CREATING PHOMENIC AWARENESS IN THE CLASSROOM AS A MEANS TO DEVELOP CHILDREN'S READING AND WRITING SKILLS

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Descripción: El presente estudio es el resultado de las prácticas pedagógicas asistida y autónoma en el IED Liceo Femenino Mercedes Nariño. Se propone una metodología para lograr mejorar los procesos de escritura y lectura en inglés de las niñas de segundo grado a través de actividades que crean conciencia sobre la conexión que hay entre cómo se pronuncian las palabras y cómo se escriben, llamado concientización fonémica. Se propone este proyecto a partir de la observación en el salón de clase de la dificultad que presentaban las estudiantes al escribir una palabra dictada o al leer una palabra que conocían a nivel oral pero sin hacer la debida conexión escrita. Con la implementación de las actividades, se logra un mejoramiento en la escritura y lectura de las niñas aunque de manera moderada.

Fuentes: Las principales fuentes teóricas utilizadas a lo largo de este estudio fueron: Cohen, Louis, Manion, Lawrence, Morisson, Keith. Research Methods in Education. en cuanto el tipo de investigación que se iba a adoptar para construir el proyecto. La teoría que sustentó la implementación de actividades de concientización fonémica en el aula para mejorar lectura y escritura son: Hasan, Ruqaiya; Williams, Geoff. Literacy in Society: Literacy, everyday talk and society. tarko, Terry; Vaage, Carol. Phonemic/Phonic Awareness. HENRY, Marcia K. Unlocking Literacy: Effective Decoding and Spelling Instruction. Y finalmente Adams, M. J., Foorman, B. R., Lundberg, I., Beeler, T. (1998). Phonemic Awareness in Young Children.

Contenidos:Este trabajo investigativo se llevó a cabo de acuerdo a los siguientes pasos: en primer lugar se identificó la situación problema y un objetivo general, los cuáles fueron identificados a través las observaciones llevadas a cabo en el aula de clase y un análisis de evidencias recogidas. Posteriormente se definieron los conceptos básicos de esta investigación y las bases teóricas que sustentarían la propuesta. Luego se estableció la propuesta investigativa, junto con el tipo de investigación e instrumentos de recolección de la información. Seguidamente, se estableció la propuesta metodológica a seguir, la cual llevó a la recolección de datos que confirmarían la pregunta expuesta al inicio del estudio y llevaría luego a un análisis de resultados y conclusiones. Por último, se encuentran las fuentes bibliográficas que ayudaron a sustentar este trabajo investigativo.

Metodología: Este estudio se realizó de acuerdo a la implementación de actividades de conciencia fonémica en el salón como un recurso para despertar la conciencia en las estudiantes sobre el lazo que existe entre la escritura de las palabras y su respectiva pronunciación, teniendo en cuenta que el inglés es una lengua que no guarda relación directa entre la pronunciación y la escritura. Al mismo tiempo, este tipo de actividades logró afianzar la idea en las estudiantes de que el inglés y el español son lenguas distintas que tienen sistemas fonéticos distintos.

Conclusiones:Al término de este trabajo investigativo se llegaron a varias conclusiones sobre los objetivos planteados para el mismo. En primera instancia, se observó una concientización en las estudiantes sobre los sonidos del inglés y principalmente la diferencia entre los sonidos que les causaron confusión como fueron la T, CH, B y V. De igual manera, se logró un mejoramiento en la escritura y lectura de las niñas, aunque en una escala menor. Finalmente, se concluyó que el tiempo fue un obstáculo en el desarrollo de este proyecto, ya que esta propuesta requería de más tiempo del que se ofrecía y de más intensidad horario de inglés para lograr ver mayores resultados.

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INTRODUCTION

This project proposes a teaching method based on phonemic awareness activities in order to develop beginning literacy skills in reading and writing at Instituto Educativo Distrital Liceo Femenino Mercedes Nariño for the second graders of room 203 of the morning shift.

After analyzing students' difficulties in English, their main difficulty was focused on decoding and spelling words correctly. Students showed confusion in letter-sound correspondences, which means that they could hear a familiar word and identify its meaning, but if they were asked to read that same word, there was no comprehension of what was written; students were not able to connect sound with spelling. In other words, students evidenced a difficulty in creating a connection of how words are pronounced with how they are written. Therefore, an approach to teaching English in which students would learn to establish a link between these two skills was necessary in order to overcome this difficulty and help students progress in learning a foreign language. That is why phonemic awareness was proposed. With phonemic awareness activities the teacher established a clear connection between how words and letters were pronounced as opposed to how they are represented through writing thanks to phonics instruction.

The hypothesis of this project was aimed towards creating phonemic awareness in children through various activities in the classroom as well as giving explicit phonics instruction, in order to develop their reading and writing skills. This made their decoding and spelling process easier as they identified sounds associating them to how they are represented in a written way and vice versa. The result expected was for students to identify targeted phonemes in an oral and written way.The final results obtained through this project demonstrated that the objectives established were fulfilled but in a moderate way; students showed improvement in writing and reading, and phonemic awareness was arisen in their learning process, but the main obstacle encountered was the lack of resources provided by the school to implement the phonemic activities proposed and reach a better outcome.

CREATING PHOMENIC AWARENESS IN THE CLASSROOM AS A MEANS TO DEVELOP CHILDREN'S READING AND WRITING SKILLS

1. CONTEXTUALIZATION AND PROBLEM SETTING

The target public, to whom this Institutional Project is directed to, is a group of 41 second graders of room 203, who study in the morning shift of the Instituto Educativo Distrital Liceo Femenino Mercedes Nariño, located in the south-west part of Bogotá on Avenida Caracas #23-24 south in the neighborhood San Jorge in locality Rafael Uribe Uribe.

The classroom Project proposed in this paper seeks a way to improve the writing and reading skills of the second graders of classroom 203, through different listening, reading, writing and speaking activities. In order to understand the project presented, first we should become familiarized with the external, internal and educational context the students are involved in as well as their school context and the problems that were found in these second grader's writing and reading through different exercises that were later collected and analyzed. The following information will give us clear understanding of the reasons this project has been proposed as well as what it expects to accomplish.

1.1. Contextualization

1.1.1. External Context:

The following information is taken from the External Context Data (see appendix A). The locality Rafael Uribe Uribe is located in the south-west part of the city. Its borders are: Antonio Nariño (North), Usme (South), San Cristóbal (East) and Tunjuelito (West). It was named after an important lawyer and idealist of the Colombian liberal party Rafael Uribe Uribe, whom was assassinated in 1914. This territory was mainly formed from 1925 to 1952, including its most popular neighborhoods as well as the illegally established ones. It counts on 114 neighborhoods with 423,000 inhabitants who are mostly under 25 years of age.

The neighborhood where the institution Liceo Femenino Mercedes Nariño is located is San José neighborhood.

This locality has a wide number of public and private schools and different parks where cultural events are carried out, but even though there are more than 250 schools, 1.8% of its inhabitants are illiterate. On the other hand, it is one of the localities of Bogotá with the highest number of children studying at school. There are about 80,000 children studying at the different schools this locality has to offer.

It is mainly a residential area, but there are also different types of businesses such as commerce, hotels, restaurants, social, personal and communal services as well as the manufacturing industry. The social-economical levels in this sector go from 0 to 3. Moreover, this locality counts on all the public services like the sewer system, electric energy, telephone service, gas and street cleaning. The main social issues this locality has to deal with are it insecurity, violence, alcoholism, drug addiction, unemployment and environmental pollution.

Regarding security, the main security issues are due to people being robbed, homicide and car theft. In the medical aspect, Rafael Uribe Uribe has many medical facilities, but the main one is the Carlos Lleras Restrepo Clinic, which does not count on enough resources to cover the number of people in the area. On the other hand, every year, displaced people from other parts of the country arrive to this locality and settle there to try to make a living.

An adequate pedagogical project proposal for English as a foreign language needs to take into account the aspects mentioned earlier, since these will have a direct influence on children’s disposition to learn a foreign language as well as the fact that a percentage of the people living in this locality don’t know how to read or write.

1.1.2. Educational Context:

The information describing the educational context stated below is taken from the Institutional Data (see appendix A) and from the school PEI - Institutional Education Project.

The school was founded in 1916 by Monsignor Diego Garzón, but it is until 2002 with the Resolution 2592 of August 28th that the school becomes part of the Capital District and holds its current name. It is an all girls school that offers morning, afternoon and evening classes for preschool, basic primary, secondary and intermediate education. The degree title students graduate with is academic secondary education and classes are carried out with the "A calendar" which means they start in February and finish in November.

The name of the school PEI is "FORMACIÓN DE MUJERES COMO SUJETOS SOCIALES, CONSTRUCTORAS Y TRANSFORMADORAS DE UNA SOCIEDAD MÀS HUMANA Y COMPETENTE ANTE LAS EXIGENCIAS DEL MUNDO GLOBALIZADO" which is English would mean: *FORMING WOMEN AS SOCIAL, CONSTRUCTIVE AND TRANSFORMING SUBJECTS OF A MORE HUMAN AND COMPETENT SOCIETY IN VIEW OF THE DEMANDS OF A GLOBALIZED WORLD*.

The school forms students in a comprehensive and social way, in which not only students, but also teachers, teacher directors and administrative personnel are involved in a process of solidarity. The comprehensive forming and development of students is done taking into account the reality of Colombian culture, the Capital District and the neighborhoods of the locality where the school is located for the graduates to be able to formulate efficient solutions to personal, community and social issues. The Liceo Femenino works for the consolidation of an educative community characterized by advanced academic, pedagogical, technological and humanistic education followed by a high level of social solidarity.

The school's mission consists of the education of women based on autonomy, creativity, responsibility, leadership and critical analysis of their reality by the appropriation of the different languages of a competitive society such as arts, communication, sports, culture, politics and economy among others. This will allow them to participate actively and competitively in all the areas of their academic, professional and work life. In its vision, by 2015, the school is expected to become recognized as a leading institution in the education of women who are committed, capable of leading transforming processes that will allow them to live in a more human and competitive society where they can respond to the demands of a globalized world.

The educational process of the school is based on the following fundamental values of respect towards others, ethics, quality, equity, competitiveness, human talent, sense of belonging, social responsibility, preservation of the environment and knowledge of one's surroundings.

The Liceo Femenino Mercedes Nariño is based on an epistemological approach with the constructivist paradigm that emphasizes on the narrow existing relation between educative work and the different realities lived everyday in Bogotá, the country and the world. The emphasis on knowledge management is conceived as a process of construction of new consciousness, meanings, information, knowledge, realities and representations through the contrast that the different participants offer to the situation they live. Furthermore, the school also incorporates *historic realism* and *relativism* in its pedagogical work. Through historic realism, the existence of social historically constructed realities is reinforced and therefore provisional and contingent. Through relativism, not only is the existence of multiple social realities reinforced, but also the different subjective perspectives from which realities are read and interpreted. In other words, the school conceives the concept of reality not as something natural, but as something cultural and social that is recognized and constructed everyday through the students' interaction and recognition of their historical, social, economical and personal background and it believes in the possibility the students have to transform the reality they live in, of poverty, marginalization and violence, into something better.

In the teaching-learning process, cooperativism is a key concept. Here cooperativism is understood as cooperation as a system of actions that overcomes personal leanings, bearing in mind that the interchange that is carried out among people generates other moments for knowledge construction, broad moments that allow the collective consolidation of activities belonging to the teaching-learning process.
The school structures its pedagogical model based on an education influenced by the consequences of globalization, constant changes in the working field, the need for social reconstruction and for a new country, the strengthening of civil society, the impact of mass media, the constant revolution of knowledge and technology as well as the large amount of information absorbed everyday and then vanished and the struggle for social justice among other aspects. The pedagogical model proposed is an integral pedagogical model where different elements from various pedagogical movements are taken to achieve social and integral human development.

The methodology that the school assumes is considered multimethodological since it is open to any procedure that could enrich the education process. The school is expected to create its own methodologies in order to fulfill the expected goals the PEI proposes. Here teachers are free to elaborate their own methodology as long as it does not go against the school principles.

The school PEI also considers the importance of stating institutional competences that will be developed in the educative process. There are four main institutional competences:

a) Formative Competence: with which it is expected to increase and create an interest in students for research and for knowledge through the value of what it means to learn to work in a team as a strategy that will allow them to assume commitments, be autonomous and proactive.
b) Axiological Competence: consists of the ability to respect and value the environment and an other as an equal, recognizing the other as an

individual and social being and therefore creating a culture of appraisal for diversity.

c) Cognitive Competence: through this competence, knowledge is constructed, allowing the possibility of acquisition and appropriation of different knowledge full of sense and meaning that creates interest, curiosity and astonishment in students towards learning. All this is possible through a process in which an interchange of knowledge takes place in different spaces where students as well as teachers interact.
d) Work Competence: through the emphasis the school offers in technical intermediate education in the night classes, students are taught to interpret and comprehend their own reality and orientate it at the moment of acting or making decisions. They are formed for work through the knowledge learnt.

In light of the above summary of the pedagogical context the students of the Liceo Femenino Mercedes Nariño are involved in, one can come to the conclusion that the school is implementing a new way of pedagogy to form competent, critical, autonomous and supportive women ready for changes in the current globalized world, but conscious of their reality, leaving aside traditional education in hopes of re-evaluating the educative process and continuously seeking better ways to educate.

1.1.3. School Culture:

The description of the school culture is based on the Institutional Data (see appendix A) the school Institutional Education Project – PEI, the field work journals (see appendix B) and casual observation between classes.

The Liceo Femenino Mercedes Nariño only has one branch and in this area, primary as well as secondary school students share the school premises, especially when they have their snack break. At this time, the girls go out of their classrooms to the different recreational areas the school offers, since the homeroom teachers lock the rooms to avoid students from other grades and classrooms to enter. The primary students run around, play in the basketball court, or jump rope. The students of secondary usually sit on the steps or the

floor and talk or just walk around. The relationship observed of the students in their recreational time is very peaceful. Every girl hangs out with her group of friends.

The relationship between teachers and students is that of a mother and daughter. Primary students are very affectionate towards their teachers and are usually seen hugging them and greeting them with a big smile. Some teachers are very sweet towards their students, mostly the young teachers, but the ones who have been working at the school for many years seem cold and with a strict attitude. The level of authority that the practitioners have with their students is low compared to the authority the homeroom teachers have with their students, considering the fact that homeroom teachers teach almost all the subjects except physical education and languages, and the languages practitioners only teach once a week. The above situation makes class management a little difficult for practitioners and has taken some homeroom teachers to conclude or comment that practitioners are bad teachers because they don't know how to handle students' discipline in class. Moreover, the discipline coordinator is the authority for the students and students seem a little scared of her since she disciplines them through screaming and threatening to call their parents. The school teachers have not shown any hostility toward practitioners, though they sometimes seem indifferent to their presence by not greeting or just ignoring them.

Another important aspect to consider is that the number of students per classroom is 40 and the time they dedicate to English a week is 1 hour and 10 minutes and there is no English textbook to follow. Regarding the English class, teachers (practitioners) teach their classes how they want and there is no supervision of the classes that are taught. The Study Plan is being constructed, therefore in many cases, teachers must decide on what to teach and finally, when students are to be evaluated, teachers must make the evaluations.

The English coordinator is very attentive to any problem there might be regarding the students' behavior and academic process as well as homeroom teachers.

In the classroom, in some occasions, the girls fight, pull their hair and cry, they also insult each other. Some of the reasons for these situations are unknown, since students just complain to the teacher without sometimes explaining what happened. There has also been evidence of girls kissing each other, and these are situations that the teacher who is present when it happens must be prepared to deal with.

Regarding classwork, girls have made it clear they like to work in pairs and when there is pair work is when students seem to work best in terms of discipline in the classroom. The homeroom teachers have mentioned there are some students who still haven't learned to write well in second grade and who have many difficulties to do written activities, so this aspect interferes directly with the way they learn English, since they don't manage their first language well yet.

In general terms, the girls who study at this school are exposed to domestic violence, solitude due to both parents having to work to pay for the bills, malnutrition and lack of affection. Some girls wear a clean uniform and their hair well brushed, and others look dirty and messy. All these factors have a direct influence on students' academic performance and it is from this point that teachers must make an action plan to enhance students learning, taking into account their background.

1.1.4. Problem evidence:

The evidence to find the problem is based on the observations made in the field work journals (see appendix B) and written exercises given to the students and collected by the teacher.

I started teaching at Liceo Femenino Mercedes Nariño on February 10 2009, but it was until February 24th that I started teaching second grade in classroom 203. I started teaching different topics, since I wasn't given a study plan to follow and the first classes consisted of mainly vocabulary and I noticed

students were not familiar nor seemed comfortable with being spoken to completely in English, reason why I had to modify how I taught the class and start teaching in English and Spanish. Through the different classes I started noticing students had difficulties writing in English as well as identifying meaning in written words, even though they orally understood the word, they did not make the connection of how words were said with how they were written. For this reason, an initial written exercise was carried out to make a general diagnosis of the problem. The exercise consisted of a dictation of ten random numbers from 1 to 20 (see appendix C). Students were asked to write the word for the number the teacher dictated in English.

The dictation was the following:

1. Five	6. Two
2. One	7. Twenty
3. Sixteen	8. Three
4. Ten	9. Seventeen
5. Seven	10. Eight

Students had seen this vocabulary in first grade and they reviewed it in two previous classes before the dictation. The dictation was collected and analyzed. Below are the results and analysis of the dictations of 39 of the 41 girls of the second grade class. Each chart has the number of the exercise on the top left corner with the corresponding dictated word as well as an explanation of the percentage of girls who carried out the dictation, who are divided into the percentage of girls who followed instructions and answered correctly and the percentage of girls who followed instructions and answered incorrectly. It is important to note that the percentage of girls who didn't followed instructions is therefore not taken into account at the time of the analysis.

Below the word dictated, you will find the same word divided in the sounds that are found in each word, which are consonant and vowel sounds. Then you will find the different options the student's who followed instructions but answered incorrectly wrote, also divided by the sounds and the percentages on the right side of the chart corresponding to the percentage of girls who wrote each

option. You will also find the word as a whole that these students wrote under *mistake*, and the exact number of girls who correspond to the percentages.

It is important to remember that the chart shows the answers of girls who followed instructions and answered incorrectly, since what this project expects is to create activities that will improve students' difficulties when reading and writing and not of those who read and write well. Another aspect to bear in mind is that this project will concentrate on creating phonemic awareness through specific consonant sounds, reason why the focus of the following analysis will be based mainly on the mistakes the students made with the sound-grapheme correspondence of the consonant sounds.

An explanation is given below on how the percentages of girls will be understood:

M: Is the total number of girls in the course.
N: Is the number of girls who presented the dictation.
X: Is the number of girls who followed instructions.
Y: Is the number of girls who followed instructions and answered correctly divided by N.
Z: Is the number of girls who followed instructions but answered incorrectly divided by N.

General Analysis of Dictation 1

1. **FIVE** /faɪv/

M: 41
N: 39
X: 33
Y: 8
Z: 25

1. five										
*100% =	Z									

f		**i**		**v**		**e**				
							*100	%	mistake	# of girls
F		ai					4,0	%	fai	1
F		ai		b			4,0	%	faib	1
F		ai		b		a	8,0	%	faiba	2
F		ai		d			4,0	%	faid	1
F		ai		f			12,0	%	faif	3
F		ai		f		a	4,0	%	faifa	1
F		ai		n			4,0	%	fain	1
F		ai		v		a	4,0	%	faiva	1
F		a		v		e	24,0	%	fave	6
F		ay					28,0	%	fay	7
F		o		f		e	4,0	%	fofe	1

The analysis of exercise one corresponds to Z which refers to the number of girls who understood the instructions but answered incorrectly, which are a total of 25 girls.

Of the girls who followed instructions and wrote the word incorrectly, 100% wrote the grapheme f for the first sound. On the second /aɪ/ sound, 72% identified the diphthong sound associating the spelling to Spanish and 28% of the girls did not identify the existence of the diphthong sound. With the /v/ sound, 28% wrote the correct grapheme, 20% wrote F, 12% wrote B, 4% wrote D, 4% wrote N and 32% did not identify the /v/ sound. This means most of the girls (72%) did not identify the /v/ sound. In the spelling of the last letter of the word five, 44% of the girls wrote a final vowel, 16% of the girls wrote an ‘a’ and 28% wrote an ‘e’.

As a conclusion, all of the girls demonstrated to have an appropriate grapheme-sound correspondence with the f sound. Most of them showed awareness of ai diphthong sound, even though the spelling was associated to their mother tongue. However there was a clear difficulty in identifying the /v/ sound since the alternative options written by the girls to correspond to this sound were b,d,n or nothing. In the case of B, it’s a common mistake for Spanish speakers since the V sound is not part of the Spanish phonetic system. The same happens with

F, since some students tend to associate the fricative voiced sound of V with the fricative unvoiced sound of F. With the N and D, there is no association to the V sound. Finally, 12% of the girls wrote a final ‘a’ vowel even though the ‘e’ in five is silent. A possible explanation could be that during the dictation, since each word was said slowly, it is possible that the girls associated the long v ending sound of the word in the dictation to a vowel sound, since there is an existence of a vowel sound when this word is said slowly.

2. ONE /wan/

M: 41

N: 39

X: 36

Y: 19

Z: 17

2. One										
***100% =**	Z									
o		**n**		**e**						
							*100	%	mistake	# of girls
guai							5,9	%	guai	1
gua		n					41,2	%	guan	7
guei							5,9	%	guei	1
guna		n					5,9	%	gunan	1
jua		n					5,9	%	juan	1
ua		n					5,9	%	uan	1
u		n		e			11,8	%	une	2
wai		n		a			5,9	%	waina	1
wua		n					5,9	%	wuan	1
wui		n					5,9	%	wuin	1

The analysis of exercise two corresponds to Z which refers to the number of girls who understood the instructions but answered incorrectly, which are a total of 17 girls.

From 17 girls, 58.9% associated the /w/sound to the graphemes GU in Spanish, 5.9% associated this sound to a J, 17.5% to a U and and 17.7% to a W. 76.6% identified the /a/ sound with the grapheme ‘a’, though from this percentage,

some girls added an ‘i’ to the ‘a’ (11.8%). 5.9% associated the /ə/ sound to ‘ei’ and 5.9 to ‘i’. 11.8% did not write anything else than U, but a conclusion is that the girls were trying to remember the spelling of the word since their word was “une”, this indicates they were not trying to transcribe the sounds, because there would probably be an ‘a’ in the spelling. Regarding the /n/ sound, 88.2% identified the sound and from this percentage, 5.9% wrote an additional ‘n’ before the ‘a’. However, the remaining 11.8% did not identify the sound.

In the final E in the word ONE, which is silent, 11.8% wrote the corresponding ‘e’ and 5.9 wrote an ‘a’, the remaining 82.3% wrote nothing.

As a conclusion, the number ONE has a very particular spelling according to the /w/ sound. Only seventeen girls from the whole class wrote the word wrong and nineteen wrote it right. From those 17 girls, 17.7% identified a W for the sound, which could be considered accurate in terms of the sound and the rest wrote a G, J, or U. Most identified the /ə/ sound with the grapheme ‘a’ and most identified the /n/ sound with no difficulty.

3. SIXTEEN /sɪksti:n/

M: 41

N: 39

X: 39

Y: 9

Z: 30

3. Sixteen															
***100% =**	Z														
S		**i**		**x**		**t**		**e e**			**n**				
												*100	%	mistake	# of girls
c		i		s		t		i			n	6,7	%	cistin	2
s		i		cs		t		i			n	3,3	%	sicstin	1
s		i		c		t		i			n	6,7	%	sictin	2
s		i		n		t		i			n	3,3	%	sintin	1
s		i		ss		t		i			n	3,3	%	sisstin	1
s		i		s		t		i			n	16,7	%	sistin	5
s		i		x								6,7	%	six	2
s		i		xs				e				3,3	%	sixse	1
s		i		x		t		e			n	6,7	%	sixten	2
s		i		x		t		i			n	33,3	%	sixtin	10

s		i		x		t		i			ng		3,3	%	sixting	1
s		x		i		t		e e			n		3,3	%	sxiteen	1
x		i		si		t		i			c		3,3	%	xisitic	1

The analysis of exercise three corresponds to Z which refers to the number of girls who understood the instructions but answered incorrectly, which are a total of 30 girls.

In general, the girls showed very little difficulty identifying the /s/ sound. 90% of the girls wrote the corresponding ‘s’, 6.7% wrote a ‘c’, which combined with an ‘i’ makes an /s/ sound, and 3.3% wrote an ‘x’.
100% wrote an ‘i’ for the /ɪ/ sound though one girl (3.3%) confused the order of the ‘i’ with the ‘x’.
Regarding the /ks/ sound, 53.3% wrote an ‘x’, 3.3% wrote an ‘xs’, 30% wrote an ‘s’, 3.3% wrote a ‘cs’ which corresponds to the /ks/ sound, 6.7% wrote a ‘c’ and 3.3% wrote a ‘n’.
The /t/ sound showed no difficulty since 90% identified the ‘t’ grapheme and 10% did not write anything.
With the /i:/ sound 79.9% wrote the grapheme ‘i’, and 10% wrote an ‘e’, 3.3% wrote ‘ee’ and 6.7% wrote nothing.
With the final /n/ sound, 83.4% identified the ‘n’, 3.3% wrote ‘ng’, 3.3% wrote a ‘c’ and 10% wrote nothing.

To conclude, the only sound in which girls showed difficulty was the /ks/, 30% of the girls wrote an ‘s’. There were very little difficulties with the other sounds in the number SEVENTEEN.

4. TEN /ten/

M: 41

N: 39

X: 39

Y: 24

Z: 15

4.Ten										
***100%=**	Z									
T		**e**		**n**						
							*100	%	mistake	# of girls
Ch		e		n			66,7	%	chen	10
Ch		e		se			6,7	%	chese	1
Ll		e		n			6,7	%	llen	1
Ll		i i		n			6,7	%	lliin	1
S		e		nt			6,7	%	sent	1
Th		e e		n			6,7	%	theen	1

Even though more than half of the girls who presented the dictation answered correctly, some interesting findings are worth being presented.

The following analysis corresponds to Z which refers to the number of girls who understood the instructions but answered incorrectly, which are a total of 15 girls.

Regarding the /t/ sound, 73.4% of the girls related the /t/ sound with a 'ch', 13.4% wrote 'll', 6.7% wrote an 's' and 6.7% wrote a 'th'.

With the /e/ sound, 86.8% wrote an 'e', 6.7% wrote 'ee' and 6.7% wrote an 'ii'.

86.8% wrote the corresponding grapheme for /n/, 6.7% wrote 'nt' and 6.7% wrote 'se'.

As a conclusion, there were not many difficulties with the /e/ and /n/ sound, but the inicial /t/ sound of the word seemed to cause some confusion in some of the girls, since the sound of 't' in English is different to that of Spanish, and a possible explanation is that 73.4% of the girls associated it to 'ch' /tʃ/ since it is an explosive sound.

5. SEVEN /seven/

M: 41

N: 39

X: 37

Y: 22

Z: 15

5.Seven													
***100%=**	Z												
s		**e**		**v**		**e**		**n**					
										*100	%	mistake	# of girls
c		e		b		e		n		6,7	%	ceben	1
c		e		v		e		n		6,7	%	ceven	1
s		e		b		e				6,7	%	sebe	1
s		e		b		e		n		33,3	%	seben	5
s		e		d		e		n		13,2	%	seden	2
s		e		m		e				6,7	%	seme	1
s		e		v		e				6,7	%	seve	1
s		e		v		e e		n		6,7	%	seveen	1
t		u		ch		e				6,7	%	tuche	1
y		e						n		6,7	%	yen	1

The analysis of the following exercise will be based on Z, which is a number of 15 students.

In the initial /s/ sound, 73.4% wrote the corresponding grapheme, 13.4% wrote a ‘c’ which in Spanish also corresponds to an /s/ sound when it is followed by an ‘e’, and there were two very random cases in which 6.7% (1 student) wrote a ‘t’ and another 6.7% wrote a ‘y’.

With the /e/ sounds found before and after the /v/, in both cases, 93.3% wrote the corresponding grapheme.

