language in an EFL classroom.

Specific objectives: a) To examine the impact that teacher made materials has on fourth graders vocabulary learning when developing oral language; b) to identify the different types of materials and its characteristics which may be effective in the teaching-learning of vocabulary and c) to describe the development of fourth graders' oral language by means of implementing teacher made materials.

Moreover, I present some studies related to this research as well as the description of the setting and the rationale. In the second chapter, I define the three main constructs of this study: teacher-made materials, vocabulary learning and oral language. In the third chapter, I describe the research approach and the type of study, the participants, the instruments for data collection, and the instructional design. In the fourth chapter, I explain the data analysis and the findings. Finally, in the fifth chapter, I present the conclusions and the pedagogical implications and questions for further research.

5. Metodología

Here, I present the process developed in this research study and the way the pedagogical intervention was carried out. It is divided into two parts: the research design and the instructional design.

The Research Design procedure has as purpose to give structure to the phases which permit to comprehend an issue. First, I explained the research approach, followed by the type of study, the description of the participants (students, and myself as a researcher and text developer), and a full sketch of the data gathering

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

instruments. The research approach which frames my project was qualitative which is characterized by the observation and evaluation of a phenomena. The **Type of study** is the Action Research, taking into account that I wanted to improve my practices as a teacher, as well as to solve or offer solutions to the problems I had identified in my students.

The participants involved in this study were a group of fourth grade students enrolled at the Liceo Nacional Antonia Santos, morning shift, and myself as teacher researcher and a text developer. The instruments to collect data were students' artifacts, field notes, and a focus group interview.

Then, I described the pedagogical intervention, followed by the instructional objectives as well as the intervention conceived as and innovation and the theory of the nature of language and language learning that support my intervention. Moreover, I addressed the methodological approach underlying the pedagogical intervention, followed by the connection of the pedagogical intervention with the research question, the instructional stages, and a sample of my worksheet.

The pedagogical intervention was to create and implement worksheets centered on vocabulary learning to enhance fourth graders' oral language in the EFL classroom, taking into account the Second Language Acquisition principles proposed by Tomlinson (as cited in Núñez, Téllez & and Castellanos, 2009). The **Instructional objectives** that guided this process of creation, implementation and evaluation of the materials, and the pedagogical intervention in general were: **Main objective:** To design and implement teacher made worksheets for fourth graders from LNAS to acquire English vocabulary and expressions in an appealing manner. **Specific objectives:** (a) To provide students with attractive materials that supports their English learning process; (b) to help students acquire meaningful vocabulary and expressions to develop their oral language; and (c) to assess the effectiveness of teacher made worksheets focused on vocabulary learning to enhance oral language.

In the intervention as an innovation stage, I established that this study was innovative because a pedagogical project of this nature had not been applied before at the primary level at LNAS school. After that, in relation to **Theory of the nature of language and language learning**. I relied on different visions and perspectives included in the development and implementation of my study; the Linguistic Perspective, the Functional Perspective, the Structural View and the Functional view. Next, in the **Methodological approach underlying the pedagogical intervention**, I chose two different but complementary approaches to create the most suitable materials and have the most effective intervention. Firstly, I worked under the Direct Method which postulates that classroom instruction is conducted exclusively in the target language, and secondly, the Total Physical Response (TPR hereafter) that is based on the theory that memory is enhanced through association with physical movement. What is more, in relation to the **connection of the pedagogical intervention with the research question**, the instructional design permitted to achieve the objective of this research and, consequently, to solve the research question because it gave conceptual and methodological criteria. And finally, in regards to the **Instructional Stages**, this study was developed taking into account some of the most important frameworks proposed by national and international scholars to posteriorly create my own framework; HME (Hope stage, Magic stage and Eureka stage).

6. Conclusiones

In terms of the conclusions reached in this study, I can affirm the following: Students' vocabulary learning and its relation to oral language development were positively affected by the materials proposed and created by me, since I elaborated them, taking into account the learners' needs and interests. Besides, the worksheets allowed me to implement diverse strategies which motivated my students learning and influenced the development of oral language. In this order of ideas, the implementation of this study evidenced the type of activities, the most of them ludic, that permitted students to enjoy their English learning process, corroborating what was postulated by Constantinides and Halliwell (as cited in Miletic, 2017) about ludic, and activities such as searching words and crosswords which motivated the learners, while, at the same time, stimulated their brains. The content of these materials was characterized by having a great variety of images

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

which allowed children to associate them with the vocabulary and expressions they were exposed to, generating, thereby, an effective learning process.

In addition, the worksheets maximized the work in groups, strategy that made children do the exercises by interacting with their peers, putting in practice their oral language and appropriating what they had previously learned. Furthermore, this study impacted positively the classroom environment, because each student had his/her own materials, solving one of the problems that existed before its implementation, so, learners looked motivated, worked better and were better organized creating a more pleasant classroom environment.

Also, it was important to have chosen teacher-made materials as the type of class materials to be applied because unlike other types of materials, this one has some special features such as contextualization of the needs and interests of the group, identification of the learners' different learning pace, the use of learning strategies, clear and feasible achievements, interesting, enjoyable and appealing contents full of graphics and colors, and the inclusion of a section for students to evaluate these materials, thus giving them, an active participation in the construction of these worksheets. For these reasons, the worksheets had positive results.

All of that, based on the guidelines, of important scholars about MD frameworks, especially Núñez et. al (2009) who gave the most of elements to came up with my own framework.

Finally, it was evidenced that working in groups was a strategy which empowered the students to put in practice the learnt contents, interiorize the vocabulary, and use it in dialogues among students and with the teacher, promoting and stimulating, students' oral language development.

Elaborado Por:	Andrés Felipe Anteliz Gómez
Revisado Por:	

Fecha de elaboración del Resumen:	26	Marzo	2018
--	----	-------	------

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Table of contents

Acknowledgments.....	3
Abstract.....	4
Resumen.....	5
R.A.E.....	6
Table of contents.....	12
Introduction.....	1
Chapter I.....	2
Research Problem.....	2
Statement of the Problem.....	2
Research Question.....	3
Research Objectives.....	3
General objective.....	3
Specific objectives.....	3
Related Studies.....	4
Setting.....	7
Rationale.....	8
Chapter II.....	10
Literature Review.....	10
Materials Development.....	10
Learning materials.....	11
What is and how to create teacher-made materials?.....	12
Vocabulary Learning.....	14
The traditional methods.....	16
Methods that emerged after the Cognitive Revolution.....	17
Oral Language.....	19
Stages of oral language development.....	21
Communicative Competence.....	22
Chapter III.....	24
Methodological Design.....	24
Research Design.....	24
Approach.....	24
Type of study.....	25

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Participants	26
Students.....	26
Teacher-researcher and text developer	27
Data Gathering Instruments.....	27
Artifacts.....	28
Observation	28
Field Notes.....	28
Focus Group Interview	29
Instructional Design	30
Pedagogical intervention.	30
Instructional objectives.....	32
Main objective	32
Specific objectives	32
Intervention as an innovation	32
Theory of the nature of language and language learning.	33
Methodological approach underlying the pedagogical intervention	34
Connection of the pedagogical intervention with the research question.	35
Instructional Stages.....	35
Proposed materials development framework.....	35
Hope stage.....	36
Magic stage.....	37
Eureka stage.....	37
Sample of Worksheet.....	37
Chapter IV.....	48
Data Analysis	48
Research Categories	49
Teacher-made materials to enhance learning	50
Ludic activities to motivate learning, stimulate brain lateralization and foster interaction among learners.	51
Worksheets to impact the classroom’s learning environment.	58
Strategies to develop and practice oral language.....	62
Imagery, repetition and body language as strategies to support the learning process	64
Working in groups to motivate the use of the English language	68
Chapter V	73
Conclusions and Pedagogical Implications	73

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Conclusions	73
Limitations	76
Further Research	76
References	77
Appendices.....	83
Appendix A: Student’s survey	83
Appendix B: Teacher’s survey.....	84
Appendix C: Artifacts’ Samples	85
Appendix D: Field Notes Sample	87
Appendix E: Focus Group Interview - Transcription (first part).....	88
Appendix F: Parents’ Consent Form.....	89
Appendix G: Principal’s Consent Form.....	90

INNOVATIVE WORKSHEETS TO DEVELOP ORAL LANGUAGE

Figures and Tables

Figure 1 Kemmis and McTaggart action research cycle.....	26
Figure 2 Record class observation	52
Figure 3 Record ludic activity.....	53
Figure 4 Artifact worksheet N.3 S2	54
Figure 5 Artifact worksheet N.3 S5	55
Figure 6 Artifact worksheet N.1 S4	55
Figure 7 Record class observation	56
Figure 8 record teacher- students interaction	57
Figure 9 Students´ materials assessment.....	60
Figure 10 Sample ludic activity	60
Figure 11 Record class observation	61
Figure 12 Students´ and teacher interaction.....	63
Figure 13 Artifact worksheet N.4 S6	65
Figure 14 Artifact worksheet N.2 S4	66
Figure 15 Artifact worksheet N.5 S3.....	67
Figure 16 Artifact worksheet N.4 S6	70
Figure 17 Artifact worksheet N.3 S1	70
Figure 18	85
Figure 19	85
Figure 20	86
Table 1 Research categories and subcategories	50

Introduction

This research study analyzed the impact that teacher-made materials have on fourth graders at Liceo Nacional Antonia Santos (LNAS hereafter). It is focused on the development of students' vocabulary and oral language. Thanks to the experience I have had teaching in this institution for four years, and after having done a needs analysis, it was evident that these students required designed materials that focused on their needs, to support their English learning process. Special designed materials are needed in this institution due to various circumstances such as the low number of classes per week and the lack of textbooks to teach English. Besides, oral language "is the foundation for student learning" (Victoria State Government Education and Training, 2013, para. 1). Therefore, it was fundamental for the students' English learning process to design materials based on their necessities.

This document is divided into five chapters. In the first chapter, I present the statement of the problem, the research question, the objectives and some studies related to this research as well as the description of the setting and the rationale. In the second chapter, I define the three main constructs of this study: teacher-made materials, vocabulary learning and oral language. In the third chapter, I describe the research approach and the type of study, the participants, the instruments for data collection, and the instructional design. In the fourth chapter, I explain the data analysis and the findings. Finally, in the fifth chapter, I present the conclusions and the pedagogical implications and questions for further research.

Chapter I

Research Problem

Statement of the Problem

Text books are an important support in the students' learning process; in this regard, Prucha (as cited in Tandlichová, 2003,) states that "a coursebook is inseparable from the teaching-learning process because it is a means of classroom management for the teacher and self-direction of learner's own learning" (p. 145). Thus, this concept applies when students are in elementary levels and learning a foreign language. Besides, books support and facilitate the teachers' exercise of transmitting knowledge and reinforcing it. If the book's content calls the attention of the students, possibly, the pedagogical instrument is going to be more effective and, consequently, the students' acquisition of knowledge will increase.

Some of my main concerns based on my experience with the students at LNAS school are that, firstly, they did not have a textbook to support their English learning process. Therefore, it would be pertinent to have a proper one that presents the topics in an attractive and creative way. Secondly, these students only have two hours per week of English instruction. This is not the expected time to be able to advance when learning a foreign language, as Cárdenas (2006) argues in regard to the Colombia's National Bilingualism Plan (PBN, for its initials in Spanish). She affirms that "few hours are set for teaching English, there is a shortage of materials and qualified teachers, there are too many students in classes ..." (p. 368). Correspondingly, the analysis and implementation of that plan involve all the public institutions in the country.

Moreover, after having perceived my students' interests and having consulted the opinions of my colleagues, both through surveys (See Appendix A and B), I concluded that it is

necessary to elaborate materials which motivate my students; that is to say, contextualized, appealing, and helpful materials that teachers can use in the English classroom.

Finally, as the process of English learning has been very slow, owing to the difficulties named before, there is not much evidence of learning, especially in the oral skill, where students have shown minimum ability to express their ideas due to the lack of contact with the language and to the few opportunities they have to learn vocabulary and practice it. As stated before, we lack materials such as books or flashcards which support effectively the acquisition of vocabulary. By means of the direct observation in my classes, I have noticed that my students do not have enough elements to transmit their ideas in the target language.

Research Question

According to the problem presented above, I posed the following research question:
How do the creation and implementation of teacher-made materials enhance vocabulary learning to develop oral language among fourth graders at LNAS in an EFL classroom?

Research Objectives

General objective: To analyze the incidence of designing and implementing teacher-made materials to enhance vocabulary learning in the development of fourth graders' oral language in an EFL classroom.

Specific objectives: The following are the ones stated for this study:
a) To examine the impact that teacher-made materials has on fourth graders vocabulary learning when developing oral language; b) to identify the different types of materials and its characteristics which may be effective in the teaching-learning of vocabulary and c) to describe the development of fourth graders' oral language by means of implementing teacher-made materials.

Related Studies

To develop this research, I had to check former studies related to the constructs that support this thesis: teacher-made materials, oral language and vocabulary learning which will be presented below.

Regarding designing materials, Jaramillo and Torres (2015) did an investigation which had as main objective to design materials addressed to Español como Lengua Extranjera, (Spanish as a foreign language), (ELE hereafter) for teachers from Centro Latinoamericano (Latin American Center) at Javeriana University, in Bogotá, Colombia, to facilitate the teaching of lexicon. Such investigation came up from the need of going deeper in the construction of materials which allowed the teacher to teach in an effective way the lexicon units. This was a qualitative case study and the findings suggested that the materials achieved effectively the objective which is endorsed by the teachers who participated in the research. The information was gathered based on guides and a matrix which permitted to observe; adequacy and relevance, contents, methodology and graphic design. As conclusions, it was established that the learning of lexicon goes through various stages and that educative materials must pay attention to features as the distribution of spaces, the letters, and colors, among others. This study allowed me to know about ways to create proper materials to teach a second language. In addition, it gave me hints to take into account possible similarities between ELE and EFL, like for example, that visual elements can contribute to the process of vocabulary memorization.

Another study, of qualitative type, was carried out by González (2006) at the University of Antioquia, Colombia, which explored the use of materials in a teacher training program and its effectiveness in the practicum. Two questions led the study: How effective is the training on materials use for their students' performance in the practicum? and what elements should teacher

educators include to improve that training? The participants were student teachers from the undergraduate program, practicum supervisors, and EFL teachers. The instruments to collect data included a documentary analysis, evaluation files, and interviews. The data analyzed suggested that, despite the new approaches, teacher educators trained future teachers in materials use but these educators still needed to revise the way of including this component in the teacher preparation curricula. Training in materials development should include its use in settings with limited resources as well as those with greater possibilities in technical and non-technical materials. Finally, the author raised awareness about the need to include materials use as an issue in local and national EFL teacher education agendas. In view of that, this research made me aware that I had to optimize the resources to be effective at the moment of the teaching.

In regards to oral language, Monsalve and Correal (2006) carried out a participatory action research with the National University of Colombia, addressed to examine the development of children's oral communication in English and the way in which the activities and the teacher's roles created or expanded students' opportunities for learning. The participants were one teacher and 15 students with intermediate English level. The instruments used to collect data included field notes, audio and video recordings, and two interviews done to the teacher. As a result, the development of activities that involved previous knowledge and experiences of the students generated fluency and spontaneity in their oral communication. This article is strongly related to my research as the results achieved were similar to the ones I was seeking. Therefore, I needed to create a suitable environment with activities which involve students' likes so that they could apply their previous knowledge and experiences to learn vocabulary and communicate orally in English.

Furthermore, Shiel, Cregan, Mcgough and Archer (2012) carried out a report in Ireland that was part of a research paper that promoted the development of a new primary language curriculum. This is a mixed study and took into account international evaluative elements such as standard PISA and PSE tests. As sample, 59 classrooms were taken in 26 schools. The instruments to collect data were focus group interviews which aimed to analyze the English language teaching. It also sought to align curriculum and assessment frameworks covering the three - eight years of age range. Besides, the report had the challenge of identifying ways in which children's language development could be supported at home, in pre-school, and in infant classes, taking into account the different features of these settings. In sum, for children aged three to eight, within a language curriculum, language teaching / learning can be conceptualized as the development of children's knowledge of language that has been acquired, thanks to the co-construction of meaning between adult and child, and between the child and other children. The report contributed to my research because it revealed the characteristics of the children and their context at the moment of developing oral language and how these characteristics could be framed within a curriculum.

In relation to vocabulary learning, a study by Gutiérrez, Gómez and García (2013), carried out in a private catholic institution in Zacatecas, México, sought to investigate the factors which influence the learning of a second language. This research had a quantitative approach following a quasi-experimental design with sampling, pre and post. They used electronic resources as mediator to enhance such learning. They contrasted it with the traditional method of flashcards. This study was conducted with 30 students of preschool level to whom a pre-test and post- test were applied, as well as a survey and an interview to their teacher who stated that the application of technological resources influenced positively the learning of the second language

by potentiating the receptive and productive capacities. This study was an important contribution to my research study because it was evident that an innovative tool like technology motivated students and helped them improve their learning process. As for my study, I have to take into account that I need to be innovative and recognize the diverse ways children learn.