In the case of the /v/, 20% of the girls wrote a corresponding ‘v’, but the other 79.9% wrote other graphemes such as ‘b’ (46.7%), ‘d’ (13.3%), an ‘m’ (6.7%) a ‘ch’ (6.7%) and nothing (6.7%).

Furthermore, 73.3% wrote the corresponding grapheme for the /n/ sound and the remaining 26.7% wrote nothing.

In general, the difficulty was found with the /v/ sound, as mentioned earlier in the analysis of exercise 1.

6. TWO /tu:/

M: 41

N: 39

X: 38

Y: 11

Z: 27

6. two									
***100%=**	Z								
t		**w**		**o**					
						*100	%	mistake	# of girls
ch		u				29,7	%	chu	8
ch		u		ce		3,7	%	chuce	1
ch		u		d		3,7	%	chud	1
ch		u		se		3,7	%	chuse	1
ch		u		tchd		3,7	%	chutchd	1
ch		u u				3,7	%	chuu	1
f		ou		n		3,7	%	foun	1
ll		u				3,7	%	llu	1
s		u				3,7	%	su	1
th		oo				3,7	%	thoo	1
th		u				3,7	%	thu	1
t		iu				3,7	%	tiu	1
t		u				14,8	%	tu	4
t		wu				11,1	%	twu	3
t		wu		ve		3,7	%	twuve	1

The following analysis of exercise 6 corresponds to the number of girls who followed instructions but did not answer correctly, which refers to 27 girls.

The word two only has two sounds which are /t/ and /u:/. Regarding the first /t/ sound, 33.3% wrote the corresponding ‘t’, whilst 48.2% wrote ‘ch’, 7.4% wrote ‘th’, 3.7% wrote ‘f’, 3.7% wrote ‘s’ and 3.7% wrote ‘ll’.

With the /u:/ sound, 70.4% wrote a ‘u’ which in Spanish corresponds to the sound, 14.8 wrote ‘wu’, 3.7% wrote ‘uu’, 3.7% wrote ‘ou’, 3.7% wrote ‘oo’ and 3.7% wrote ‘iu’. But what they all have in common is that the graphemes the girls wrote some way or another are close to the /u:/ sound.

There were some cases in which some girls wrote additional graphemes even though there is no other sound after the /u:/. This can be observed in the chart above. Each of those answers refers to 3.7%, for a total of 22.2%.

Here one can conclude that the main difficulty was found indentifying the /t/ sound, since most girls related it to the grapheme ‘ch’. Here we find results similar to those of exercise 4 above.

7. TWENTY /twenti/

M: 41

N: 39

X: 33

Y: 3

Z: 30

7. twenty															
***100%=**	Z														
t		**w**		**e**		**n**		**t**		**y**					
												*100	%	mistake	# of girls
ch		o						ch		is		3,33	%	chochis	1
ch		u		e		n		ch		i		6,66	%	chuenchi	2
ch		u		e		n		t		i		6,66	%	chuenti	2
ch		u				n		ch		i		3,33	%	chunchi	1
Ll				e				ll		i		3,33	%	llelli	1
Th		o o		e		n		t		ee		3,33	%	thooentee	1
t		u		e				ch		i		3,33	%	tuechi	1
t		u		ee		n		t		ee		3,33	%	tueentee	1
t		u		e		n		ch		i		3,33	%	tuenchi	1
t		u		e		n		t		i		29.97	%	tuenti	9
t		u		e		n		t		iche		3,33	%	tuentiche	1
t		u		e		n		t		in		3,33	%	tuentin	1
t		w		ee				t				3,33	%	tweet	1
t		w		e		n		t		eey		3,33	%	twenteey	1
t		w		e				t		i		3,33	%	tweti	1
t		w		ie		n		t		i		3,33	%	twienti	1
t		w		o		n		t		ee		3,33	%	twontee	1
t		wu		e		n		t		i		6,66	%	twuenti	2
t		wu		e		n		t		wy		3,33	%	twuentwy	1

The analysis of exercise 7 corresponds to Z, which is a total of 30 girls.

In the first /t/ sound of the word TWENTY, 73.3% wrote the corresponding ‘t’, 20% wrote a ‘ch’, 3.33% wrote ‘th’ and 3.33% wrote ‘ll’.

With the /w/, 16.7% wrote the corresponding grapheme ‘w’, 10% wrote ‘wu’, 63.3% wrote a ‘u’, which holds a similar sound to the /w/, when followed by /e/, 3.33% wrote an ‘o’, 3.33% wrote ‘oo’ and 3.33% wrote nothing.

Regarding the vowel /e/ sound, 79.92% showed no difficulty in identifying the correct grapheme, 6.66% wrote ‘ee’, 3.33% wrote ‘ie’, 3.33% wrote ‘o’ and 6.66% wrote nothing.

In terms of the /n/, 83.3% wrote the correct grapheme and the remaining 16.7% wrote nothing.

The other /t/ sound after the /n/ showed similar results to the initial /t/. 76.7% wrote ‘t’, 20% wrote ‘ch’ and 3.3% wrote ‘ll’.

In the final vowel sound /i/, the students showed little difficulty identifying the sound, though they did not have the correct spelling in the word. 70% wrote an ‘i’, 10% wrote ‘ee’, and each of five girls (16.7%) wrote singular and particular combinations to identify the sound such as ‘wy’, ‘eey’, ‘in’, ‘iche’, ‘is’, and one girl (3.3%) wrote nothing.

In the case of /t/ sound, both sounds in the word TWENTY had the same amount of girls who associated the sound with ‘ch’, though less than in the case of exercise 4 and 6, possibly because the sound of the ‘t’ is more explosive in the case of the word TWO than of the word TWENTY. And in general, a high number of girls showed little difficulty identifying the vowel sounds, though spelling was not accurate.

8. THREE /θri:/

M: 41

N: 39

X: 39

Y: 4

Z: 35

8. three									
***100%=**	Z								

t h		**r**		**e e**					
						*100	%	mistake	# of girls
t		r		uy		2,85	%	druy	1
				ein		2,85	%	ein	1
f		r		i		2,85	%	fri	1
f		r		ui		2,85	%	frui	1
f		r		y		5,7	%	fry	2
s				iy		2,85	%	siy	1
t				en		2,85	%	ten	1
t h				ooee		2,85	%	thooee	1
t h		r		e		2,85	%	thre	1
t				ime		2,85	%	time	1
t				ine		2,85	%	tine	1
t		r		ee		11,4	%	tree	4
t		r		i		14,7	%	tri	5
t		r		iwu		2,85	%	triwu	1
t		r		oi		2,85	%	troi	1
t		r		ui		14,25	%	trui	5
t		r		uid		2,85	%	truid	1
t		r		uir		5,7	%	truir	2
t		r		uy		5,7	%	truy	2
t w		r		ee		2,85	%	twree	1
t w		r		uy		2,85	%	twruy	1

The analysis of exercise one corresponds to Z which refers to the number of girls who understood the instructions but answered incorrectly, which are a total of 35 girls.

Regarding the initial /θ/ sound, only 5.7% of the girls wrote the corresponding ‘th’ grapheme. 71.7% of the girls wrote ‘t’, 11.4% wrote ‘f’ , 5.7% wrote ‘tw’, 2.8 wrote ‘s’ and 2.8 started with a vowel, which does not correspond to the consonant sound.

Regarding the following /r/ sound, most girls showed no difficulty in identifying the correct grapheme ‘r’ with a total of 82.9%; the remaining 17.1% wrote nothing.

With the last /i:/, only 14,25% of the girls wrote the correct grapheme ‘ee’ corresponding to the sound, 17.1% wrote an ‘i’ which is the grapheme in

Spanish that corresponds to this sound, 14.3% wrote ‘ui’, 11.4% wrote ‘uy’, 5.7% wrote ‘uir’ and the rest which corresponds to 37.1%, which are a total of 13 girls who each gave a different answer such as: ein, ui, y, iy, en, ooee, e, ime, ine, iwu, oi, uid and uir.

In conclusion, most girls (71.1%) did not identify the /θ/ sound since this is not a part of the Spanish phonetic system and associated it to a ‘t’, even though there is a clear difference between /θ/ and /t/ in Spanish, due to both sounds being articulated differently when pronounced.

9. SEVENTEEN /seventi:n/

M: 41

N: 39

X: 34

Y: 4

Z: 30

9. Seventeen																		
***100%=**	Z																	
s		**e**		**v**		**e**		**n**		**t**		**ee**		**n**		*100	%	mistake	# of girls
c		e		b		e		n		t		i		t		3,33	%	cebentit	1
c		e		v		e		n		t		i		n		3,33	%	ceventin	1
s		e		b		e		n		ch		i		n		10	%	seben chin	3
s		e		b		e		n		t		i				6,66	%	sebenti	2
s		e		b		e		n		t		i		n		3,33	%	sebentin	1
s		e								ch		i		nc		3,33	%	sechinc	1
s		e		d		e		n		tr		i				3,33	%	sedentri	1
s		e						n		t		i		n		3,33	%	sentin	1
s				t		e		n		t		i		n		3,33	%	setentin	1
s		e		v		e		n		t		iee		n		3,33	%	seven tieen	1
s		e		v		e		n		ch		i		n		3,33	%	Sevenchin	1
s		e		v		e		n		dich		i				3,33	%	Sevendichi	1
s		e		v		e		n		th		ee				3,33	%	Seventhee	1
s		e		v		e		n		t		i				10	%	Seventi	3
s		e		v		e		n		t		i		g		3,33	%	Seventig	1
s		e		v		e		n		t		i		n		20	%	seventin	6
s		e		v		e				t		ee		n		6,66	%	seveteen	2
s		e		v		e				t		i		n		3,33	%	sevetin	1
s		e		v		i		n		tn		e				3,33	%	sevintne	1

The following analysis of the word SEVENTEEN corresponds to z, which corresponds to a total of 31 students from the 39 who presented the dictation.

In the first /s/ sound, 93.3% wrote the correct grapheme and only 6.7% wrote ‘c’. With the following /e/, 96.7% wrote the correct grapheme and only 3.3% wrote nothing.

Regarding the /v/ sound, 63.33% wrote a ‘v’, but 23.33% wrote a ‘b’, 3.33% wrote a ‘t’, 3.33% wrote a ‘d’ and 6.66% wrote nothing corresponding to this sound. The next /e/ sound that follows the ‘v’ showed similar results to the first /e/ sound previously analyzed; 90% of the girls wrote the correct ‘e’ grapheme, 3.33% wrote ‘i’, 6.66% wrote nothing. The /n/ also had very little difficulty with 90% who wrote ‘n’ and 10% wrote nothing for this sound. The /t/ sound showed some variations though not very many: 69.93% wrote the corresponding ‘t’, 16.65% wrote ‘ch’, 3.33% wrote ‘tr’, 3.33% with ‘th’ and 3.33% with ‘tn’. The last 3.33% wrote ‘dich’. So a minority showed difficulty with the /t/ sound as opposed to exercises 4, 6 and 7. The /i:/ had very little difficulties in terms of the students identifying the sound, though there was a direct association to the spelling in the mother tongue and very few had correct spelling for this sound in the word. Only 10% wrote the corresponding ‘ee’, 83.3% wrote an ‘i’, 3.33% wrote ‘iee’ and 3.33% wrote ‘e’.

Finally, with the last /n/ sound, 60% wrote the corresponding grapheme, 3.33% wrote a ‘t’, 3.33% wrote ‘nc’ and 3.33% wrote ‘g’. The remaining 30% wrote nothing.

Strangely, even though exercise 5 was the word SEVEN, girls seemed to show less difficulty in the spelling of the /v/ sound in this exercise than in exercise 5.

10. EIGHT /eɪt/

M: 41

N: 39

X: 28

Y: 3

Z: 25

10. eight									
***100%=**	**Z**								
e		**igh**		**t**		*100	%	mistake	# of girls
e		ghi		t		4	%	eghit	1
e		hi		lh		4	%	ehilh	1
e		hi		s		4	%	ehis	1
e		hi		th		4	%	ehith	1
e		i				4	%	ei	1
e		i		c		8	%	eic	2
e		i		chid		4	%	eichid	1
e		ig		th		4	%	eigth	1
e		ih				4	%	eih	1
e		i		s		4	%	eis	1
e		i		t		20	%	eit	5
en				chi		4	%	enchi	1
e				ss		4	%	ess	1
et		i		s		4	%	etis	1
e		y				4	%	ey	1
e		y		c		4	%	eyc	1
e		y		s		4	%	eys	1
e		y		t		4	%	eyt	1
e		y		x		4	%	eyx	1
he		i				4	%	hei	1

The following analysis of the word EIGHT corresponds to Z which are 25 girls, since there were many answers that did not correspond at all to the word dictated and there these were included into the category of students who did not follow instructions and are not taken into account for the analysis.

The initial /e/ sound in the word EIGHT was not difficult to be identified by the students since 88% of the girls wrote the corresponding ‘e’, 4% wrote ‘et’, 4% wrote ‘en’ and 4% wrote ‘he’, but all of them wrote an ‘e’, which indicates the sound was not difficult to understand, this is due to the fact that the /e/ sound is the sound that corresponds to the letter ‘e’ in Spanish.

The following /ɪ/ sound in the diphthong /eɪ/ is a long I sound which in Spanish could be identified by an ‘I’ or a ‘Y’; 48% of the students wrote ‘i’, whilst 20% wrote a ‘y’, 8% wrote nothing for this sound and the other 24% (6 girls) showed

consciousness of the ‘h’ or ‘g’ in the spelling of the word, giving different options such as: ‘ghi’ (4%), ‘hi’ (12%), ‘ig’ (4%) and ‘ih’ (4%).
The final /t/ sound had different results: only 28% wrote the corresponding ‘t’ grapheme for this sound, whilst 12% wrote ‘s’, 4% wrote ‘ss’, 12% wrote ‘c’, 8% wrote ‘th’ (possibly remembering there was an <h> in the spelling of the word), 4% wrote ‘lh, 4% wrote ‘chid’, 4% ‘chi’ and 4% ‘x’. The remaining 20% wrote nothing for this sound.
As a conclusion for this exercise, a high percentage of girls showed difficulty identifying the ‘t’, but different to the previous exercises that contained the /t/ sound, here there were only two cases in which a ‘ch’ was written in the place of a ‘t’. The rest were graphemes with completely different sounds to the /t/ such as ‘c’, ‘s’ and ‘x’.

An overall conclusion for the analysis carried out above is that the students showed great difficulty identifying the following consonant sounds: /t/, /v/ and /θ/. Though there were some difficulties identifying the correct grapheme-sound correspondence for some vowel sounds, the project will be based on improving children’s awareness of consonant sounds, though vowel sounds will not be excluded.

1.2. Problem Setting

According to the information exposed regarding students’ internal, external and educational context as well as the relationships in and outside the classroom with their classmates and teachers, there are different problems that affect their learning. One of them is their lack of exposure to English, the indiscipline in the classroom, and in some cases, their low literacy level, here literacy being understood as how well they know how to read and write.

This becomes an obstacle for them to learn English as a foreign language effectively, since most of them don’t have anyone at home who will help or correct them. Moreover, most of them have no exposure to English apart from what they learn at school and most of them have no one in their family who speaks or knows English and therefore have no way of practicing what they

learn outside of their academic context. Furthermore, the main problem that will be treated is that of children's difficulty to identify some sounds in English that are pronounced differently in Spanish or simply are not a part of the phonetic system in Spanish. These sounds are /t/, /v/ and /θ/, which correspond to the graphemes <t>, <v> and <th>. The first one is more explosive in English and has shown to cause a confusion in the students, which relate it mainly to the grapheme <ch> which actually corresponds to the /tʃ / sound, the second sound is not used in Spanish, even though the grapheme is. The <v> is pronounced as a <b>. Finally, the /θ/ sound does not exist in the Spanish spoken in Colombia nor is the grapheme used, as opposed to Spain which includes this sound in their phonetic system.

1.3. The Question

Does creating phonemic awareness in 7 and 8 year old second grade students help improve their writing and reading skills in English?

1.4. Objectives

- General objective: Develop student's writing and reading skills through activities of phonemic awareness.

- Specific Objectives:
    a) Improve students' ability to identify sounds in an oral way through phonemic awareness activities.
    b) Teach children the correct grapheme correspondence to sounds.
    c) Student will be able to write short words with correct beginning consonant spelling given written clues.
    d) Student will be able to recognize isolated words orally and in a written way through different classroom activities.

1.5. Justification

The following project was proposed as a new alternative method to teaching English as a foreign language to a second grade class at Liceo Femenino Mercedes Nariño with the intention of creating more awareness of the connection that exists between letters and sounds in order to improve their reading and writing skills on a basic level. The idea of teaching children to recognize sounds and relate them to their corresponding letter emerged from the difficulty observed in the second graders to understand what they were reading; moreover, the confusion they expressed with different consonant sounds. This meant, getting students to identify different phonemes that are not pronounced the same way in Spanish and making them aware that English was a totally different language and had a different phonetic system compared to their mother tongue.

One of the main objectives of this project is to demonstrate that with creating phonemic awareness activities in the classroom, reading and writing skills will improve, even if they are on a very basic level; in other words, improving reading and writing through phonemic instruction, allowing kids to learn to write in English without having to do many repetitive handwriting exercises for them to memorize, but rather understand what they are reading and learn to write correctly. This project is only the beginning of what could become a more ambitious research in Colombia, for no other project like this has been proposed before for developing beginning literacy skills in young children who are learning English as a foreign language. This project can change the way children are taught literacy skills in English or even in Spanish in Colombia.

2. THEORETICAL FRAME

2.1. Theoretical Background

There is no theoretical background on similar projects based on phonemic awareness to develop reading and writing skills in children who are learning English as a foreign language.

2.2. The Theory

Literacy:

According to Ruqaiya Hasan[1] the term literacy is semantically saturated, which means that many meanings have been given to it in different contexts. The Merriam-Webster[2] dictionary defines literacy as *the state of being literate*, Hasan finds this same definition in the Macquarie Dictionary where there are alternative definitions to literacy such as *possession of education*, *being able to read and write* and *having education.* In some countries, literacy could be understood as the simple ability to recognize one's own name in a text. The most common definition that has been given to the term literacy is that of being able to read and write, but these are complex practices and Hasan states that "becoming literate in the sense of being able to read/write presupposes the ability to 'see' a phenomenon as 'standing for' something other than itself" (Hasan: 379). Therefore, Hasan states the existence of an onset of literacy which consists of the ability to engage in acts of meaning, to be able to make sense and proposes that the term *literacy* should be separated from the specific semiotic system of language because there are many types of signs that people 'read' that are not necessarily written word and even that the term should be separated from language itself, since people do not always necessarily interpret signs. But then the pedagogical view of literacy starts questioning how this concept of just making sense could be introduced into pedagogical practice and Hasan comes to the conclusion that this definition becomes unteachable in any schooling context. As a result, literacy must be connected to some type of sign in order to make sense of it and the connection it will hold with linguistic signs will always exist. But most importantly, *literacy* should be seen as semiotic process, it is not restricted just to the ability to read or write.

Furthermore, Hasan exposes two lines of development in literacy. The first one is the 'natural' quotidian line of development, in which the child naturally learns the language, though learning how to mean, states Hasan, is a life-long

[1] Hasan, Ruqaiya; Williams, Geoff. Literacy in Society: Literacy, everyday talk and society. England. Addison Wesley Longman.1996.
[2] This definition is taken from http://www.merriam-webster.com/dictionary/literacy .

process, and depending on each child's life situation, s/he might or might not be introduced to the written word, but what is sure is that spoken word is acquired through this line. The second line of development is called exotic, specialized or pedagogic. This second line is found in pedagogical contexts, and though this line relies on the quotidian one, this one is considered more effective and here is where the written language is the main focus and not spoken language. This second line of development is given prestige. Taking Vigotsky's notion of "intellectualization", Hasan explains that in the quotidian line of development, the child's feel for language is unselfconscious and directly involved with the child's social life, whilst in the exotic or specialized line of development the view of language is self-conscious and it is not seen as a social semiotic practice since specific goals are set to be fulfilled. These goals are derived from specific needs of a section of the community and not to all learners, which is not the case of the quotidian line.

This project will embrace the concept of literacy from the exotic or specialized line of development, since specific goals are placed to be accomplished focusing on developing and improving reading and writing skills.

Regarding literacy teaching, the teaching of the orthographic system prevails, though Hasan states that control over the orthography-phonology correspondence depends on how the term literacy is conceived. Some people believe the invention of the orthographic system has been hazardous for the linguistic system for making meanings, while others think it has been a significant step in the evolution of humanity. Here Hasan takes a neutral position. However, she criticizes the way teaching sound-shape correspondence, known as the coding approach, has been traditionally carried out, since the issue of meaning is often ignored. This leads to a fragmentation of linguistic facts because words are grouped due to their sound-shape correspondence and their meaning is left aside, the same happens when students are expected to memorize structures, conjugation, lists of words etc., and Hasan refers to this spectrum as *recognition literacy*.

Now, when wondering what level of expertise a teacher needs to be able to teach the elements of recognition literacy, Hasan says:

> …It is easy to underestimate the degree of expertise required for a purpose, *provided* the teaching is to be done with understanding. The relations between the patterns of language are not transparent: for example, the principles underlying the calibration of orthography and phonology in English are very complex…Teachers need this expertise to understand the nature of that which they are teaching, but they seldom possess this understanding. (Hasan: 389)

So when literacy is expected to teach students to use language to mean, recognition literacy does not reach that ideal.

Hasan mentions the importance of taking into account the internal processes of the actual use of language, which is ignored by recognition literacy, and if focused on, the teaching of fragmentary language will become contextualized, here context being understood in two ways: verbal and situational context, also known as double relevance.

Hasan says:

> …an important part of literacy development should be the development of *discourse ability*, that is, the ability to engage in discourses which display this *double relevance*. (Hasan: 33)

Moreover, this discourse ability is acquired through the quotidian line of literacy development already mentioned, but each child's literacy development takes different forms when children come from different segments of society and this will have a direct effect on what they use language for and what social processes they engage in.

The fact that pupils present different backgrounds that affect the way they engage in social processes does not mean there is an absolute difference in how they engage in all these processes. There are similar processes in different communities and societies. This existence of sociolinguistic variation ought to be important to teachers, for it will have a direct impact on how literacy should be taught.

In light of the above, literacy teaching should be approached according to the needs that each community has according to their context, and taking into account that this project will be carried out in a specific community with specific needs, the development of phonemic awareness in teaching English as a

foreign language to children who are just learning how to read and write will allow them to improve their beginning literacy skills in English.

Phonics, phonemic and phonological awareness

According to Terry Starko and Carol Vaage[3] there is a difference between phonemic awareness and phonics. Phonemic awareness refers to when children have an understanding about spoken language and are able to identify the different sounds in a word and play with sounds to make new words. On the other hand, phonics refers to children's knowledge on the relation between specific letters and sounds. Starko and Vaage state that phonemic awareness has been proven to be an excellent tool that allows children to develop their reading skills successfully, but that teaching phonemic awareness alone is not enough. There should be a combination of phonemic and phonics in the classroom, since this combination will allow students to understand that words are sequences of phonemes and effective phonics instruction will allow the child to have knowledge on correct spelling-sound correspondence which will lead him to read and spell correctly. Futhermore, the Rector and visitors of the University of Virginia[4] give use a more concise explanation of the terms. While phonemic and phonological awareness focus on sound of words, phonics focuses on the letter-sound relationship of written word. In other words, phonemic awareness focuses on the identification and manipulation of individual sounds of spoken words, whilst phonological awareness concentrates on larger parts of spoken language. Phonics will teach children the direct correspondence between letters of the written language and sounds of spoken language. Moreover, Marcia K. Henry[5], a diagnostician, tutor, teacher and professor in the field of reading and dyslexia and writer of the book *Unlocking Literacy: Effective Decoding and Spelling Instruction* will also define phonemic awareness as opposed to phonological awareness, but not before exposing important factors in acquiring literacy.

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[3] Starko, Terry; Vaage, Carol. Phonemic/Phonic Awarenees. In: http://www.earlyliterature.ecsd.net/phonemic%20phonic%20awareness.htm. Consulted on April 17th, 2009.

[4] Information taken from http://readingfirst.virginia.edu/pdfs/Phon_Spel_Handout.pdf.

[5] Henry, Marcia K. Unlocking Literacy: Effective Decoding and Spelling Instruction. Maryland. Paul H. Brooks Publishing Co. 2003.

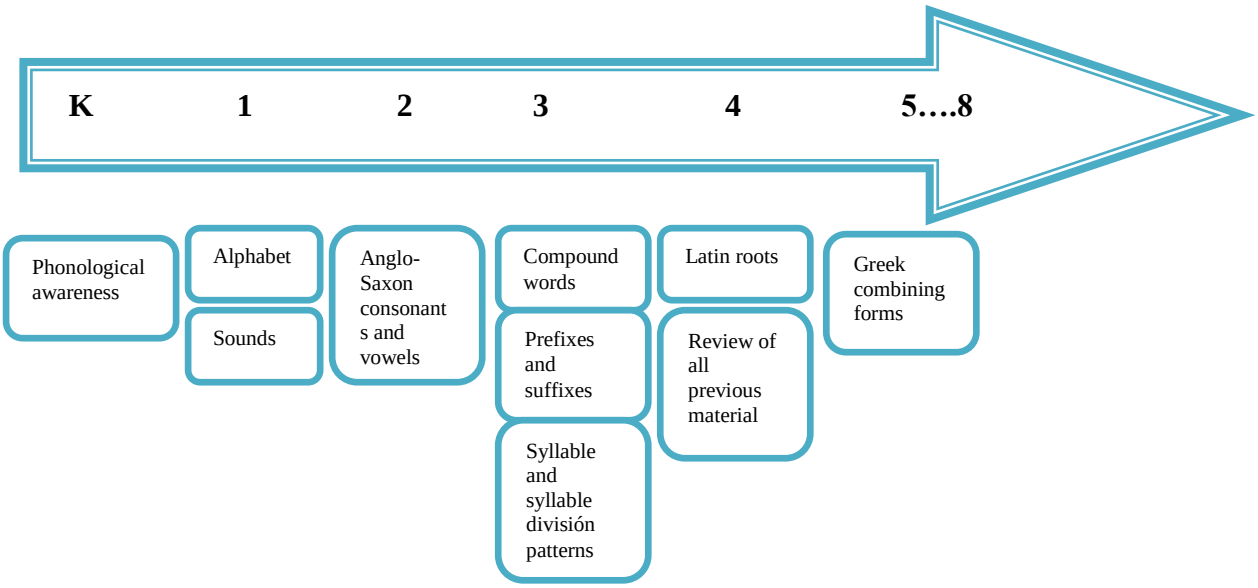
Decoding and Spelling

Henry notes that there are two important factors in acquiring literacy, which are decoding and spelling. Here decoding refers to word identification.
Reading is thought to be, by Henry, one of the most important scholarly activity that a person can master, and in order to acquire good reading skills, there are two elements which should be taken into account; the first one is decoding, which was mentioned above, and the second element is comprehension.
Henry explains these two concepts:

> Decoding comprises the skills and knowledge by which a reader translates printed words into speech. More simply, decoding is the ability to pronounce a word subvocally in silent reading and vocally in oral reading. Comprehension, in contrast, is the ability to understand the words, sentences, and connected text that one reads. (Henry: 3)

Moreover, spelling is “a productive language process; the speller hears the sounds and must translate them to alphabetic symbols by writing or by speaking letter names” (p.4)
Henry states the importance of explicit instruction in phonics for children to develop adequate decoding and spelling skills, since it is crucial for students to recognize letter-sound correspondences, especially when they are decoding unfamiliar words. Henry proposes a decoding-spelling continuum of topics students should have covered by eighth grade based on research that supports the idea that learners go through different developmental stages as they learn how to read and spell. Before exposing the decoding-spelling continuum, Henry establishes the difference between phonological awareness and phonemic awareness. Phonological awareness refers to “awareness of and facility with all levels of the speech sound system, including word boundaries, stress patterns, syllable patterns, onset –rime units, and phonemes.” and phonemic awareness “requires the conscious awareness of individual phonemes in a given word, along with the ability to manipulate these sounds.” (p.7)

Below is the Decoding –Spelling Continuum proposed by Henry:



What Henry proposes is that children start in Kindergarten with training in phonological awareness in which they learn to rhyme, segment and blend orally. Then in first grade, children learn the alphabet in upper and lowercase and their letter-sound correspondence. At this stage, students need to be able to say the name of the letters of the alphabet and give the sounds each letter makes as well as learn patterns of different letter-sound correspondences. By second grade, they should be able to recognize patterns of syllable division, compound words and some very common prefixes and suffixes, which they will become more familiarized with in third grade. In fourth, students will learn Latin and Greek roots, which will be reviewed throughout the following grades until eighth. Then in high school students will learn more complex combining forms, less common roots and other linguistic concepts appropriate to their level.

In order to have good decoding skills, Henry reminds us that children “need to read few words beyond two syllables in the early grades” (p.10) and the study of a few prefixes and suffixes in early grades will lead to successful reading in upper grades.

In terms of spelling, Henry notes that the explicit and direct instruction in the alphabetic code gives great benefit to children, but also notes that spelling becomes easier to a person the closer their dialect to standard English is.

There has been research on reading instruction in different educational institutions, but where English is taught as a first language, and some conclusions have submerged. Henry shares some conclusions on current research.

To start, children's phonological awareness will have an effect on how well they read, and Henry reminds us that phonological awareness is the beginning step to phonemic awareness. This means, that impairment in phonological or phonemic awareness is the common trait of reading disorders. When children have difficulties understanding the role that sounds play in words, they show difficulty understanding letter-sound relationships when reading. Ehri (1998) suggests that even though phonological awareness has been recognized as a necessary condition for learning to read, it is not enough due to the influence orthographic knowledge has on it. Additionally, Ehri proposes that a necessary condition to learn to read is graphophonemic awareness, in which children learn graphemes, which refer to the written symbols of speech sounds, and their appropriate sounds. Another conclusion given by Seidenberg and McClelland (1989) is that children must understand the alphabetic principle and learn that only some combinations of letter of the alphabet are possible in English. The knowledge of this code allows students to attack new words, store words in their memory as they build a sight vocabulary and read words in analogy as well as make predictions about words in text.

Henry exposes the importance of alphabetic instruction presented in the different researches carried out on reading instruction and concludes that the explicit teaching of decoding and spelling should be taught in cases where children have learning disabilities as well as children whose first language is not English.

Taking into account Henry's conclusions, I adopt the idea that children whose first language is not English, especially children who are learning English as a foreign language with very little hours of instruction, should be taught the alphabetic code explicitly, since it is the basis for their further reading skills in the language.

<u>Reading and writing instruction</u>

In light of the above, Henry proposes initial steps to early instruction for effective decoding and spelling. Henry notes that children are exposed to print long before they start their school years through magazines, letters, books and grocery lists their parents make and this will contribute to their breadth of knowledge, analytic and symbolic competences, self-confidence and problem solving.

In preschool, children explore and discover their surroundings. They learn to categorize and classify objects through their teacher's instructions and are exposed to initial activities for later reading instruction such as the identification of some letters of the alphabet, new vocabulary, the appreciation that words can be broken into small speech elements, the understanding of characteristics of books and a positive attitude toward their learning and towards books and reading. Children at this stage identify a system of phonetic relationships, but still do not spell correctly as they have not been formally instructed. Here students tend to invent their own spelling. Henry notes the importance of teaching children at this stage, specific conventions of print such as writing from left to right, top to bottom and front to back in order to avoid confusing this lack of knowledge in the young student with a learning problem in the case that the student does not follow these conventions for lack of knowing them.

In kindergarten the child expands the language learnt informally at home to more formal language of the school. Here children are taught beginning literacy skills. Though they are encouraged to carry out listening and speaking activities to develop these skills, children learn letter-sound correspondences and receive training in phonological awareness through activities such as rhyming, segmentation and blending. Henry notes that when children at this stage lack the awareness of the role sounds play in words, they have difficulties in learning to read. According to the National Reading Panel, teaching children two phonological awareness skills has shown greater long-term benefits than just teaching one, especially when teaching blending and segmentation. Blending refers to the ability to pull sounds together to make a word and segmentation is the ability to break words and syllables into sounds. Henry notes that these

activities do not require knowledge of alphabet letters, because the emphasis is on the sound, but it is important for the teacher to articulate the syllables and sounds very clearly and the teacher may as well ask students to observe her lips for better understanding of articulation of the sounds or syllables.

Henry proposes some phonological awareness activities for these first two grades which include: *rhyming*; *syllable awareness*, in which students are asked to count the number of syllables; *sound awareness*, in which students are to identify the sounds of the word given; *syllable deletion*, where students delete the beginning of final syllable; *sound deletion*, where students delete the beginning or final consonant sound; *syllable blending*, in which students put syllables together to form a word; *syllable segmentation*, in which words are separated into syllables; *sound blending*, in which sounds are put together to make a real word; and *sound segmentation*, where one syllable words are separated into parts.

Henry also explains that at this stage, due to children's first formal approach to literacy, they can have literacy experiences embedded in their daily routines in activities such as looking for letters on billboards and street signs. She also reminds us that children need to learn the letter names and that teachers should know which letter names their students know as well as assess their understanding of upper and lowercase letters. But, not only is learning the letter names important, states Henry, but also the corresponding symbols which should be modeled by teachers for children to trace, copy and name. Teachers should also monitor how students do when grasping their pencils, their posture and letter formation.

Other activities that Henry mentions to be used for these grades include: having alphabet books in the classroom, alphabet puzzles for children to put together, matching upper and lowercase letters, asking children to give words beginning in specific letters, different letter font recognition, visual to visual matching, auditory to visual matching, making different words out of consonants given and recognizing specific words in storytelling among others. Some writing activities include: tracing and copying letters, providing an alphabet strip on the wall, drawing and print activities and spelling familiar words.

As for first grade, Henry notes:

> During first grade, children need to master most of the alphabetic code. Instruction on the alphabetic code focuses on pairing the sounds of the language (or phonemes) with the letters or combination of letters of the alphabet (or graphemes). (Henry: 73)

In addition, students need to already identify common sight words. As for teachers, Henry states the importance of being familiarized with common Anglo-Saxon letter-sound correspondences, important irregular words, common syllable patterns as well as Anglo-Saxon morphemes, which include base words, prefixes, suffixes and compound words. Moreover, Henry gives some clear examples and explanations of these concepts throughout the sixth chapter.

Furthermore, Henry makes some recommendations for teachers such as to find out what knowledge students have about the previous aspects mentioned above, to make card with major orthographic patterns for students, begin with single letters and check if students know the letter name and their corresponding sound. With this knowledge, teachers can begin their teaching process. Henry notes that in the case that students already know many of the consonant sounds, than the teacher can start introducing vowels and letter combinations. When working with groups, Henry recommends beginning with some frequently used consonants such as p, t, b, m, s and g, and then introducing a short vowel sound and blending. In this case, nonsense words (words with no meaning) can be created.

Henry presents a logical sequence for introducing orthographic patterns, which are found in *Patterns for Success in Reading and Spelling* (Henry & Redding, 1996).

The sequence is the following:

1) Begin with letters such as *m,l,s,t,a,p,f,c,n,b,r,j,k,I,v,g,w,d,h,u,y,z,x,o* and *e*.
2) Then initial blends, spelling rules, consonant digraphs, consonant blends and other common patterns.

3) Next, three letter blends are introduced such as spr, tch and ost among others.
4) Finally, introduce common syllable patterns, common suffixes with their corresponding rules, compound words, common prefixes, possessives and other plural spellings.

Some children have difficulty discriminating voiced sounds, that is, when the vocal cords vibrate, and unvoiced. So in this case, Henry recommends for there to be auditory discrimination drills for children with this difficulty. In the case of vowels, these are the most difficult patterns for children to learn, therefore, Henry suggests for vowel sounds not to be taught in alphabetical order and reminds us that vowel digraphs such as ee, ea, oi and ou are even more difficult to learn. For these early stages, Henry recommends teachers to focus on the most productive spellings, that is, not on spellings that are not very frequently used, and also to remember that since word construction is cumulative, teaching the different concepts mentioned above should be done gradually. Another suggestion made by Henry is to teach six categories of spelling rules, these are:

1) Silent e rule
2) Doubling rule (-ff, -ll, -ss, -zz)
3) Soft c and g rule
4) The –ck, -tch, -dge rule
5) Adding suffixes to Anglo-Saxon base words
6) Plural -s and -es rule

The rules above will not be explained even though they are giving an idea of what Henry suggests for beginning readers on Chapter 6, because they will not be directly applied in this project.

Finally, in terms of spelling, Henry notes that students should not only be taught the rules, but apply them through different spelling activities in which the teacher is to monitor their mistakes and correct them. Henry suggests asking students to sound out the words as they write, so they can check each word as they write it. Students are also expected to memorize spellings for irregular words. These words are usually irregular in the vowel spelling as in *bury, friend, said* and *laugh*.

When learning syllables, a way to make this easier is by asking children to tap or clap at the sound of each syllable; Henry also explains in more detail additional topics teachers should teach these beginning readers such as prefixes, suffixes (in first and second grade), contractions, possessives, homonyms and homographs and antonyms and synonyms (in third grade).

In order for second and third graders to acquire more fluency in reading, Henry proposes different activities that can be carried out in the classroom such as repeated readings, lists of words to read and choral readings of passages. Henry suggests activities for teachers to use in reinforcing consonant and vowel patters with suggested levels, but explains that these can be used with students of different grades depending on their abilities. The suggested activities are the following, but will only be mentioned[6]:
First grade: *Introducing sounds with flipcards, initial phoneme substitution, medial phoneme substitution, word sorting, auditory discrimination, finding orthographic patterns, filling in the blanks, rhyming, studying non-phonetic words and other patters with wall charts or word banks, using pocket charts for spelling, making sentences with word cards, spelling short and long vowel sounds* and *finding spelling patterns*.

Second and third grades (letter-sound correspondences): *word sorting and auditory discrimination, sorting word cards, filling in the blanks with silly stories* and *Anglo-Saxon sentences*.

Second and third grades (syllables): *counting syllables* and *dividing syllables.*

Second and third grades (morphology): *finding base words, adding suffixes, finding suffixes, matching prefixes and meanings, exploring spelling and meaning, making word webs, beginning dictionary usage* and *beginning thesaurus activities*.

Second and third grade (semantics): *using semantic categories*.

[6] For more detail on these activities, refer to Chapter 6: Beginning Readers pages 89-97.

After proposing the above activities, Henry states the importance of reinforcement at home. And explains that parents and caregivers can help children reinforce the different aspects of early reading through games, reading to them and asking them to read, as well as spell non-phonetic words and parents can also point out different words on signs on the street.

As a complement to Marcia Henry's spelling and decoding instruction just mentioned, Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg and Terri Beeler in their book *Phonemic Awareness in Young Children: A Classroom Curriculum*[7] propose a curriculum for kindergarten and first-grade classroom in linguistics and literacy development through phonemic awareness activities. They start by defining phonemic awareness in the following way:

> The small units of speech that correspond to letters of an alphabetic writing system are called *phonemes*. Thus, the awareness that language is composed of these small sounds is termed *phonemic awareness*. (Adams [et al]; 1)

Adams [et al] note that the difficulty in phonemic awareness is due to the fact that people do not attend to the sound of the phonemes as they produce or listen to speech, which means they direct their active attention to the meaning and process the phonemes automatically. Therefore, the challenge for teachers is to figure out a way for children to notice the phonemes. Some of the most common activities like rhyming, rhyme, listening and sounds help children develop phonemic awareness.

Adams [et al] propose activities that stimulate the development of phonemic awareness in the preschool or elementary classroom, based on a program originally developed and validated by Lundberg, Frost and Peterson (1996) in Sweden and Denmark.

Furthermore, according to research, a child's level of phonemic awareness will determine how well he or she learns to read. This is why, Adams [et al] state the

[7] Adams, M. J., Foorman, B. R., Lundberg, I., Beeler, T. (1998). Phonemic Awareness in Young Children. Baltimore, MD: Paul H. Brooks.

importance of making a place for its instruction, since, through instruction, children's subsequent reading and writing achievement is accelerated. They also note that in order to build phonemic awareness in children, teachers must be familiarized with the structure of language, especially in phonology and terms such as: *phonology,* which is "the study of the unconscious rules governing speech-sound production" *phonetics,* which is "the study of the way in which speech-sounds are articulated"; *phonics*, "is the system by which symbols represent sounds in an alphabetic written system"*, phonemes* which are " the minimal units of sound that make a difference to meaning"*,* but also "the units of speech that are represented by the letters of an alphabetic language" (Adams [et al]:3). Developing readers are expected, through phonemic awareness, to separate those sounds and categorize them in order to understand how words are spelled. Adams notes that part of the difficulty in acquiring phonemic awareness has to do with the possible variation of any give phoneme, for these can vary in the way they are pronounced from region to region. These variations, notes Adams, are called *allophones*. It is also important to remember that phonemes are not spoken separately but fused together into a syllabic unit.

Other important points mentioned by Adams [et al] are the existence of *r-controlled vowels*, which refer to the 'ar' in bark; *nasalized vowels,* like in *and, went* and *gym*; the consonants *t* and *d* which are pronounced differently in different cases such as in *write* and *ride*, where the phonemes are clear, compared to when they are pronounces in *writer* and *rider*. Moreover, there is another change in the pronunciation of /*d*/ and /*t*/ when they are affected by r in consonant blends. Adams [et al] give examples of this difference with words such as: *tuck-truck*, *task-trash*, *dunk-drunk* and *dagger-dragon*. In Adams terms "the alveolar consonants /t/ and /d/ are palatalized and are articulated much like the affricates in initial sounds *chock* and *jock*". This means that in these cases, children can confuse the *t* for a *ch* and the *d* for a *j*.

With the above being stated, Adams [et al] with their curriculum expect children to develop phonemic awareness in order to identify and list to the sameness, difference, order and number of speech sounds. Phonemic awareness allows

children to understand how the alphabet work and this is essential for learning to read and write.

Before presenting the proposed activities, Adam [et al] give important suggestions:

> Just as with the original program, it is important to work with the games regularly and to revisit each frequently until it is mastered and can be extended. In special education rooms, however, the program should be initiated at the child's identified level of difficulty and continued from there. (Adams [et al]:8)

Among the above suggestions, certain rules are provided for the implementation of the activities. The most important ones to mention are: the importance of playing regularly for about 15-20 mins per class; the order of the activities can be changes according to the teacher's need, and they can be modified by the teacher if it is considered appropriate; also that the teacher must pronounce the sounds clearly and slowly and make sure students pronounce the words and sounds, to check understanding.

The following activities are proposed in this curriculum:

- **Listening Games:** their purpose is to develop children's ability to attend carefully and selectively to sounds.
- **Rhyming:** Rhymes are used to introduce children to the different sounds of words.
- **Words and Sentences:** these activities make children aware that language is made up of strings of words.
- **Awareness of Syllables:** children learn to separate words into syllables and create words out of separate syllables.
- **Initial and Final Sounds:** children focus on first and last phonemes of words, how to omit them and add new ones to create new words.
- **Phonemes:** here children learn to identify isolated phonemes in a word and become aware of their mouth articulation as the different sounds are pronounced.

- **Introducing Letters and Spellings:** children learn the relation of letters with speech sounds.
- **Assessing Phonological Awareness:** different activities are proposed to assess children's level of phonological awareness.

For this project, ideas were taken from initial sounds and final sounds activities as well as introducing letters and spellings activities. Some were adapted and changed according to the teacher's needs, taking into account the suggestions made by Adams [et al] mentioned above. See appendix E for activities used and adapted from this book.

3. METHODOLOGICAL DESIGN:

Children's first approach to learning to read and write is crucial since this will determine how their reading and writing skills will develop throughout their scholar life and even how they will read and write the rest of their lives. In terms of Spanish, there is a direct relation between how words are pronounced and how they are written, except for some specific cases; therefore, the way literacy is taught to Spanish speakers will be determined by the difficulties the language being learned presents at the time of identifying the sound-word correspondence. On the other hand, English is a language where pronunciation and spelling do not carry a direct relation, thus the need to teach literacy in a completely different way to how Spanish is taught.

As a result, a methodology that will allow the teacher to interfere in this teaching-learning process, taking into account the difficulties the student as well as the teacher may find along the way will be the most appropriate one to apply in the English classroom.

3.1. Type of research:

Different types of research have been proposed along the years to fit to specific needs researchers have had in different situations and in light of finding a possible solution to specific problems. For this project the most appropriate type of research is that of *action research*.

According to Louis Cohen, Lawrence Manion and Keith Morrison[8], action research is a significant vehicle for empowering teachers. It can be implemented in almost any setting where a problem to be solved is found, as long as it involves people, tasks or procedures. This type of research can be undertaken by an individual teacher or by a group of teachers working around a specific situation and it can be used in a variety of areas such as teaching methods, learning strategies, evaluative procedures, attitudes and values, continuing professional development of teachers, management control and administration among others. For this project, the focus of this research will be on teaching methods and on how these will allow the students to develop better reading and writing skills in English.

An important aspect to highlight about this research is that it seeks to impact on and improve practice. Zuber-Skerritt[9] states it clearly:

> The aims of any action research project or program are to bring about practical improvement, innovation, change or development of social practice, and the practitioners' better understanding of their practices.
> (p:227)

As a result, action research will influence teacher's actions and practices as it is being carried out.

Some important characteristics of this research are that it is systematic and collaborative in collecting evidence on which the reflection will be based. It is not just oriented on solving a problem but also posing one to solve. Action research is based on the researcher's work which the researcher expects to improve.

The authors mention Noffke and Zeichner's (1987) claims on how action research affects teachers in different aspects. When an action research project

[8] Cohen, Louis, Manion, Lawrence, Morisson, Keith. Research Methods in Education. London: RoutledgeFalmer. 2000.
[9] Zuber-Skerritt in Cohen, Louis, Manion, Lawrence, Morisson, Keith. Research Methods in Education. London: RoutledgeFalmer. 2000.

is being carried out, teachers start questioning their definitions of their professional skills and roles. Teachers also tend to increase their self-confidence, their awareness of the classroom issues and they become more reflective on their actions as well as on the connection that exists between theory and practice. All this leads to teachers experiencing a change in their beliefs, values and on their view of how they teach, schooling and their society.

The authors set eight stages for the research process:

Stage 1: Identification, evaluation and formulation of the problem.
Stage 2: Formulation of the question to be answered regarding the problem and a draft proposal.
Stage 3: Review of research literature.
Stage 4: The initial statement of the problem is redefined and assumptions regarding the project are made explicit.
Stage 5: The research procedures are selected.
Stage 6: Evaluation procedures are chosen.
Stage 7: The project is implemented as well as data collection methods. Then data is classified and analyzed.
Stage 8: Data is interpreted and there is an overall evaluation of the project. Outcomes are reviewed and recommendations are made.

The possible instruments and techniques to be used for data collection in this research are: questionnaires, diaries, interviews, case studies, observational data, experimental design, field notes, photography, audio and video recording, biographies, accounts, documents, and records among others.

3.2. Data collecting techniques and instruments:

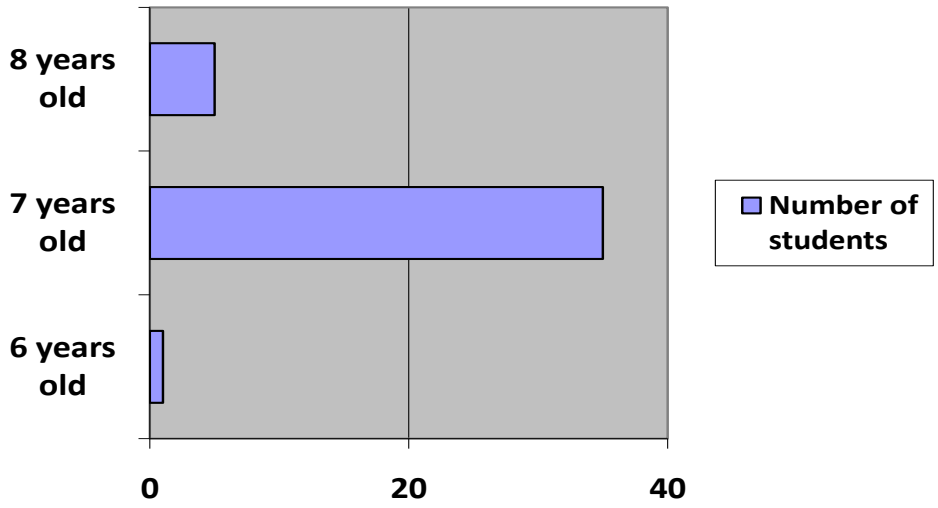
In this research project, the instruments and techniques used to collect data are field notes, photographs, school documents, questionnaires and observational data.

3.3. Students' description:

The following description of the group is taken from observations from field journals (see Appendix B) and identification sheets with a questionnaire regarding their age, family they live with, their occupation and knowledge of English.

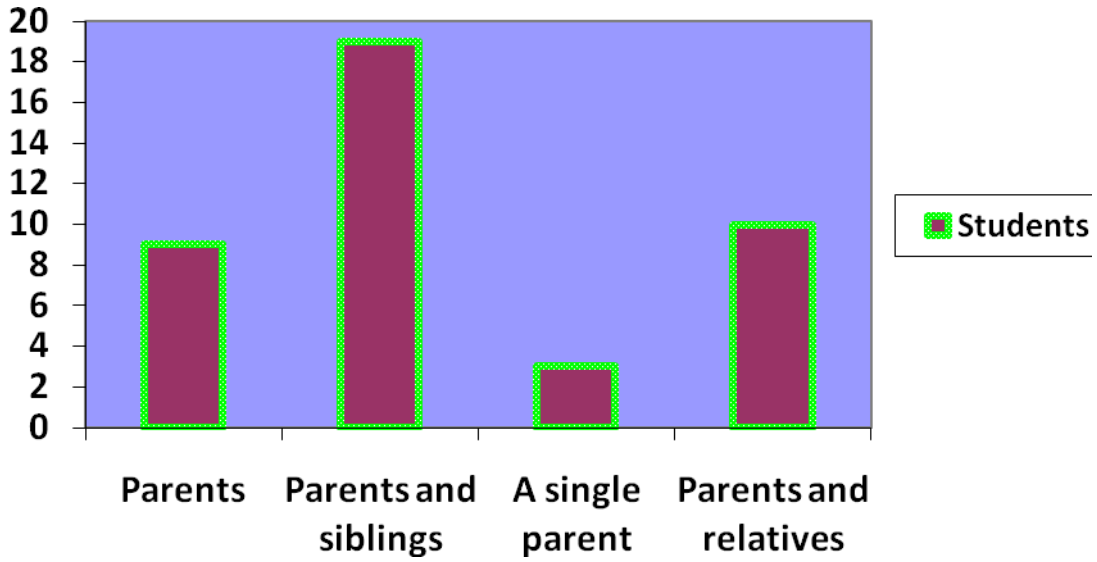
As it was mentioned at the beginning of this paper, the target public for this project is a group of 41 second graders of room 203, who study in the morning shift of the Instituto Educativo Distrital Liceo Femenino Mercedes Nariño, an all-girls school. The age range is between 6 and 8 years old, though 35 of the girls are 7 years old (85%), 5 are 8 years old (12%) and only 1 is 6 years old (3%) as shown on the chart 1 below.

Chart 1: Student's ages.



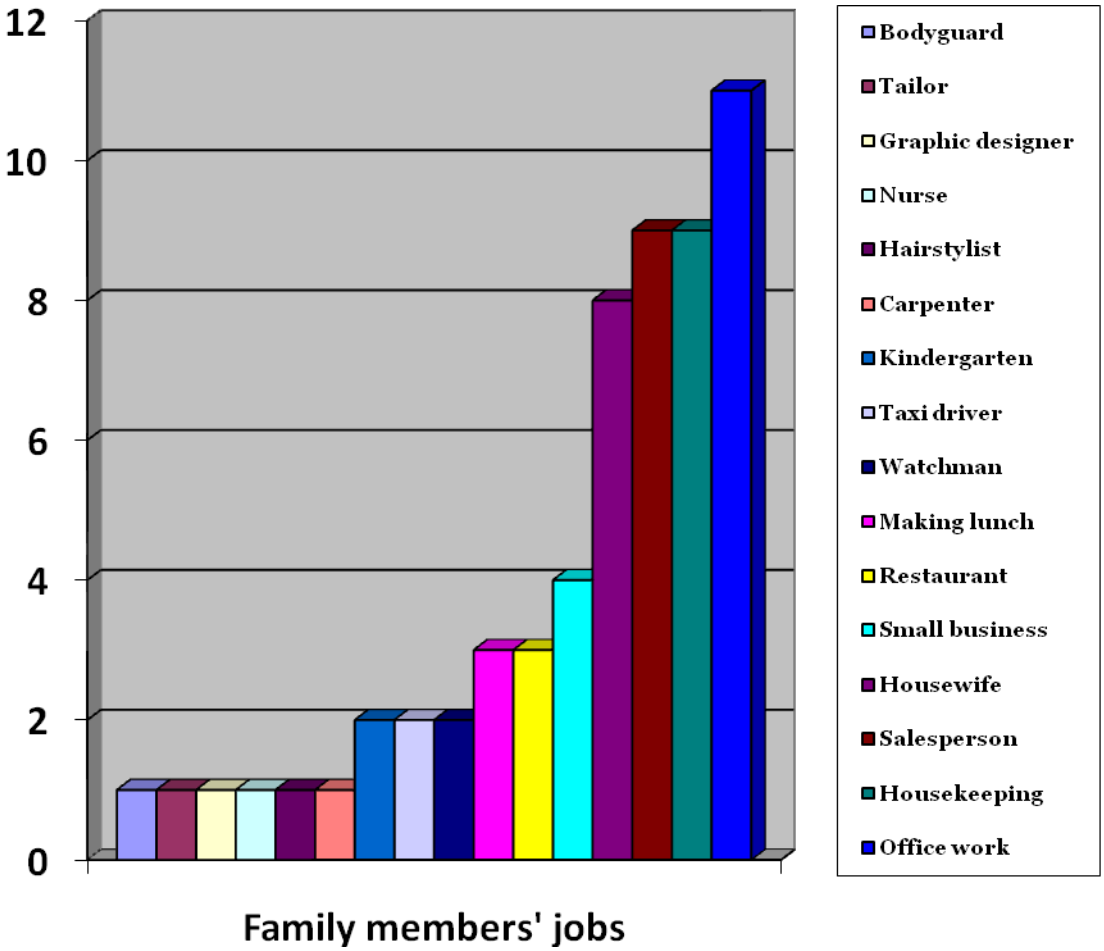
In Chart 2, we can see that from the 41 students in the second grade class, nine of them live only with their parents (22%), nineteen live with their parents and a sibling or siblings (46%), three of them live with their mom (7%), and the other ten live with their parents (five with siblings) and relatives such as grandparents, uncles, aunts and cousins (25%).

Chart 2: Family members students live with.



According to the identification sheets, where students were asked to write about their family member's jobs, students mentioned the jobs of fifty-nine family members in total, referring mostly to mom and dad. Chart 3 shows the most common jobs these kids' family members are engaged in.

Chart 3: Family member's jobs.



Family members' jobs

As a conclusion, the most common jobs the parents work in refer to office work such as typing, working at ETB and Aeroenvíos; most girls only mentioned a parent worked at an office but were not sure what they worked in, then follows housekeeping, working as salespersons selling wooden floor, paints, school supplies, fruits, candy and jewelry, and moms staying at home as housewives. These correspond to 63% of family members who work. The other 37% work in a wide variety of very different jobs presented on the chart above.

Regarding student's behavior, they are very disciplined when they are receiving class from their homeroom teacher, who is their main authority, as well as when the coordinator is around. But when they are in English class, it is very common to see them standing up and talking to their classmates. It sometimes becomes difficult to quiet them down if not using a song or raising one's voice at them.
An interesting discovery that can be seen in the field work journals (appendix B) is the preference students' have to work in pairs or group. The experience has

shown that they become more attentive to what they have to do and they are more disciplined during the activity.

In the identification sheet students filled out, the majority expressed they like English for different reasons such as because it is fun, they learn a lot and because it is important. Only two girls expressed they did not like English, one stated it was because it was difficult to understand and the other one did not give a reason.
In addition to this, students have shown a good attitude towards the English class and towards the different activities that have been proposed for the class. Some girls have even come up to the teacher to show her their parents have bought them English vocabulary books to continue their learning process. The amount of girls who give in homework has even increased.