Another study was carried out by Reyes (2015) who searched to describe the contribution of the development and implementation of EFL materials to support vocabulary learning. This was an action research study carried out at Saludcoop Sur public school with a group of seventh graders. They belonged to the immersion program sponsored by the Secretary of Education of Bogotá. The instruments to collect data were field notes, students' logs and artefacts which were analyzed by means of the grounded approach and the color coding technique. The findings pointed out the relevance of using materials from a learner-centered approach, based on authentic stimulus to foster interaction and engagement while learning. This research showed me the importance of keeping in mind the learners' needs to generate strategies which allow them to learn as well as how to implement materials properly, leading to achieve the proposed goals. Moreover, it is strongly related to vocabulary learning, a construct that plays an important role in my research study.

Setting

This research was carried out at the LNAS school, an institution located in Mártires, a neighborhood downtown Bogotá, Colombia. It is a public school recognized for its institutional objectives of educating students to work on healthy coexistence, emphasizing on integral education, communicative competence and critical thinking. The LNAS has two branches, primary section, and the middle-high; one located across from the other, with a population of over 1500 students divided into morning and afternoon shifts. This study was carried out with the

grade Fourth A, from the morning shift. Moreover, the school has special features due to the context where it is located; the Mártires, neighborhood is characterized by various social problems like poverty, delinquency, drug consumption, prostitution, and a great number of homeless people living in the streets.

Rationale

Since I arrived at LNAS school to work in the primary section, I have noticed that some students do not have the appropriate conditions of well-being at home, because a good number of them lack attention from their parents, and some others do not even have the basic materials to support their learning process, such as pencils, notebooks, and books. Additionally, the schedule assigned to learn English was limited to less than two hours per week. These reasons did not help in the development of the classroom sessions. Because of that, I felt motivated to create and implement materials made by myself that considered content, exercises, pictures, and characteristics that suited, encouraged, and contributed to the students' learning process.

This research sought to enhance my pedagogical and academic profile as this experience helped me to find effective solutions when facing obstacles. Thus, I pretended to transform the way English, as a foreign language, is taught at school by providing students with teacher-made materials that calls students' attention and enhances their oral language skills. This is strongly connected with one of the statements of the school's mission: the development of communicative competences and a holistic education. Furthermore, this study may work as example for other colleagues to try to create suitable and appealing materials for their students. Also, this research study can contribute to the Master's emphasis on English Didactics, and more specifically to the area of teacher-made materials, because in the study I designed innovative

materials that suited the specific learning needs of my elementary students for the specific teaching context where I work, following the basic MD principles.

Finally, this study might go beyond the school by transcending other public institutions where similar problems have been identified as the ones in LNAS. In addition to this, researchers can consult about oral language development, vocabulary learning and teacher-made materials to support either their pedagogical practice or other research studies related to the matter.

Chapter II

Literature Review

This research study analyzes the incidence that teacher-made materials have in the teaching of vocabulary and on the development of fourth graders oral language in English as a foreign language at LNAS school. Thus, the constructs that support this research are teacher-made materials framed within the field of Materials Development, vocabulary learning and oral language.

Materials Development

The development of materials has taken great importance, and it has even gone beyond the field of pedagogy and gained recognition in the field of linguistics, among others. Materials Development has been considered as a field of study which analyses and evaluates the impact of these materials on the students' learning process (Núñez & Téllez, 2015).

The need of creating these pedagogical materials made by teachers emerged from the drawbacks of commercial materials. Consequently, Tomlinson (2012) recognizes that “many of the commercial materials only show some features of the language” (p. 1). In this way, it is possible to interpret that teaching through commercial texts is oriented homogeneously by inferring, mistakenly, that all students learn in the same way, and that their needs and context are the same. For this reason, Materials Development requires to take the best advantage of the creative capacity of the teacher, who through the social-critical approach can develop tools capable of having a categorical impact on language learning, and also help transform the reality of their students, as UNESCO (2003) reasserts; “learning another language gives access to other value systems and other ways of interpreting the world, it fosters intercultural understanding and contributes to the fight against xenophobia” (p. 17).

To sum up, it is evident that the teacher is the one who knows the realities and needs of the students so that the materials that he / she designs contemplates real achievements and contents, with which the learning can be motivating and satisfactory. About this matter, Núñez y Téllez (2009) also highlight, “teachers should do their best to develop the most effective, appropriate, and flexible materials for their students and their programs” (p.173). With this statement, it is confirmed that the teacher is the most suitable person to create such learning materials for his/her students since he/she is in constant contact with their learners.

Learning materials. This type of materials has become a valuable source that contributes to the development of multiple skills along the teaching-learning process because the acquisition of knowledge is maximized by means of it. According to Tomlinson (2003), English language learning materials:

Include anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the Internet. They can be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elicitive in that they stimulate language use, or they can be exploratory in that they seek discoveries about language use (p. 66).

Based on the above, language learning materials can be found in diverse ways, either materials that are not designed for teaching-learning purposes (authentic materials) or those that are constructed for specific teaching-learning purposes (non-authentic materials).

Even though, teachers recognize learning materials as very important, they are not perfect as stated by Halim and Halim (2016) “Text books undoubtedly play an important role for both

students and teachers when they are being used in ESL / EFL classrooms, but some practitioners claim that there is not any text book that can be called perfect” (p. 633). For those reasons, my intention is to create worksheets, because they are easy to manipulate, they are short, adequate for the number of hours devoted to the teaching of English at the institution, they are low cost, so the materials are accessible to all my students and finally, these worksheets are easier to be adjusted or modified when necessary. Maybe these materials are not proper for another population or context, but it is strongly suitable for the needs of my students.

Indeed, in foreign language teaching, the suggested materials should respond to the students’ needs. This means that they should accomplish the basic requirements to attain the objectives proposed. The characteristics to fulfill these are: Contextualization, maximization of communicative skills in real situations, innovation and promotion of autonomous learning, to mention a few.

Designing learning materials is a challenge that various teachers are called to do, as Howard and Major (2005) affirm: “However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own materials for classroom use” (p. 101). The reason teachers decide to do this is that commercial materials do not take into account the contextual needs of a determined population. These needs include students’ individual demands, their social-economical level, their cultural level, the characteristics of their culture, the number of class hours, and students’ specific likes, among others.

What is and how to create teacher-made materials? As I mentioned previously, language materials and specially course books have some drawbacks. This is the reason why teachers decide to create their own materials. The disadvantages of course books or other

materials can become advantages for teacher-produced materials. This means that, if for example one book has as disadvantages a high cost, or the no inclusion of relevant themes for the students, the text developer can take these disadvantages, and turn them into advantages when creating his/her materials for the students. This could be done by including all the topics which will be studied during the year and offering it at a lower cost.

Apart from transforming those disadvantages into advantages, it is vital to keep in mind some factors at the moment of designing language materials. The most important factors to consider are the learners, their needs, their interests, their context, and their knowledge, because at the end, they are the reasons for designing materials. Another factor is the curriculum since it determines the goals and objectives which have to be tuned up with the materials. In addition, the resources and facilities must be taken into account to be realistic about what the teacher can achieve with them. Moreover, personal confidence and competence are characteristics that will help a teacher to embark on materials development; besides, creativity and experience are required at this point.

Another aspect to pay attention to is the copyright compliance; it is a requirement to be aware of the restrictions that copyright laws place on the copying of materials which is essential to avoid legal implications linked to plagiarism. The last aspect to keep in mind is the time factor when teachers work in group in order to lighten the load.

At the moment of designing and elaborating teacher-made materials, Howard and Major (2015), and Tomlinson (2003) coincide in the following guidelines. First, innovation and creativity; such materials should call the attention of the students and foster interest. Second, development of reflexive processes; the materials should provide confidence to the student and make him reflect critically on diverse situations. Third, contextualization; the materials should fit

the students' realities, information and contents should be familiar and evidence usefulness. Fourth, exposure of the student to the target language; exercises have to be developed with contextualized activities and very close to student's situations. Fifth, different learning styles of students; the materials should be flexible to allow alternate activities. Sixth, permitting feedback; this feature makes the teaching-learning process pleasant, establishing a formative dialogue.

As it can be observed, these characteristics allow that teacher-made materials generate a positive impact on students by developing processes and skills that facilitate learning, and principally, because they are completely focused on the student.

Vocabulary Learning

I would like to highlight first the importance of vocabulary within the teaching-learning processes of a foreign language, as Lessar-Clouston (2013) agrees, "Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others, or express their own ideas" (p. 2). In the same line of thought, Wilkins (1972) as cited in Lessar-Clouston, states: "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 2). Under such circumstances, we could say that vocabulary is essential to develop oral language and so, to have effective communication; for these reasons, it was primordial for me to include this construct in the English learning process of my students. In regards to the definition of vocabulary, Lessar-Clouston defines it as "the words of a language, include single items and phrases or chunks of several words which convey a particular meaning, the way individual words do" (p. 2). In light of this, when teaching vocabulary, it is relevant to involve, not only single words, but also expressions composed by a mixed of words, because they are also common and very used. These elements were taken into account and included in the materials designed for the learners.

As vocabulary is immersed in the language, it is important to know how human beings develop the acquisition process of vocabulary. Language has a cognitive base that could be considered common in the verbal aspect and conditioned to the structures of each language (Siguan, 1982). For instance, if a child grows up in an English language context, he will develop and dominate this language; but if a child is immersed in a bilingual surrounding, he will learn both languages, performing them well when speaking, even if he does not handle the grammar initially. “The different languages do not have only diverse morphosyntactic rules, but they involve various cognitive analysis of reality” (Siguan, 1982, p. 36). Even though my students are not involved in a bilingual environment, with this research study they were able to use and interact with the target language, learning vocabulary, and developing their oral language.

The interest to know about the process through which vocabulary acquisition is given in a foreign language leads me to identify the structures through which speaking originates and the way how it is internalized by the student. Across the communicative competence and specifically along the linguistic and sociolinguistic sub-competences, it is possible to observe some factors that are involved in communicative speech. In view of that and based on Hymes (1972), the linguistic competence is understood as the ability that a person has to comprehend and express grammar statements by following some rules as the proper use of the lexicon, pronunciation, intonation, and the suitable formation of words and sentences. At the same time, the linguistic competence according to Canale and Swan (1980) is divided in five sub-competences: grammatical, phonological, orthographic, semantic, and lexical. I focused on the last one which has a strong relation with vocabulary learning.

The Lexical competence is conceived as the ability to use the words in a determined language. It includes knowing and using the lexical units, its characteristics and functions such as

genre, number, mode, and tenses, among others. It is essential to keep in mind that the language is constantly changing and so are these units to fit to the different communicative situations.

Based on the Common European Framework (2002), there are two basic elements for a good performance of a speaker: the lexical elements, which consist of open type of words (fixed formulas, idioms and fixed structures) and the grammar elements, shaped by close type of words (articles, quantifiers, demonstratives, possessives, personal pronouns, relative pronouns, etc.). Both elements are crucial to achieve an effective communicative situation.

After knowing the components which involve the acquisition and use of vocabulary and, thus, language learning, it is necessary to take a look at the history and methods of the teaching English to evidence the development that vocabulary learning has had.

Different political, social and transcendental situations like wars, especially the Second World War (1939 -1945) promoted the need to teach a second language which allowed nations to keep abreast of technological advances of other countries. These methods can be grouped into two: the traditional methods and those that emerged after the cognitive revolution which according to Brown (2001) are summarize below.

The traditional methods. The Grammar Translation method, also known as Prussian, was developed by Sears in 1845, which emphasized on translation and text comprehension; students work the grammatical rules by memorizing lexical, morphological, and syntactic contents. On the other hand, the Direct method was considered a revolutionary method at the beginning of the 1900's, because proper spaces were created for the teaching of a second language, where teachers taught vocabulary directly in the target language, English, which is the object of this study. The learner had to understand the meaning through gestures or symbols that could help his/her understanding. Such method did not emphasize on correction, and the

situations developed for its comprehension lacked connections with the context where the subject was immersed.

The Audio-lingual method was proposed in 1945 by Fries who was the director of the English Language Institute at the University of Michigan in the United States. This method implied the recognition of syntactic structures contained in dialogues. Although its purpose is to obtain linguistic habits, in this regard, Jiménez (1994) affirms that "words are memorized inserted in chains of syntactic structures out of context "(p. 79), along with repetition and written exercises that had little relation with the social and cultural aspects of the target language. Its foundation is given by structuralism and behaviorism. Finally, the Situational Method was developed primarily in Britain and it gave importance to imitation and reinforcement of language skills through the stimulus-response operation.

Methods that emerged after the Cognitive Revolution. As mentioned above, these approaches strongly focused on some aspects of language teaching like vocabulary and grammar but neglected others such as contextualization of learning and students 'contextualization and mental processes, among others. This revolution was expected to solve some gaps and / or errors found in the former methods.

As response to this revolution, different methods emerged: The Total Physical Response method, which was born thanks to the development that occurred in the United States during the 70's by Asher, greatly influenced the psychogenetic psychology proposed by Piaget through the processes of assimilation-accommodation in which the understanding of hearing received priority (Sánchez, 2009).

Similarly, the Natural approach method arose in the late 1970's and early 1980's, which was proposed by Krashen and Terrel. They believed that there were vast differences between the

concepts of learning and acquisition. Through nativism, they develop their proposal which aimed at developing immersion processes in the target language. Another approach that emerged was called Suggestopedia. It was proposed in the 1970's by Lozanov who considered that learning problems were due to anxiety. For this reason, he proposed relaxation and concentration techniques to hold large amounts of vocabulary (Sánchez, 2009). At the same time, the Communicative approach appeared in the 70's and it focused on the teaching of communicative functions. This approach proposes real and contextualized situations by means of which an integral language learning is achieved.

As it was mentioned above, to take a look of all this history about English teaching and specially vocabulary, allowed me to understand what has been done on this matter, what methods and elements are proper to apply on my research and implementation and also how I can transform these ideas, to come up with something new and suitable for my students.

Another conceptualization that shed light directly on vocabulary learning is the study presented by Rowe (as cited in Lowry, 2011) who highlighted the following aspects regarding children's vocabulary development:

Children's vocabulary at 30 months was influenced by the quantity (number) of words a parent used one year earlier, at 42 months was influenced by parents' use of a variety of sophisticated words one year earlier, and at 54 months was influenced by parents' use of narratives (talking about things that happened in the past or in the future) and explanations one year earlier. (para. 4)

This demonstrates that the child's process of constructing vocabulary is continuous, progressive, and mediated by the influence of elements from his context and the people who surrounds him, usually the parents, the family, and the school.

Taking this into account, Lowry (2011) proposes the next tips for modeling new vocabulary for the child. First, to follow the child's lead, this means, to emphasize on words that the child uses in every day conversations, and to pay special attention to the child's interest. Second, children need to hear a word several times before they start to use it. It means that by repetition, the child will be able to begin using that repeated word. Furthermore, it is recommended not to harp upon the child with words, because, at the end, he is not going to retain any word. Instead, it is suggested to have balance conversations with the child where adults wait patiently for child's responses. Additionally, to help the child understand what a new word means by giving explanations and details about the new words. In the same way, to take into account that actions can speak louder than words. Thus, body language is essential at this stage when accompanying words with gestures, actions, facial expressions, and proper voice intonation. The child will understand the new words easily. These aspects can be taken into account when teaching my students English vocabulary and helping them develop their oral language in the EFL classroom.

Oral Language

Human beings have the special and unique ability to express their thoughts and emotions through oral language. They carry in their genes the way this skill has evolved which is different from the other species. Genishi (2016) stated that "Human beings are born to speak; they have an innate gift for figuring out the rules of the language used in their environment" (p. 2). In order to develop this skill, humans have had to go through a long and complex process of evolution. Also, it is evidenced in psychological experiments like the Buytendij one (1931), in which different animal species were observed to see how they reacted when obtaining food located in diverse recipients. The experiment showed that these animals did not follow a series of cues but

started looking for the food where they had found it previously. On the contrary, the little child aged between three to five caught the cues easily after some few repetitions by identifying the abstract concept of “next”. According to this experiment, it is possible to evidence that other animal species cannot pass the limit of the sensitive immediate experience while human beings are able to do so. Humans can even go further and reach the abstract level, which shows that they are sensitive and reasoning; features that facilitates the development of complex language.

Language is an exclusive human skill and a tool which allows interactions and learning (Chomsky, 1984). Luria (2000) defines human language as a “complex system of codes which design objects, characteristics, actions or relations, these codes have the function of encoding and transmitting information” (p. 26). Likewise, Vygotsky (1979) considers that language is an instrument to develop and materialize thinking. It is the external reproduction of children’s thinking. The process of developing language in children is not conceived just by perceiving a reality, encoding it and even analyzing it. It is necessary to have interaction to develop language:

The child is an active learner who brings various capacities to what is a complex task and language emerges in the interaction between the predispositions the individual child brings – the individual biological, social and cognitive profile – and his/her social linguistic environment. (Shiel, Cregan, McGough & Archer, 2012. p. 63)

Being more specific, Lindfors, (as cited in Genishi, 1998) defines oral language as “the complex system that relates sounds to meanings” (p. 2). Furthermore, he states that it is made up of three components: the phonological component, which involves the rules for combining sounds; the semantic component, that is made of morphemes, the smallest units of meanings that combined among each other, create words; and the syntactic component, which permits us to combine morphemes to create sentences.