An important aspect to mention is that students do not have much contact with English in their daily lives and that most of their parents (63.4%) do not know English. From 41 students, only (36.6%) are exposed to English at home thanks to the fact that a family member knows English and helps them with their homework, and the fact that they only receive one hour and ten minutes of class a week of English limits their opportunity to advance in their English learning as they would if they saw more hours a week. So the level of progress that the teacher can expect in this case is very low.

4. INTERVENTION PROPOSAL

This first chronogram refers to first and second term of the school year of 2009, which corresponds to classes already taught which allowed me to collect information for the proposal of this Project.

Fase	Session	Week	Activity	Objetives			Resources	Time	Product	Evaluation
				Procedural	**Content**	**Investigation**				
1st	1	Feb 22nd – 28th	Review simple greetings	Student can identify isolated words in familiar topics.	Student will identify simple ways to greet in English.	None	board	40 mins	Ss oral performance	Check Ss understanding of greetings.
	2	Mar. 1st – 7th	Introduction to family vocabulary	Student can copy and transcribe words that she understands.	Student will copy word about family members.	None	board	40 mins		Point at each word and ask for correct meaning in Spanish
	3	Mar. 8th – 14th	Identyfy greetings and farewells with colors	Student can recognize and follow very simple instructions if they are	Student will recognize and follow simple instruction	None	worksheet colors	50 mins	Worksheet	Check that Ss have identified the difference between

			and images.	illustrated.	s regarding identifying meaning with color difference.					greetings (colored in yellow) and farewells (colored in pink)
	4	Mar. 15th – 21st.	Create simple dialogues with greetings and farewells.	Student can relate illustrations to words learnt in class.	Student will use vocabulary of greetings learned in class to create a dialogue based on images.	None	worksheet	50 mins	worksheet	Check correct correspondence of greetings and farewell expressions according to the drawings in the worksheet.
	5	Mar. 22nd – 28th.	General review of greeting, farewells and family vocabulary	Student can identify isolated words in familiar topics.	Student will identify vocabulary seen in class about greetings, farewell and family vocabulary	None	board	30 mins	Ss oral performance	Check Ss association of the word in English is correct in Spanish. Correct answers in exam for effective

			outloud. 1st term exam.		associatio n from l2 to l1.					correlation between meaning and word.
2nd	6	Mar. 29th – Apr. 4th	Identify written number s with number form. Connect the word to the number activity.	Student can identify isolated words in familiar topics.	student will be able to identify number words with their symbol representa tions.	Teacher will identify if Ss have difficulties reading words.	worksheet	40 mins	Ss answers of worksheet through monitoring.	Correct answers. Correct connection between numbers and written word for word-symbol correspond ence.
	7	Apr. 12th – 18th	Number s from 1 to 15. Draw a number of pencils accordin g to the number and write the number accordin	Student can recognize and follow very simple instructions if they are illustrated.	Student will recognize simple instruction s through associatin g the activity illustration s to what is to be done.	Teacher will identify if Ss have difficulties associating how words are pronounced to their correct spelling.	worksheet	40 mins	Dictation analysis	Correct spelling. Check Ss sound-grapheme correspond ence in dictation.

			g to the number of pencils. Number dictation							
	8	Apr. 19th – 25th	Fruit vocabulary. Match the fruit to the word.	Student can relate illustrations to words learnt in class	Student will relate fruit vocabulary to its corresponding written word.	None	Flashcards Worksheet	40 mins	Worksheet	Correct answers of matching activity. Check correct association of word to its corresponding image.
	9	Apr. 26th – May 2nd	Fruit vocabulary wordsearch.	Student will be able to identify isolated words in familiar topics.	Student will identify fruit vocabulary in a wordsearch activity.	None	Worksheet	40 mins	Worksheet	Correct answers. Check that Ss can identify isolated words in a wordsearch.
	10	May 3rd – May 9th	Fruit vocabulary	Student can relate illustrations to	Student will be able to	None	20 Sets of concentration game	30 mins	Monitoring Ss performance	Correct association of written

			concentration game.	words learnt in class.	relate fruit words to their corresponding images.		cards		in the game.	words with their corresponding images to evaluate understanding of meaning.
	11	May 17th – May 23th	Fruit dictation. Family vocabulary review	Student can copy and transcribe words that she understands.	Student will copy and transcribe fruit vocabulary correctly.	T will identify if Ss have improved in spelling with more review of the vocabulary or not.	Flashcards White sheets of paper	60 mins	Dictation analysis	Correct spelling of words to evaluate Ss sound-grapheme correspondence.
	12	May 24th – May 30th	Relate family vocabulary to flashcards orally. Draw the missing family members	Student can relate illustrations to words learnt in class.	Student will be able to associate family vocabulary to illustrations of different family members.	None	Flashcards Worksheet	40 mins	Ss oral performance and worksheet	Check correct correspondence of word in English to its meaning in images.

	13	May 31st – June 6th	Matching family vocabulary activity. 2nd term exam.	Student can relate illustrations to words learnt in class.	Student will relate family vocabulary to its corresponding image.	None	Worksheet	1 hour	worksheet	Check correct answers in activity and Ss effective correlation between meaning and written word.
	14	June 7th – 14th	Exam review.	Student can identify isolated words in familiar topics.	Student will identify family and number vocabulary learnt in class	None	Worksheet	1 hour	worksheet	Check correct answers in activity and Ss effective correlation between meaning and written word.

In light of the theory presented previously, it is important to note that the phonemic awareness activities proposed are focused on teaching English as a first language to children who are fully exposed to the language at home and in their direct surroundings, as opposed to the second graders this project will be applied on, who are learning English as a foreign language and have little or no exposure to English outside the classroom. That is why, the way this project has been proposed takes into account students' background and their contact with English as well as their needs. Therefore, the proposed activities will be modified to the teacher's consideration and according to students' knowledge of English as suggested by Adams [et al] in their book *Phonemic Awareness in Young Children: A Classroom Curriculum*.

In order to develop students' reading and writing skills, different phonemic and phonic activities will be carried out in the different sessions of the third and forth term. Students will be taught the alphabet, since they have not learnt it, in order to be familiarized with the alphabetic principle so the recognition of different sounds in English will be easier to comprehend. A word wall will also be created as a strategy to help students connect spelling with meaning. This word wall consists of the placing of the letters of the alphabet on the wall, and under them, the list of words learnt in class that start with that specific letter, this will allow students to identify beginning consonants in words as well as beginning consonant sounds as they carry out the phonemic awareness activities proposed by the teacher; the corresponding images of the words will be placed next to the words for students to look at. This way, students will have the vocabulary present at all times and be aware of how each word is written. This is proposed as support for the teacher, since, due to students only learning one hour and ten minutes of English a week, the word wall will be permanently present in their classroom wall for students to look at and review even when they are not in English class.

Furthermore, the phonemic awareness activities will be carried out as short activities in the different classes in order to create phonemic awareness in the students and teach them to differentiate sounds, mainly beginning sounds, which will later be seen in the improvement of their writing and reading skills throughout the activities carried out by the teacher.

The following chronogram exposes the activities proposed when applying the project:

Fase	Session	Date	Activity	Objetives			Theory	Resources	Time	Product	Evaluation
				Procedural	**Content**	**Investigation**					
3rd and 4th	15	Aug. 25th, 2009	Review of fruits, numbers 1-20 and family members though initial sound recognition and associating beginning sounds with words. Topic intro of parts of the house	The student can identify previously learnt words making beginning sound associations.	The student will be able to identify words related to fruits, numbers, family and house in an oral way.	Create awareness about some sounds in English at the beginning of words.	Phonemic awareneess in young chidren. Adams, Foreman, Lundberg, Beeler.	House activity worksheet	50 min	Ss oral performance.	Correct pronunciation of words to identify if Ss have awareness of sounds.

			through an oral drilling activity focusing on beginning sounds.								
	16	Sept. 8th, 2009	Review fruits, numbers and family vocabulary Listen to the alphabet and repeat as students read the phonetic transcription.	The Student can identify souns of the alphabet and make grapheme-sound associations	The student will be able to identify the alphabet sounds.	Create awareness that each letter of the alphabet corresponds to a particular sound.	Marcia Henry. Unlocking Literacy.	Board	50 min	oral performance	Check Ss pronunciation of the alphabet
	17	Sept. 22, 2009	Read and match the words about the house to the correct picture.	The Student can identify isolated words using grapheme-sound correspondence and grapheme-	The student will be able to identify words	Write a word identifying consonant English sounds and associating	Marcia Henry. Unlocking Literacy	Worksheet	50 min	Worksheet and oral performance	Check correct answers in activity and Ss effective correlation between meaning and written word as well as written word and picture

			Listen to the alphabet and repeat as students read the phonetic transcription .	picture correspondence	related to her house in a written way as well as the alphabet sounds.	them to an illustration and the sound.					correspondence. Check Ss pronunciation of the alphabet
	18	Sept. 25th, 2009	Make pictures of the letters of the alphabet and present them to the class.	The student can identify grapheme-sound correspondence,	The student will be able to identify sound that correspond to the letters of the alphabet .	Create awareness alphabet sounds	http://www.esl4kids.net/phonics/letter.html	Blanks sheets of paper	50 min	Ss oral performance and drawings	Correct pronunciation of alphabet sounds to identify if Ss have awareness of sounds.

	19	Sept. 29th, 2009	Identify and repeat beginning sounds of words related to the house. Associate images of parts of the house with their correspondi ng words.	Student can associate words to meaning and say beginning word sounds correctly.	Student can identify house vocabul ary	Create awareness that a written word corresponds to a combination of sounds with a meaning and correspond to an image.	Phone mic awaren eess in young chidren . Adams, Forem an, Lundbe rg, Beeler.	worksheet	50 min	worsheet	Correct relation of meaning through images and written word.
	20	Oct. 2nd, 2009	Associate images of parts of the house with their correspondi ng words.	Student can associate words to their correct meaning.	Student can identify house vocabul ary	Informal assessment through the checking of grapheme-picture associations in familiar vocabulary words.		worksheet	50 min	worksheet	Correct answers to evaluate meaning and written correspondence.
	21	Oct. 13th,	Identify	The student	The	Assessment	Phone	Workshee	50	Workshee	Correct answers

		2009	beginning sound of words starting with T or CH.	can recognize the difference between T and CH.	Student can listen and identify beginning consonant sounds	of students understanding through writing of initial sounds of words.	mic awareness in young chidren. Adams, Foreman, Lundberg, Beeler.	t	min	t	evaluating clear identification of sounds learnt.
	22	Oct. 16th, 2009	Identify beginning sound of words starting with T or CH. Associate vocabulary of things in the house with their corresponding images.	The student can recognize the difference between T and CH. Student can associate words to their correct meaning.	The Student can listen and identify beginning consonant sounds	Assessment of students understanding through correct letter – sound correspondence.	Phonemic awareness in young chidren. Adams, Foreman, Lundberg, Beeler.	Worksheet, letter cards	50 min	Worksheet	Correct answers evaluating clear identification of sounds.

	23	Oct. 20th, 2009	Identify beginning sound of words starting with B or V.	The student can recognize the difference between B and V.	The Student can listen and identify beginning consonant sounds	Assessment of students understanding through correct letter – sound correspondence.	Phonemic awareneess in young chidren. Adams, Foreman, Lundberg, Beeler.	Letter cards	50 min	Showing of correct letter cards	Correct answers evaluating clear identification of sounds.
	24	Oct. 27th, 2009	Play alphabet BINGO and present final exam.	The student can identify grapheme-sound correspondences. Student can associate words to their correct meaning.	The student will be able to identify sound that correspond to the letters of the alphabet.	Assessment of awareness of alphabet sounds		BINGO cards, final ezam	50 min	Final exam, response to Bingo game	Correct letter correspondence of alphabet sounds to identify if Ss have awareness of sounds. Correct relation of meaning with images and corresponding written words.

	25	Nov. 12th, 2009	Listen and circle the letter for the corresponding beginning sound.	The student can identify grapheme-sound correspondences	The student will be able to listen to words and identify the letter of the beginning sound.	Assessment of sound – grapheme correspondence	Phonemic awareneess in young chidren. Adams, Foreman, Lundberg, Beeler.	Worksheet	15min	Worksheet	Correct answers and correlation between sound and corresponding letter.

5. RESULTS ANALYSIS

In order to confirm that the use of phonemic awareness activities in the classroom improved students' reading and writing skills, the field work journals will serve as main support, since throughout the different classes, students were asked to match words with their corresponding picture to demonstrate comprehension of the words and they were also asked to identify the difference between sounds of letters such as ch and t, and v and b. The teacher's notes and the work collected from students, which were later analyzed, will show their improvement.

Writing:

Regarding improvement in writing, it is important to note that the application of this project focused mainly on students identifying specific sounds or writing them down while listening to the teacher say the sound or specific word, therefore, the activities carried out were based on true beginning literacy skills, where students were expected to show their ability to identify the difference in the sounds introduced to them by the teacher.

The following are phonemic awareness activities carried out in class in which students were asked to identify the letter that corresponded to the sound they heard:

Word	# of girls	# of girls
	T	Ch
1. Ten		6
2. Chat	6	
3. Chip	5	
4. Tap		8
5. Chen	2	
6. Tip		12

The chart above was taken from Appendix E, field journal 17, and is the result of a phonemic activity that consisted in the teacher saying a word and students having to identify whether it was a T or Ch. Here we can see that students started to show more awareness of the difference between both sounds, though some still had difficulties identifying the correct grapheme. Less than one third of the girls made mistakes in the beginning sound recognition activity. If we look at number one, which was the word TEN, only six girls confused the T with CH, as opposed to 11 girls who confused T with CH in the initial diagnostic numbers dictation.

As a way to strengthen students understanding of both sounds mentioned above, the teacher carried out a similar activity, but instead of writing, students were to show which letter(s) corresponded to the beginning sound of the word the teacher said (see appendix E, field journal 18). These were the results.

Words	Wrong answers
Tech	5
Tip	6

Chat	None
Too	7
Chop	None
Top	None
Tac	6
Chic	None
Choo	5
Tea	None
Cha	None
Chow	4
Toe	4

Compared to the previous activity, only in the case of the word CHOO, six girls confused the beginning sound with a T, and Chow, five girls confused the sound, but the rest of the words that contained a beginning CH had no wrong answers, this means that students are becoming more aware that CH and T are not the same sound. Most mistakes were seen in words beginning with T, though in the case of the word TEA, none of the girls identified the wrong sound. Anyway, the number of mistakes decreased, which indicates improvement.

Finally, an activity regarding the difference between /b/ and /v/ sound was carried out similar to the previous one in which students showed the card that corresponded to the sound they heard. (See appendix E, field journal 19). The following are the results:

Words	**Wrong answers**
Bad	2
Ved	None
Back	None
Bob	None
Vil	None

Bit	None
Veet	None
Boot	2
Book	5
Vot	None
Van	None
Ven	None
Ben	None

Suprisingly, the students did not confuse the /v/ sound with a /b/, though in the initial dictation, in the case of the words FIVE, SEVEN and SEVENTEEN some girls confused the V for a B. Actually, the opposite occurred; in the words BAT, BOOT and BOOK, a small number of girls confused the B for a V. This improvement in the awareness of the difference between both sounds was due to students having explicit instruction, as proposed by Marcia Henry in her book *Unlocking Literacy: Effective Decoding and Spelling* and the teacher having modeled the sound were her mouth for students to see and imitate.

Reading:

Throughout the classes taught in the third and fourth period of the year, students showed better understanding of the meanings of words learnt and had a better performance in their final exam compared to their results in the second term, in which 14 girls had failed as opposed to 9 in the fourth term. These results were also evident in the activities teacher carried out the fourth term. (see appendix E; field journals 15, 16, 21).

Students showed evidence of better recognition of the words and ability to connect them to their corresponding meaning through correct image – word connections.

6. CONCLUSIONS AND RECOMMENDATIONS

Different conclusions can be drawn from the results obtained through this project. Firstly, the objectives set at the beginning of this project were accomplished. The general objective was to develop students' writing and reading skills through the phonemic awareness activities carried out and improvement was seen in the results analyzed. Here it is important to note that the intentions of this project were not ambitious in terms of the results expected, but rather wanted to show that through these activities, students could recognize words they read more easily and have less difficult when writing initial consonant sounds. Furthermore, students showed more awareness in the connection that exists between sounds and letters. They initially showed difficulties in identifying the sound of certain phonemes, as mentioned above, but these were tackled in class and improvement was shown. An important element that allowed students' better awareness of sounds was having had a clear model of the sounds, as proposed by Marcia Henry in the theory previously stated. Imitating the teacher's mouth movements allowed students to articulate the sounds correctly.

As a final conclusion, timing was an obstacle and a lot of time was wasted in different occasions due to disorganization of the school with materials or the homeroom teacher asking for some minutes to finish her class (see appendix E; field journals 12, 13, 18, 20 and 22). This obliged the teacher to ask for more time to apply her project, but still affected the outcome, because, though improvement was observed, different activities had to be omitted due to time issues. It is important to remember that Adams [et al] in the classroom curriculum proposed and previously mentioned, state the importance of working with the phonemic awareness activities regularly until each activity is mastered in order to pass to the next one. In this project, only a few activities were carried out and none mastered for lack of time. Moreover, teaching children literacy is teaching them how to mean, and as Hasan mentioned earlier, it is a life-long process, thus the importance of having the opportunity and time to apply this project throughout the school year in a regular way, which was not the case here.

In the case of the second graders of Liceo Femenino Mercedes Nariño, not only was timing in class a problem, but also the amount of time they learn English a week, which is 1 hour and ten minutes, not to mention the fact that they have no real exposure to English outside of the English classroom. Another important factor to take into account is the number of children per classroom. The fact that there were forty children in the classroom, made instruction less effective, since it was difficult for the teacher to detect specific cases of difficulties in students on an individual basis.

In light of the above, my recommendations are focused on time. Students need more exposure to English, and if it is not possible to have it from home, the school should provide them more time to practice and learn English at school. If students are only exposed to English 1 hour and 10 minutes a week, their learning process will be slow and very few positive results will be seen if they do not receive support from their parents at home. It is also advisable for the school and teachers to be more organized in managing time and in giving in teachers' materials, in order not to interfere with the lesson plans. If there had been more time to apply the different activities proposed through this project, surely the outcome would have been a lot more productive.

If teachers had more time to teach English, students' progress would be better and the teaching process would not be so difficult.

7. PEDAGOGICAL IMPLICATIONS

This project is an initial step for further research in Colombia on how phonemic awareness can improve literacy skills, not only in teaching English as a foreign language or second language but also applied to teaching Spanish as a first language. Both children and adults who are Spanish speakers living in a Spanish speaking country present repetitive mistakes in orthography and also in the way they pronounce certain phonemes in Spanish such as the X. So, why not present a new approach in the way we are taught to read and write, incorporating phonemic awareness in everyday Spanish language classes? Might this approach applied to a school year curriculum present improvement in common reading, writing and speaking mistakes in Spanish speakers? I believe this project can bring improvements in future Spanish classes (as well as English), if applied, and prevent literacy and speaking mistakes provoked by incorrect teaching of beginning literacy skills in our country, especially in the case of schools with few or no economic support or resources to offer better teaching conditions. Teaching phonemic awareness requires imagination and creativity from the teacher, and can be carried out even in the lowest economical teaching conditions.

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APPENDIX A – INTERNAL AND EXTERNAL CONTEXT

EXTERNAL AND PHYSICAL INTERNAL DATA

Elaborated by: Martha Ramírez

Date: 14 de abril de 2009

Institution: Instituto Educativo Distrital Liceo Femenino Mercedes Nariño.

EXTERNAL CONTEXT

Address: Avenida Caracas #23-24 sur

Neighborhood: San Jorge

Locality: Rafael Uribe Uribe

Location: It is located on the south-east part of the Capital District and is surrounded by localities such as Antonio Nariño, San Cristóbal, Usme and Tunjuelito. Its extension is of 1.345 hectares which are equivalent to 1.57% of the District area.

Relevant geographical data: The locality Rafael Uribe Uribe consists of a plain part, where the oldest homes of the locality are found. There are also three sources of water found which are the streams of Río Seco, La Albina y La Chiguaza. The first two are located in the plain part of the locality which has unfortunately lead the them becoming a place to throw garbage. The last one was invested on by the local administration, but the goals were not met and nowadays it is contaminated due to the spilling of wastewater and rain. The weather is cold, due to its altitude between 2.590 y 2.670 meters above sea level and the average temperature is of 14 ºC.

Sector: The sector is mainly residential with economical stratum from 0 to 3. It is a sector where there are many parks and official and unofficial schools.

History: The locality Rafael Uribe Uribe is constituted mainly by the following ranches and farms: Llano de Mesa, Santa Lucía, El Porvenir, La Yerbabuena, San Jorge, El Quiroga, Granjas de San Pablo, Granjas de Santa Sofía, Los Molinos de Chiguaza and

La Fiscala. Its territory, which was settled on since the colonial times, began to trully expand towards the forties and fifties, when great migrations from people coming to the city, due to the violence produced in the countryside. This obliged the immigrants to construct their homes in the high areas, east of the sector.

Rafael Uribe Uribe was conformed in three phases: between 1925-1950, with the appearing of neighborhoods such as Santa Lucía, Olaya (1925), El Libertador (1930), Bravo Páez, Marco Fidel Suárez, San Jorge, (1932) and Centenario (1938), and, in the forties, El Claret, El Inglés and Murillo Toro.
The following phase is between 1950 and 1980, where urbanizations planned by the State appear, such as Quiroga (1952) and some illegal settlements such as Las Colinas. Then popular neighborhood appear such as Villa Gladys, Los Chircales, Socorro, El Consuelo, Molinos, Palermo Sur, Mirador, and San Agustín.
In 1979, Alfredo Guerrero Estrada, one of the major illegal urbanizers of the south part of Bogotá, promotes the creation of the neighborhood Diana Turbay. By 1988 and 1999, thirty new subnormal settlements emerge.

This locality is named after Rafael Uribe Uribe, a lawyer, and notorious ideologist of the liberal party, who was killed on October 15th, 1914.

Characteristics of the sector: In this sector 49% of properties are stratum two, 41,2% are stratum three, 6.6% correspond to stratum one and 3,3% of properties are non residential. It is mainly a residential sector (72,2%) though it has some commercial sectors (3,5%), which correspond to: (31,1%) to commerce, hotels and restaurants, (20,9%) to the manufacturing industry, and (22,2%) to social, communal and personal services.

Besides the residential area, there are also zone parks, San Carlos hospital, the former aqueduct club (Santa Lucía) and the stadium of Olaya among others.

In this locality there are 114 neighborhoods and it’s one of the localities with more

people in their scholar years. On the other hand, it is estimated that 571 displaced families arrive to the locality, which corresponds to 5.5% of displacement in the city.

Stratum:
Stratum 0: 3,2%
Stratum 1: 6,6%
Stratum 2: 49%
Stratum 3: 41,2%

Environmental Aspects:
The biggest problem the locality has in terms of environmental issues is the presence of settlements in areas with high geological risk, out of the urban perimeter, reason why they have no public services.
Regarding the soil, there are illegal constructions in ecological reservation areas and there is an evident erosion and instability of the ground due to extraction processes and exploitation of quarries that mainly affect the neighborhoods Santa Bárbara, Villa Gladys, Bochica, Marco Fidel Suarez, Molinos and Marruecos. The instability is also due to the spill of wastewater on the street.

There is also visual and audio contamination on the main streets of the locality and air pollution that comes from the quarries of the mountains.

Some parks are being contaminated due to invasions or deterioration like in the case of Parque Entre Nubes, and others because of garbage and delinquency such as Parque San Carlos.

Economy:
Rafael Uribe Uribe is the sixth locality with the highest rate of unemployment in (7,6%), but it is also the seventh locality with most employees (6,1%). Most employees work in private companies, whilst a minority works independently.

Demographic statistics:

Inhabitants: 423 thousand

Área: 1.345 hectares

Density: No information was found

Education level: the inhabitants who are most economically active have secondary studies (49%). Moreover, 23.6% have primary education and only 26%, higher education.

Ages and genres: There is a high percentage of Young people; 47,7% are under 25 años; 52,3% are women, which overcomes the number of men.

Occupations: The most common occupations have to do with: commerce, hotels, restaurants, social, communal and personal services as well as the manufacturing industry.

Services: The locality counts on services such as aqueduct (99.1%), sewer system (98.9%), electric energy (99.6%), phone service (82.4%), natural gas (85.4%) and cleaning (100%).

Health: The locality counts on 200 private health instituciones and 9 public ones. The Carlos Lleras has insuficient hospital capacity for the number of inhabitants in the locality. There is one bed available for every 796 people. 67.4% of people living there are in a health system. The most common mortality causes are: isquemic heart diseases, aggressions, cerebral vascular diseases, heart conditions and cronic respiratory diseases.

Regarding secirity, its main causes are car robbery, mugging and homicides.

Education: There are 114 schools; 118 non oficial and 26 official.

Illiteracy: 1,8% of inhabitants are illiterate

Description of institutional environment:

Access routes:

The entrance to the school is on Avenida Caracas and calle 22.

Transportation:

Most students live near their schools, so they usually walk home. Transmilenio is another used means of transportation, getting off at El Restrepo station, o getting a bus that leaves you on carrera 22.

Límits and borders:

East: Cra. 10ª, Cerro Guacamayas and Parque Entre Nubes.

West: Avenida 27 and Carrera 33.

North: Avenida Primero de Mayo.

South: Calle 46,47 and 54, Avenida Caracas and calle 55 Sur.

Observaciones:

Ninguna

Sources:

Perfil económico y empresarial de la localidad Rafael Uribe Uribe:
http://camara.ccb.org.co/documentos/2235_Perfil_Econ%C3%B3mico_Rafael_Uribe.pdf

Bogotá Panorama Turístico de 12 localidades:
http://www.bogotaturismo.gov.co/turismo/productos/panorama/A0-Panorama%20tur%EDstico.pdf

Problemas ambientales localidad 18 Rafael Uribe Uribe:
http://enda.atarraya.org/uribe_uribe.html#ambiental

INTERNAL CONTEXT

Total area: 45.000 m2

Built area : 100%

Type of area: rectangular

Building description: the place is divided in primary area and high school area. The first one has two floors and the other one has only one, the chapel is located between elementary and high school buildings; the theaters and laboratories are located at the south side and the cafeteria is at the north side.

Zones: It has a chapel, three labs, two yards, one cafeteria, three teachers' offices

Access: it has two accesses, one by Caracas avenue and the other by Cra 14

Illumination: appropriate, with the use of fluorescent bulbs

Security: the place is rounded by walls and it has private security service.

Bathrooms: it has 8 bathrooms for students, 2 for teachers and one mix for visitors.

Decoration: the school is decorated with students' works and some pictures.

Classrooms: they are designed for 40 students however the space is not enough.

Relationships: regular

Fuentes: direct observation.

INSTITUTIONAL DATA

Name of the institution: Instituto Educativo Distrital Liceo Femenino Mercedes Nariño

Address: Avenida Caracas #23-24 sur

Neighborhood: San José

Locality: Rafael Uribe Uribe

Type: Feminine

Schedules: Morning, afternoon and evening

Levels offered: Preschool, basic elementary, secondary and intermediate

Secondary Education Modality: Academic

Foundation year: 1916

Number of teachers: This information was not given.

Number of administrative staff: This information was not given.

Number of students: 6.137

Name of principal: Erick Israel Ariza Roncancio

Name of academic coordinator: Martha Ofelia Jiménez Duarte

Name of coordinator of school community life: Teresa Guevara Castro

(There are a total of 10 coordinators)

INSTITUTIONAL PROJECT DATA

PEI :

FORMING WOMEN AS SOCIAL, CONSTRUCTIVE AND TRANSFORMING SUBJECTS OF A MORE HUMAN AND COMPETENT SOCIETY IN VIEW OF THE DEMANDS OF A GLOBALIZED WORLD.

Emphasis: Humanistic

Mision:

The IED Liceo Femenino Mercedes Nariño is inspired by a liberating way of thinking that promotes the integral formation of women in autonomy, creativity, responsibility and critical analysis of reality, which allows them to fully participate with quality and warmth in all the dimensions of life, through cooperation processes in teaching-learning, based on education competences oriented towards developing their life plan in order to participate actively and efficiently in all the aspects of life.