Luria (2000) affirms that oral language is one of the two forms of unfolded external language; the other one is the written language and that it can take place in three fundamental ways: in the form of exclamation, which is a verbal affective reaction that arise unwillingly in response to some unexpected phenomenon; in the form of colloquial language, that involves responses to questions; and in monologue form, which is the autonomous deployed speech that is generated from an internal project.

To sum up, it is a well-known fact that oral language is the principal medium of communication for young learners (Monsalve & Correal, 2006). Children share their ideas, learn new concepts, and construct new worlds through oral language. The aforementioned ideas lead me to say that oral language is one of the most important ways to communicate with others. Thus, it is relevant to have these concepts in mind when carrying out this study and when encouraging the learners to develop their oral language.

Stages of oral language development. According to Otto (2008), there are five stages of oral language development: cooing, babbling, one-word stage, telegraphic stage, and beginning of oral fluency. In the cooing stage, the baby starts experiencing with sounds and focuses more on vowels because these are simpler than consonants to reproduce, in terms of lips and tongue articulation. In the babbling stage, the baby reproduces more complex sounds by mixing vowels and consonants, and the baby can produce these sounds with rhythm and intonation as if she/he were talking as an adult. The one-word stage is characterized by the reproduction of words-like units which may be real words or invented ones to refer to an object. In the telegraphic stage, the baby can say different words together without using articles, prepositions, conjunctions or word endings. Finally, in the beginning of oral fluency, the baby speaks moderately, using this skill to communicate with his family and with his community. As my students are aged between eight

and ten, the previous oral language development process has already been achieved in their mother tongue, Spanish, yet my interest is to recognize such process and be able to make connections between students' L1 and L2 oral development and maximize these characteristics to achieve a proper communicative competence in English.

Communicative Competence. It refers to the ability that a person has to learn a language without being conditioned to the school teaching. He/she acquires communicative skills by being immersed in the activities of a specific community (Hymes, 1993). There are four sub-competences proposed by Canale and Swain (1983) which are embedded within the communicative competence: grammatical or linguistic, discursive, sociolinguistic, and strategic competence. The grammatical or linguistic competence is formed by the phonological, morphological, syntactic, semantic, and the lexical components (Belinchón, Igoa & Riviére, 1994). These components refer to the subject's ability to achieve assertive communication based on the structures of a language. The discourse competence is considered as the ability to use the rules of a language in the development of communicative events in one set context. The Common European Framework (2002) proposes four elements to assess this communicative act which are: flexibility, management of shifts, thematic development, and coherence and cohesion.

The sociolinguistics competence refers to communicative processes established in a particular context where the subject effectively communicates by understanding, analyzing, and generating communication in which it is possible to observe the relations, the type of shared information, and the intent of it, among others. This competence is divided into the linguistic component (comprising the lexical systems, phonological and syntactical) and the pragmatic component (comprising the use and interaction provided by the language). Finally, the strategic competence involves the strategies used by the subject when facing situations for which she/he

does not have resources (whether linguistic or sociocultural) and allows her/him to resume and conclude the communicative act which has initiated. In sum, the communicative competence relates to knowing when to speak, to talk, with whom, when, where and how.

All in all, in this chapter one can observe that the development of materials is an important field of study that must be structured properly, so that it has theoretical support and can be related to contextual factors identified by the researcher. Moreover, it is evident that vocabulary learning is recognized as one of the pillars to be able to understand and communicate in any language. Besides, oral language is understood as one of the main means for human communication to take place (apart from written language) and the acquisition of vocabulary is an essential factor for developing oral language.

Chapter III

Methodological Design

This chapter provides the process developed in this research study and the way the pedagogical intervention was carried out. It is divided into two parts: the research design and the instructional design which will be explained below.

Research Design

My concern as a teacher researcher was focused on how my students would be able to develop their oral language, thanks to the implementation of teacher-made materials. Based on the above and according to Hernández, Fernández and Baptista, (2010), research is understood as “ a set of systematic, critical and empirical processes applied to the study of a phenomena” (p. 4). Having this in mind, in this section of the document, I describe the elements that composed my research design. First, I explain the research approach, followed by the type of study, the description of the participants (students, and myself as a researcher and text developer), and a full sketch of the data gathering instruments.

Approach The research approach which frames my project was qualitative. This is characterized by the observation and evaluation of a phenomenon. Furthermore, it establishes assumptions or ideas. After that, there comes an evaluation and an observation stage that shows the extent to which those assumptions or ideas were founded. Based on the researcher’s analysis, he/she proposes new observations and evaluations to clarify, modify and base the ideas, or even generate some more ideas (Hernández, Fernández & Baptista, 2010).

Thus, I selected this approach to guide my study because of my interest in analyzing my students’ needs to create and provide them with suitable materials for achieving the learning objectives. Furthermore, in regards to this approach, Denzin and Lincoln (2011) state that it

“involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 3). In relation to data collection, Patton, (as cited in Hernández, Fernández & Baptista, 2010), asserts that “qualitative data describes in detail, situations, events, people, interactions and observed behaviors and its manifestations”(p. 9). These characteristics of the qualitative approach fitted to the interests and objectives of my study, because they allowed me to comprehend, and describe the context where my students and I are immersed in our exercise of teaching / learning. Besides, it permitted me to design strategies and materials to try to impact in a positive way, on my students’ learning process.

Type of study. Action Research is the type of study I used by taking into account that I wanted to improve my practices as a teacher, as well as to solve or offer solutions to the problems I had identified in my students. With regard to this aspect, Alvarez-Gayou as well as Merriam (as cited in Hernández, Fernández & Baptista, 2010) argue that the purpose of this type of study is to solve daily and immediate problems and to improve concrete practices. Furthermore, Sandín (as cited in Hernández, Fernández & Baptista, 2010) affirm that Action Research pretends essentially “to propitiate social change, to transform the reality, and that the people be aware of their role in this process” (p. 509). In view of that, this type of study suited the context and needs of the target population involved in this research.

To do this, it was necessary to follow a procedure, which in this case, it was the cyclic process. Based on the above, I chose Kemmis and McTaggart’s (1988) model that describes action research as a cyclical or spiraling process. The key steps are Plan, Act, Observe and Reflect. As the process is cyclical, it allowed me to start first, in the observation step, where I

identified the problem which was students' needs regarding their learning process of the foreign language. Then, in the reflection step, I did an analysis of the situation to discover what was causing such difficulties. After that, in the Planning step, I designed materials and actions to face the problem that was evidenced. Finally, in the Action stage, I implemented the materials indicated above. After all of this, keeping on the cyclic process, I needed to analyze the impact of the actions by reflecting and observing the information collected, in order to plan and act again, when necessary. The process is described, as you can see in the following graphic.

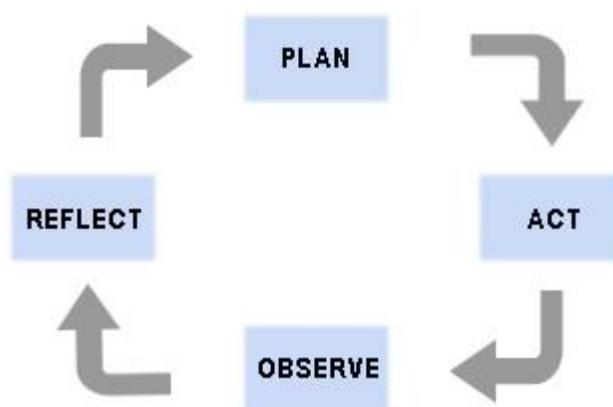


Figure 1 Kemmis and McTaggart action research cycle.
<https://www2.warwick.ac.uk/services/ldc/resource/evaluation/tools/action/>

Participants. The participants involved in this study were a group of fourth grade students enrolled at LNAS, morning shift, and myself as teacher researcher and a text developer.

Students. The chosen students for this inquiry were aged between seven and ten; they were nineteen girls and sixteen boys for a total of thirty five students. The criteria to select these students was based on the convenience sampling, which is one of the most commonly used sampling procedure in second language acquisition studies (Farrokhi & Mahmoudi-Hamidabad, 2012) where the only criterion according to Dornyei (as cited in Farrokhi & Mahmoudi-Hamidabad, 2012) is the convenience of the researcher. I chose these participants since I had

already had contact with them because they have been my students in these recent years.

Furthermore, since they belonged to a low socioeconomic level, these children were mainly characterized by not being very motivated to study. They had little accompaniment by their parents and /or caregivers and spent many hours in the streets.

Teacher-researcher and text developer. In this study, I assumed the role of English teacher and researcher as well as materials developer since I was an active participant in the research and I became part of the population being “analyzed” (McCotter, 2001; Weiler, 1988). Moreover, I was a “human instrument” as Lincoln and Guba (2003) consider the teacher within the research process. As a researcher, I had to be in constant observation to identify needs, signs, and variables by designing and using field notes. Furthermore, I inquired the students to know more about them, their likes, their needs and their responses towards the implementation. I also inquired some of my other colleagues who work at school about their learning materials and methodologies.

As a materials developer, apart from having relevant information from my students to design the materials, I researched into theory to enrich my profile as text developer, for example, analyzing and taking into account the Second Language Acquisition principles proposed by Tomlinson (as cited in Núñez, Téllez & Castellanos, 2009) to be applied at the moment of creating my materials to be as suitable as possible for my learners.

Data Gathering Instruments. Within the research process, collecting data for further analysis to achieve the proposed objectives of the inquiry is of fundamental importance. For this purpose, students’ artifacts, field notes, and a focus group interview were used as instruments whose description appears below.

Artifacts. It is defined as any kind of physical documentation that provides an additional perspective on a research question and topic. In agreement with Kalmbach and Carr (2014), artifacts can be considered pieces of physical evidence, which include student work, tallies of student behavior or test score results. For the purpose of this study, I analyzed learning materials such as students' notebooks, worksheets and evaluations to see what the negative and positive aspects were, and get the best elements for developing the worksheets to apply to my students (See Appendix C).

Observation. It is an essential element to collect qualitative data since it permits to know directly how the behavior of a determined population is. In relation to this, (Kalmbach & Carr, 2014) state that the act of observing, recognizes that "live interaction" provides powerful insights for teacher-researchers. Some critics of this instrument consider it subjective and unreliable, though. Therefore, in research processes, the observer has to be trained and prepared to be careful of what he/she is going to observe.

In this regard, Patton (as cited in Merriam, 1998) asserts that "Training to be a skilled observer includes learning how to write descriptively; practicing the disciplined recording of field notes; knowing how to separate detail from trivia...and using rigorous methods to validate observations" (p. 5). In this sense, the exercise of observing goes further than the mere observation; it is a more complex activity that needs planning, training, and analyzing for being effective and assertive. With this in mind, I was able to use this tool properly and constantly by doing a deep analysis of my students and their context before, during, and after the planning and implementation of this study.

Field Notes. These notes complement the observation mentioned above. In relation to that, Merriam (1998) ensures that "The observation itself is only half the work" (p.104-105) and

thus it involves a long and careful process, as corroborated by Lofland (as cited in Merriam, 1998), “For the actual writing of notes may take as long or longer than did the observation! Indeed, a reasonable rule of thumb here is to expect and plan to spend as much time writing notes as one spent observing...” (p. 105). Under such circumstances, I recognize field notes as another instrument that can complement the observation process, with the purpose of knowing more about the causes of the problem being investigated. Furthermore, Schwandt (2015) states that “Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied” (p. 137).

Consequently, I found this instrument useful to collect the data and I had to take into account some tips to gather the information, such as to record the data as soon as possible after the observation in order not to lose details of the events. In addition, I needed to have a format where I could include the descriptive and reflective information I had gathered to be accurate, organized, and always focused on the research concern (See Appendix D).

Focus Group Interview. It allows gathering detailed information about thoughts, ideas, and conceptions from people. King and Horrocks (2009) assert that, in qualitative research, the interview is a more intimate, flexible, and open process to collect data and perceptions. An interview is defined as a gathering between a person, (interviewer) and other or others (interviewed) to talk and exchange information. With reference to this, Gubrium and Holstein (2001) postulate that “interviews played a central role in educational research throughout the 20th century” and complement it by stating that; “some research interviewers begin with the premise that the data gathered through their interviews should ultimately serve to specify ways in which educational practices and contexts might be reformed” (p. 457). In light of this, the interview

allowed me to know about the children's perceptions in regards to the implementation phase of this study.

In regards to the Focus Group, it is defined as “a research technique that collects data through group interaction on a topic determined by the researcher” (Morgan as cited in Morgan, 2001, p. 6). I used this instrument by taking a sample randomly of the 30% of students (ten students: five girls, five boys). I divided them into two smaller groups to apply the group interviews. This was applied at the end of the implementation of the worksheets to gather evidence about students' process of learning vocabulary and developing oral language, as well as get their perception about the materials and the activities used for doing so (See Appendix E).

Instructional Design

Along the years, the need of implementing materials specifically designed to help people learn different languages has been evidenced (Seven & Engin, 2007). In fact, theories and pedagogical models have allowed understand the mental and socio-cultural structures involved in language learning. Therefore, I will describe the pedagogical intervention, followed by the instructional objectives as well as the intervention conceived as an innovation and the theory of the nature of language and language learning that support my intervention. Moreover, I address the methodological approach underlying the pedagogical intervention, followed by the connection of the pedagogical intervention with the research question, the instructional stages, and a sample of my worksheet.

Pedagogical intervention. After having identified the needs of my students, I decided to create and implement worksheets centered on vocabulary learning to enhance fourth graders' oral language in the EFL classroom. For this, I had presented some approaches, but I specially focused

on the Direct or Natural method and the Total Physical Response approach, which are described deeper below, in the Methodological approach section.

For creating the worksheets, I took into account the Second Language Acquisition principles proposed by Tomlinson (as cited in Núñez, Téllez & and Castellanos, 2009) as follows: firstly, EFL materials must be impacting and attractive, characteristics that I considered important for my specific study since students were children aged between seven and ten. Like most children, they liked colorful books, full of images and characters who called their attention (Spink and Ferrer, 1990). Besides, the content had to be appealing and with creative and challenging activities for them to feel motivated to work.

Secondly, the worksheets had to foster students' self-investment, which is an essential element in this materials. Thus, I tried to develop their creative thinking to maximize integral and autonomous learning. About autonomy, I consider that the language and the information included in the materials had to be clear, relevant, and contextualized to promote a dialogue among the materials, the student, and the teacher to transform that information into meaningful learning.

Thirdly, the materials had to provide opportunities for communicative purposes, and this was exactly what my study was looking for. Considering the context where my students live, where they do not have people around them to practice English, and where they only have two hours of English per week, I considered essential that these materials had to offer the students the chance to interact with the foreign language. It had to be meaningful and practical both at school and at home at the moment of developing the assignments.

Fourthly, it was relevant to take into consideration the possible delays when implementing and practicing with the materials, as we had the situation in the middle of the

schedule of implementation when it was altered due to the educators' national strike. In addition, no matter the time students had to study, I had to ensure that the children were progressing. To attain this, I developed these materials to allow constant revision and structuring. This means that these materials had to evaluate if the achievements were accomplished or if, on the contrary, the content did not promote meaningful learning.

Fifthly, it was necessary to stimulate the use of both brain hemispheres. This implied that the materials needed to contain activities to foster students' communicative skills, and analysis of daily issues, full of images, numbers, drawings, role plays and puzzles, elements and processes involving the two hemispheres. Lastly, it had to provide opportunities for outcome feedback, essential characteristic when checking the progress of the students through the sessions, offering a nice environment where students are confident to act and advance in their learning process.

Instructional objectives. In order to achieve the expected results in this study, it was essential to establish the objectives that guided this process of creation, implementation and evaluation of the materials, and the pedagogical intervention in general. These are presented below, divided into one main objective and three specific ones:

Main objective. To design and implement teacher-made worksheets for fourth graders from LNAS to acquire English vocabulary and expressions in an appealing manner.

Specific objectives. (a) To provide students with attractive materials that supports their English learning process; (b) to help students acquire meaningful vocabulary and expressions to develop their oral language; and (c) to assess the effectiveness of teacher-made worksheets focused on vocabulary learning to enhance oral language.

Intervention as an innovation. For the intention of this study and in regard to materials development, innovation is conceived as "proposals for qualitative change in pedagogical

materials, approaches, and values that are perceived as new by individuals who comprise a formal (language) education system” (Markee, 2001, p. 120). Thus, this study is innovative because a pedagogical project of this nature had not been applied before at the primary level at LNAS school. For the students, it was the first time they had worksheets made by their teacher, full of colorful graphics and characters they liked, which contributed to facilitate and consolidate their learning process. For me as a teacher, it was also innovative because based on previous studies and methodologies, I have tried to create as much as possible, proper worksheets that are suitable for satisfying the needs of my students and helpful to support my teaching practices. Also, this intervention has permitted me to explore creativity skills, which are shaped on my designs, that I did not know I was able to develop.

Theory of the nature of language and language learning. For the purpose of this intervention, I relied on different visions and perspectives included in the development and implementation of my study. These are, the Linguistic Perspective which focuses on understanding the concept of language and the Functional Perspective which centers on the role of language to do things. Likewise, I took into account the Structural View and the Functional view. About the first, Richards and Rodgers (2001) postulate that “Language is a system of structurally related elements for the coding of meaning” (p. 20) and the purpose of this view, is the mastery of phonological, grammatical, and lexical units of this system”; and related to the second, these same authors (2001) state that “Language is a vehicle for the expression of functional meaning” (p. 21). These elements enlightened me when thinking about the purpose of teaching vocabulary, and this reinforced my purpose of enhancing oral language to communicate.

As for the visions of language learning, I chose the habit formation, which develops automaticity and asserts that some aspects of communication require the knowledge of the language and the ability to use it in a fluent and automatic manner. To conclude this section, I recognize language as a system of codes which has the functionality of allowing learners to use it and communicate with others.

Methodological approach underlying the pedagogical intervention. As mentioned before, I chose two different but complementary approaches to create the most suitable materials and have the most effective intervention. Firstly, I worked under the Direct Method which postulates that classroom instruction is conducted exclusively in the target language. Nevertheless, in my study, I used both English and Spanish; I used the L1 to clarify instructions and explain certain topics or vocabulary. Once the students are familiar with certain expressions and commands, I would try to use Spanish as less as possible. Going on with the Direct Method, in this; “only everyday vocabulary and sentences are taught, the grammar is presented inductively, and concrete vocabulary is acquired through demonstration, objects, and pictures” (Richards & Rogers, 2014, p. 12). Thus, it is possible to observe these characteristics within the materials, where most of activities were created for the students to associate images with the corresponding words, these words directly named, practiced and memorized in English, which was the target language.

Secondly, the Total Physical Response (TPR hereafter) that is based on the theory that memory is enhanced through association with physical movement. It is also closely associated with theories of the acquisition of the mother tongue in very young children, where they respond physically to parental commands (Bowen, 2007). This method suited my study since students were still children and their English level was basic. The features of this method were reflected

in the materials and the implementation because the instructions of the activities were given in the imperative form and, at the moment of working with the children, I gave the instructions and explanations of the activities.

Connection of the pedagogical intervention with the research question. The instructional design permitted to achieve the objective of this research and, consequently, to solve the research question because it gave conceptual and methodological criteria. The first part of this research was centered in the search and analysis of theories, models and authors by integrating elements related to the context and psycho-social development of the students. Correspondingly, I designed the worksheets paying special attention that the constructs (teacher-made materials, vocabulary learning and oral language) had relation to the theories and students' needs. Afterwards, I applied the first worksheet in a contrast group with the purpose of evaluating the design and the objective. Finally, after this subsequent correction, I implemented it with the target group.

Instructional Stages. This study was developed taking into account some of the most important frameworks proposed by national and international scholars. In this section, I compare and contrast some of these frameworks to be able to come up with my own proposal.

Proposed materials development framework. To create innovative, adequate and helpful materials for language learning, it is of great importance to mention and compare some authors who have proposed frameworks related to the procedure of creating EFL materials. Among the most relevant scholars, I highlight Graves (1996); Masuhara (1998); Joly and Bolitho(1998); Núñez, Pineda and Téllez (2004); Núñez and Téllez (2009); Núñez, Téllez, Castellanos, and Ramos (2009) and Núñez, Téllez and Castellanos (2012).

Graves (2009) presents an organized and flexible process which can be adapted to specific contexts and needs. Following this line of thought, Núñez, Téllez, Castellanos and Ramos (2009), present a flexible scenario as Graves, but with an additional component that permits creating and developing materials for an existing course. In the same way, Jolly and Bolitho, (1998) purport a continuous self-regulated process, emphasizing on the assessment of the materials. By the same token, Masuhara (1998), states similar stages as the others, but focusing on adapting the units.

To sum up, these authors and their frameworks coincide in the development of stages when creating and/or adapting materials. First, before the creation of the materials, a needs analysis must be done as well as establishing objectives and contents. During the process, the activities need to be designed and implemented. After this, there is a phase for evaluating the materials, the contents, and their achievements. It is important to take into account that all these stages may be adjusted to the context and the learners' needs, having flexibility in the procedure.

Thus, after doing this literature review, I can create my own framework, specially relied on the materials development scaffolding proposed by Núñez, Téllez, Castellanos and Ramos (2009). Where I placed myself in the scenario of developing materials for an existing course, since at school, a curriculum for all the levels already exists. As mentioned before, this scaffolding postulates a previous analysis, then the creation of the materials, after that, a revision and evaluation of the materials followed by a piloting stage and finally the adjustments. All this process is evidenced in the phases presented below.

Hope stage. Initiating the process, I inquired about my students' needs by observing the classes, interviewing students, and applying a survey to both students and colleagues to identify their learning needs and interests more clearly. Then, I classified the contents and the

achievements based on the curricula proposed in the school. Besides, I informed the community-students, teachers, coordinators, principal and parents about the research study and its implementation (See Appendix F).

Magic stage. After achieving the above, in this stage I created suitable materials for my students to start working on vocabulary building and the development of their oral language. In the worksheets, I made activities that helped them achieve the goals proposed by looking at the images, listening and repeating the vocabulary, coloring, associating and following instructions, and having small conversations by putting into practice the vocabulary studied. After this, I piloted the materials to check its relevance and applicability, to, if necessary, make some adjustments to them, and finally, being applied to the students.

Eureka stage. This stage allowed me to check if the students had achieved the proposed goals, if the materials had been effective, if students had enjoyed it, and if there were aspects to be improved.

Sample of Worksheet

My daily activities

Worksheet number 4

General Objective

To recognize and talk about the daily activities I do.

Specific Objectives

- To identify the days of the week.
- To learn the vocabulary related to the daily activities.

Warm Up activities

Learning strategies: Making associations, representing sounds in memory, repeating, recognizing and using formulas and patterns.

1. Listen and sing along

SUNDAY

MONDAY

TUESDAY

♫ CHORUS: "SUNDAY, MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY. 7 days are in a week".

I like to sing them quiet: Chorus...

I like to sing them loud: Chorus...

I like to clap them out: Chorus...

I like to stomp them out: Chorus...

I like to sing them proud: Chorus...

I like to sing again, seven days are in the week,
I like it 1 more time, 7 days are in a week.

SATURDAY

FRIDAY

WEDNESDAY

THURSDAY

2. Read with the teacher, and color the flags like this:

- Sunday = Green Monday = Yellow Tuesday = Blue Wednesday = Purple
- Thursday = Red Friday = Orange Saturday = Brown

3. Follow the example below and ask a friend



Hey four!
What is your
favorite day
of the week?

My favorite day
is Thursday!



Learning activities

Learning strategies: Making associations, using imagery, using key words, repeating, practicing naturalistically. Using mime and gesture.

4. Look and repeat after the teacher.



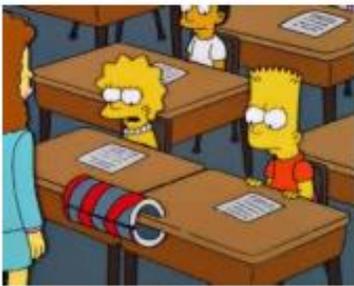
1.



2.



3.



4.



5.



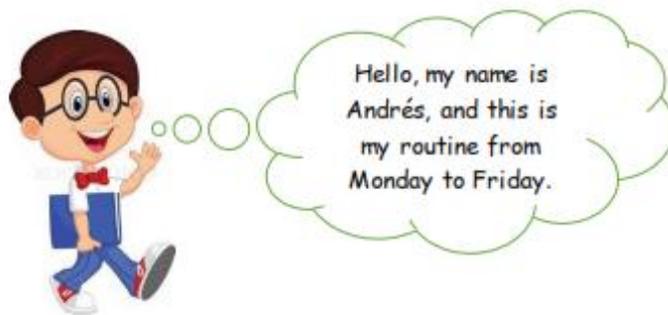
6.



5. Write under the correct picture, this vocabulary

- | | | | | |
|------------|--------------|----------------|--------------|------------|
| Go to bed, | Watch TV, | Play, | Do homework, | Eat lunch, |
| Study, | Get dressed, | Take a shower, | Wake up | |

6. Read



I wake up at 5am



I take a shower at 5:30am



I get dressed at 6am



I study from 7am to 12pm



I eat lunch at 1pm



I do my homework at 2pm



I play with my toys at 4pm



I watch TV at 6pm



And I go to bed at 8pm

7. Read again, and based on the example, ask and answer to your classmates. Then write.

Example:



What does
Andrés do
at 5am?

He **TAKES A
SHOWER** at
5:30am

At 5am, he
**WAKES
UP**

At what time
does Andrés
**TAKE A
SHOWER?**

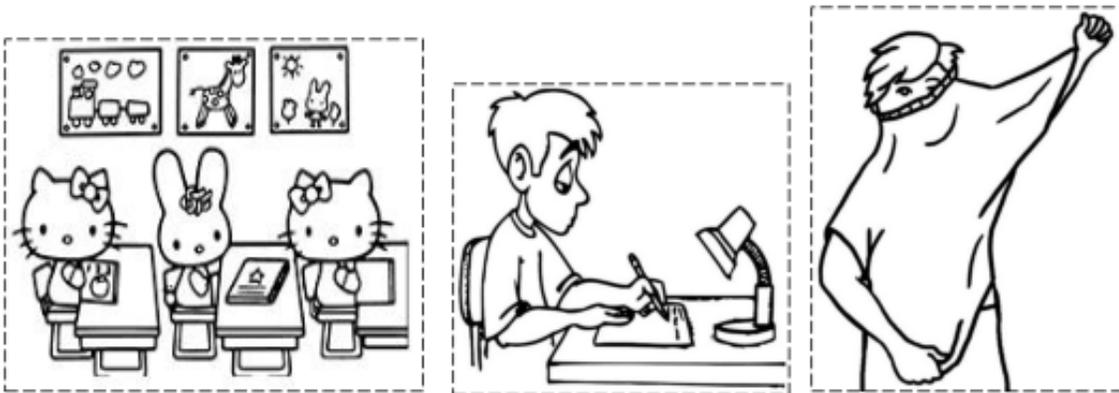
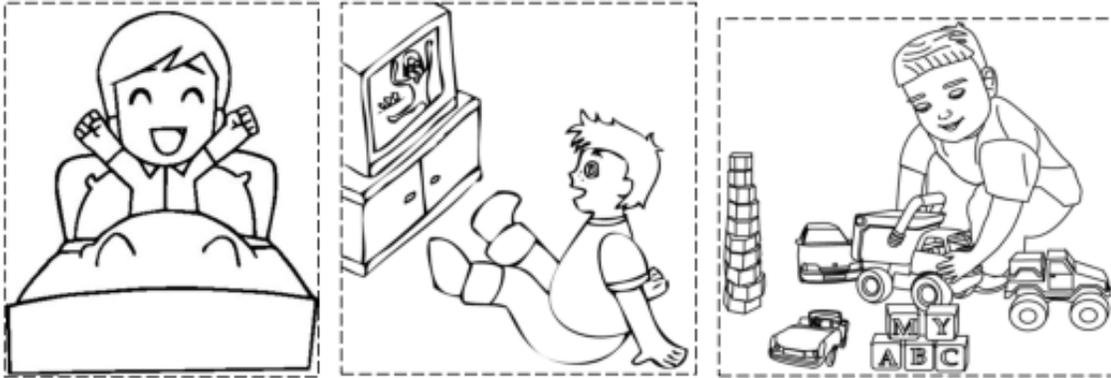


- a. What does Andrés do at 8pm? _____
- b. At what time does Andrés get dressed? _____
- c. What does Andrés do from 7am to 12pm? _____
- d. At what time does Andrés watch TV? _____
- e. What does Andrés do at 4pm? _____
- f. At what time does Andrés eat lunch? _____
- g. What does Andrés do at 2pm? _____

Reinforcement activities

Learning strategies: Placing new words into a context, using imagery, using key words, using resources for receiving and sending messages, organizing

8. Color, cut and glue on your notebook. Write your daily routine from morning to night and finally, tell it to the class.



Images References

Activity 1, page 1 song

<http://kidssongdownloads.blogspot.com.co/2014/05/days-of-week-song-7-days-pf-week.html>

Activity 3, page 2

<http://www.colourbox.com/preview/9100481-adorable-happy-number-8.jpg>

<http://www.colourbox.com/preview/8932035-excited-happy-number-4.jpg>

Activity 4, pages 2 and 3

1. http://s1028.photobucket.com/user/dtanugrah/media/SpongeBob-SquarePants-008_zps376d7159.jpg.html

2. <http://www.game-game.com.ua/gamesimg/116893.jpg>

3. <https://es.pinterest.com/pin/467248530067582073/>

4. <http://www.mundosimpson.com.ar/episodios/dabf20.jpg>

5. <http://www.geocities.ws/homershideout/homerbreakfast.gif>

6. https://files.tofugu.com/articles/japan/2015-04-29-dragon-ball-training-guide/gohan_studying_at_a_desk.jpg

7. <https://image.shutterstock.com/z/stock-vector-cartoon-kids-playing-vector-clip-art-illustration-with-simple-gradients-each-on-a-separate-layer-154086662.jpg>

8. <https://k60.kn3.net/1/2/A/D/3/0/9FA.gif>

9. <http://chicagohacksbig.com/images/cartoon-black-and-white-happy-girl-sleeping-and-dreaming-5.jpg>

Activity 6, pages 3 and 4

1. <http://previews.123rf.com/images/tigatelu/tigatelu1311/tigatelu131100105/23826049-Funny-geek-cartoon-with-big-glasses-in-white-shirt-and-red-tie-Stock-Vector.jpg>

2. <https://previews.123rf.com/images/tigatelu/tigatelu1505/tigatelu150500030/39820938-Cartoon-children-wake-up-Stock-Photo-wake.jpg>

3. <http://www.colourbox.com/preview/10522503-boy-cartoon-in-a-bath-room-taking-a-shower.jpg>

4. https://thumb7.shutterstock.com/display_pic_with_logo/920912/284082089/stock-vector-kid-getting-dressed-284082089.jpg

5. <https://thumbs.dreamstime.com/z/happy-school-kids-cartoon-waving-hand-illustration-50839546.jpg>

6. <https://thumbs.dreamstime.com/z/cartoon-boy-eating-spaghetti-illustration-39149834.jpg>

7. https://www.settlers.org.za/assets/galleries/gt/2013/study_boy.jpg

8. <https://previews.123rf.com/images/lenm/lenm1309/lenm130900115/22244979-Illustration-of-a-Kid-Boy-Playing-with-His-Toys-Stock-Illustration-clipart-cartoon-playing.jpg>

9. <https://thumbs.dreamstime.com/z/cartoon-man-watch-tv-21213701.jpg>

[10. https://thumbs.dreamstime.com/x/illustration-boy-sleeping-his-bed-30071400.jpg](https://thumbs.dreamstime.com/x/illustration-boy-sleeping-his-bed-30071400.jpg)

[Activity 7, page 4](#)

[1. https://s-media-cache-ak0.pinimg.com/originals/e5/67/4f/e5674f8492c6b69b952ce5af7d375fd2.jpg](https://s-media-cache-ak0.pinimg.com/originals/e5/67/4f/e5674f8492c6b69b952ce5af7d375fd2.jpg)

[2. https://s-media-cache-ak0.pinimg.com/originals/72/bb/54/72bb548906f96a5e2d94ddc5c4acd6d7.jpg](https://s-media-cache-ak0.pinimg.com/originals/72/bb/54/72bb548906f96a5e2d94ddc5c4acd6d7.jpg)

[Activity 8, page 6](#)

[1. http://cdn5.coloringcrew.com/coloring-book/coloring/time-to-wake-up-colorear.jpg](http://cdn5.coloringcrew.com/coloring-book/coloring/time-to-wake-up-colorear.jpg)

[2. https://www.superteachertools.net/jeopardy/uploads/20141011/watchtvbw_gif.gif](https://www.superteachertools.net/jeopardy/uploads/20141011/watchtvbw_gif.gif)

[3. http://www.kids-pages.com/folders/colpages/children/Playing-With-Tovs.gif](http://www.kids-pages.com/folders/colpages/children/Playing-With-Tovs.gif)

[4. http://2.bp.blogspot.com/-NP9qXsLWm7s/VAmclsGDI4I/AAAAAAAAABo/WHEf4LescWI/s1600/Hello-Kitty-printable-coloring-page-02.gif](http://2.bp.blogspot.com/-NP9qXsLWm7s/VAmclsGDI4I/AAAAAAAAABo/WHEf4LescWI/s1600/Hello-Kitty-printable-coloring-page-02.gif)

[5. https://www.schulbilder.org/malvorlage-schreiben-hausarbeit-p12158.jpg](https://www.schulbilder.org/malvorlage-schreiben-hausarbeit-p12158.jpg)

[6. http://www.abcteach.com/free/b/boydressing_bw.jpg](http://www.abcteach.com/free/b/boydressing_bw.jpg)

[7. https://www.allkidsnetwork.com/coloring-pages/images/girls/large/girl-and-mommy-bedtime.gif](https://www.allkidsnetwork.com/coloring-pages/images/girls/large/girl-and-mommy-bedtime.gif)

[8. https://memoirsofabiker.files.wordpress.com/2012/04/man-singing.jpg?w=614](https://memoirsofabiker.files.wordpress.com/2012/04/man-singing.jpg?w=614)

[9. http://www.getcoloringpages.com/coloring/114481](http://www.getcoloringpages.com/coloring/114481)

My worksheet... <i>Mi guía...</i>	It does 	It can be better 
<ul style="list-style-type: none"> - Offers opportunity to speak in English. - <i>Ofrece oportunidad para hablar en inglés.</i> 		
<ul style="list-style-type: none"> - Has an attractive design and eye-catching pictures. - <i>Tiene diseño atractivo e imágenes llamativas.</i> 		
<ul style="list-style-type: none"> - Provides opportunities to learn and interact with both, my classmates and teacher - <i>Promueve oportunidades para aprender e interactuar tanto con mis compañeros como con mi profesor.</i> 		
<ul style="list-style-type: none"> - Contains images, numbers, puzzles or letters' soups. - <i>Contiene imágenes, números, rompecabezas o sopas de letras.</i> 		
<ul style="list-style-type: none"> - Motivates to study at home by myself without the help of my teacher. - <i>Me motiva a estudiar en casa por mi propia cuenta, sin ayuda del profesor.</i> 		
<ul style="list-style-type: none"> - Can be totally developed in one class. - <i>Se puede desarrollar en su totalidad en una clase.</i> 		
<ul style="list-style-type: none"> - Offers me chance to realize when I am wrong and correct my mistakes. - <i>Me da la oportunidad de darme cuenta cuando me equivoco, y corregir mis errores.</i> 		
<p>Vocabulary Learning - Aprendizaje de vocabulario Topic: My daily activities</p>	It does 	It can be better 
<ul style="list-style-type: none"> - Helps me identify easily vocabulary related to the days of the week. - <i>Me ayuda a identificar fácilmente el vocabulario relacionado a los días de la semana.</i> 		

<p>- Allows me to recognize and say the activities that I do every day. - <i>Me permite reconocer y decir las actividades que hago diariamente.</i></p>		
<p>To develop my oral communication... <i>Para desarrollar mi comunicación oral...</i></p>	<p>I do </p>	<p>I can improve </p>
<p>- I can identify the days of the week and name them - <i>Puedo identificar los días de la semana y nombrarlos.</i></p>		
<p>- I can talk about the activities I do every day. - <i>Puedo hablar sobre las actividades que hago todos los días.</i></p>		

Designed by Andrés Anteliz

In synthesis, this chapter addressed the research process, describing the approach followed as well as the type of study and the instruments used to collect data. Besides, it addressed the components of the instructional design, which entail both the phases and the authors that shed light on the way in which the materials were designed based on the SLA principles mentioned by Núñez et al (2009) which suggest the characteristics and elements that must be taken into account when creating materials.