Vision:

By 2015, IED Liceo Femenino Mercedes Nariño will be a leader institution in cooperative teaching-learning processes as well as a model in forming women with human quality, autonomous, critical, responsible, creative and independent; capable of using their knowledge and skills acquired in business development, basic knowledge of English and application of technologies in constructing their life plan that will allow them to have leadership skills to adopt political decisions and have efficient performance in all the aspects of their life and therefore work the good of the community and contribute to transforming society.

Academic modality: Academic
Pedagogical model of the institution: Constructivist
Philosophy:

The effects that the technological and scientific evolution has had over values as well as the conflict that are presented in society are taken into account. That is why the objective is to form students who are able to adapt constantly to the different changes presented in order to grow intellectually, create their own course and strengthen their competitiveness in society. A perspective to be developed with the student is to determine what type of woman we want to form, what values should be rescued, how to re-dimension our culture and its task in order to encourage the student to participate in the acquisition of knowledge, in harmony with critical consciousness, being responsible and creative for her to be competent in her environment. Forming women at Liceo Femenino Mercedes Nariño is carried out through questioning the social squemes that take the student to an inner look and a critical reflection that will allow her do actions in her everyday life where her rights can be respected and a sense of emancipation is obtained.

HISTORIC DATA OF THE INSTITUTION

IED Liceo Femenino Mercedes Nariño was founded on October 5th, 1916 by Diego Garzón, a priest of las Cruces, and it was located on calle 15 and carrera 15. Its

creation established as an objective to prepare for housework, reason why it was inicially given the name of *Sindicato de la Aguja, Artes y Oficios.* Después fue nombrado *Escuela Departamental Superior de Artes y Oficios para señoritas.* In 1941 it was moved to its current address. On May 25th, 1957 the chapel was inaugurated and in 1958, its name was changed to *Liceo Femenino de Cundinamarca.* Two years later, *Mercedes Nariño* was added to the name in honor of Antonio Nariño's daughter. In 2002 became property of the District, adopting the name ***Institución Educativa Distrital Liceo Femenino Mercedes Nariño***.

OBSERVACTIONS

None

Elaborated by: Martha Ramírez

Elaboration date: April 14th, 2009

APPENDIX B – INITIAL DIAGNOSIS FIELD JOURNALS

FIELD JOURNAL 1

General Information

Date: March 17th, 2009

Starting time: 9:30 am

Finishing time: 11:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class at 9:30a.m., just when the bell rang and said good morning. Some girls were playing and others were going to their seats, but most of them greeted the teacher back. T went to the front of the room and asked girls to be seated. Most girls sat immediately and T some took a while but eventually sat down. T called attendance and as she did, Ss were talking, some would stand up and go to a classmate's seat, so T had to stop calling attendance and ask them to sit down. T finished calling attendance and asked Ss to take out their workbooks because she would check who did their homework. Some girls told the teacher they hadn't done the homework or that they had done the homework, but they had forgotten to bring their notebooks and T told them that they knew they had English class, so it was their responsibility to bring their materials and homework. Ss went around the room checking homework and putting happy faces on the notebooks of the girls who did homework. Only about ten girls did their homework, but they were very elaborated pictures colored nicely. T told Ss they would review greetings and farewells. T gave Ss a worksheet where there were pictures of people and blank bubbles. Ss were to fill in the bubbles with a greeting of farewell,

depending on the situation. T asked Ss to take out their worksheets of greeting and farewells from the previous class. Most girls did, though some didn't have them, so T gave them extra worksheets she had. After T gave Ss instructions, some girls asked T if they could color in the pictures and T said they could, but when they finished completing the activity. Michelle went up to the teacher and asked her if she could do the activity in group work and T said that they could, but in another occasion because the activity they were doing was individual. Michelle insisted and told the teacher they liked to work in groups and that they would behave, T said maybe next class they would work in pairs. When Michelle went to her seat, the two girls who sat near her had put the chairs together to work in a group and T had to go up to their seats and tell them to separate because that activity was individual. Ss sat apart and put their seats in their places. Valentina Amezquita hadn't come to the previous class, so she started to do the worksheet in Spanish, T was monitoring Ss work and saw Valentina was doing the activity in Spanish and told her she was suppose to do it in English. T had given Valentina the worksheet for the previous already, so she told her to look at the pictures and explained to her which expressions were greetings and which ones were farewells. She seemed confused but the girl behind showed her her worksheet which was divided in yellow and pink and explained to her which ones were greetings and which ones were farewells. T thanked her for being so helpful. The girl smiled. As T monitored Ss work she noticed some girls wrote "hello" incorrectly with one L "helo" or a J "jello" or with a U "helou". T corrected them and told them to look at their greetings and farewells worksheet and check if the had spelled the words correctly and Ss corrected their spelling. T also noticed that when Ss wrote "bye", they also did it incorrectly. The wrote "bay" or "bai". Even though girls had already seen these expressions in the previous class and when they were in first grade, most didn't remember them and they would ask teacher throughout the activity what the expressions meant. Shensi went up to the teacher and asked her what "ello" meant. She pointed at the word "hello" in her worksheet but she pronounced it in the way she would if she were reading it in Spanish. T told her, it's not "ello" it's "hello". Most girls finished the activity about five girls didn't do anything. T gave the girls who did the activity a happy face. At the end of the class, because most girls didn't remember what the expressions were and showed difficulties

in class to complete the worksheet efficiently, T wrote the most important ones on the board and asked girls to write them down in their notebooks with their meanings in Spanish. The expressions T wrote on the board were: *good morning, good afternoon, good evening, how are you, fine thank you, goodbye, bye, see you soon and take care.* T assigned homework and wrote it on the board in Spanish. Ss were to draw a conversation between 3 people greeting each other and another one with two people saying farewell. T told Ss to do their homework and practice the vocabulary. T said bye and Ss answered “bye” back. T left the classroom at about 11:00 a.m.

Preliminary Analysis:

Ss expressed they like to work in groups or pairs. Regarding the class activity, Ss had difficulties remembering what the expressions meant and some simply didn’t do the activity. On the other hand, the girls that identified the expressions and did the activity, showed spelling problems with very basic vocabulary like hello and bye. Some wrote the words as they are pronounced, like in the examples stated previously of “jello” and “bai”.

Conclusion:

Ss have difficulties connecting the pronunciation of words with their correct spelling. Ss didn’t show awareness of the difference between how some words are spelled to how they are said, since they pronounced them how they would read them with Spanish phonemes (example: “ello”. The H sound was eliminated and the doble LL was pronounced the way it would in Spanish.

Observations:

This activity and the previous one were created by another English teacher who proposed them for the second grade class, so we would be coordinated in what we taught second graders, but in my opinion it was too much vocabulary for the girls to remember and internalize.

Appendix:

INSTITUCION EDUCATIVA DISTRITAL
LICEO FEMENINO "MERCEDES NARIÑO"
Grado 301

Objetivo: Practicar los saludos.

1. Haz que Bart salude a Lisa y que ella responda el saludo.

2. Haz que Lisa se despida de Bart y que el también se despida.

3. Realiza una conversación donde los personajes se saluden y se despidan.

4. Por el reverso de la hoja realiza un dialogo con dibujos propios que contenga saludos y despedidas. Luego con una compañera realiza el dialogo para presentar oralmente en clase.

FIELD JOURNAL 2

General Information

Date: March 31st, 2009

Starting time: 9:30 am

Finishing time: 11:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class at 9:30 am and said “good morning”, Ss said “good morning” too. T noticed there were more girls than usual in the classroom, there were three girls using the physical education uniform who weren’t in that class and they came up to T as she was going to the teacher’s desk and told her their Teacher of the other classroom hadn’t gone to class so the school divided the course and put different girls from that course into other second grade courses. They told T they had P.E. so they wouldn’t be in the English class, then they left the room. Some girls were eating their snack and T told them to put the food away, then class started. T called attendance and as she did, Ss started repeating after the teacher the names in chorus. T finished calling attendance and said “Today we’re going to practice the numbers¨. T asked Ss to remember the numbers, Ss said “Qué es numbers? T answered “Los números”. So T told them in Spanish to count the numbers in English and started indicating with her fingers the different numbers. Ss knew the numbers from one to ten, and some new them from eleven to 20, but most of them didn’t know the numbers after ten. T wrote the numbers on the board from one to twenty, she wrote the number and next to it the written word. T asked SS in English to copy the numbers and did a mimic of writing in a notebook. Ss

started copying them down, but some girls went up to the teacher and asked her if they had to copy the numbers in their notebooks and T said “YES”, then one students asked what “yes” meant and the other girls said “SIIIIII”. Some girls took more than five minutes to copy the information and the girls that finished first asked T if they could color or draw around the numbers while their classmates finished copying and T said “yes”. When Ss finished, T told Ss in Spanish that they would do a pair activity and Ss cheered. T indicated how they would get in pairs and asked ss to move their desks and sit next to their corresponding partner, so got in pairs. Three girls told T they didn’t want to work with the person sitting next to them and T told them they had to learn to work with different people and that for the activity it was important to work with a partner, so finally Ss accepted T’s explanation and put their desks next to their corresponding partner. Then T asked a girl from each row to help her hand out the worksheets for the activity. T explained that they had to hand out one worksheet for every pair, but Valentina Amézquita handed out one to each student and T had to explain the instruction to her again, then Valentina picked up the extra worksheets and gave them back to the teacher. Ss were making a lot of noise at this point, so when T tried to explain what the activity was, it took her almost ten minutes to quiet them down. Some Ss started singing the quiet song when they noticed T was trying to quiet them down, then T started singing, but they would sing and keep on talking, then T tried clapping and asking Ss to do the same as her (ex: touch your head, wiggle your fingers, move your hands, touch your shoulders etc. and T got Ss attention but some of them still kept on talking. Finally T raised her voice a little to be heard and told Ss to give her back the worksheets and that they would individual work. T stretched out her hand to show she was going to pick up the worksheets and Ss said “nooooooooo!”. Then T asked them if they wanted to work individually and they said “nooo!!” So T told them that if they didn’t let her explain the instructions, then they would have to work individually. At that point, T had the whole attention of the class and she said “Ok, I’m going to count up to 3 and by 3, you must be completely silent.” And T started counting, by 3, Ss were completely silent. T then asked a student (Leidy) to come to the front of the class and explained the instructions (in Spanish). T used a worksheet and asked Leidy to do as she was instructing, so Leidy circled a number with a color and then drew a line to connect the

number to its written form, then T said, now it's my turn, and T did the same but with another color. T then explained that the idea was for none of the lines to touch or cross each other, then T asked, "is the activity clear?" and Ss said "yes". So Ss started the activity, but by this time it was almost 10:40, the time class finishes, so T let Ss do the activity until the homeroom teacher entered the class. T monitored Ss work and Ss were doing the activity correctly, the seemed to be having fun and were working in pairs and sitting correctly. Only two girls stood up to ask for a pencil and a sharpener, but they did the activity correctly. At about 11:00 am, the homeroom teacher came in and asked T if she was done, and Ss hadn't finished the activity but they had done almost half. So T told them to put the worksheets away and Ss asked T who would take the worksheet home. T told them to decide on one of them to put it in their folder, but in most cases, both girls wanted to take the worksheet home. T had some extra worksheets and she asked them if they wanted to do the activity for homework and Ss said "Yes", so T asked a student to hand the extra worksheets out. T wrote homework on the board, which was to make a drawing for each number and write the numbers (planas) to review writing. Then the homeroom teacher asked Ss to put English notebook and school supplies away except for a red colored pencil and a pencil. The English class finished.

Preliminary Analysis:

Ss took a long time to quiet down even though many strategies were used. Ss were engaged in the activity and showed interest in the numbers and liked working in pairs. Ss did the activity well and understood instructions completely after these had been modeled.

Conclusion:

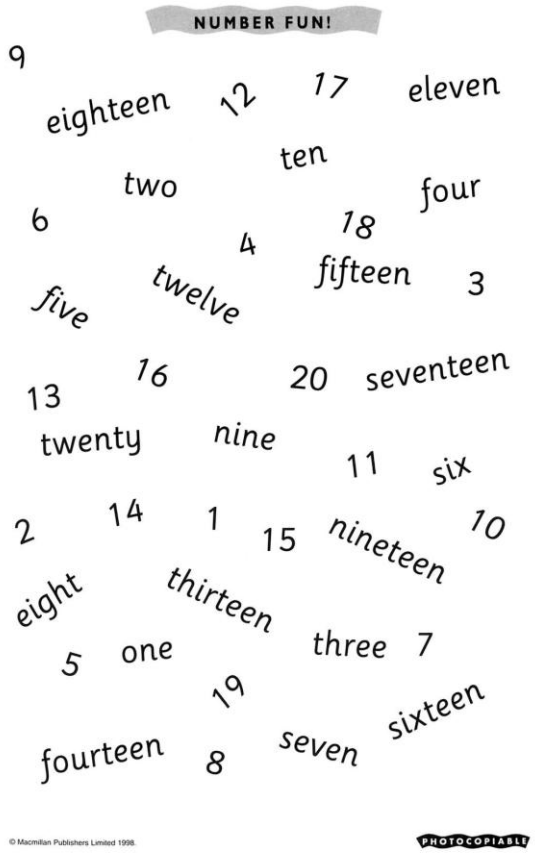
Ss like to work in pairs and this type of activity maintained them disciplined and working quietly in their seats. Timing was an issue since Ss took such a long time to quiet down when giving instructions.

Observations:

None

Appendix:

Numbers worksheet taken from *Heinemann Children's Games.* Activity pg.9



FIELD JOURNAL 3

General Information

Date: March 31st, 2009

Starting time: 11:00 am

Finishing time: 11:53 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsible: Martha Ramírez

Instruments to record information:

Notebook

Content:

The homeroom teacher Fanny Esperanza Roa entered the class at ten minutes to eleven waited for the English teacher to explain homework and for Ss to finish putting away their English notebooks. The math class started at about 11:00 am. T asked Ss to take out the Math worksheet they had been working on earlier that morning. Some Ss hadn't finished writing the English homework from the board, so T told them to she would count up to three for Ss to finish because they took to long writing. Some girls were standing up and T told them they had to sit correctly like "girls" and she said the same to some girls who were sitting down but incorrectly. Ss finished writing the English homework and T erased the board. Then Ss had the math worksheet on their desks and T started to review their answers. The worksheet was about adding hundreds. T told Ss they were going to check their answers and that for this they needed to pay extra attention to the teacher and to their classmates' answers. T asked all the students to read the first sum of the worksheet aloud. The girls started reading the number aloud (342+134= 476), but they didn't read it at the same time and it wasn't clear so t told them to again but this time clearly and in chorus. Ss read it again and this time they did it nice and clear. Most of the girls were attentive and checked their answers. The one

who had it correct cheered. Then T checked the next sum and Ss did the same, they read it aloud and checked it in their notebook or corrected it. Then T asked for a volunteer to read the sum aloud and most of the girls raised their hands and many of them stood up, then T explained that they needed to raise their hands so they could participate and that raising their hand helped them not make too much noise. The girls who were standing up sat down and all girls raised their hands. T asked Lorena to read the next sum from the worksheet and then she asked the class “Who’s going to read?” and Ss answered “Lorena”. This way Ss were quiet and paid attention to what Lorena was going to read. Lorena read the sum. T wrote it on the board. Then T asked Camila to go to the board and write the answer. Ss checked their answers.

Then another girl read another sum and told T the answer. T wrote it on the board. Ss checked. Then two wrote two numbers on the board: 602 and 532. T started explaining the symbol of more than > and less than <. T asked Ss to raise their hands if they thought 602 was less than 532, and many girls raised their hand. T then asked “Do you prefer five barbies or 6?”, Ss answered “six”. T said: “So if six is more than 5, which is more, 602 or 532? Ss answered “532”. Then T asked the class to say another sum aloud (185+274=) and T wrote it on the board. Then T asked Valentina to go up to the board and write the answer. Ss were attentive to everything T said as well as to their classmates’ answers. T asked if 459 was less than (<) 532 and some Ss said it was, but most Ss didn’t know, so T gave Ss another example related to real life. She asked Ss to tell her which was more, if she had 4 coins of 100 pesos or 5 coins of 100 pesos. T said five coins were more. So T asked Ss to count how much the total of 5 coins would be and Ss said “500 pesos”, then she asked them to count how much 4 coins would be and Ss said “400 pesos”. T asked “which is more?” and Ss said “500”, then T asked “which is less?” and Ss said “400”.

At the right corner of the room two girls were sitting in the same chair because there weren’t enough chairs, since three Ss from another class were taking class in this course due to their homeroom teacher not going to school. The two girls were talking a lot and so T asked them to behave or she would have them separated and so the girls

got quiet, but when T would ask other Ss about sums, they would whisper. Ss didn't stand up to talk to the teacher, they stayed in their seats.
T started asking Ss questions to get their attention because some of them looked bored. T said: "raise your hands if you took a shower today, if you love your mom, if you don't like your dad, if you're ugly" and Ss were raising their hands and sometimes laughed if they raised their hands by accident when they weren't supposed to. Then T continued with the math activity. Some Ss were distracted and T called their attention. Another girl was asked to read another sum and T wrote it on the board. In the corner, Ana Lorena was writing on another notebook different to math and T called her attention.

Before the class finished, T was asked to go out of the room and sign a paper, and so she asked the English teacher (me) to take over the class one moment. So the English teacher asked the whole class to read the next sum and she wrote it on the board. When the homeroom teacher left, many girls stood up and many went up to the teacher and asked her to go to the bathroom. The English teacher said she would report them to coordination if they didn't take a seat and counted up to three. Ss quickly sat down before T counted to three and the homeroom teacher came back in. The bell rang and the homeroom teacher wrote homework on the board for Ss to copy in their notebooks. T asked Ss to put their stuff away and told the most disciplined row would leave the classroom first. T started calling each row and dismissed the girls. The class finished at 11:53 a.m.

Preliminary Analysis:

It was clear that the homeroom teacher represents a clear authority figure to students and that the English teacher is not much of an authority to them since they stand up, make noise and misbehave with the English teacher but not with their homeroom teacher. Drilling was a main activity in the math class. When being asked to answer math sums, girls showed more understanding of which numbers were more or less than others when an real life example was given to them, as in the example of the barbies.

Conclusion:

Ss understood math problems and made correct association of more and less signs when examples related to their lives were made. They understood when there were meaningful examples. Drilling was a good activity to have all of the girl's attention and maintain them focused.

Observations:

The observation of this math class was to determine how different Ss attitude is with their homeroom teacher in comparison to the English teacher and to try to determine any other problems for the research.

Appendix:

none

FIELD JOURNAL 4

General Information

Date: April 14th, 2009

Starting time: 9:30 am

Finishing time: 11:30 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the classroom at about 9:30 a.m. She said “good morning” and Ss said good morning back. T checked attendance and asked Ss to help her call the names, so as T called each student’s name, Ss said it in eco. T asked Ss to take out their English notebooks and two students asked T if she was going to do an activity in pairs, T told Ss they wouldn’t do a pair activity for that class. Ss seemed a little disappointed. Ss were making a lot of noise so T took about five minutes to quiet Ss down. She sang the quiet song twice to get their attention. When she had their attention, T told Ss to open their notebooks to the page where they had written the numbers from 1 to 20 the previous class. Two students didn’t bring their notebook so T told them to sit with a classmate. T asked Ss to start reading the numbers aloud. She asked “How do you say one?” (in Spanish) and showed one finger, Ss looked in their notebooks and said “one” in the way it is read in Spanish “o – ne”, and T said “o- ne?” Then she told Ss that in English the words were pronounced differently to how they were read and she asked again “How do you say one?” (in Spanish) and some girls said “one” correctly. T asked Ss to repeat the pronunciation after her. Then she indicated two with her fingers and Ss said “two”, then

three, four etc… for the number “five” Ss again pronounced it in Spanish saying “ fi—ve”. Then T said “fi-ve?” and one girl said “no teacher… five” and pronounced it correctly. And again T asked Ss to repeat after her for correct pronunciation. The same happened with number nine, thirteen, and nineteen. And T corrected students and asked them to repeat. Some Ss asked T if she was going to check homework and T told Ss that she needed 4 volunteers, and T chose four girls to help her get Ss notebooks with their homework. T asked the four volunteers to only pick up the notebooks of the students who did the homework. In total they were about 15 notebooks from the 41 students. The homework was to make drawings for each numbers and the girls who did the homework did it well. T handed out a worksheet with an activity about numbers. Ss were to fill in the boxes that had a number and draw the number of pencils that corresponded to the number and in the boxes that had pencils and no number, they had to put the corresponding number according to the number of pencils in the box. T started to explain the activity and Ss told T they knew what they had to do and they told T what the activity was. Ss started to do the activity and as they did it, T checked Ss homework and put happy face stickers on Ss homework. As T checked homework, some Ss went up to the teacher’s desk to ask T if they were doing the activity correctly and T cleared any doubts. Then Paula came up to the teacher and told her that she had learned how to say something in English, so T asked her to tell her, and S said “I learned how to say <you can cry>. And then she said “You can cry means “puedes llorar” right teacher?” She asked in Spanish. T nodded and asked her to go back to her seat to finish doing the activity. T finished checking homework and monitored Ss work. By the time Ss finished the activity the time of the class had run out. T didn’t have time for the dictation, so when the homeroom teacher came in to take over the class, T asked the homeroom teacher if she could have a few minutes to do the dictation to the class. The homeroom teacher said there was no problem and that she would be in the teacher’s room and to have a student call her when T was finished with the dictation. T asked the homeroom teacher for blank papers and she gave her a block of paper. T asked 3 girls to help her hand out the sheets of blank paper and T wrote the numbers one through ten on the board under the title of DICTATION, and Ss copied on their pieces of paper. Then T started dictating random numbers: *five, one, sixteen, ten,*

seven, two, twenty, three, seventeen, and eight. Some girls were very attentive trying to write down the numbers, but others would ask Ss to repeat over and over because they said they didn't understand what the teacher was saying. When T said "TEN" Ss didn't understand and T repeated it three other times and then one girl said "ten" with Spanish pronunciation and in that moment Ss said "Ahhhh" and wrote the number on their paper. T picked up the dictation and told Ss to review the numbers as homework and told the girls who hadn't done the homework to give it in next class because otherwise, they would have a zero. T said "bye bye" Ss said "bye" back and T left the classroom.

Preliminary Analysis:

Ss showed difficulty when recognizing the pronunciation of the words and connecting it with the written word. This could be seen when T asked Ss what each number was and Ss' pronouncing the words in the way you would do it in Spanish. Most girls wrote the numbers in English the way you would write them in Spanish and others showed not to identify specific sounds like V, X, T, TH.

Conclusion:

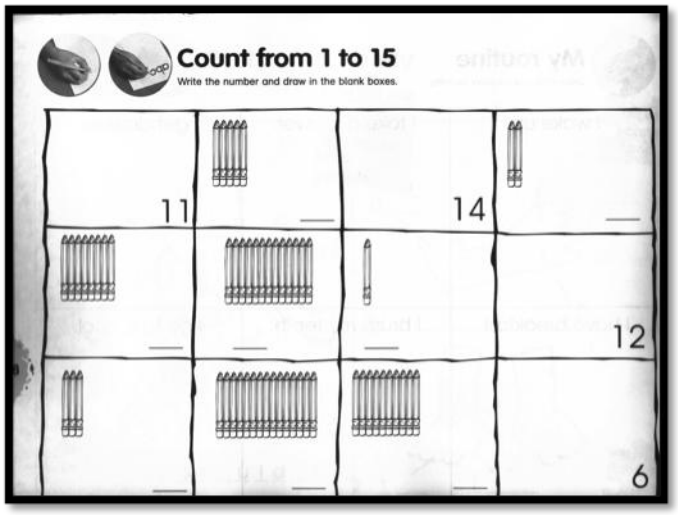
The girls showed not to establish clear sound/spelling relationships, because they don't imitate the sound or recognize that English has a different phonetic system and so they pronounce English in Spanish.

Observations:

The analysis of the numbers dictation was placed at the beginning of this research paper, because the dictation served as a clear example of which sounds students recognize and which ones they don't.

Appendix:

Numbers worksheet taken from: *Rainbow C by Greenwich ELT.* Activity pg. 9 from the workbook.



FIELD JOURNAL 5

General Information

Date: April 20th, 2009

Starting time: 9:50 am

Finishing time: 11:50 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class at 9:50 a.m. and greeted Ss, Ss greeted back. Ss were standing up and talking to their classmates, so T asked them to sit down, but the noise they made was very loud so Ss started singing the quiet song and Ss started singing along and taking a seat until they were all seated. T asked 3 students to help her hand out the first term exam and when she did, many girls raised their hands and asked T to let them be her helper. Some girls went up to where the teacher was standing and raised their hands. T explained that she chose the girls who behaved well and sat correctly. Many girls who were standing up, immediately sat down. T chose three girls who were sitting correctly and gave each girl a set of exams. Ss gave them out and some Ss asked T what the numbers meant, so T explained that if the had a between 4.5 and five it was excellent, between 4 and 4.5 was outstanding, from 3.5 to 4 was good and under 3.5 was acceptable or failed. In general Ss failed the exam. T called attendance and took out the flashcards. When Ss saw the flashcards they asked T what they were going to learn and T said in S Spanish “Fruits”. Some Ss were talking to their classmates and T asked them to quiet down and they did. T said, “we’re going to learn different fruits in English” and she started to show the flashcards and asked Ss to repeat. T showed the flashcard of the apple and asked Ss how that word was said, and Ss said “A-ple”. They

said it as if they were reading it and Spanish and T said “Nooo, apple” and Ss repeated. T asked “how do you write apple and they said “A-ple” and she said “Ok, but how do you say that word, do you say <a-ple> and some Ss said “YES” and others said “Nooo, you say apple”. T said: “remember that in English words are spelled very differently to how they sound, you write <a-ple> but you say apple.” Then T showed the other flashcards and Ss pronounced them the way they read them in Spanish, so Ss had to say the word, ask Ss to repeat it and then ask Ss “how do you write this word?” and Ss would say it in the Spanish way, then T asked, “and how do you say it?” and Ss would try to imitate, though some girls would keep saying it in the Spanish way. So Ss had to continue drilling on pronunciation. When T showed the word “banana”, Leidy asked “why is that word in Spanish” and T said, “It’s not in Spanish, it’s similar to Spanish but it’s in English”, and Leidy said “but in Spanish we say BANANO” and T said “Yes, of course, but in English we say BANANA” and T stressed the last A sound. And Leidy said “Ahhhh” and sat back down.

When T finished going over the vocabulary, T told Ss they would do and activity now, and Michelle asked T if they could work in pairs, and T said, “not this activity, but if we have time we can check the vocabulary in pairs”. T asked for three other volunteers and all the girls raised their hands and about ten girls ran up to the teacher raising their hands, and again T said she would pick three girls who were sitting correctly and Ss immediately went to their seats. T chose three girls and gave them the worksheets to hand out, then Saray, who sits In the front row, told T that she never picked her for anything, so T told her that she could explain the activity. When all he girls had their worksheets, T told Saray to stand up and explain, and T ss to quiet down to hear their classmate. The asked Saray if she knew what they had to do in the activity and she explained the activity to T and T said “Ok, now explain that to your classmates” Saray tried to explain to the class, but they were making too much noise, so she started singing the quiet song and all girls started singing along, and so did the teacher. They all learned the song. Then Saray explained the activity and told Ss that they had to look at the picture of the fruit and find the word that corresponded and she gave an example, she said “For example Lemon is <piña>, so you need to put an arrow from lemon to the

picture of the pineapple" Then one girl said "No, Lemon is <limón> and T agreed. So Saray sat down and Ss started doing the activity. Some weren't very sure, so T asked Ss to put the worksheet faced down and went over the flashcards again. Ss looked attentively and repeated. Then SS continued with the activity. Some Ss did it quickly and T asked them to color the fruits while their classmates finished, but warned Ss who hadn't finished not to color the fruits until they finished. T picked up the worksheets and all girls had finished and some had even finished coloring the fruits. T wrote homework on the board. Ss were asked to look for the word in English in a dictionary for the words seen in class and make a drawing for each one. Ss wrote the homework in their homework notebook, since due to the change in schedule, Ss didn't have their English notebooks. T said goodbye and left the class

Preliminary Analysis:

Ss were very attentive when T showed the flashcards and did the activity correctly but had some difficulties with the pronunciation of the words.