Chapter IV

Data Analysis

In this chapter I describe the procedure I followed for the analysis of the data and the categories that emerged based on it.

Procedure for Data Analysis

I collected the data by applying the instruments I designed while implementing my pedagogical intervention. In this data gathering process, it was important for me to feel comfortable with the intervention, the instruments and the group of students, since the achievement depended on these factors, among others, as Lincoln, (cited in Cohen, Manion and Morrison, 2013) states:

With ‘mutual shaping and interaction’ between researchers and participants taking place (Lincoln and Guba 1985: 155), researchers become, as it were, the ‘human instrument’ in the research, building on their tacit knowledge in addition to their propositional knowledge, using methods that sit comfortably with human inquiry, e.g. observations, interviews, documentary analysis and ‘unobtrusive’ methods. (p. 170)

The selected data gathering instruments allowed me to obtain the greatest amount of information, without losing the rigor of the inquiry. Likewise, another element which contributed significantly, was having in mind the students’ context, given that by understanding children’s realities and needs, I impacted, not only the elaboration of the materials, but also the process of data collection, in agreement with Clément and Noels (1994), who argue that attitudinal factors are “an important motivational basis for L2 acquisition and behavior” (p. 422). Thus, the knowledge I had about my students, and the fact of having worked with them for a few years, gave me the elements to complement this research study related to my students’ L2 acquisition.

Hence, taking into account the qualitative research, I used the grounded approach to collect and analyze the data obtained in the previous phase. The grounded theory, as Charmaz (2006) states is a method consisting of “systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories 'grounded' in the data themselves” (p. 2). Following this, I analyzed the context of my students and I obtained valuable information that helped me solve my research question.

According to this theory, first, I collected the data by means of the selected instruments: artifacts, field notes and a focus group interview. Then, I started the data analysis by doing the transcription of the focus group interview, organizing and typing the field notes, reviewing and digitalizing the videos to complement the field notes, having in mind the dates of implementation and selecting, and putting together the learners' artifacts.

After that, I reviewed the data by making a general check up of the collected data. Then, I did the coding of units, by grouping similar words and concepts. With this information I created the preliminary categories and subcategories. Next, I followed the triangulation process that according to Flick (2004) “is used to refer to the observation of the research issue from (at least) two different points” (p. 178). I did this procedure by taking samples from the different instruments to support and validate each category and subcategory. Finally, I related the categories with the constructs and other theories already elaborated by other authors, to respond the research question which guided this research process.

Research Categories

Based on the above, two categories emerged from the data with their corresponding subcategories which are presented in the following table and which are related to my research

question: How the creation and implementation of teacher-made materials enhance vocabulary learning to develop oral language among fourth graders at LNAS in an EFL classroom?

Table 1 Research categories and subcategories

Teacher-made Materials to Enhance Learning	Ludic activities to motivate learning, stimulate brain lateralization and foster interaction among learners
	Worksheets to impact the classroom’s learning environment
Strategies to Develop and Practice Oral Language	Imagery, repetition and body language, as strategies to support the learning process.
	Working in groups to motivate the use of the English language

Teacher-made materials to enhance learning. This category is related to the impact that the worksheets had on students’ learning process. It addresses how the materials helped support the students’ learning process and gave the participants opportunities to practice and interact among each other. Therefore, the materials were designed considering diverse characteristics, such as attractiveness, since it included topics that were appealing and familiar to the students and ludic activities that fostered students’ comprehension. In this regard, González (2006) affirms that: “Teachers and students recognize the importance of using materials, since the teaching process is made easier and materials may be used to explain, exemplify or practice the content presented to students” (p.102). Bearing this in mind, I could observe the positive impact that the materials had on my students.

Consequently, the students had the opportunity to learn in a different way from the one they were used to, and this was basically due to the worksheets made by their teacher. In the past, we did not have this opportunity, so we worked basically with the board, notebook and sometimes photocopies. By contrast, this changed my classes which were supported by the worksheets that I designed for my students' positive achievement. Hence, through the implementation, I could observe the motivation that these materials had among my students, the opportunities it gave them to learn and the spaces it offered to interact and participate. In this sense, González (2006) argues that "Materials can represent a source of motivation for students when these materials change the dynamics of the class routines through the possibility of manipulating objects, accessing audiovisual materials, promoting interaction with others" (p. 102). In essence, this was the impact that the worksheets had on my students throughout the implementation which affected positively the learning process that took place in the classroom.

As a consequence, two subcategories emerged from this category: the first is related to the content and attractive activities which helped students to do the various activities, practice and learn the L2; and the second, is concerned with the impact that the materials had in the classroom environment. These subcategories will be explained below.

Ludic activities to motivate learning, stimulate brain lateralization and foster interaction among learners. This subcategory refers to the activities which generated motivation, excitement and interaction among students. Those activities were innovative for learning vocabulary and expressions; furthermore, they stimulated brain lateralization and allowed constant interaction among students. Moreover, it is important to highlight that I created these materials taking into account the curricula for fourth grade, the students' interests and their favorite characters, as well as their ages and learning styles.

In essence, the worksheets were designed including games, contests, attractive colors, crossword puzzles, numbers and word search, as well as figures they could color; all of these aspects following the SLA principles I described in the former chapter. Hence, these worksheets influenced positively the acquisition of both vocabulary and expressions and allowed students to practice this knowledge individually and in groups. In view of this, Constantinides and Halliwell (as cited in Miletic, 2017) claim that “A ludic activity involves children in a way that fosters their creative imagination and enables indirect learning, for students are not focusing on the language but using it for real” (p. 2). As stated above, it is a must to include ludic activities in the materials, taking into account that the populations of my study were a group of elementary children. This was evidenced in the data collected and can be seen in the photographs below which supported my field notes.

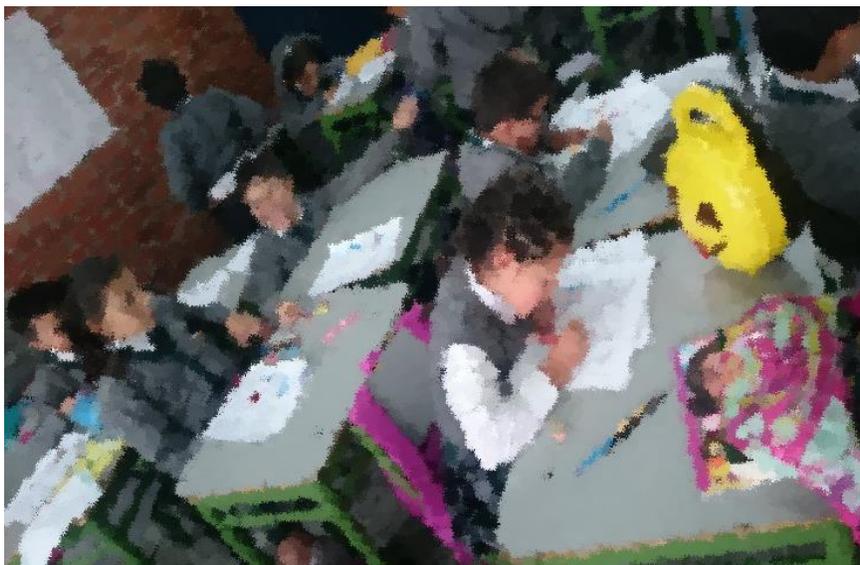


Figure 2 Record class observation



Figure 3 Record ludic activity

These images show the way students were working and enjoying the activities and games found in the worksheets, while they were learning. The latter, can also be evidenced in the excerpt taken from the field notes.

Ss enjoy coloring, singing, talking, completing and even repeating. The game in the middle was very good, because students participated happily and actively, and also it worked as a break to continue working on the rest of the activities [sic]
(Field Notes, April 20th)

Here, it is noticeable that students were learning, while they were having a good time, since those activities motivated them and had a positive impact on their learning process.

What is more, the previous is corroborated by one of my learners, when answering the focus group interview, to the question: what is their opinion about creating and implementing these worksheets to learn English.

S6: Me gustó porque uno al mismo tiempo que se divierte puede aprender otras cosas en inglés.

S4: Me pareció estupenda porque hubo actividades para aprender nuevas cosas porque era con cosas diferentes. [sic]
(Focus group interview, August 10th 2017)

S4: I think it was great, because there were activities to learn new things, because it was with different things.

S6: I liked it, because one at the same time that have fun, can learn other things in English. [sic]
(Focus group interview, August 10th 2017)

Additionally, these activities had another important characteristic which was to stimulate the two hemispheres in the child's brain by using graphics, crossword puzzles, word search,

completing numbers, coloring etc. These types of activities helped students learn and improve their concentration, attention, motor skills as well as their reading skills, among others. In this regard, Carpenter (as cited in Salazar & Thomas, 2008) states that “Stimulation of the brain and memory tasks and appropriate exercises can help improve the synapse between dendrites (...) and to increase production of neurophin with favorable implications for learning” (p.196). In other words, when an activity or exercise is appealing for learners, there is more brain activity, and as consequence their learning process will be easier.

Thus, when implementing the worksheets, I was able to observe that these activities fostered a harmonious learning environment, where the child developed memory, attention as well as enjoyed doing them. The following samples taken from the artifacts show the type of activities that my students developed.

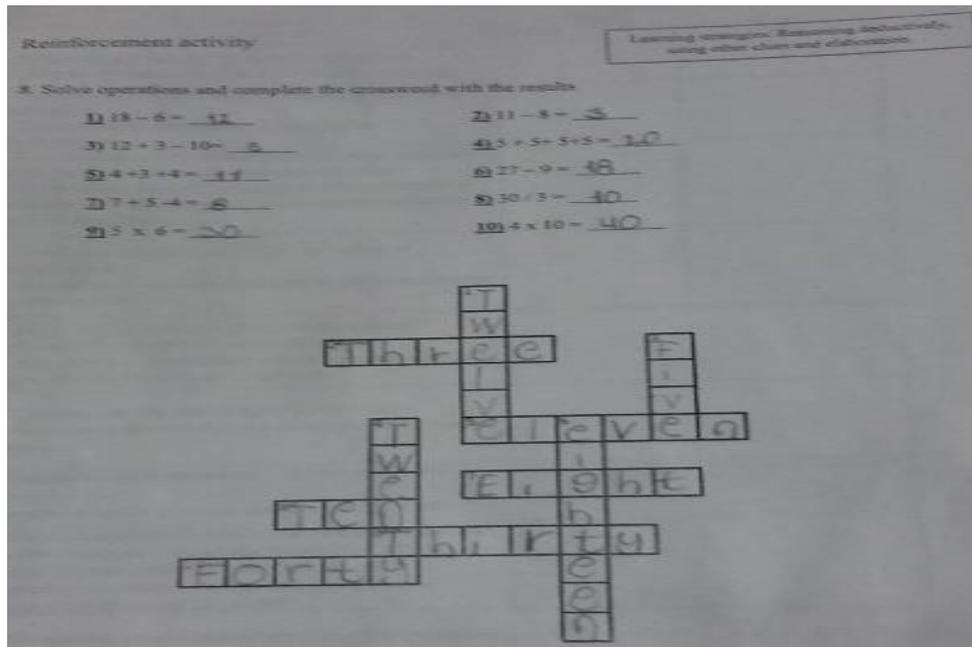


Figure 4 Artifact worksheet N.3 S2

6. Match and colour

7. Count by 5's and write on the lines

five / ten / fifteen / twenty / twenty-five
 thirty / thirty-five / forty
 forty-five / fifty

Figure 5 Artifact worksheet N.3 S5

8. Find the vocabulary about the rooms of the house.

L	K	U	I	N	A	T	T	I	C	S	A	M
I	O	O	N	I	N	B	O	O	M	O	O	O
V	X	X	T	I	T	E	D	O	J	O	I	T
I	E	O	L	C	Q	H	V	G	R	D	K	I
N	M	O	Z	V	H	R	E	H	R	E	A	O
G	H	O	A	Y	E	E	T	I	U	H	L	A
R	S	O	Y	N	I	A	N	N	G	R	Y	E
O	O	O	R	A	B	E	D	R	O	O	M	O
O	O	O	T	H	I	R	S	T	Y	C	N	O
M	M	O	B	A	S	E	M	E	N	T	E	B

~~Basement~~ ~~Attic~~ ~~Living Room~~
 Bathroom Dining room Kitchen
 Yard Bedroom ~~Garage~~

Figure 6 Artifact worksheet N.1 S4

In these excerpts one can observe how the students did the activities with dedication, since the exercises are colored and completed neatly. Besides, children had to do different mental processes when developing some of the activities like the ones shown above, where they had to do mathematical operations and mix symbols (numbers) and letters, and also thinking about sequences, using the target language.

What is more, the activities invited students to work and interact in groups and with their teacher, which had positive implications on students' learning and their active participation in class, since they felt motivated to do the assignments because they could do them with others; characteristic that students liked much because they were talkative and active. Besides, it was worthwhile for students to realize that they were not alone in this process, but that the rest of the classmates were doing the same and they could work and help each other as well as that their teacher was always there to support and help them. These features can be seen in the next photos.



Figure 7 Record class observation



Figure 8 record teacher- students interaction

It is evident that the activities helped students to interact since they developed and compared their responses at the same time that they were practicing what they were learning. Similarly, it is possible to observe the role of the teacher as a mediator, who guided and supported the activities postulated in the worksheets. Likewise, this interaction can be seen in the next excerpt taken from the focus group interview. The students answered the question: what did you like most from the worksheets?

S6: Quee, me parece que tiene harta, harto Inglés, pero también me parece que tiene sopas de letras y muchas actividades para que podamos aprender y también como jugando con nuestros amigos. [sic] (Focus group Interview, August 10, 2017)

English version: S6: That, I think that it has a lot, a lot of English, but also, I think that it has searching words and many activities for us to be able to learn, and besides, like by playing with our friends. [sic] (Focus group Interview, August 10, 2017)

Thus, the children recognized the activities as useful to learn, play and interact among them.

In synthesis, the activities in the worksheets displayed academic contents in simple and comprehensible language for the students, by means of a pleasant presentation, which motivated learners to do the exercises. Besides, these activities had as relevant feature the images, searching words, crosswords etc, allowing the stimulation of some areas of the brain related to learning and offering fun since students liked these exercises very much. Furthermore, these activities favoured the interaction among students and the teacher, making a difference between the past teaching practices and the ones evidenced during the implementation of the materials.

Worksheets to impact the classroom's learning environment. This subcategory involves the benefits that the worksheets had in my students and the classroom's learning environment. Since the students spend a great quantity of time in the classroom, it is vital to create a proper environment that allows them to feel comfortable and motivated to learn. Different aspects affect the environment of the classroom, as Hanna (2013) states: "There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room" (p. 1). In light of this, the worksheets impacted positively the classroom environment because they promoted an adequate learning process among the students and the teacher. On the contrary, in the past, the lack of resources to learn such as books or worksheets, affected the development of the class as it was expressed by some students when responding to the focus group interview to the question: What was the difference of working with these worksheets and the way they had studied in previous years?

S4 Pues la diferencia es que antes nos ponían a hacer actividades ehh, en el tablero o hacer así, pero aquí podemos trabajar individual" "(S5: y aprender más!)"

"S1: Porque con esto podemos interactuar y divertirnos con nuestros amigos y antes no podíamos interactuar y divertirnos sino individualmente en el tablero." [sic]

(Focus Group Interview, August 10th)

English version S4 So the difference is that before, they made us to do activities, ehh, on the board, or doing something like that, but here we can work individually" "(S5: and learn more!)"

S1: Because with this, we can interact and have fun with our friends and in the past, we could not interact and have fun but individually on the board.” [*sic*]
(Focus Group Interview, August 10th)

Correspondingly, the transformation of the classroom learning environment was evident thanks to the use of the materials. In the same line of thought, I identified three characteristics related to the worksheets that impacted the students and the learning environment. Firstly, I noticed that students felt joy and curiosity when receiving the materials for the first time. They immediately wanted to check all the pages in order to discover what was in them, and when they identified something familiar or attractive, at once they told others with excitement and motivation about it. Secondly, the fact that each student had his/her own materials helped the learning environment since every student was able to work and focus on it, tracking his/her progress, and eventually, comparing it with other classmate. Besides, I also observed better behavior among the students, because most of them were concentrated while working. And thirdly, as the content and activities were appealing to the students, I saw their interest and motivation when they were developing these activities which achieved the learning objectives proposed. The following excerpts give account of it.

My worksheet... Mi guía...	It does 	It can be better 
<ul style="list-style-type: none"> - Offers opportunity to speak in English. - <i>Ofrece oportunidad para hablar en inglés.</i> 	✓	
<ul style="list-style-type: none"> - Has an attractive design and eye-catching pictures. - <i>Tiene diseño atractivo e imágenes llamativas.</i> 	✓	
<ul style="list-style-type: none"> - Provides opportunities to learn and interact with both, my classmates and teacher - <i>Promueve oportunidades para aprender e interactuar tanto con mis compañeros como con mi profesor.</i> 	✓	
<ul style="list-style-type: none"> - Contains images, numbers, puzzles or letters' soups. - <i>Contiene imágenes, números, rompecabezas o sopas de letras.</i> 	✓	

Figure 9 Students' materials assessment

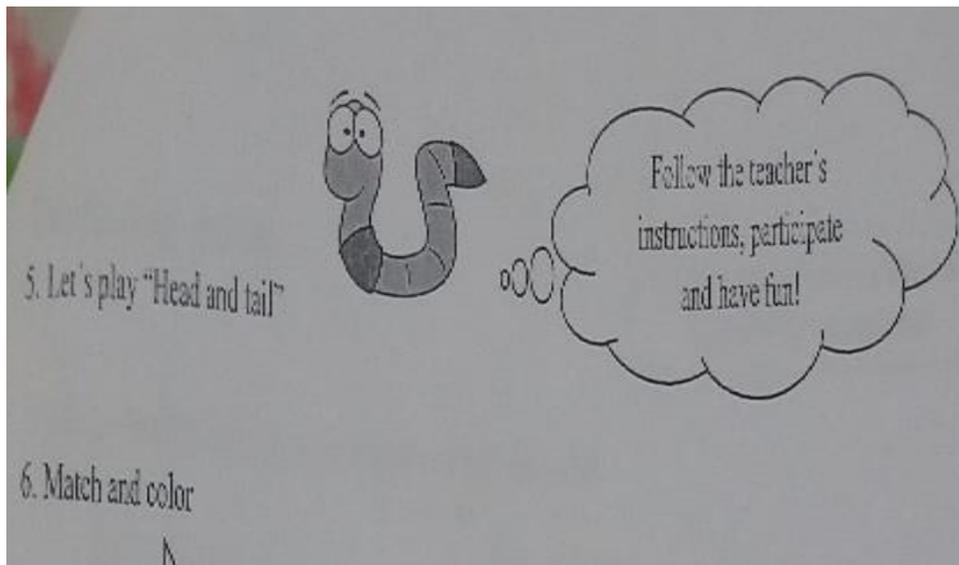


Figure 10 Sample ludic activity



Figure 11 Record class observation

In these samples, one can evidence how the worksheets offered the students the possibility to learn, play and interact. Furthermore, the children focused on their learning materials as a consequence of the interest these caused in them. The following excerpts taken from the field notes give account of it:

“When talking about vocabulary, they are interested in doing the mimic, they pay a lot of attention.” [sic]

Field Notes: July 6th

“Ss like interacting with others and with the teacher. Students practice and practice in groups, correcting and encouraging each other.” [sic]

Field Notes: July 27th

Acknowledging the above, one can observe that students were committed to learning as well as their teacher, demonstrating that the actors of this process were actively involved thanks to the activities found in the worksheets, creating a positive classroom environment.

In sum, through the implementation of the worksheets, I was able to evidence that the interaction among peers to support each other, allowed students to strengthen their knowledge,

overcoming gradually their fears or insecurities to advance in their language learning process. Additionally, thanks to the worksheets, it was possible to impact the way students learned, having in mind the stimulation of their mental processes by taking into account the context and the classroom's learning environment.

Strategies to develop and practice oral language. The learning strategies are a series of techniques used by teachers and learners which contribute to students' progress. In this respect, Oxford (2000) asserts that "Learning strategies are strategies that students employ, most often consciously, to improve their learning. Examples are guessing meaning based on context, breaking sentence or word down into parts to understand the meaning, and practicing the language with someone else" (p. 18). As one of the intentions of this research was to try to develop oral language in my students, the learning strategies played a fundamental role when achieving so. In the same way, this oral language development is an essential stage when learning an L2 and is needed for more complex processes like literacy, as Paulston and Bruder (1976) consider: "Oral language functions as a foundation for literacy and as the means of learning in school and out" (p.14). Taking this into account, it is of fundamental importance for students to develop oral language as part of their English learning process. Having said this, the present category deals with the students' use of oral language thanks to the support provided by the teacher, and to the implementation of worksheets.

In regards to students' oral language and the strategies that were enhanced, I observed a progress from the very beginning of the study towards the end because all the content and instructions in the worksheets were presented in the target language and because in my classes I spoke most of the time in the L2. We studied, discussed, practiced and analyzed the topics in

English, as it can be seen in the photograph below that supported the observations I made in my field notes.



Figure 12 Students' and teacher interaction

In the picture, the learners and the teacher were checking some instructions of the activities. The teacher gave the opportunity for students to have contact with the target language by listening to him, following the readings and trying to interiorize the sound of the words and expressions to understand what was proposed in the exercises.

Something that was relevant and significant for me as a teacher researcher was that students looked enthusiastic when working and practicing in groups. Moreover, I could notice, that they used other strategies to communicate their ideas gaining fluency and confidence, like code mixing Spanish and English when they did not know a word, but being fluent in their speech. All of this thanks to the worksheets' practicality and the motivation they caused among students, exceeding the teachers' expectations.

Thus, this category is divided into two subcategories; the first deals with the strategies that allowed students to learn and memorize English expressions, and the second is related to the use of this knowledge in real contexts where students communicated their ideas in the target

language, supported by the work done in groups showing cooperation among learners and, in some cases, going beyond the school and reaching other scenarios like the students' homes.

Imagery, repetition and body language as strategies to support the learning process.

When studying a new language, the role of the teacher is very important because he is the one who shares his knowledge with his students. It is up to him if the classes are enjoyable, appealing and effective. Most of the time, he becomes the model to follow and for this reason, he can become a key agent in the students' learning process. As a teacher, I used several strategies to teach, in this specific case English vocabulary and expressions, to develop my students' oral language. In relation to these strategies, I saw that imagery, memorizing by repetition and body language, were effective strategies that helped students to be involved with the language and to learn new words and expressions. With regard to imagery in relation to language teaching, Goldstein and Vaca (2013) sustains:

Imagery has played an important role in language teaching for a long time... It would be difficult to imagine a teaching context of languages without the pedagogical support of illustrated cards, murals with graphics, images of textbooks, drawings on the board, designs made by the students and much more. (p.1)

The designed materials were full of images which helped students to acquire vocabulary and expressions more easily and made the worksheets more attractive for students. As for repetition and memorization, Gu (2003) mentions: "Empirical research on vocabulary rehearsal has produced relatively convincing results that serve to underscore one important message: it is necessary and legitimate to employ various repetition strategies at the initial stages of vocabulary learning" (para. 2). Thus, repetition of words and expressions, although it may seem old-fashioned, definitely helped my students to learn new words in the target language. In this view,

Gu (as cited in Carter, 1987) argues that “quantities of initial vocabulary can be learned both efficiently and quickly and by methods such as rote learning which are not always considered to be respectable. It may be dangerous to underestimate such a capacity” (p. 153). This is an idea I strongly support due to the good results I had in my teaching exercise.

In relation to the other strategy applied, body language, Tai, (2014) claims that:

Body language as a kind of nonverbal language plays a very significant role in the interaction between teachers and students. It not only can express the speakers’ intention more accurately and effectively (...) but also can help improve the students’ ability of listening, speaking, reading and so on. (p.1)

Consequently, as one of my intentions was to transmit new and contextualized vocabulary to my students, body language assisted me to accomplish that goal.

The following evidences show how I put in practice some of the strategies mentioned above.

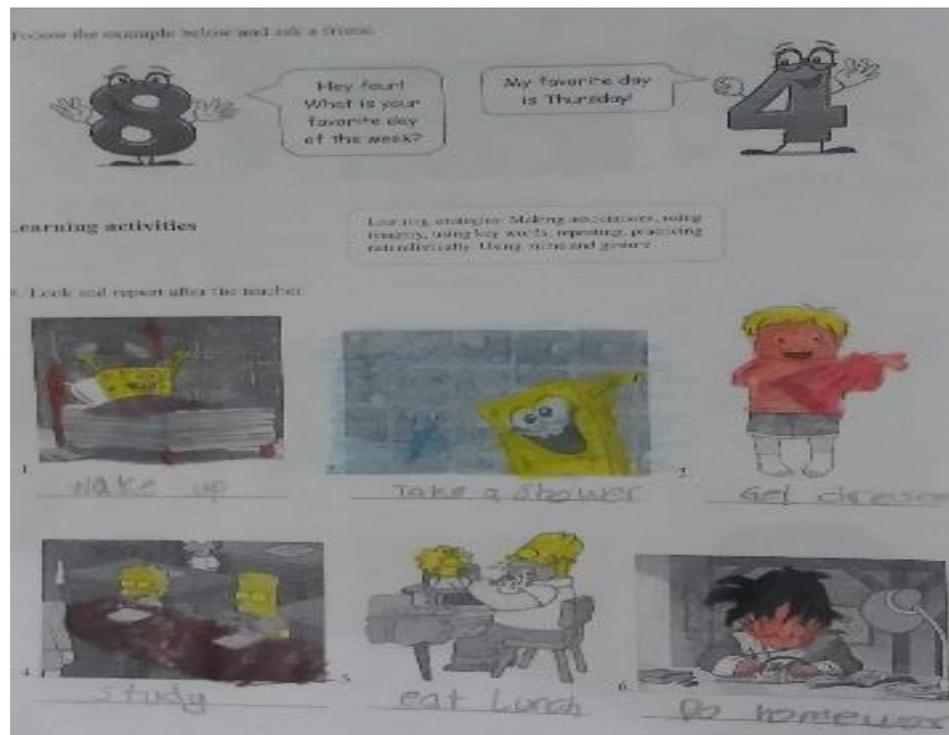


Figure 13 Artifact worksheet N.4 S6

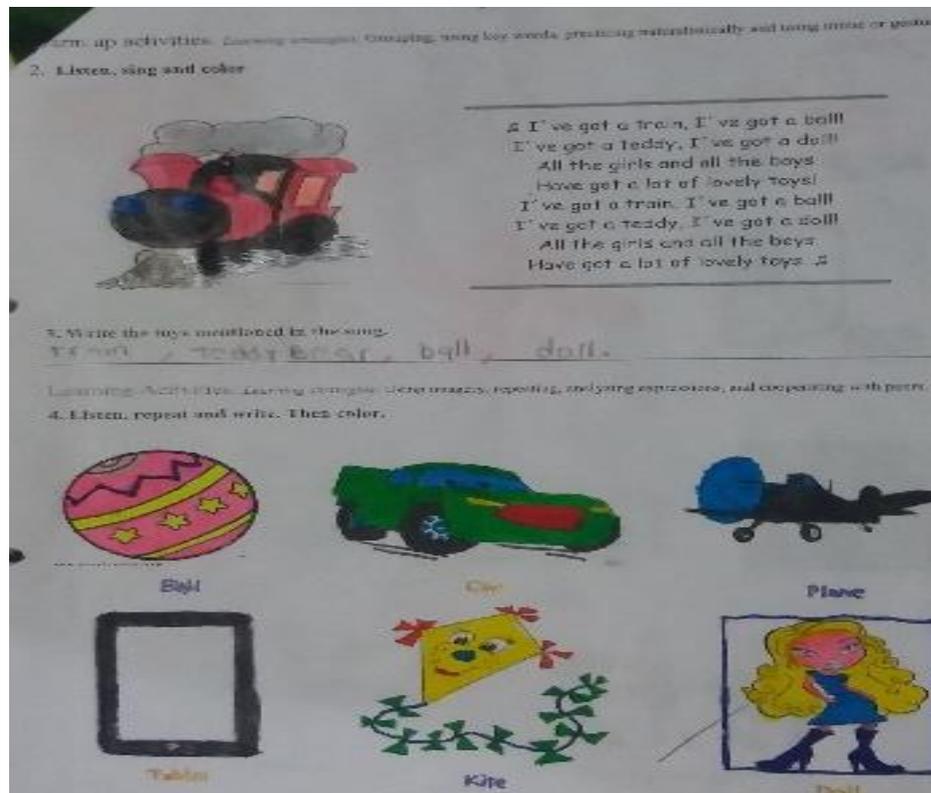


Figure 14 Artifact worksheet N.2 S4

In these excerpts, one can see that the worksheets included activities with clear instructions for students to observe, analyze, repeat and practice. All of this, with the company of appealing graphics and characters which called students' attention. Furthermore, the use of these strategies are as well described in the next excerpts taken from my field notes:

"Listening and looking at the other speaker, specially the teacher, is important because Ss understand better." [sic]
 (Field Notes: July 6th)

"Ss repeat after the teacher, at the same time than associate vocabulary with pictures." [sic]
 (Field Notes: July 27th)

"Ss follow patterns to do the exercises and communicate" [sic]
 (Field Notes: April 20th)

From these samples one can see that the strategies of repetition and associating words to images were put in practice and helped students to interact in the L2, learning expressions and vocabulary, with the cooperation of the teacher and the other classmates who were involved in

the same learning process. This procedure was repeated class after class during the sessions of the materials' implementation; in this way, there was an attachment to the habit of using the vocabulary learned. This was possible thanks to the strategy of repetition and vocabulary recycling, where we took vocabulary and expressions from the previous sessions and used them in the new classes, where we combined previous vocabulary with new vocabulary to reinforce the old and acquire the new. Another example of this strategy can be evidenced in the next photo taken from the artifacts.

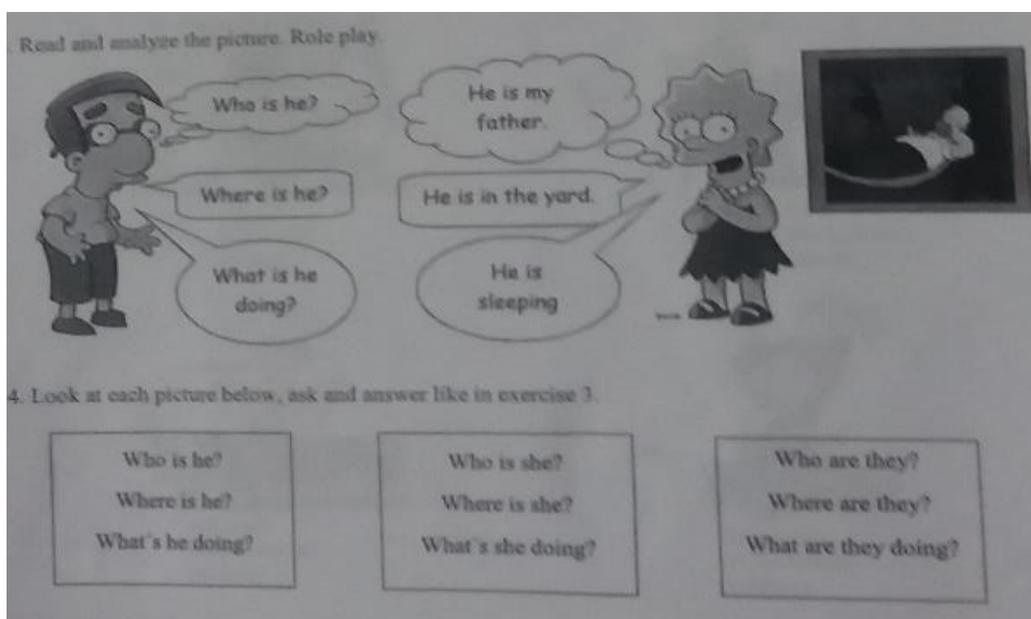


Figure 15 Artifact worksheet N.5 S3

In this sample the students were learning vocabulary related to the family members, but in the role play activity, I combined this vocabulary with vocabulary about the rooms of the house, studied in worksheet 1, and about daily activities, studied in worksheet 4. This was done so that the students could put all this vocabulary in practice at the moment of doing the exercise. I was able to evidence the good results that these strategies had when applying the focus group interview. For example, in some of the questions, the students spoke in English using vocabulary

and expressions studied through the implementation of the study, as seen in the next sample of the interview.