Conclusion:

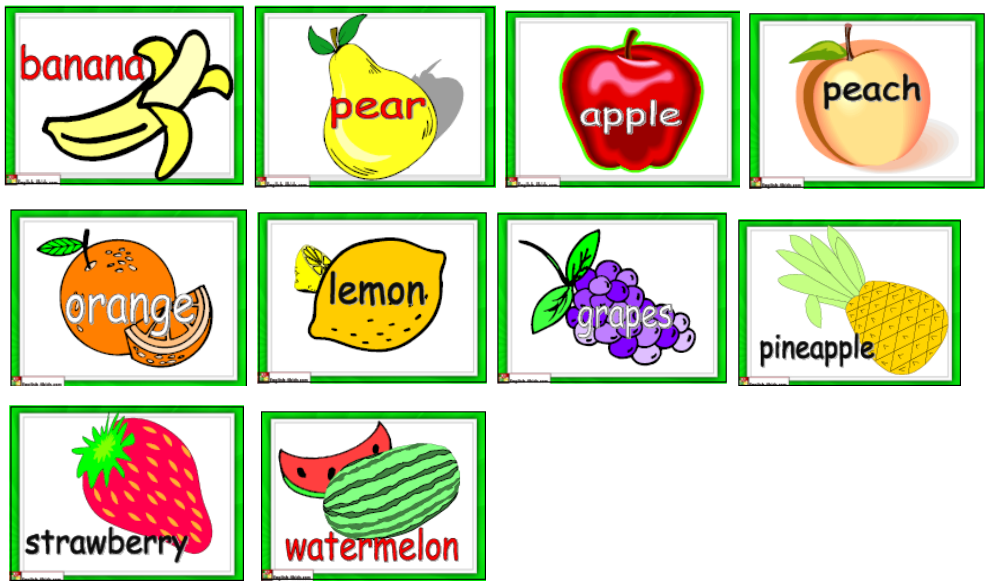
Ss showed difficulty when identifying the sounds of the words the teacher pronounced, because even though she repeated the words various times, some students still kept pronouncing the words the way they were written. They also had difficulties remembering the words to complete the worksheet.

Observations:

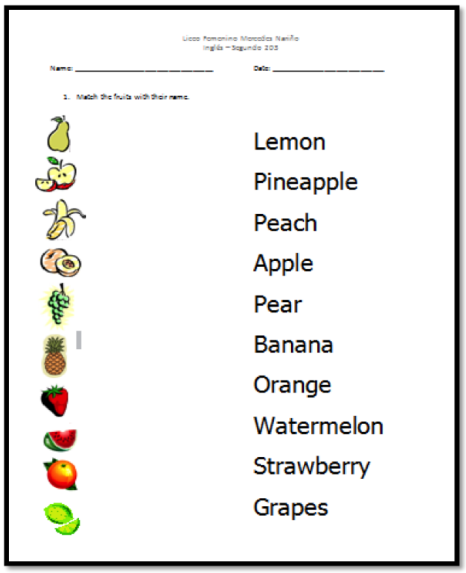
Due to the fact that T had a conference to attend to, the class was taught on Monday April 20th at 9:50 am instead of on Tuesday April 21st at 9:30 a.m, which implied Ss not having their notebooks and having to work only with worksheets and flashcards.

Appendix:

FRUIT FLASHCARDS



WORKSHEET ON FRUITS



Liceo Femenino Mercedes Nariño
Inglés – Segundo 203

Name: _____ Date: _____

1. Match the fruits with their name.

Lemon
Pineapple
Peach
Apple
Pear
Banana
Orange
Watermelon
Strawberry
Grapes

FIELD JOURNAL 6

General Information

Date: April 28th, 2009

Starting time: 9:30 am

Finishing time: 10:50 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsible: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class at 9:30 a.m. and greeted the class with “good morning”, Ss greeted back. Ss were standing up and some were running around. Some came up to the teacher and Maria Saray came up to the teacher and told her they had missed her since there homeroom teacher had left them alone because she had a teacher’s meeting. T went up to the teacher’s desk and asked Ss to please take a seat. T checked attendance, then T said, “Do you want to work in pairs today?” and Ss answered “Yeeeesss!” enthusiastically. T took out the flashcards and some girls made a happy face. Leidy Yarlin turned around and told her classmates to look because the teacher had brought the flashcards. Ss smiled and looked at the teacher. T asked three students to help her pick up the notebooks of the girls who had done the homework and the put the notebooks on T’s desk. The girls sat down on their seats. Then T held the flashcards up and started to show them one by one, she told Ss they were going to remember the vocabulary from last class, she started to show the fruits with the words and Ss started saying them aloud: “banana, pear, watermelon, grapes, apple, peach, lemon, orange, pineapple, strawberry”. Ss started pronouncing the words and when they got to grapes, they said “gra-pes” with Spanish pronunciation and T asked “Gra-pes?” and Yillin raised her hand and said “grapes” with the correct pronunciation. T said

“grapes” and Ss repeated. The when T showed the apple flashcard, some Ss said “a-ple” and some said “apple”. T asked “Do you say a-ple?” and most girls said “nooooo, apple.” T said “apple” and Ss repeated. The same happened with “orange” and “pineapple”, some girls remembered how to pronounce them and others pronounced them how they would in Spanish. T corrected them and Ss repeated. Then T asked girls to get in pairs according to how they were seated so the girls moved their seats together. Four girls didn’t come to class so T organized some of the pairs since some girls had no one sitting next to them. Then T gave out the worksheet of the wordsearch and Ss started to work together. T sat down and corrected Ss homework. Twenty girls did the homework. As T checked homework, some girls went up to the teacher’s desk to ask her if they were doing a good job and T showed approval of their work. Some girls went up to the teacher to tell her they didn’t find the words and T told them to look carefully at the letter the word began with and then look at the letters around it and start looking for the words. Ss went back to their seats. At about 11:30 a.m., Some Ss finished the activity, so T asked them to help her give back the notebooks. Girls started to stand up and make noise and so T had to tell Ss to quiet down and to sit down or she would call the coordinator. T picked up the rest of the worksheets and waited a few minutes for the homeroom teacher to arrive. She didn't. T left the classroom at almost 11:50 and said bye, Ss said bye back and some came up to the teacher to kiss her goodbye. T left the classroom and told the English coordinator, who was outside the classroom, that Ss were left alone. The coordinator told her not to worry and T left.

Preliminary Analysis:

Ss showed they liked the use of flashcards in class since they had a good reaction towards the flashcards, but they still had difficulties remembering the correct pronunciation of the fruits even though they had seen it last class, though some girls seemed to be more aware of pronunciation when T asked Ss if the pronunciation they were using was the correct one.

Conclusion:

Ss like the use of images and pictures in class. It seems imagery is a good strategy to

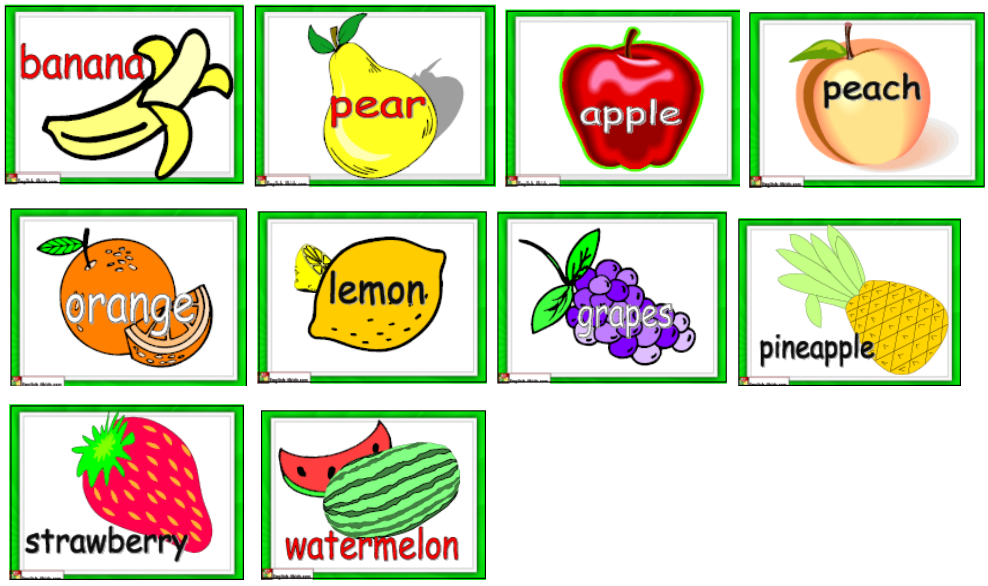
catch Ss attention and allow them to relate the word with the image. On the other hand, they had more phonemic awareness thanks to the fact that T started to focus on pronunciation and create awareness on students about the difference between Spanish and English pronunciation.

Observations:

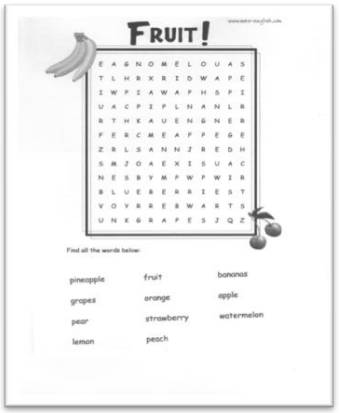
It's important for Ss to receive additional help at home so that they are exposed to English more.

Appendix:

FRUIT FLASHCARDS



WORDSEARCH WORKSHEET ON FRUITS



FIELD JOURNAL 7

General Information

Date: May 5th, 2009

Starting time: 9:50 am

Finishing time: 10:40 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsible: Martha Ramírez

Instruments to record information:

Notebook

Content:

T arrived to the classroom at 9:30 am, but the bell hadn't rung and T told Ss to go into the classroom and they said the bell hadn't rung so they wouldn't go in because it wasn't time. So T met up with another English teacher and they went to academic coordination to see what was going on, but nobody was there. Finally both teachers saw the discipline coordinator and asked her why the bell hadn't rung. The coordinator seemed a little busy talking to another teacher and so she stopped talking to the teacher, didn't answer the question the English teachers had asked and rung the bell. T got to the classroom and entered at about 9:50 a.m. Ss were in the classroom waiting for the class to start. T said good morning and Ss said good morning back. T called attendance and seven girls hadn't gone to class because they had the flu. T asked Ss if they wanted to play a game and Ss said "yeeessss". So T asked Ss to get in pairs, and so Ss put their chairs next to the girl they were sitting next to, but since some girls were absent, T had to reorganize some seats for girls to sit together. T went over the fruit vocabulary and asked girls how to say each word, so T asked "Como se dice uvas?" and some girls said gra-pes with Spanish pronunciation but Yilian said "no, grapes". Then T asked for the other fruits and some girls didn't remember or some said it in Spanish pronunciation and others remembered the correct pronunciation. T told them

they would play a concentration game in which they would have nine fruits and nine words with the names of the fruits. They would have to discover the image and the corresponding word and the girl who found the correct one won a point. T made a demonstration on one of the desks in the middle of the room so all girls could see and asked if Ss understood what they were to do and they said yes.

So T gave every pair of girls a pack of cards and they started to play. Some girls showed T their pairs when they found the pairs and T monitored to check Ss were playing correctly. Ss were very concentrated on the game and hardly stood up from their seats. Some girls didn't remember words like grapes, peach or watermelon, but they seemed to remember the other fruits like apple, banana, pear, orange, strawberry and pineapple. As T monitored, she noticed that some Ss pronounced the words correctly or corrected their classmates when they pronounced wrong. Ss finished the game and asked T if they could play again and T said they could, since there were only five minutes of class left. Mayerly Fino told T she had done the previous class homework and asked T if she would correct it, so T asked aloud if any other girls had brought the homework they hadn't done for last class and four other girls raised their hands. T checked their homework. T wrote homework on the board in which Ss were asked to write what their favorite fruits were. So T wrote on the board "My favorite fruits are:_____". Ss asked T if they had to give her back the cards and T told them they could keep the cards to play and practice the vocabulary. Ss cheered. T left the class at about 10: 40 a.m.

Preliminary Analysis:

Ss seemed enthusiastic in the game and were really concentrated in finding the correct words that corresponded to the images of fruits, since they remained seated and doing the activity in pairs. They also showed more awareness of the pronunciation of the words as well as remembrance of the vocabulary seen.

Conclusion:

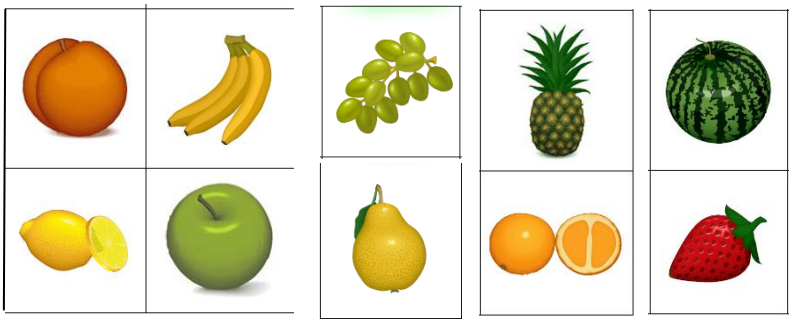
Ss definitely like doing pair activities and this helps them stay seated and concentrated in one activity. The fact that T has been focusing on Ss pronunciation has aloud Ss to

become more aware of how to pronounce words correctly and also that sounds in English are different to the spelling.

Observations:

The class was reduced to fifty minutes since the bell was rung twenty minutes after class was supposed to start. Since last class T didn't have time to do the concentration game activity, T did it this class.

Appendix:



PEACH	BANANA	GRAPES	PEAR	ORANGE
APPLE	PINEAPPLE	BANANAS	STRAWBERRY	WATERMELON

FIELD JOURNAL 8

General Information

Date: May 19th, 2009

Starting time: 9:30 am

Finishing time: 11:50 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsible: Martha Ramírez

Instruments to record information:

Notebook

Content:

The class started at 9:30 a.m. T entered the class and said hello to the students and they greeted back. Some of the girls went up to the teacher and asked her if she had been sick last class, T said she had been and that that was why they would have two hours of English class. Ss went to the front of the class and settled her things over the teacher's desk. Then some girls went up to the teacher to tell her that Alejandra Pedaza had broken a window the day before. Alejandra Pedaza went up to the teacher crying and told her that the school had already called her parents and that they had gone to school that morning. T told her not to cry because it was something that had already happened and T asked her if it were an accident, Alejandra nodded, and so T asked her to take a seat and not worry because her parents would handle the situation. T started to call attendance but the girls were making too much noise and they wouldn't quiet down. T stayed silent for a moment, then she raised her voice and told the students to help her call attendance because she couldn't do it alone. So T started calling each girl's name and Ss would repeat, this way they would concentrate on calling names and not on standing up and making noise. As T was calling Ss names, the homeroom teacher entered the classroom and asked her if she could interrupt to write the kids' math homework on the board, T said it was no problem and she kept calling Ss names.

Then a teacher from another course came to the classroom and asked the homeroom teacher if Alejandra Pedaza's parents had gone to the meeting to talk about the broken window and the homeroom teacher told her they had and that now it was up to them to pay for the window. Alejandra Pedaza stayed quiet as this happened.

The homeroom teacher finished writing the homework on the board and asked Ss to copy it down in their math notebooks; T had already finished checking attendance. Only one girl hadn't gone to class. The homeroom teacher left the classroom but before, she told T to wrap up the class at about a quarter to twelve, so Ss would have time to put their notebooks and things away in time for the bell to ring. When the homeroom teacher left, T told Ss they were going do different activities and that she needed volunteers to pick up the notebooks with their homework. Almost all the girls raised their hands and some came up to the teacher, but T explained that she only chose the students who were sitting correctly on their chairs. T chose 3 girls to pick up the notebooks and indicated which rows each girl was to pick up the notebooks from. As Ss picked up notebooks, T noticed that Michelle Guzmán was crying in her seat and so T asked her what the problem was, she said she had broken a chair and that the school was going to call her parents and they were going to punish her. T told Michelle not to cry and to wait to see what happened. T told her to concentrate on the class and not cry anymore. Michelle calmed down a little but kept crying. The three girls that were picking up the notebooks put the notebooks on T's desk. T then asked 3 other girls to help her hand out the first worksheet Ss had to fill out which was a piece of paper with the girls basic information such as full name, age, birth date, who they lived with, what their parents worked in, if someone in their family spoke English and if they liked English. T told Ss they were to fill this information out and that this was to have an idea of their personal information. The three girls handed out the pieces of paper and they started filling out the information. T monitored to check Ss were filling out the information correctly.

Many girls went up to the teacher and asked her what "edad" referred to, and T asked them "How old are you?" and then Ss said "Ahhhhh" and went up to their seats to write

the information. Other girls asked T what question number two referred to (¿Qué hacen las personas con las que vives?), so T told them they were supposed to write what the people they lived with worked in. Some students starting handing in their papers to the teacher and T checked them to make sure the had answered correctly and T noticed some girls had written “Mi familia” on question number one (¿Con quién vive?). So T in a loud voice, told all the girls to write who their family was. T said, “if you write your family, I don’t know who your family is, your mother? Your father? Your grandfather?” So the girls who had given in their sheets with the wrong answer asked T to give the paper back so they could be more specific. Because Ss had some difficulties answering the piece of paper correctly and T had to give the papers back, Ss took longer than expected filling out this format. T went around the room and picked up the formats as Ss finished. T then told Ss they would work on family vocabulary. T asked six girls to help her give out the worksheets. These were 2 pieces of paper that were a quarter of a letter paper in size and they had pictures of different family members such as mother, father, sister, brother, baby, grandmother and grandfather. The six students gave out the pieces of paper and T asked Ss to cut out the family members and to stick them in their notebooks. Ss started coloring in the pictures and cutting out the family members, and as Ss did this activity, T checked Ss notebooks with the previous homework to give them a grade. But when T noticed, time had run out, so as homework T asked Ss to finish coloring in the pictures, cut them out and stick them in their notebook and put the name of the family word next to the corresponding picture. T wrote the homework on the board in Spanish and made sure girls copied it down. T asked three girls to help her hand out the notebook. T left the classroom at 11:50 a.m. and said goodbye to Ss.

Preliminary Analysis:

The initial identification worksheet Ss were asked to fill out presented many doubts in students, so surely the questions could have been a little more simple for them to understand, though it was unusual for Ss to show difficulties in comprehending the word “edad” which is a common word. Ss were very undisciplined and it took threatening

them to be reported to coordination to get them to quiet down which is part of the traditional way of disciplining students.

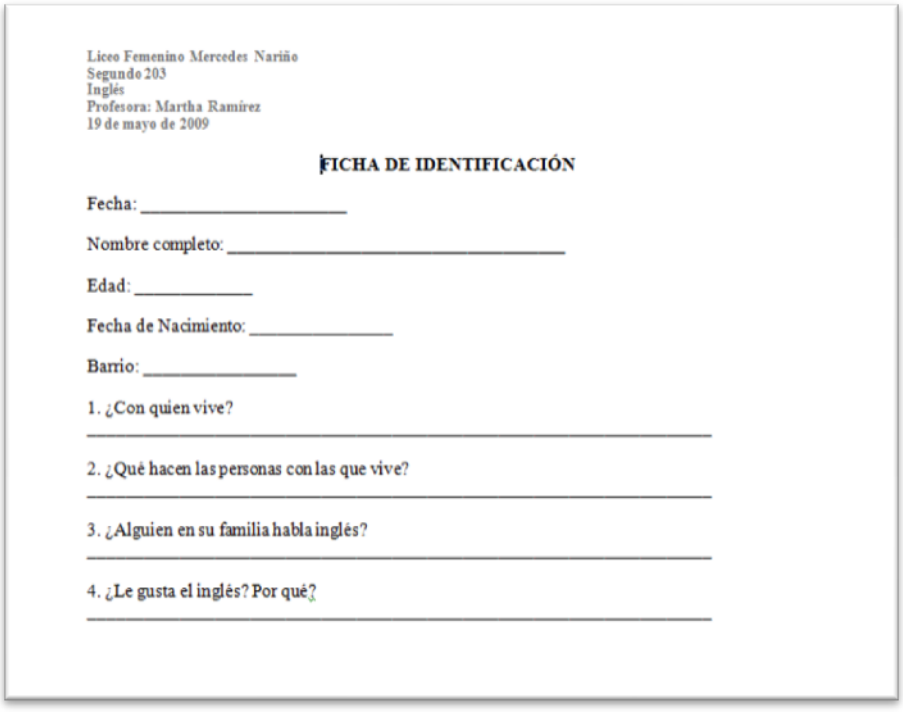
Conclusion:

Ss are used to being disciplined through threats, because when they are threatened to be reported to coordination is when they start behaving well.

Observations:

Due to the teacher being sick on May 12th, this class lasted two hours and 20 minutes, since the teacher was asked to recover the hour and 10 minutes she missed for being sick.

Appendix:



Liceo Femenino Mercedes Nariño
Segundo 203
Inglés
Profesora: Martha Ramírez
19 de mayo de 2009

FICHA DE IDENTIFICACIÓN

Fecha: _____

Nombre completo: _____

Edad: _____

Fecha de Nacimiento: _____

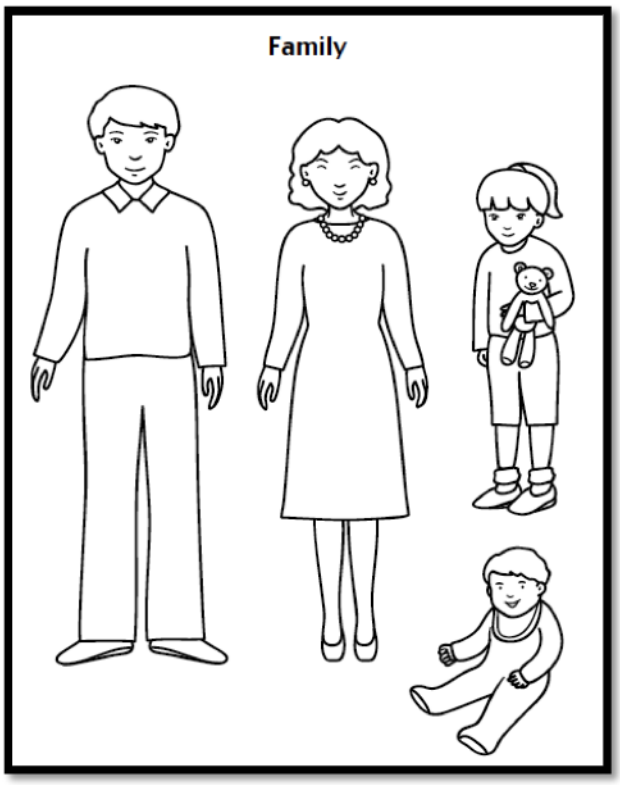
Barrio: _____

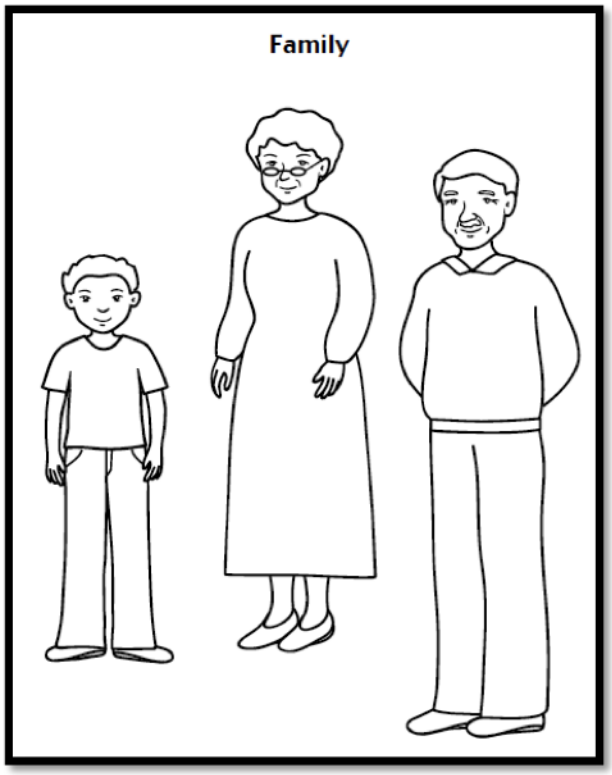
1. ¿Con quien vive?
_____

2. ¿Qué hacen las personas con las que vive?
_____

3. ¿Alguien en su familia habla inglés?
_____

4. ¿Le gusta el inglés? Por qué?
_____


Family


Family

FIELD JOURNAL 9

General Information

Date: May 19th, 2009

Starting time: 9:30 am

Finishing time: 11:50 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 41 students.

Responsible: Martha Ramírez

Content:

Class started at 9:30 a.m. T entered te classroom and greeted Ss and they greeted back. T went up to the teacher's desk and put down her bag. She after called attendance. Then Michelle Mosquera went up to T and showed her an English picture vocabuary book that her parents had bought her and she then told T that she liked English. After, Jillian Bernal also approached the teacher and also showed her an illustrated vocabulary book that her parents had bought her for class.

T asked Ss to take a seat and told the first girl of each row to pick up the notebooks from the girls in their row for T to check homework. Each girl in charge of picking up the notebooks put them on T's desk. T took out flashcards with family vocabulary and asked Ss if they wanted to do an activity with pictures and girls agreed. So T told Ss she would start the activity but only if they were seated correctly and quiet, so Ss immediately sat down and made silence. T showed Ss the flashcards one by one, and when she showed the image of the famiily, Ss said 'family' without T introducing the word. So T started to show the flashcards waiting to see if Ss first recognized the words, and if they didn't, T would say the words for Ss to repeat. In most words, the girls knew them, but T worked on pronunciation asking them to repeat after her. After all the words were introduced, T told Ss that now they would say the vocabulary without T's help. T started showing the flashcards one by one and most of the girls knew the words. The flashcards corresponded to the following words: *mother, father, sister, brother, sisters, brothers, grandfather, grandmother.*

When T showed the flashcards with a picture of two brothers, Ss stayed quiet. So T asked them in Spanish how they said brother, and Ss said “brother”, so T then asked them how they said brothers, emphazising on the final /s/ sound, and Ss took a moment to think and then said “brothers”. Tthen gave Ss a worksheet with a picture of the family: mother, father and children and asked Ss what members of the family were missing and the girls said “grandmother and grandfather”. So T asked Ss to draw the missing family members. Some girls asked if they could work in pairs, but T insisted that they work individually. While Ss did this activity, T checked homework. Most girls had done homework, When time was up, T asked Ss to stick the worksheet in their notebooks and indicate with an arrow each member of the family. T wrote homework on the board and left the classroom at 10:40 a.m.

Preliminary Analysis:

Some students are starting to show interest in English and more awareness of vocabulary as well as more responsibility for assigned homework. Ss are familiarized with family vocabulary, so it makes it easier to carry out the class.

Conclusion:

Ss are becoming more responsible with their homework is this allows them to be more active in class and be more aware of what is asked to be done.

Observations:

As T checked Ss homework, she noticed most students had some spelling mistakes in the family vocabulary words, such as in spelling *mother* and *father*, Ss wrote a ‘d’ instead of a ‘th’, implicating that they related the TH sound to D.

Appendix:

Family Flashcards

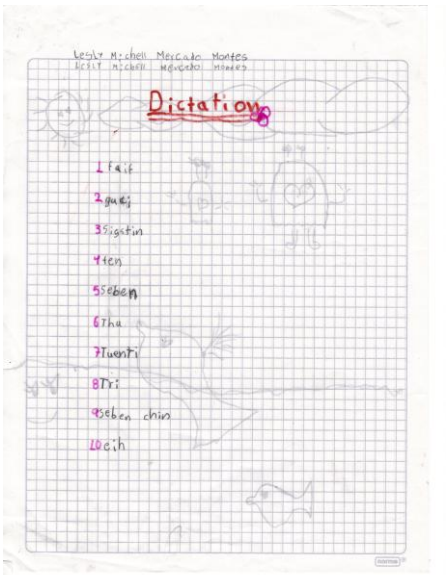
Family worksheet

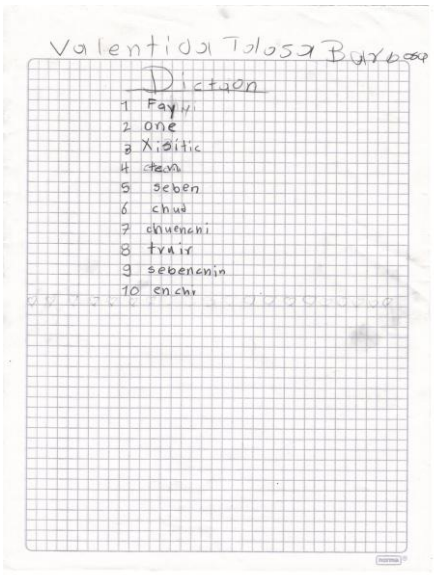
Worksheet 13
The Family

Colour in the family.