“T: por ejemplo, nómbrame una parte de la casa, la que recuerdes.”

“S3: Yard”

“S4. Bathroom”...

“T: the place where you take a shower. What is the place where you take a shower?”

“S7: in the bathroom!”

“T the place where I eat lunch, eat breakfast...?”

“S4 Kitchen”

“T in the kitchen, or in the dining room?”

“Ss: Dining room!” [sic]

(Focus group interview, August 10th 2017)

Here, I was inquiring about the vocabulary they had learned and I gave them some samples of the materials so when I asked them about the vocabulary, they immediately wanted to respond. Some of them had already memorized this vocabulary in class but when they did not know the answer, they looked at the graphics and said the correct word, or the other students helped by answering.

In sum, these learning strategies contributed to my students' vocabulary learning, since through the materials and actions performed by the teacher, it was possible to understand some of the ways in which children interiorized content; rote learning the mental representations that emerged from the relation between images and the associations that learners did when seeing body language which enhanced oral language.

Working in groups to motivate the use of the English language. In search of promoting the use of the oral language, defined by Troute (2016) as: “the ability to speak and listen” (p. 1), it is essential to interact with others. Thus, this subcategory deals with how working in groups to learn, review and reproduce vocabulary and expressions in the L2 developed students' oral language. The fact of working in groups while carrying out some exercises gave the students the opportunity to put into practice what they were learning.

Besides, working in groups offered learners a variety of benefits, such as more speaking time, taking advantage of the short class time, spaces for adequate conversations, learning how to be organized in a chat, respecting turns, asking for the word, leading and being led by someone different than the teacher, cooperating by correcting each other when it was necessary, and giving a sense of achievement when completing a task. In this regard Kagan (1995) asserts:

In cooperative learning groups, we communicate over things we are making. We speak in real time, about real events and objects, to accomplish real goals. We negotiate meaning. Our communication that is functional refers to what is happening in the moment. This communicative language facilitates language acquisition, and it is quite in contrast to the abstract “talking about” topics that often characterize whole-class speech. (p. 4)

Referring to the previous quote, this is what happened in the classroom. Knowledge was put in practice, which was evidenced in the development of the activities that promoted the work in groups. Thus, the children were using the knowledge learned, and were relating it with their previous knowledge, giving in this way sense to the content studied and almost without realizing, developing their oral language in English. This can be observed in the excerpts taken from my field notes.

“Ss work in pairs and groups, and this encourages them to speak, pay attention and correct each other.

Ss organize themselves at the moment of speaking in their dialogues.” [sic]

Field Notes: July 6th

“Ss work well with others and show cooperation. Working in pairs or groups enhances the use of oral language.” [sic]

Field Notes: April 20th

As mentioned in these excerpts, the students responded favorably to the activities since, the learners felt motivated and enjoyed themselves while they were learning. The work in groups

allowed positively for interaction to take place, where in a pleasant environment, the students participated, corrected each other and applied the knowledge they learned.

The following are other examples that show how working in groups took place.

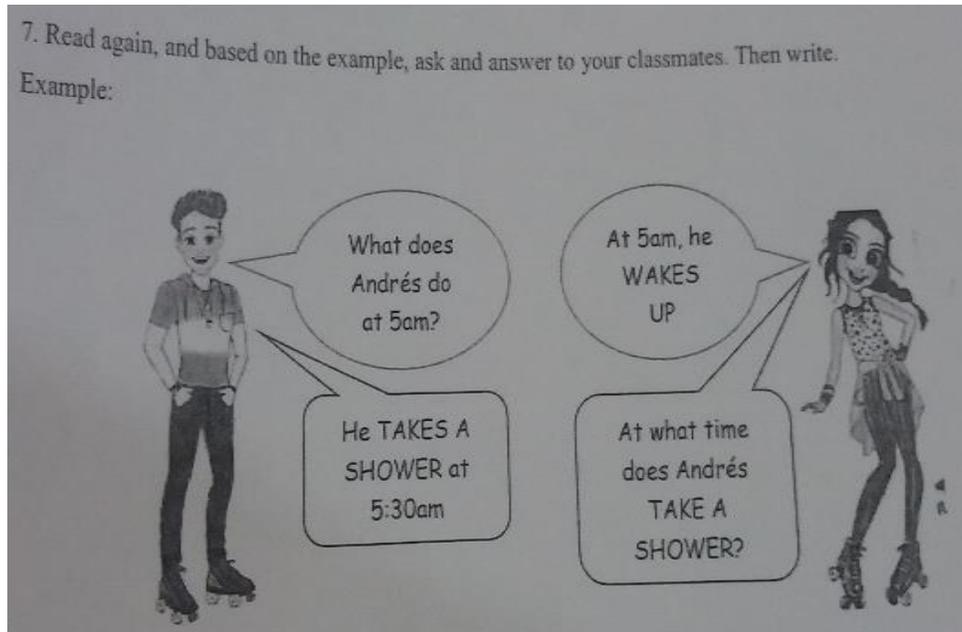


Figure 16 Artifact worksheet N.4 S6

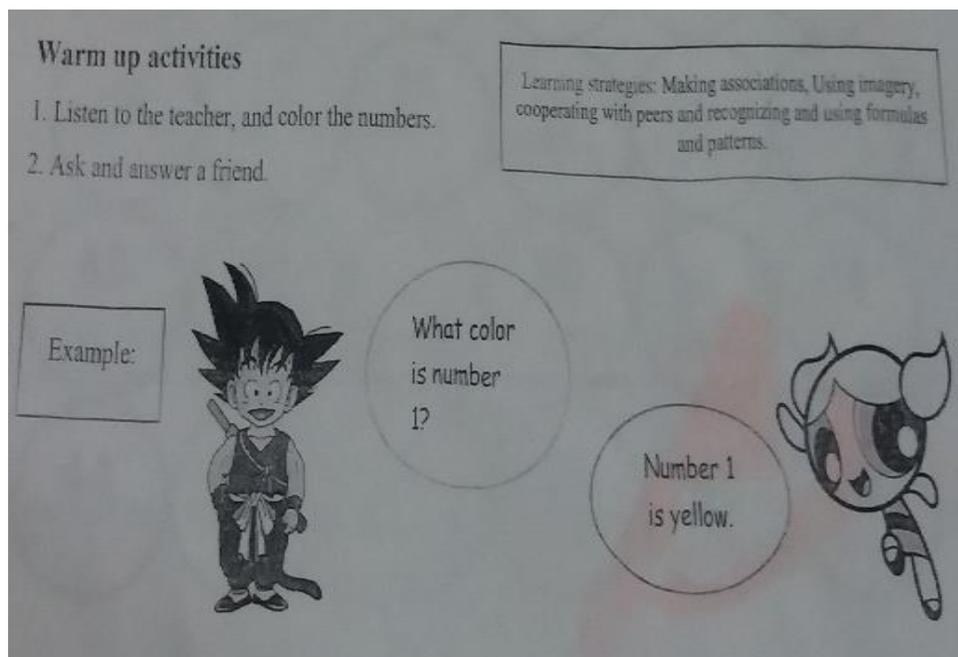


Figure 17 Artifact worksheet N.3 S1

As seen above, the activities of the worksheets invited and guided students to interact by doing the role play following the patterns found in the drawings. This also motivated students, since they had the chance to see and give opinions about their favorite characters. Besides, this exercise of working in groups gave learners the freedom to communicate in English with their peers, feeling confidence when they practiced, no matter if they had mistakes in grammar, vocabulary or pronunciation because they knew they were learning, as well as the rest of their classmates. In this regard, Troute (2016) affirms that “when students talk with students, there is less risk of embarrassment if words aren’t correctly pronounced or used than when students talk with teacher” (p. 2). Thus, there were a lot of spaces for students to practice among themselves and many of them interacted with me as well without feeling afraid or embarrassed to do so.

Furthermore, as students were invited to work with other classmates through the tasks, there were cases of students who had not interacted much with other classmates in the school, but thanks to this implementation, they had the chance to do it in these English classes. This was expressed by the students in the focus group interview by answering to the question “before working with these materials, did you have the chance to talk in English with your classmates or your teacher?”

S2 yo no, yo no! En mi antiguo colegio no

“S4: con estas hojas tuvimos más oportunidades de hablar con los compañeros, por ejemplo con el que yo tenía al lado que por ejemplo nunca había hablado con él, tuve la oportunidad de hablar con él, por ejemplo con eso de de de de de la familia, de los numbers.” [sic]
(Focus group interview, August 10, 2017)

English version: S2: I did not, I did not! In my former school not.

S4: with these sheets we had more opportunities of speaking with the classmates, for example, with the one I had next to who, for example, I had never talked to him, I had the chance to talk to him, for example about, about, about the family and the numbers [sic].

Therefore, apart from encouraging the work in groups, the implementation made students interact with classmates who perhaps were not exclusively friends, creating a better environment in the class.

To conclude this chapter, it is worth mentioning that applying these strategies to practice and develop students' oral language had satisfactory results, since it facilitated both the learning of vocabulary as well as the expressions that students used in their English dialogues.

Furthermore, these strategies impacted positively the classroom's learning environment and encouraged the students to work in groups.

Chapter V

Conclusions and Pedagogical Implications

In this last chapter, I present the principal findings of this research study with regard to the research question, the objectives and the constructs which lead this project: materials development, vocabulary learning and oral language. Moreover, I state the pedagogical implications of this study, related to my experience as a researcher, and the impact of this research on the learners and their context. Furthermore, I describe the inconveniences I had when implementing this study, announce some possible issues for future inquiries and present some research questions that may be developed by other researchers hereafter.

Conclusions

In terms of the conclusions reached in this study, I can affirm the following. Students' vocabulary learning and its relation to oral language development were positively affected by the materials proposed and created by me, since I elaborated them, taking into account the learners' needs and interests. Besides, the worksheets allowed me to implement diverse strategies which motivated my students learning and influenced the development of their oral language. In this order of ideas, the implementation of this study evidenced the impact that the type of activities I designed had on my students. These allowed them to enjoy their English learning process, corroborating what was postulated by Constantinides and Halliwell (as cited in Miletic, 2017); ludic activities like searching for words and crosswords which motivate the learners, while at the same time stimulate their brains, are appropriate for teaching children. The content of these worksheets was characterized by having a great variety of images which allowed children to associate them with the vocabulary and expressions they were exposed to, generating thereby, an effective learning process.

In addition, the worksheets maximized the work in groups, strategy that made children do the exercises by interacting with their peers, putting in practice their oral language and appropriating what they had previously learned. Furthermore, this study impacted positively the classroom environment, because each student had his/her own materials, solving one of the problems that existed before its implementation, so, learners looked motivated, worked better and were better organized creating a more pleasant classroom environment.

Also, it was important to have chosen teacher-made materials as the type of class materials to be applied because unlike other types of materials, this one has some special features such as contextualization of the needs and interests of the group, identification of the learners' different learning pace, the use of learning strategies, clear and feasible achievements, interesting, enjoyable and appealing contents full of graphics and colors, and the inclusion of a section for students to evaluate these materials, thus giving them, an active participation in the construction of these worksheets. For these reasons, the worksheets had positive results. These were based on the guidelines of important scholars related to the MD frameworks, especially the one presented by Núñez et. al (2009) who gave me the elements to come up with my own framework.

Finally, working in groups was a strategy which empowered the students to put in practice the contents learned, to interiorize the vocabulary, and use it in dialogues among students and with the teacher, promoting students' oral language development.

Pedagogical Implications

Equally important were the implications that this study had. First, this research contributed greatly to my professional growth since, I reviewed important pedagogical concepts and I became more resourceful. This inquiry made me aware of recognizing the realities of my

students and their needs, and gave me handful materials to work with my learners and improve my lessons. As a researcher, this experience enriched me with diverse theories and methodologies to do my inquiry properly. As a result, I was able to do a rigorous process when researching which entailed identifying issues, reviewing the literature which supported the research procedure, creating materials, applying and analyzing their impact and reaching some conclusions. What is more, with all this knowledge and practice, I can continue doing research by conducting other studies or advising other how to do so.

In addition, for my students this experience was significant too, because they had the opportunity to be part of this process, where their needs and interest received special attention. Besides, thanks to the worksheets, the children had the chance to have their own English materials and study in a way they had not done before, developing important skills and learning in a pleasant manner. For the rest of the educational community, this research was relevant due to the results we obtained, so other colleagues and I can continue designing and applying this kind of materials in other grades trying to obtain better learning outcomes. Furthermore, this study can support teachers and researchers from the same area of Bogotá who do not have materials that are easy to implement and that permits children to learn English in a pleasant way. Besides, these materials are accessible to everyone because of their low cost which would allow students to have their own materials. And finally, this research can impact the EFL national community, due to the fact that teacher-made materials help students to learn in a ludic and creative manner, activating the communicative skills enhancing vocabulary. Likewise, materials of low cost which can be acquired or consulted by different teachers from diverse regions can become an asset since they have contextual elements that may not be so distant from other

realities in our country. All in all, these materials can enhance communication among teachers, students and in some cases even involve the students' families.

Limitations

I had to deal with some inconveniences when applying this study. Firstly, there were some students who did not take good care of their materials, so it was necessary to call their attention to use it properly. Secondly, in the school there were some interruptions of the classes which altered the schedule of the study. The reasons of these interruptions were diverse, such as institutional activities and the main one was the national strike of educators. And thirdly, even though the materials were effective in terms of learning, the hours of class per week remained a difficulty, since if we had had more English hours per week, the processes and results would have been more significant.

Further Research

This research offers diverse aspects for other teachers and researchers to inquire about. Since teacher-made materials for fourth graders in elementary school had positive results, the issue would be to inquire about the incidence that created materials have on the communicative skills among eleventh graders, responding to the evaluative and competitive needs of the university level. Thus, a possible research question would be: (a) How do teacher-made materials impact the speaking skill among high-school students? and (b) What incidence do teacher-made materials have on students' receptive skills in an EFL context?

References

- Adrian, E. D., & Buytendijk, F. J. J. (1931). Potential changes in the isolated brain stem of the goldfish. *The Journal of physiology*, 71(2), 121.
- Belinchón Carmona, M, Gómez, J, Carmona, A., González, J., & Gómez, A. (1994). *Psicología del lenguaje: investigación y teoría* (No. 401.9 B4).
- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387-401.
- Burns, A. (2015). *Perspectives on Action Research*. Cambridge University Press. Bogotá, Colombia.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1, 1.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. *Language and communication*, 1, 1-47.
- Charmaz, K., & Belgrave, L. (2007). *Grounded theory*. John Wiley & Sons, Ltd.
- Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language learning*, 44(3), 417-448.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. New York, USA: Routledge.
- Denzing, N., & Lincoln, Y. (2011). *The SAGE Handbook of Qualitative Research*. SAGE publications, Inc. United States of America.

- Fandiño-Parra Y, Bermúdez-Jiménez J, & Lugo-Vásquez, V. (2012). Retos del Programa Nacional de Bilingüismo: Colombia Bilingüe. *Educación y Educadores*, 15(3), 363-381. Retrieved January 29, 2017 from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=So123-12942012000300002&lng=en&tlng=es
- Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and practice in language studies*, 2(4), 784.
- Flick, U. (2004). Triangulation in qualitative research. *A companion to qualitative research*, 178-183.
- Genishi, C. (1998). Young Children's Oral Language Development. *Clearinghouse ERIC Digest*.
- González, A. (2006). On materials use training in EFL teacher education: Some reflections. *Profile Issues in Teachers Professional Development*, (7), 101-116.
- Gu, P. (2003). Vocabulary learning in a second language: Person, task, context and strategies. *TESL-EJ*, 7(2), 1-25.
- Gubrium, J, & Holstein, J. (Eds.). (2002). *Handbook of interview research: Context and method*. Sage. publications, Inc. United States of America.
- Gutiérrez, Gómez & García. (2013). *Tecnología multimedia como mediador del aprendizaje de vocabulario inglés en preescolar*. Didáctica, innovación y multimedia (DIM). Revista científica de opinión y divulgación. Recovered from <http://hdl.handle.net/123456789/2863>
- Halim, S., & Halim, T. (2016). Adapting Materials: Revisiting the Needs of Learners. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, 2(4), 633-642.
- Hernández, R., Fernández, C., & Baptista, M. (2010). *Metodología de la Investigación*. México D.F, Mexico: *McGraw-Hill Interamericana*,

Howard, J., & Major, J. (2004). Guidelines for designing effective English language teaching materials. *The TESOLANZ Journal*, 12, 50-58.