APPENDIX C – DIAGNOSTIC DICTATION SAMPLES

The following are students' answers for the first dictation. Only 8 samples were taken from 40 dictations.





Astrid DaYana Riaño Torres

Dictation

1. Five
2. one
3. cistin
4. ten
5. ceben
6. tu
7. tuenti
8. trui
9. cebentif
10. eit

Dictado

1. faiba
2. guan
3. sixtin
4. chen
5. seben
6. chu
7. tuenti
8. fryy
9. sebenti
10. ceys

sara camila chitiva muñoz

Ana Lorena Vanegas Olarte

Dictation

1. Five
2. One
3. Sixteen
4. Ten
5. seven
6. Two
7. Twenteey
8. Treee
9. seventeen
10. eghit

Dictado

1. faift
2. guán
3. sixtin
4. chen
5. tuche
6. chutchd
7. tuentiche
8. trilld
9. Sechinc
10. eichid

APPENDIX D – PROJECT LESSON PLANS

LESSON PLAN – FIELD JOURNAL 10

September 25th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Purpose (Content)

This lesson is designed to review fruits, numbers from 1-20 and family vocabulary.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should remember the vocabulary they were taught on the first and second term of the school year.

Time

This lesson is expected to take between 50 and 60 minutes.

Objective

Ss will identify beginning consonant sounds and relate them to previous learnt vocabulary and new one.

Materials

Worksheet.

Instructional Procedures

1. ***Introduction:***

T will start the class by asking students to remember the vocabulary they had learnt last semester, which was fruits, numbers 1-20 and family vocabulary. T will explain to Ss the activity that will be carried out, which consists of T saying the category of vocabulary (fruits, numbers, family) and them making a sound that one or some of the words start with. T will explain to Ss that they are expected to remember which words from that category start with the sound T has made. T will only focus on beginning consonant sounds, since vowel sounds are more difficult to relate due to their various possibilities in pronunciation.

2. ***Teaching Procedures:***

T will start by telling Ss one category and then making a beginning sound that can correspond to one or more words in that category. T will start with FRUITS and work on beginning sounds /b/ for banana and /p/ for peach, pear and pineapple. T will ask Ss to say the meaning of the words as they are called out by them. Then T will continue with NUMBERS and work on beginning sounds /t/ for two, twelve, ten and twenty; /f/ for four, five, fourteen and fifteen; /s/ for six, seven, sixteen and seventeen; and /n/ for nine and nineteen. Then T will pass on to FAMILY and work on beginning sounds like /b/ for brother; /s/ for sister; /m/ for mother; /f/ for father. When T finished the phonemic awareness activity, Ss will be handed out a worksheet about parts of the house: bedroom, bathroom, living room, kitchen and dining room. T will introduce the vocabulary making emphasis on the beginning sounds and Ss will be asked to draw the part of the house under the corresponding word.

3. Closure:

When Ss finish T will pick up the worksheets to check Ss work.

Assessment

T will monitor Ss work as they do the activity and the worksheets will be checked. T will check if Ss can identify the beginning sounds presented in class and relate the correct beginning sound to the right words.

Self-assessment

Timing was well managed and students seemed to like the activity.

Notes:

This activity was adapted from the book: Phonemic Awareness Activities in Young Children.

Activity: *I'm Thinking of Something* pg. 62

LESSON PLAN – FIELD JOURNAL 12

September 8th, 2009
Second Grade
Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)
This lesson is designed to introduce students to the alphabet and continue working on vocabulary related to parts of the house.

Targeted Audience
This lesson is designed for a group of 40 second graders

Prerequisites
In order to complete this lesson, students should remember the vocabulary they were taught about the house and recognize the sounds of the alphabet in order to pronounce it correctly.

Time
This lesson is expected to take between 50 and 60 minutes.

Objective
Ss will identify the sounds of the alphabet and relate vocabulary of parts of their house to their corresponding image.

Materials
Worksheet.

Instructional Procedures

1. ***Introduction:***

T will start the class by giving students back the worksheet they had done on parts of the house. Then T will go over the vocabulary with students, asking them to repeat for correct pronunciation.

2. ***Teaching Procedures:***

After Ss have reviewed the vocabulary on parts of the house, T will give Ss a worksheet in which they must identify which word belongs to which part of the house. The words are numbered and they have the drawing of a house divided in its different parts with blank circles. Ss shall put the corresponding number of the part of the house in the drawing where it belongs. Ex. 1. Bedroom goes in the blank circle in the drawing of the bedroom. When students have finished, T will pick up the worksheets and then give Ss a worksheet of the alphabet with its corresponding phonetic transcription and they will go over the alphabet.

3. Closure:

T will ask students to practice the alphabet at home with their parents. This will be assigned as homework.

Assessment

T will monitor Ss work as they do the activity and the worksheets will be checked. T will make sure students pronounce correcty.

Self-assessment

The activity couldn’t be carried out as proposed because the school did not have the worksheets ready on time for the teacher to use them.

LESSON PLAN – FIELD JOURNAL 13

September 22nd, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Purpose (Content)

This lesson is designed to review the alphabet and basic parts of the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should remember the pronunciation of the alphabet and some parts of the house.

Time

This lesson is expected to take between 50 and 60 minutes.

Objective

Ss will make sound-letter associations of the alphabet and make word-image association of house vocabulary

Materials

Materials include, flashcards and videos, worksheets.

Instructional Procedures

1. ***Introduction:***

T will take Ss to the laboratory where they will see a video of the song of the alphabet and the letters, so they can sing along. They will see the video twice. Then they'll see a video in which the letters of the alphabet appear and they have to say the letters aloud

as they appear on the screen. Ss will be taken to the classroom again, where T will show them flashcards of the parts of the house: living room, dining room, bathroom, bedroom, garage, garden and kitchen.

2. ***Teaching Procedures:***

After Ss have reviewed the vocabulary on parts of the house, T will give Ss a worksheet in which they must identify which word belong to which part of the house. The words are numbered and they have the drawing of a house divided in its different parts with blank circle. Ss shall put the corresponding number of the part of the house in the drawing where it belongs. Ex. 1. Bedroom goes in the blank circle in the drawing of the bedroom.

3. Closure:

When Ss finish, T will pick up the worksheets and go over the vocabulary asking Ss to remember which words they learnt begins with a particular sound. T will ask for example "which word begins with bbbbb" and Ss will say "bathroom or bedroom". As Ss elicit the words, T will stick a piece of paper with word and a corresponding drawing on the word wall for Ss to see and relate the spelling of the word to its beginning sound. This will help them remember the meaning of the word and its spelling as well as the correct pronunciation.

Assessment

T will monitor Ss work as they do the activity and the worksheets will be checked. T will check if Ss relate the correct beginning sound to the right words as she sticks the pieces of paper on the word wall.

Self-assessment

The DVD didn't recognize the alphabet videos, which changed the dynamic of the class, but Ss were really engaged in the activities and remembered some parts of the house vocabulary.

LESSON PLAN – FIELD JOURNAL 14

September 25th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to go over the alphabet and basic parts of the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should remember the pronunciation of the alphabet and some parts of the house.

Time

This lesson is expected to take between 50 and 60 minutes.

Objective

Ss will identify and become more familiarized with the initial consonant sounds of the alphabet and initial sounds of the parts of the house.

Materials

Materials include, flashcards and blank sheets of paper, worksheets.

Instructional Procedures

1. ***Introduction:***

T will start by singing the alphabet song twice to get students familiarized with the song and the sounds of the alphabet in a fun way. Then T will ask Ss to sing it on their own.

2. ***Teaching Procedures:***

After Ss have finished singing the alphabet song, T will put Ss in pairs, making 20 groups of students. Then T will assign a letter to students for them to draw and then say aloud. This activity is designed for Ss to become more familiar with the consonant sounds, which are the main focus of this project. After Ss will be asked to show their letter and say it aloud, the rest of the class will repeat after them. When this is done, T will show the flashcards of parts of the house again, but this time she will ask Ss to also repeat the first consonant sound of the word, followed by the word (e.g. /b/… bedroom).

3. Closure:

After T has finished showing all the words, Ss will be given a wordsearch activity in which they shall find words of parts of the house.

Assessment

T will monitor Ss work as they do the activity and the worksheets will be checked.

Self-assessment

T was only able to do the activity proposed for the alphabet because time was not enough, but Ss were engaged in this activity and showed more awareness of the alphabet sounds in English.

LESSON PLAN – FIELD JOURNAL 15

September 29th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to go over the alphabet and basic parts of the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should remember the pronunciation of the alphabet and some parts of the house.

Time

This lesson is expected to take between 50 and 60 minutes.

Objective

Ss will identify beginning consonant sounds related to vocabulary about parts of the house.

Materials

Materials include, flashcards and worksheets.

Instructional Procedures

1. ***Introduction:***

T will start by singing the alphabet song twice, then Ss will sing it on their own.

2. ***Teaching Procedures:***

After Ss have finished singing the alphabet song, T will show Ss the flashcards about the parts of the house and ask Ss to repeat after T, but emphasizing on the beginning sounds. (e.g. /h/ house, /g/ garage and so on.). After Ss have finished reviewing the vocabulary with the teacher, T will hand out a worksheet about the parts of the house with a word search and a matching activity in which students write the corresponding word in the corresponding image, according to vocabulary given.

3. Closure:

When Ss have finished, T will pick up the worksheets and assign homework on the board.

Assessment

T will monitor Ss work as they do the activity and the worksheets will be checked.

Self-assessment

Timing was ok and Ss worked pretty well.

Note: This activity was adapted from Phonemic Awareness in Young Children. Activity: Different Words, Same Initial Sound. Pg. 59

LESSON PLAN – FIELD JOURNAL 16

October 2nd, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to go over basic parts of the house and introduce vocabulary of things in the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should remember vocabulary on the parts of the house.

Time

This lesson is expected to take between 50 and 60 minutes.

Objective

Ss will identify the meaning of house vocabulary and associate it to images.

Materials

Materials include worksheets.

Instructional Procedures

1. ***Introduction:***

T will start by singing the alphabet song twice, then Ss will sing it on their own.

2. ***Teaching Procedures:***

After Ss have finished singing the alphabet song, T will hand out a matching activity worksheet in which students are expected to match vocabulary of parts of the house with their corresponding image to demonstrate comprehension of the words written. When Ss have finished the activity, T will pick up the worksheets and hand out a worksheet with images of things found inside the house and their corresponding word. Ss are to cut the pictures out with the words and stick them in their notebook in order to have a mini Pictionary of the vocabulary.

3. Closure:

When Ss have finished. T will monitor Ss notebooks, to make sure the activity was done correctly.

Assessment

T will monitor Ss work as they do the activity and the worksheets will be checked.

Self-assessment

Seeing there are few classes left, T will only focus on a few words related things in the house and not all the vocabulary that students were given.

LESSON PLAN – FIELD JOURNAL 17

October 13th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to create awareness of the difference between ch and t sounds and continue reviewing parts of the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should remember vocabulary on the parts of the house and be attentive to difference in pronunciation of t sound and ch sound.

Time

This lesson is expected to take between 50 and 60 minutes.

Objective

Ss will identify the difference in sound and articulation of t and ch.

Materials

Materials include worksheets, t and ch cards.

Instructional Procedures

1. ***Introduction:***

T will start by telling students they will learn two new sounds with are *t* and *ch*. T will

show Ss a big flashcard with the letter t and a big flashcard with the letters ch. T will start making the sounds for both and ask students to identify the difference.

2. ***Teaching Procedures:***

After Ss have recognized that both sounds are pronounced differently, T will hand out a small worksheet with six words missing the beginning consonant. T will give instructions to students and explain what they are expected to do, which is to listen to the words the teacher says and focus on the beginning sound of the words. When they hear a t sound, they must write a T, and when they hear the ch sound, they must write a CH in the corresponding word. T will pick up the worksheets with students' answers and then give out a worksheet about parts of the house which consist of labeling the parts of the house and doing a word search activity.

3. Closure:

When Ss have finished. T will pick up Ss worksheets.

Assessment

T will check Ss answers for the phonemic awareness activity. Worksheets will be checked.

Self-assessment

The activities were carried out as planned.

LESSON PLAN – FIELD JOURNAL 18

October 16th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to introduce vocabulary of things in the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should be attentive to new vocabulary in order to connect the sounds of the words to their written form.

Time

This lesson is expected to take 2 hours.

Objective

Ss will identify /t/ and /ch/ sounds and be introduced to vocabulary regarding some things found in different parts of the house.

Materials

Materials include, flashcards and cut-outs and worksheets.

Instructional Procedures

1. ***Introduction:***

T will start the class by singing the alphabet song, as it has already become a routine in order for students to learn it.

2. ***Teaching Procedures:***

After Ss have gone over the alphabet song, Ss will do a phonemic awareness activity in which T will give each student a white card with a CH on it and a purple card with a T on it. T will start saying one syllable words starting with t or ch and Ss will have to show the card that corresponds to the beginning sound of the words T says.

After this activity is done, T will pick up the t and ch cards and show Ss flashcards of things in the house. The flashcards contain the following word: table, toilet, lamp, sofa, television, window, bed and chair. T will emphasize on the beginning sounds and ask Ss to repeat. T will ask Ss what parts of the house those elements belong to: table (dining room), toilet (bathroom), lamp (bedroom, living room), sofa (living room), television (bedroom), window (living room), bed (bedroom) and chair (dining room, kitchen). Answers may vary. T will go over the flashcards two or three times to make sure Ss are familiarized with the words.

Then T will put Ss in pairs and give them a worksheet where there are 8 squares with the images of the vocabulary just taught and 8 squares with the corresponding words. Ss must cut-out the squares and play a memory game with the cards in which the cards are to be upside down and Ss must find the word and the corresponding image.
When Ss have finished playing, they will be asked to write the eight words in their notebooks and draw the corresponding picture.

3. Closure:

When Ss finish, T will pick up the cut-outs and go over the vocabulary one more time, asking Ss to recall the words that correspond to a specific beginning sound (e.g. /t/ - toilet, table, television, /b/ bed, /s/ sofa, /w/ window, /l/ lamp and /ch/ chair). As ss recall

the words, T will show them the word with its image and stick each word under the correct letter on the word wall.

Assessment:

T will assess Ss understanding of the difference between /t/ and /ch/ sound as they show the colored cards that correspond to each beginning sound. Ss will also monitor Ss while they play the memory game to check if they are remembering the vocabulary as well as check Ss notebooks to make sure they wrote the vocabulary down.

Self-assessment:

Because of time, T didn't ask Ss what parts of the house the items belonged to and Ss didn't have time to write the vocabulary in their notebook. Almost 40 mins of class were lost due to the Homeroom teacher having to give Ss some information and also due to the interruption made by the English coordinator. A good idea would have been do the wordwall activity before the memory game, so Ss could have used the word and images on the wall as support for the game.

LESSON PLAN – FIELD JOURNAL 19

October 20th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Purpose (Content)

This lesson is designed to review vocabulary of parts of the house as well as things in the house.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should be attentive to the sounds T makes to identify difference in sounds and remember vocabulary learnt the previous class.

Time

This lesson is expected to take 1 hour.

Objective

Ss will identify the difference between /b/ and /v/ sound and they will use vocabulary of some things found in different parts of the house to make a wordsearch.

Materials

Materials include, paper and worksheets.

Instructional Procedures

1. ***Introduction:***

T will start the class by singing the alphabet song.

2. ***Teaching Procedures:***

After Ss have gone over the alphabet song, Ss will do a phonemic awareness activity in which T will give each student two blank pieces of paper. In one of them, Ss will be asked to draw a lowercase b and in the other they will be asked to draw a lower case v. T will go over the sounds with students, stating the difference between the two sounds and asking Ss to concentrate on how T articulates both sounds with her mouth and asking Ss to repeat. Then T will say different one syllable words starting with b or v and Ss will have to show the card that corresponds to the beginning sound of the words T says.

After this activity is done, T will pick up the cards and give Ss a worksheet in which Ss are expected to use the vocabulary of parts of the house, as well as things in the house to make a wordsearch. Ss are to create the wordsearch, but not answer it, for these will be answered by another classmate next class.

3. Closure:

When Ss have finished doing the worksheet, T will pick up the wordsearch activities.

Assessment:

T will assess Ss understanding of the difference between /b/ and /v/ sound as they show the colored cards that correspond to each beginning sound. T will also monitor Ss while they make their word search to make sure they're spelling the words right.

Self-assessment:

There wasn't enough time to do finish the wordsearch activity, due to the teacher's meeting and the fact that the homeroom teacher had to finish an activity with Ss before they started English class. 20 minutes of class were lost.

LESSON PLAN – FIELD JOURNAL 20

October 26th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Purpose (Content)

This lesson is designed to review the alphabet, and home vocabulary.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should be attentive to the sounds T makes to identify difference in sounds and remember vocabulary learnt the previous classes.

Time

This lesson is expected to take 2 hours.

Objective

Ss will identify alphabet sounds as well as the beginning sounds of words learnt in class. They will use vocabulary of some things found in different parts of the house to complete a word search activity.

Materials

Materials include, bingo cards and worksheets.

Instructional Procedures

1. ***Introduction:***

T will start the class by singing the alphabet song.

2. ***Teaching Procedures:***

After Ss have gone over the alphabet song, Ss will play a bingo game about the alphabet. T will give happy face stickers to the girls who get a bingo. After playing bingo, T will give Ss back their word search activities and give them a few minutes to finish them. Then Ss will pick them up and hand them out to different girls, so they can find the words. When Ss have finished, T will collect worksheets and give out a worksheet about phonemic awareness. In this activity T will have to remember vocabulary learnt in class and circle the letter that corresponds to the beginning sound of the word.

3. Closure:

When Ss have finished doing the worksheet, T will pick up the phonemic awareness activities.

Assessment:

T will monitor Ss work while they complete the word search and check Ss understanding of the alphabet and beginning sounds with the phonemic awareness worksheets.

Self-assessment:

Because T lost one hour of class, she couldn’t carry out the BINGO activity nor the phonemic awareness activity.

LESSON PLAN – FIELD JOURNAL 21

October 27th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to review the alphabet, and evaluate students'understanding of topics learnt.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should be attentive to the sounds T makes to identify difference in sounds and remember vocabulary learnt the previous classes.

Time

This lesson is expected to take 1 hour.

Objective

Ss will identify alphabet sounds as well as the beginning sounds of words learnt in class. They will associate written words to their corresponding pictures to comprehension.

Materials

Materials include, bingo cards and exams.

Instructional Procedures

1. ***Introduction:***

T will start the class by singing the alphabet song.

2. ***Teaching Procedures:***

After Ss have gone over the alphabet song, Ss will play a bingo game about the alphabet. T will give happy face stickers to the girls who get a bingo. After playing bingo, T will give Ss their final exams.

3. Closure:

When Ss have finished presenting the exams, T will pick them up.

Assessment:

T will check Ss understanding of the alphabet through their response to the BINGO game. Exams will be checked.

Self-assessment:

Timing was ok.

LESSON PLAN – FIELD JOURNAL 22

November 12th, 2009

Second Grade

Liceo Femenino Mercedes Nariño

Lesson Plan Structure

Purpose (Content)

This lesson is designed to evaluate students' awareness of beginning sounds.

Targeted Audience

This lesson is designed for a group of 40 second graders

Prerequisites

In order to complete this lesson, students should be attentive to the sounds T makes to identify difference in sounds.

Time

This lesson is expected to take 15 mins.

Objective

Ss will identify beginning consonant sounds and choose the correct grapheme correspondence.

Materials

Materials include worksheets.

Instructional Procedures

1. ***Introduction:***

T will give out the worksheet on phonemic awareness and give the instructions to

students which consist of T saying the word that corresponds to each picture, and Ss must circle the correct letter that corresponds to the beginning sound.

2. ***Teaching Procedures:***

T will say each word that corresponds to the different images in the worksheet and give Ss time to circle the letters.

3. Closure:

When Ss have finished ,T will pick the worksheets.

Assessment:

T will check Ss' correct letter-sound correspondence through their answers in the worksheets.

Self-assessment:

The activity was easy for students.

APPENDIX E – PROJECT NOTES

FIELD JOURNAL 10

General Information

Date: August 25th, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class and greeted Ss and they greeted back. The looked enthusiastic to see the teacher. T called attendance by simply asking the girls who hadn't gone to class in order to save time. Ss told T that Ana Maria Lopez had left the school. T told Ss they would start doing a memory game to review the vocabulary they had seen last semester, which was fruits, numbers 1-20 and family vocabulary. T explained to Ss that she would say the category of vocabulary (fruits, numbers, family) and say the sound the word started with and they had to guess the words that started with that sound. T only focused on beginning consonant sounds.

T started with the fruits category and said the word she was thinking of started with the sound /b/ (T imitated the sound), Ss immediately said "banana" and T praised them by saying "very good". T continued telling Ss she was now thinking of a fruit starting with the sound /p/, the fruit word Ss first thought of was "pear", then some girls said "peach" and T said there was still one word missing that started with that sound, and finally Maria Camila Pacheco screamed out "Pineapple", but pronounced it the way she would read it in Spanish, so T corrected her by saying the correct pronunciation of the word,

and then asking all the class to repeat after her. After Ss said the words that corresponded to the sounds, T asked Ss to say the meaning of the words, to also check understanding and to make sure Ss remembered what they meant. Then T continued. Then T went on to review numbers and asked Ss to tell her four numbers from 1-20 that started with the /t/ sound. Ss stayed quiet and didn't know what to say, so they asked T to please repeat the sound again, so T repeated the /t/ sound. Ss started guessing numbers such as six, seven, three... and finally Valentina Bedoya said "ten", so T said "very good!" and asked Ss to repeat the word *ten* and Ss tried to imitate the /t/ sound in English, then T continued with the activity and some girls said "two" and others said "twenty", and T told them one more number beginning with that sound was missing and Ss didn't seem to remember the last number, so they looked in their notebooks and finally said "twelve". T then asked them for the meaning of the numbers, which most of them remembered and then asked them to now tell her four numbers that started with the /f/ sound, and without much difficulty Ss said "four, five, fourteen and fifteen", though in the case of the numbers "five" and "fifteen", some girls pronounced it the way the would in Spanish, so T corrected them and asked the class to repeat the correct pronunciation.

T then asked for numbers that started with the /s/ sound and Ss easily said "six, seven, sixteen and seventeen". Finally T asked Ss to say a number that started with /n/ sound and some girls said "nine" with its correct pronunciation, and others said it with pronunciation in Spanish, so T corrected them, then T said they were still missing one number that started with that sound and Danna Moreno said "nineteen", but wrongly pronounced and so T asked if that was the correct way to pronounce the word and Ss said "nooo… it's nineteen", this time saying it correctly. T went over meaning of the numbers and then passed on to vocabulary of family members.

T asked for a word that started with /f/ sound and Ss said "father", but some said "grandfather", so T asked them if that word started with the /f/ sound and Ss took a moment to think and then said "no". Then T asked for a word that began with the /m/ sound and "mother", then T asked for a word that began with /b/ and Ss said "brother", and at that moment, Leidy Tatiana went up to t and said "Teacher, baby also starts with /b/", and be said "very good". Then T asked for a family member that started with /s/ and

Ss sais “sister”, and finally T asked for two words that strated with /g/ sound and Ss said “grandmother and grandfather”

T congratulated Ss for their good memory and then handed out a worksheet with parts of the house. T went over the meaning of the words: kitchen, dining room, living room, bathroom and bedroom)
Then T asked Ss to make the beginning sound of the words. Some girls were distracted because they had started to draw the parts of the house, so T told them to stop drawing and pay attention to the activity. T started identifying each sound with Ss, /d/ for dining room, /k/ for kitchen, /l/ for living room and /b/ for bedroom and bathroom. When T finished she gave Ss instructions to draw the part of the house. Ss started drawing the parts of the house and showing T the progress of their drawings. At 8:52, T asked Ss to give in their worksheets. Some Ss showed T homework they owed her from previous classes and T graded them before leaving the room.

Preliminary Analysis:

In general, Ss showed to remember well most of the vocabulary they had seen in class and were engaged in the activity of sound recognition.

Conclusion:

Ss showed difficulties identifying the /t/ sound, since they started guessing the words that started with that sound, but didn’t have many difficulties identifying words that began with the rest of the beginning sounds like: /b/, /d/, /f/, /g/, /k/, /l/, /m/, /n/ and /s/.

Observations:

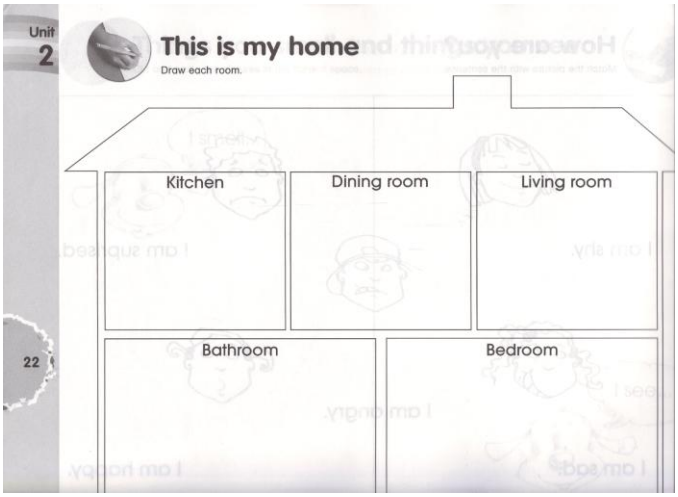
After the middle of the year vacations, due to most of the practitioners graduating and leaving the school and new ones continuing teaching English this second semester, there was a change in the schedules; in my case, English class with second grade was moved to 7:40 a.m. until 9:00 a.m., which is when they go out to break. Another change

is that one of the girls from this course changed school, so now the course only has 40 girls.

It's important to note that the application of this project started on August 25th, because English classes started on August 18th and not in July as it was previously expected.

Appendix:

Worksheet – Parts of the house



FIELD JOURNAL 11 (Wordwall installation)

General Information

Date: September 7th, 2009

Starting time: 9:15 am

Finishing time: 10:20 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T arrived at the school at 9:15 a.m. to stick the letters of the alphabet on the wall in order to create a word wall in classroom 203. These were made in foamy, so T stuck them on the wall with masking tape. T had previously asked the homeroom teacher, Fanny, if there was any problem with her creating a word wall and she said there wasn't any. When T arrived, Ss were in their break, so T started to stick the scotch tape on the different letters and putting them on the teacher's desk and over the cabinet behind the teacher's desk. When the bell rang for Ss to start class again, Fanny told T that second grade was being part of a workshop on environmental awareness and that they would be filmed by the biology teacher, so T had to wait until this workshop was over so she wouldn't appear sticking letters on the wall in the filming. As T finished putting scotch tape on the letters, the biology teacher finished recording the students saying how important environmental awareness was and Ss were given hand-outs with a poem about nature and they were given instructions to read, color and write the main idea. As they did this activity, T started sticking each letter on the wall, one next to the other and when the wall wasn't enough, she stuck the letters under others. T had to ask Ss to lend her their chairs, so she had to ask different Ss to stand up and let her stick the letters.

Ss didn’t mind. T finished sticking the letters and told Ss to take care of the letters and pick them up and give them to their homeroom teacher if any of them fell.

Observations:

T went one day before English class with Ss to install the word wall in order to avoid interfering with class time for this.