Hymes, D. (1972). On communicative competence. *sociolinguistics*, 269293, 269-293.

Jaramillo, N., & Torres, C. (2015). *Enseñanza del léxico: guía didáctica para profesores de español como lengua extranjera* (Master's thesis). Pontificia Universidad Javeriana, Bogotá. Colombia.

Jiménez, R. (1994). Estrategias mnemotécnicas para la enseñanza y el aprendizaje del vocabulario del inglés. *Comunicación, Lenguaje y Educación*, 6(4), 79-88.

Kagan, S. (1995). *We Can Talk: Cooperative Learning in the Elementary ESL Classroom*. ERIC Digest.

Kemmis, S &. McTaggart. (1988). *Cómo planificar la investigación-acción*. Madrid, España: Ed Morata

King, L. (2003). *La educación en un mundo plurilingüe, el desafío para los sistemas educativos*. Francia: UNESCO Educación Documento de Orientación, Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura.

King, N. (2012). *Doing Template Analysis*. Qualitative Organizational Research: Core Methods and Current Challenges. London, 426.

Labaree, R. V. (2009). *Research Guides: Organizing Your Social Sciences Research Paper: Writing Field Notes*. California, EE.UU: University of Southern California

Lasagabaster, D. (2011). *English achievement and student motivation in CLIL and EFL settings*. Innovation in Language Learning and Teaching, 5(1), 3-18. Retrieved from: http://www.laslab.org/upload/english_achievement_and_student_motivation_in_clil_and_efl_settings.pdf

- Lessard-Clouston, M. (2013). *Teaching Vocabulary*. TESOL International Association.
- Lincoln, Y., & Guba, E. (2003). Ethics: The failure of positivist science. *Turning points in qualitative research: Tying knots in a handkerchief*, 219-238.
- Lowry, L. (2012). Build Your Child's Vocabulary. *The Hanen Centre*.
- Luria, A. (2000). *Conciencia y Lenguaje*. Madrid, España: aprendizaje visor.
- Markee, N. (1992). The Diffusion of Innovation in Language Teaching. *Annual Review of Applied Linguistics*, 13, pp. 229–243. doi: 10.1017/S0267190500002488.
- McTaggart, R., & Kemmis, S. (Eds.). (1988). *The action research planner*. Deakin university. Melbourne
- Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. Jossey-bass San Francisco, CA. United States of America.
- Monsalve, S & Correal, A. (2006). Children's Oral Communication in English Class Activities: An Exploratory Study. *Profile Issues in Teachers' Professional Development*, (7), 131-146. Retrieved January 10, 2017, from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902006000100010&lng=en&tlng=en.
- Morales, S, & Ferreira ,A. (2008). La efectividad de un modelo de aprendizaje combinado para la enseñanza del inglés como lengua extranjera: estudio empírico. *RLA. Revista de lingüística teórica y aplicada*, 46(2), 95-118. <https://dx.doi.org/10.4067/S0718-48832008000200006>
- Morgan, D. (ed). (2001). Handbook of interview research. Context & Method. London.
- Núñez, A., & Téllez, M. (2009). ELT materials: The key to fostering effective teaching and learning settings. *Profile Issues in Teachers Professional Development*, 11(2), 171-186.

- Núñez, A., & Téllez, M. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *How*, 22(2), 54-74.
- Núñez, A., Téllez, M., Castellanos, J & Ramos, B. (2009). A practical materials development guide for EFL pre-service, novice, and in-service teachers. *Books*, 1.
- Otto, B. (2008). *Literacy development in early childhood: Reflective teaching for birth to age eight*. Northeastern Illinois University, Waveland Press. EE.UU
- Oxford, R. (2001). *Integrated Skills in the ESL/EFL Classroom*. ERIC Digest. ESL Magazine," Vol. 6, No. 1, January/February 2001. Recovered from <https://www.ericdigests.org/2002-2/esl.htm>
- Paulston, C & Bruder, M. (1976). *Teaching English as a Second Language*. Techniques and Procedures. New Jersey
- Phillips, D., & Carr, K. (2014). *Becoming a teacher through action research: Process, context, and self-study*. Routledge.
- Rodgers, T & Richards, J. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
- Sánchez, M. (2009). *Historia de la metodología de enseñanza de lenguas extranjeras*. Tejuelo: Didáctica de la Lengua y la Literatura. Educación, (5), 4.
- Schwandt, T. (2015). *The SAGE Dictionary of Qualitative Inquiry*. 4th edition. Thousand Oaks, CA: SAGE
- Seven, M. & Engin, A. (2007). *The Importance and Effect of Using Aid Materials in Foreign Language Teaching*. Online Submission.
- Shiel, G., Cregan, Á., McGough, A., & Archer, P. (2012). *Oral language in early childhood and primary education (3-8 years)*. Dublin: National Council for Curriculum and Assessment.

- Siguan, M. (1976). *Bilingüismo y sociología*. Revista española de lingüística, 6(1), 27-88.
- Spink, J., & Ferrer, D. (1990). *Niños lectores*. Fundación Germán Sánchez Ruipérez.
- Tai, Y. (2014). *The Application of Body Language in English Teaching*. Journal of Language Teaching & Research, 5(5). 1205-1209
- Tomlinson, B. (2003). *Materials development in language teaching*. Cambridge University Press. UK
- Tomlinson, B. (2012). *Materials development for language learning and teaching*. Language Teaching, 45(02), 143-179.
- Troute, L. (2016). *Oral Language and Vocabulary Development Activities For Student-Student Interaction*. Fulton-Holland Educational Services Center, Florida, EU. Retrieved from: <https://www.palmbeachschools.org/wp-content/uploads/2016/04/OralLanguageDevelopmentActivities.pdf>
- Verhelst, N., Van Avermaet, P., Takala, S., Figueras, N., & North, B. (2009). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.
- Victoria State Government. (2013). *Education and training*. Australian Qualifications.
- Vivanco, V. (2002). *La adquisición de vocabulario en una segunda lengua: estrategias cognitivas y vínculos afectivos*. Encuentro (Revista de la Univ. De Alcalá), 177-187.
- Vygotski, L. (1979). *El desarrollo de los procesos psicológicos superiores*. Barcelona: Editorial crítica. S.A.

Appendices

Appendix A: Student's survey


Universidad Externado de Colombia

UNIVERSIDAD EXTERNADO DE COLOMBIA
 FACULTAD DE EDUCACIÓN
 MAESTRÍA EN EDUCACIÓN ÉNFASIS EN
 DIDÁCTICA DEL INGLÉS

A través de esta encuesta, quiero conocer tus gustos y opiniones sobre las materias que estudias en el colegio y especialmente la de inglés.

- ¿Cuál es la materia que más te gusta?
Lecto escritava
- ¿Te gusta la clase de inglés?
 Si No
- ¿Qué es lo más te gusta de la clase de inglés?
Cuando nos ponen a dibujar o informatica y cuando nos explican
- ¿Qué es lo que menos te gusta de la clase de inglés?
que no utilizamos libros o cuando me regañan
- En la lista de útiles algunas veces solicitan libros, ¿tus papitos pueden conseguirlos?
 Si No ¿por qué?
- De tus libros escolares (actuales o de años anteriores), ¿cuál es tu favorito? ¿Por qué?
español y matematicas sobretodo matematicas
- Si hubiera la posibilidad de tener un libro o cartilla en la clase de inglés, te gustaría?
 Sí No
- Si pudieras participar en el diseño de ese libro, ¿qué le pondrías?
sopa de letras dibujos para pintar los colores en ingles y los numeros
- ¿Cómo te gustaría que fuera ese material (libro, cartilla, etc.)?
cartilla con muchisimas hojas
- ¿Quieres que incluya imágenes sobre su barrio o colegio? Si No Por qué?
porque chebre salir en un libro

Appendix B: Teacher's survey


Externado
de Colombia

UNIVERSIDAD EXTERNADO DE COLOMBIA
 FACULTAD DE EDUCACIÓN
 MAESTRÍA EN EDUCACIÓN ÉNFASIS EN
 DIDÁCTICA DEL INGLÉS

Instrumento para la identificación de necesidades y construcción de la posible pregunta de investigación

Objetivo:

Identificar algunos factores que inciden en el desarrollo de la clase de inglés a través de un cuestionario que permita conocer la percepción de los docentes durante el espacio académico, reconociendo los elementos que afectan favorablemente o no en el desarrollo de la misma

Cuestionario para docentes

¿Cuál es la importancia que le da al texto en su clase?

Alta, el texto permite orientar y guiar los procesos, es un acortamiento que ayuda a completar los contenidos dados en la clase.

¿Considera importante desarrollar un libro o cartilla (para la enseñanza del inglés), que atienda las condiciones específicas de la población que asiste a la institución? Explica por qué.

Muy importante, los textos y en especial los de lenguaje extranjero no están contextualizados, son ajenos a las dinámicas y realidades de los estudiantes en especial de esta localidad.

¿Qué otros instrumentos /o material pedagógico considera usted pertinentes para la enseñanza del idioma inglés con los niños de la institución?

-Libros, cartillas, videos, material que pueda ser manipulable por los niños

¿Considera usted que la asignación de horas para la clase de inglés, permiten el cumplimiento de los estándares curriculares propuestos por el MEN para el área?

No, son muy pocas.

6

Worksheet... guía...	It does 	It can be better 
- Offers opportunity to speak in English. - <i>Ofrece oportunidad para hablar en inglés.</i>	✓	
- Has an attractive design and eye-catching pictures. - <i>Tiene diseño atractivo e imágenes llamativas.</i>	✓	
- Provides opportunities to learn and interact with both, my classmates and teacher - <i>Promueve oportunidades para aprender e interactuar tanto con mis compañeros como con mi profesor.</i>	✓	
- Contains images, numbers, puzzles or letters' soups. - <i>Contiene imágenes, números, rompecabezas o sopas de letras.</i>	✓	
- Motivates to study at home by myself without the help of my teacher. - <i>Me motiva a estudiar en casa por mi propia cuenta, sin ayuda del profesor.</i>	✓	
- Can be totally developed in one class. - <i>Se puede desarrollar en su totalidad en una clase.</i>	✓	
Vocabulary Learning - Aprendizaje de vocabulario	It does 	It can be better 
Topic: The rooms in my home		
- Helps me identify easily vocabulary related to the toys. - <i>Me ayuda a identificar fácilmente el vocabulario relacionado con los juguetes.</i>	✓	
- Allows me to express short ideas about the location of toys thanks to the vocabulary learned. - <i>Me permite expresar ideas cortas sobre la ubicación de algunos juguetes gracias al vocabulario aprendido.</i>	✓	

Designed by Andrés Anteliz

Figure 20

Appendix D: Field Notes Sample

<u>Number of Activity</u> : 4	Name of the activity My daily activities	Date: July 6th 2017
Participants Student (30) of 4a level	Place Classroom	Researcher Andrés Anteliz
<u>Elements to observe or categories</u>	<u>Description</u>	<u>Relevant aspects or elements that enhance the development of the category to be observed</u>
<u>Vocabulary learning</u>	Ss practiced vocabulary by repeating, also they read, color and said. Ss sang, and associated pictures with vocabulary. Ss had the opportunity to reinforce previous vocabulary. The days of the week were constantly repeated. When talking about vocabulary, they are interested in doing the mimic, they pay a lot of attention.	Materials helped to organize the class because all ss have their materials. <ul style="list-style-type: none"> - Materials with pictures, songs and activities, made ss to be focused on the learning of new vocabulary. - Ss have fun by doing the activities. - Appealing characters call ss's attention and show vocabulary. Mimic helps explain vocabulary. Memory is relevant.
Oral Language	Ss talk in English by doing the activities. Expressions are accompanied by mimic. Ss speak slowly, they use a mix of English and Spanish but with fluency. Teacher corrections are good, because ss correct their mistakes at once.	<ul style="list-style-type: none"> - Worksheet activities encourage ss to speak in English. - Body language helps to understand the message. - Speaking slowly is not bad, because they make the process of thinking before speaking searching vocabulary. - Ss use Spanglish but they did not pay attention. They keep on their fluence at speaking.
<u>Peer communication</u>	SS work in pairs and groups, and this encourage them to speak, pay attention and correct each other. Ss organize themselves at the moment of speaking in their dialogues	Interacting with teacher is essential to learn and do. <ul style="list-style-type: none"> - Organization in the dialogues is a good habit at the moment of practicing and improving oral language.
Comprehension of the material	First activities were comprehended. Guide of teacher is required to understand better the activities.	Ss like activities where they have to color. Activities of grammar, were a little difficult for some ss.
<p>Conclusions: Ss favourite activity is coloring. They repeat vocabulary and expressions actively. Mimic helps a lot to understand messages. Some few students got distracted and try to distract others. The class' structure and planning have been improved thanks to the worksheets. Most of the time ss stay in their chairs and they have always an activity to do, so that, the classroom environment is much better and proper to study and learn. Ss use Spanglish to gain fluence. Ss who usually do not participate, are encourage to do it (speak) and they can understand and express ideas.</p>		

Appendix E: Focus Group Interview - Transcription (first part)

FOCUS GROUP INTERVIEW

T: GOOD MORNING

Ss: Good morning teacher!

T: Ahorita van a rotar estos worksheets. Estos son worksheets que trabajamos este año hasta el momento, todos ustedes tuvieron estos worksheets, entonces les voy a hacer una entrevista, les voy a preguntar sobre esto para que ustedes respondan sinceramente lo que crean, lo que quieran responderme. Bueno, la primera pregunta es esta; vamos a empezar en este orden de derecha a izquierda, cuáles son sus nombres y qué edad tienen?

S1 Manuel Alejandro Galeano Lòpez, tengo 10 años.

S2. Joel Santiago Rodriguez Arias tengo 9 años.

S3. Wendy Tatiana Pardo tengo 10 años.

S4. Miguel Angel Daza y tengo también, tengo 9 años

S5. Daniel Morales Montoya y tengo 9 años.

S6 Mariana Orjuela Saenz y tengo 8 años.

S7 Jennifer Nicole Ortiz Wilches y tengo 9 años.

T: Segunda pregunta y van a dialogar ustedes como si estuvieran hablando entre ustedes.

Cómo les pareció la idea de crear, de crear e implementar estos worksheets o talleres para aprender Inglés, cómo les pareció la idea?

S1 Buena

S2. Algo para aprender Inglés.

S4. Me pareció estupenda porque hubo actividades para aprender nuevas cosas porque era con cosas diferentes.

S5. Me pareció super chevere que y esto nos enseña a hablar Inglés

S3: Me gustó mucho porque nos enseñó a hablar inglés y también porque podemos hablar en unos años y aprender más

S6: Me gustó porque uno al mismo tiempo que se divierte puede aprender otras cosas en inglés...

Appendix F: Parents' Consent Form

CONSENTIMIENTO INFORMADO

Yo _____
identificado(a) con cédula de ciudadanía No. _____
autorizo la participación de mi hijo _____ en el
proyecto de investigación *Teacher-made Worksheets to Enhance Oral Communication in an
EFL Classroom*, desarrollado en la Maestría en Educación de la universidad Externado de
Colombia, por el profesor Andrés Felipe Anteliz Gómez (CC. 80.757.312 de Bogotá), bajo la
dirección de Claudia Torres Jaramillo, profesora de la línea de investigación de Didáctica del
Inglés.

Tengo claridad con respecto a los objetivos, el tiempo de duración y las condiciones de
participación de mi hijo en la citada investigación; entiendo que la información recogida se
guardará con estricta confidencialidad y, por tanto, otorgo uso exclusivo de esta a las personas
que hace parte de la misma; me han informado que al final del proceso tendré acceso a las
conclusiones e implicaciones educativas que se deriven del proyecto. Teniendo en cuenta lo
anterior, acepto las condiciones de participación en esta investigación y me comprometo a que
mi hijo participa en las sesiones acordadas.

Y para que así conste, firmo el presente documento a los 16 días del mes de Febrero del año
2017

Firma Acudiente.

Appendix G: Principal's Consent Form

Febrero 16 de 2017

**LICENCIADA IRMA TORO CASTAÑO
RECTORA
COLEGIO LICEO NACIONAL ANTONIA SANTOS (IED)
BOGOTÁ, COLOMBIA**

Estimada Rectora,

Por medio de la presente, le solicito formalmente me permita aplicar en el colegio Liceo Nacional Antonia Santos, primaria, jornada mañana, en el grado 4°A mi proyecto de investigación; *Teacher-made Worksheets to Enhance Oral Communication in an EFL Classroom*, desarrollado en la Maestría en Educación de la universidad Externado de Colombia, por el profesor Andrés Felipe Anteliz Gómez (CC. 80.757.312 de Bogotá), bajo la dirección de Claudia Torres Jaramillo, profesora de la línea de investigación de Didáctica del Inglés.

El proyecto busca analizar las incidencias que tendrá el material hecho por el docente, para el aprendizaje del vocabulario, y la potenciación del lenguaje oral en Inglés de los niños.

Muchas gracias por su atención y colaboración

Atte.

Andrés Felipe Anteliz Gómez
CC. 80.757.312 de Bogotá.
Docente de Inglés, Liceo Nacional Antonia Santos, Primaria J.M.