Appendix:

None

FIELD JOURNAL 12

General Information

Date: September 8th, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook, Camera

Content:

T entered the class at 7:40 a.m. and the girls were standing up and talking. Ss had "jean day" so none of them were wearing a uniform. As T entered the class, many girls approached T and told her that all the letters had fallen off the wall except for j and d. T looked up and noticed almost all the letters had fallen and that the scotch tape was a bad idea. The homeroom teacher of the afternoon shift placed the letters on the cabinet behind the teacher's desk. At the same time, the English coordinator passed by the room and told T that the photocopies T was to use that day hadn't been copied by the school. So T first gave back the worksheets that students had worked on the previous class and went over the vocabulary of the parts of the house, asking students to repeat after her. Then T gave each student a blank piece of paper and asked them to make a drawing of the words they had seen on fruits, numbers and family members as a review. This activity was improvised due to the lack of material to work with. When Ss finished, T wrote the alphabet on the board and asked Ss if they were familiarized with it. Most Ss said no and some said they knew the song and started singing it. T wrote a phonetic transcription of the letters so Ss would have a way to review and practice them at home with their parents, since most of their parents don't know English. When T finished writing the alphabet on the wall, Maria Camila told T that she had forgotten to write the

“ñ”, and T explained to Ss that this letter didn’t exist in English. Ss seemed surprised. T went over the alphabet twice with Ss and as homework asked Ss to review the alphabet. T monitored Ss to make sure they had written the alphabet in their notebooks correctly. T left the classroom at 9:00 a.m., when Ss had break, and took the letters in foamy. The “t” had been broken, but the rest hadn’t been damaged, though they were full of dirt from the floor. T went to the laboratory, where the English teachers usually meet and taped the T as well as erased the dirt off each of the letters. T told the coordinator what had happened and she told T she would ask an eleventh grade student to stick the letters on the wall again with silicon, so they wouldn’t fall again. T thanked the coordinator and she gave the letters to the eleventh grader student who had been called. T explained to the student how she wanted the letters to be stuck on the wall. The student stuck the letters on the wall, but the “y” was stuck backwards and T asked the student why that was, she said she had accidentally put silicon on the wrong side and that she would fix it. T thanked her and took pictures of the word wall.

Preliminary Analysis:

In general, most Ss aren’t familiarized with the alphabet, which is crucial for them to become aware of the alphabetic principle, which will facilitate their association of sound-word correspondence.

Conclusion:

The alphabet must be taught and become a routine in the classroom, because Ss still don’t understand that the alphabet in English is different to the alphabet in Spanish. The phonetic transcription was used as a means to help Ss work on the sounds at home with their parents, since most of their parents don’t know English, this is a way to give them a reliable way to help their kids learn the alphabet and for parents to get familiarized with the sounds and give them at least similar sounds to the real pronunciation of the alphabet except in the case of the t, v and z sound.

Observations:

The disorganization of the school in not having the material the teacher needed on time, being that the photocopies were left a week ago, pushed the teacher into changing the activities proposed or adapting them with what was available. For this reason, T had to improvise the class.

Appendix:

Phonetic transcription of the alphabet given to students:

a: *ei*	**i**: *ai*	**q**: *quiu*	**y**: *wai*
b: *bi*	**j**: *yei*	**r**: *ar*	**z**: *zi*
c: *si*	**k**: *kei*	**s**: *es*	
d: *di*	**l**: *el*	**t**: *ti*	
e: *i*	**m**: *em*	**u**: *iu*	
f: *ef*	**n**: *en*	**v**: *vi*	
g: *yi*	**o**: *ou*	**w**: *daboliu*	
h: *eich*	**p**: *pi*	**x**: *eks*	

Word wall

FIELD JOURNAL 13

General Information

Date: September 22nd, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T arrived to school at 7:30 a.m. in order to try out the DVD player with the videos T had taken for the class. Unfortunately, it did not recognize the DVD format, so T had to come up with an alternative activity instead of the videos one. Ss were supposed to see a video of the alphabet song and then one of just the alphabet for them to practice and remember the sounds. T entered the classroom at 7:40 a.m. and the homeroom teacher was there telling Ss to write some important information in their school agenda, so class started almost at 7:55 a.m.

T wrote the alphabet on the board and asked Ss if they wanted to learn the alphabet song and Ss said they did. T asked them if they already knew the alphabet song and Ss said “yes” and started singing it, but only got up to the letter g and then most of them didn’t know the rest of the song. So T told Ss that they would sing together and Ss agreed. So T started singing the song while she pointed at the letters on the board and Ss tried to sing along. Then T started to sing the song again, but this time asked Ss to close their eyes so they could concentrate on the sounds. Ss did and sang along with T. T praised them by saying “very good” and Ss asked T to sing it again, so T sang it one more time with them. After, T told Ss that now she would point at the letters and Ss had

to say what letter it was. T pointed at the letters and Ss said most of them, though they should some difficulty in remembering the vowels in general and letters like G,J, K and Y.

T then told Ss they would learn more vocabulary about the house and T took out flashcards with parts of the house and started to show them one by one. T asked them to say what they saw in the images. T first showed a flashcard of a house and asked Ss what it was and most Ss said “house” though others stayed quiet. Then T showed a flashcard of a garage and Ss said “garaje” in Spanish and T said that in English you say “garage” and Ss repeated. Then T showed a picture of a bedroom and most girls remembered the word, the same happened with the words bathroom, kitchen, and dining room. Then T showed a picture of a garden and Ss said “jardin”, so T told them that in English the word was garden and Ss repeated.

After using the flashcards for Ss to recognize the vocabulary, T told Ss they were going to do an activity to practice the vocabulary and gave the first girl of each row the activity worksheets for them to pass them back.

When all the girls had the worksheets, T asked them to look at the worksheet and explain what they thought they had to do. Valentina Cortés raised her hand and explained to the class that they had to put the number of the different house vocabulary in the circle with the corresponding picture of the word. T agreed and Ss started to complete the exercise and T asked them to color the pictures too.

When Ss finished, T asked three students to help her pick up the worksheets. When all girls had given in their worksheets, T asked them to sit down, since they were standing and talking, so T sang the quiet song and as Ss sang it, they took a seat. When T had all the students’ attention, she told them she needed them to help her remember some vocab. So T started asking them which vocabulary that they had seen in class started with /g/ sound and Ss said “garden” and “garage” and T showed them the word with the corresponding pictures and stuck them under the letter g on the word wall, the T asked for which words began with /b/ and Ss said “bedroom” and “bathroom”, so T showed them the words and stuck them on the word wall under the letter b, then T asked for which word started with /k/ and Ss immediately said “kitchen”, so T showed the word with the picture and stuck it under k, then T did the same for /l/ which corresponded to

living room and then for /d/ which corresponded to “dining room” and stuck the words under their corresponding beginning letter on the word wall.

Preliminary Analysis:

In general, Ss were enthusiastic about the alphabet song, though they are just beginning to learn the different sounds and didn’t show much difficulty connecting the vocabulary learnt in class to their corresponding beginning sound.

Conclusion:

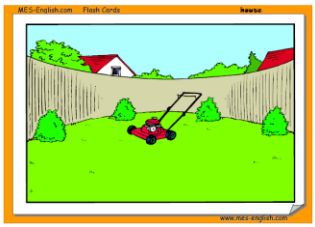
Ss showed no difficulty recognizing the beginning sounds practiced in class, which were /g/,/k/, /b/, /l/ and /d/.

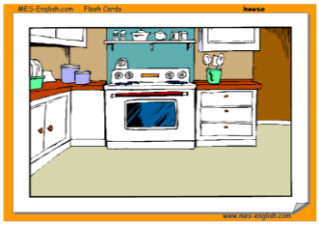
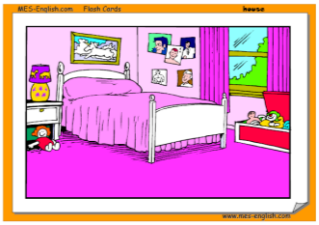
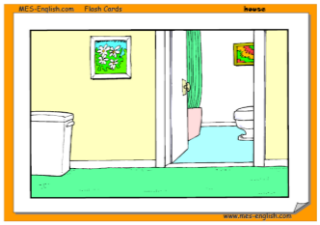
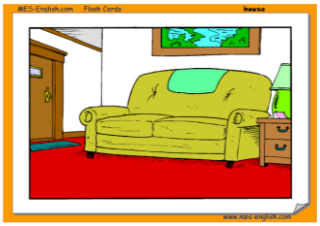
Observations:

Time seems to be an issue, since Ss only see one hour and ten minutes of English class a week, which usually ends up being one hour of class or less. So T decided to talk to the English coordinator and ask for permission to teach an additional hour of English a week and T was granted this possibility, so now the class will be held on Tuesdays from 7:40 – 9:00 am and on Friday from 10:40 -11:50 am.

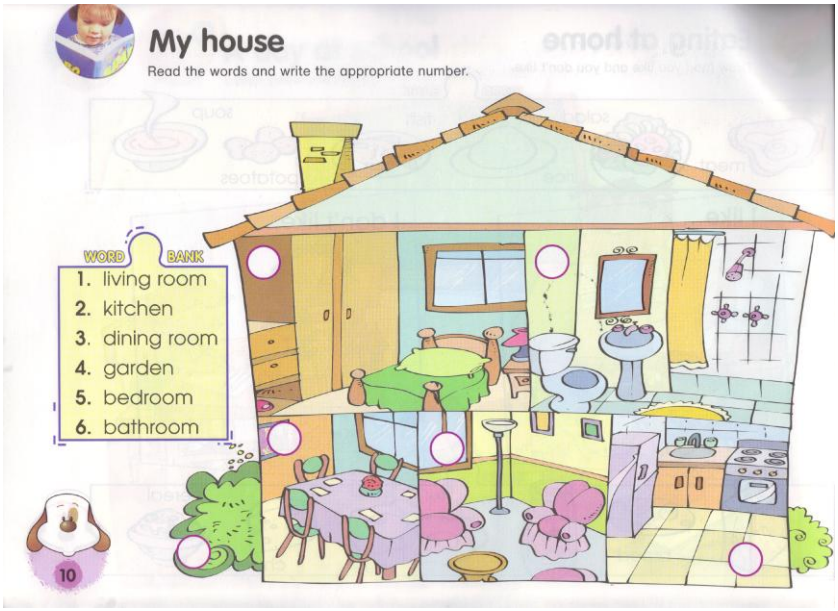
Appendix:

Flashcards



Worksheet


My house
Read the words and write the appropriate number.
WORD BANK
1. living room
2. kitchen
3. dining room
4. garden
5. bedroom
6. bathroom
10

Wordwall

a b c
bedroom
bathroom
c d e
dining room
g h i
house
garage
garden
k l m
kitchen
Living room

FIELD JOURNAL 14

General Information

Date: September 25th, 2009

Starting time: 10:40 am

Finishing time: 11:50 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

When T arrived to the classroom, the door was closed and the students were alone in the classroom. T had to knock on the door for Ss to let her in. Ss were standing up and they were playing with different things such as puzzles and dolls. A few minutes later, the homeroom teacher entered the classroom and explained to T that she had to do an aron and so she had to leave the girls alone. Class started at 10:50 am. T asked Ss if they wanted to sing the alphabet song and they said “yes”, so T said counted up to three for Ss to start singing. Ss started to sing along with the teacher. T sang the song with them once, then Ss were asked to sing the song on their own, and they tried, but when they got to “k”, most of them didn’t know the rest, so t asked them if they wanted her to sing with them and they agreed. When they finished singing the song, they all clapped and T told them they had done a good job, but that it was important for them to practice the song.

T then told Ss they would work in pairs and asked them to sit together. Several girls asked if they could work in groups of three or four and T explained that the activity was only designed for pairs. By the time the girls paired up, there were still four girls in different parts of the classroom without a partner, so T paired them up.

T explained to Ss that she would give them a blank piece of paper per pair and she would tell them a letter of the alphabet and they would have to draw and color the letter they were told. T started going around the room telling Ss the letter they had to draw. The letters were: b,c,d,f,g,h,j,k,l,m,n,p,g,r,s,t and v. T only focused on consonant sounds since vowel sounds vary so much. Some Ss asked T why she didn't give each student a sheet of paper and T explained that they were expected to work together and help each other in the activity. As Ss drew their letters and colored them, some girls went to T's desk asking for a new blank sheet of paper because they had drawn the letter too small or the paper had broken while they were erasing. So T gave them a new piece of paper and warned them to be careful about not damaging the paper or having to need another one.

As Ss advanced in the elaboration of the letters, two girls showed difficulty to work together, Ana Sofia Albis and Nicole Rincón, so T gave them some tips on how to work together. T told them that one could draw the letter and they could divide the colors they would use to decorate it. T said it was their last chance to show they could work together and gave them a new piece of paper. After that, they worked together without a problem. When Ss finished, T went around the classroom monitoring what Ss had done and some of them had written the transcription of the letter on the sheet of paper so they would remember how to say it.

At 11:40 a.m., T asked Ss to put their seats back in their places and asked each pair of girls to stand up in order, starting from the pair of girls who had the letter b, and show their letter to the class and pronounce it. The rest of the girls were asked to repeat the letter after each pair of girls. As this was being done, the bell rang and about five letters were missing, so T told Ss to wait until everyone had finished. The rest of the girls finished showing their letters and saying them. All the girls pronounced their letters correctly, but when "k" was presented, some classmates said the pronunciation was that of "q", even though the girls who had presented the letter said it correctly. T immediately corrected them and asked them to repeat the correct pronunciation, acknowledging that the girls who were presenting the letter had said it correctly. Then when the letter "v" was presented, some pronounced it like a 'b' and so T modeled the sound and asked each girl to pronounce it. Some had difficulties so T asked them to focus on her mouth

and imitate what T was doing. Only in two cases it was difficult for Ss to pronounce correctly.T picked up the letters and Ss left the room in a rush.

Preliminary Analysis:

Ss were very concentrated in the activity and, in general, worked well in pairs. As the routine of singing the alphabet is followed, Ss are learning the alphabet.

Conclusion:

Ss still have some difficulties with some letters of the alphabet which are g, i, j, k, q, and v. This is based on when Ss were singing the alphabet song. On the other hand, Ss are showing more awareness of the sounds of the alphabet, since they took the liberty to transcribe some of the letters in order to remember them. This means they understand that the alphabet in English is said differently to Spanish. Ss understand pronunciation better when they model T's mouth articulation.

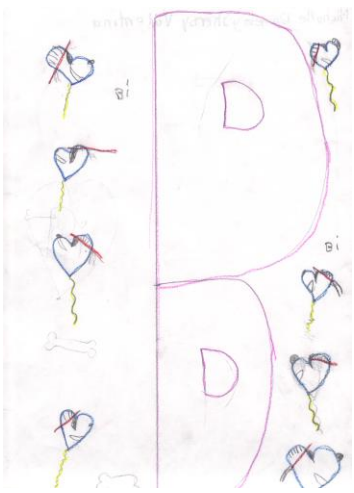
Observations:

The idea for this activity was taken from: http://www.esl4kids.net/phonics/letter.html

Note: The teacher was not able to recover the letter V in order to include it in this field journal.

Appendix:

Student's drawings of the alphabet


D
D

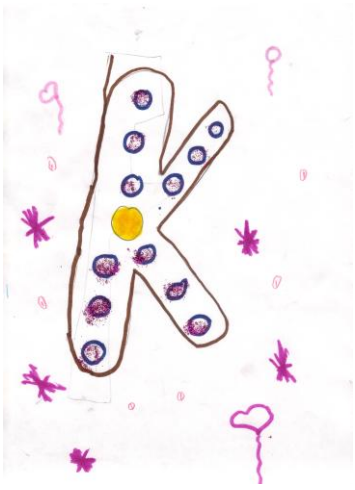
C

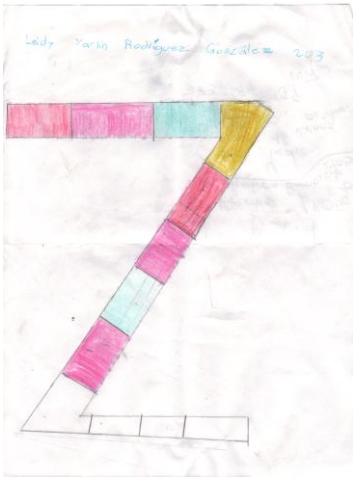
d

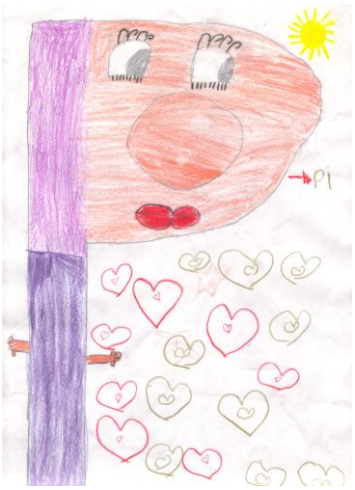
Ef

Natalia
H

Valentina
Jilliant

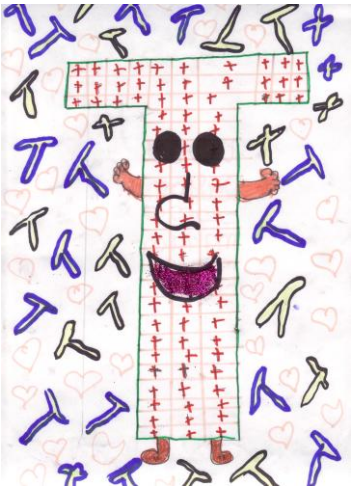

K


Leidy Yarin Rodríguez González 203



CAMILA Rojas
Valentina

Laura Lesly Michell Mercado



FIELD JOURNAL 15

General Information

Date: September 29th, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class and greeted Ss. The homeroom teacher was there and greeted T as she left the classroom. T asked Ss if any student was absent, but all the girls were present. Ss were making a lot of noise, so T started to sing the quiet song and Ss started to sing along and take their seats. T told Ss that it was time to sing the alphabet song and T counted up to three and started singing. Ss sang along. T noticed that even though they had been singing the song for some classes now, Ss still showed difficulties identifying the pauses in the song, so when they finished singing, T started singing it again, but this time a lot slower to see if Ss would identify the pauses in the song in order to sing it correctly, but still Ss sang without pausing. This time, T asked Ss to only listen and identify the pauses in the song while she sang it, and as she sang it, she pointed at the letters of the alphabet on the word wall. T started saying letters where there were pauses such as: g, p, s, v and x. Then T asked Ss to sing it by themselves, to check if they had understood where the pauses went, and Ss sang it correctly, though some girls pronounced the “e” as it is said in Spanish, so T corrected them.

After the alphabet song, T took out the flashcards of parts of the house and started showing them one by one, but this time T made emphasis on the beginning sounds of the words and asked Ss to repeat the words with the emphasis on the beginning sound

as T was doing it. T first showed the flashcard of the house and Ss immediately said “house”, and T said /h/ house and asked Ss to repeat. Some of them laughed because they thought the /h/ sound alone sounded funny. Then T showed the flashcard of the garage and Ss said the corresponding word, and T said /g/ garage and Ss repeated. The same was done with the other words such as /l/ living room, /d/ dining room, /b/ bathroom, /k/ kitchen and /g/ garden. Ss had no difficulties repeating the sounds correctly.

After showing the flashcards, T handed out a worksheet with two activities. The top half of the worksheet consisted of putting the correct word with its corresponding part of the house. The bottom half of the worksheet was a word search with the vocabulary learnt in class. T asked Ss to explain what they thought they had to do and Jillian raised her hand and gave the correct instructions to the class. Ss worked on the activities and the girls who didn’t remember some word looked at the word wall to recall meaning. When Ss finished the activity, there were still ten minutes of class left, so they asked T if they could color in the pictures and T accepted. When time was up, T picked up the worksheet and wrote homework on the board, which was for Ss to write what their favorite room in their house was and to make a drawing if it. T modeled the sentence on the board: “My favorite part of the house is my _____.”
T left the classroom and Ss went out to break. T put a sign on the board for the homeroom teacher to give Ss a few minutes of her class for Ss to copy the homework down.

Preliminary Analysis:

Very few students had difficulties recalling the meaning of the vocabulary and showed no difficulty in saying correctly the beginning sound of the parts of the house learnt.

Conclusion:

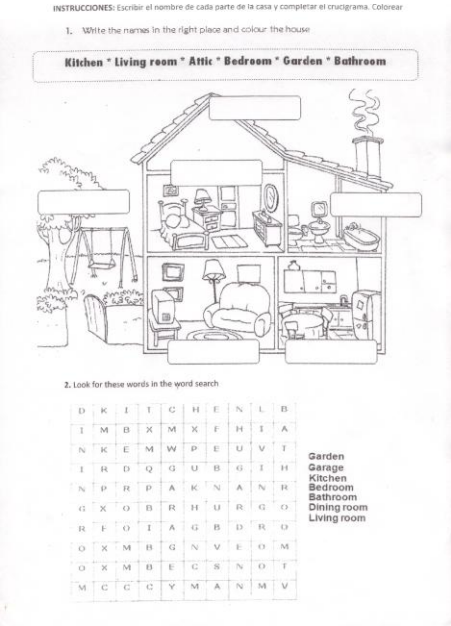
Ss have no difficulty with sounds such as /g/, /h/, /l/, /d/ and /b/, though they still confuse vowel sounds with Spanish, such as “e”.

Observations:

None.

Appendix:

Worksheet



INSTRUCCIONES: Escribir el nombre de cada parte de la casa y completar el crucigrama. Colorear

1. Write the names in the right place and colour the house

Kitchen * Living room * Attic * Bedroom * Garden * Bathroom

2. Look for these words in the word search

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

Garden
Garage
Kitchen
Bedroom
Bathroom
Dining room
Living room

FIELD JOURNAL 16

General Information

Date: October 2nd, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T got to the school at 7:35 and asked the coordinator if she could go to the laboratory, but the coordinator said that fifth grade was there because their classroom was being painted. Since T expected to evaluate Ss knowledge on parts of the house with a matching activity worksheet, T needed to do this activity in another classroom, since the vocabulary was on the wordwall, so the coordinator asked the teacher in the classroom next door to allow us to switch classroom and she accepted. So Ss were moved to the other classroom.

Before the switch, T asked Ss if they had done the homework assigned the class before and Ss explained to T that a girl had erased the board before all of them could finish, so only a few girls had done the homework. T wrote the homework on the board and asked Ss to write it down. When they did, T took them to the room next door. When Ss were all settled, T asked them if they had already learned the alphabet song and some said yes and others said no. T asked them if they wanted her to sing it with them and they said yes, so T counted up to 3 and started to sing with them. Ss did a really good job except when they got to h-i-j-k… but the rest they did well, followed the correct pauses of the song and didn't make mistakes of the other vowels.

T then gave Ss the matching activity worksheet, which had images of the parts of the house seen in class and the corresponding words. T told Ss to not to let other girls see their worksheets. Ss did the activity quickly and T picked up the worksheets. Then T gave out a sheet of paper with different vocabulary of things in the house and Ss were asked to color them in, and then cut the images out with their corresponding word. Then they were asked to paste them in their notebooks. Some girls didn't bring their notebooks, so T asked them to keep the papers and paste them at home. Class finished at 9:00 and some girls still hadn't finished cutting, so T told them to do it at home.

Preliminary Analysis:

Ss did the matching activity quickly. From the 38 girls who did the matching activity, 11 got all the answers right, 7 got two answers wrong, 4 got three wrong, 10 got half the answers wrong, and the rest, which corresponds to 6, got more than half the answers wrong. Most girls confused bedroom with bathroom.

Conclusion:

Students have shown improvement in comprehension of the words they read, since almost half got most or all the answers right in the matching activity. Surely the confusion between *bedroom* and *bathroom* is because both words start with the same beginning sound and end in *room.*

Observations:

None.

Appendix:

Worksheet

LICEO FEMENINO MERCEDES NARIÑO
INGLÉS- SEGUNDO 203

Name: _____ Date: _____

1. Mira las siguientes imágenes y con una flecha relaciónalas con la correspondiente palabra en inglés

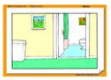
garage

bedroom

dining room

garden

house



living room

kitchen

bathroom

FIELD JOURNAL 17

General Information

Date: October 13th, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

When T arrived at 7:40, Ss were writing info on their notebooks from their previous class which was written on the board. Ss asked T not to erase because they hadn't finished copying it down. T started to check Ss' homework and finished checking at 8:05. Some Ss didn't stick vocabulary cut outs and some had lost them. T asked who hadn't gone to class and four girls didn't go that day. T then showed Ss a flashcard of a T and a Ch and told them they were going to learn two sounds.

So T made a /T/ sound and then a /Ch/ sound and asked Ss if they could hear the difference and they said "no". So T asked Ss to look at her mouth when she pronounced the sounds, and asked Ss to repeat. Then she asked them if now they could hear the difference and they said "yes". T went over the sounds a few minutes asking Ss to repeat. Then T started saying some words that started with T or Ch to check if Ss distinguished the difference.

T said words like tap, chap, chick, tick, top, chop, tin and chin, and asked Ss to say which was the corresponding beginning sound. At the beginning, Ss said all of them had the CH sound, so T started to make sounds combining T or Ch with a vowel sound such as ta/cha, ti/chi, to/cho and Ss repeated. Again T said some words for Ss to distinguish the beginning sounds, and this time most Ss distinguished the /T/ sound, so T gave out

a small piece of paper with six words in which the initial sound of the word was in blank. The words were: 1.Ten 2.Chat 3.Chip 4.Tap 5.Chen 6.Tip.

T explained to Ss that this wasn't an exam or graded work, it was just to see if they understood the difference of sounds and asked Ss to be honest in their answers. T gave Ss instructions to only write T or Ch depending on the sound they heard the T say. Ss did the activity and were very concentrated on the sounds, though T had to repeat each word 2 and 3 times before Ss could write down their answers. T picked up papers and gave out a worksheet about labeling the parts of the house and completing a wordsearch activity.. As Ss finished, they went up to T's desk and she checked and graded Ss work. T finished grading at 9:10 a.m. and left the classroom.

Some Ss showed confusion between bedroom and bathroom, so T corrected them.

Preliminary Analysis:

Regarding the labeling activity, some girls showed confusion between bedroom and bathroom, but non regarding garden, living room and kitchen.

The following is the analysis of the answers of the 34 students who followed instructions on the T or CH beginning sound activity.

- Two girls didn't follow instructions and wrote completely different letters, so their worksheets weren't taken into account for this analysis

Word	# of girls	# of girls
	T	Ch
7. Ten		6
8. Chat	6	
9. Chip	5	
10. Tap		8
11. Chen	2	
12. Tip		12

Conclusion:

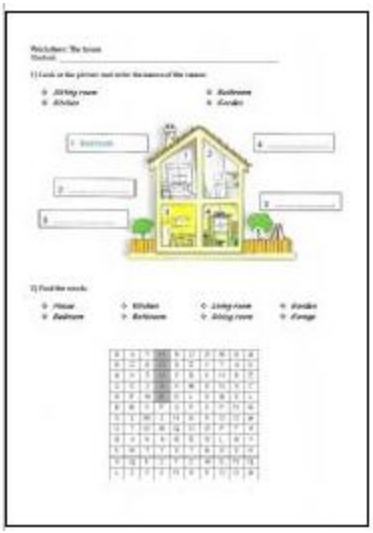
Ss are starting to show more awareness of the difference between both sounds. Less than half the girls made mistakes in the beginning sound recognition activity.

Observations:

None.

Appendix:

Worksheet



Name: _____

Escucha a tu profesora y escribe el sonido que corresponde **t** o **ch.**

1. ___ en
2. ___ at
3. ___ ip
4. ___ ap
5. ___ en
6. ___ ip

FIELD JOURNAL 18

General Information

Date: October 16th, 2009

Starting time: 9:30 am

Finishing time: 11:45 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the class at 9:30 a.m. and the homeroom teacher asked teacher to let her use 5 minutes of the class in order to give Ss some important information for the following week. Class finally started at 9:45 a.m. T told Ss to put all of their things away, then Ss and T sang the alphabet song.

At about 9:50 a.m. the English coordinator interrupted T to talk to her about a situation that had occurred with some first grade students (T also teaches first grade) so T started class again at 10:10.

T gave the first girl of each row a pack of Ch cards and T cards for them to pass back. Then T explained that she would say some words and Ss would have to show the card that corresponded to the first sound of the word, T started saying different words like: teck, tip, chat, too, chop, top, tac, chic, choo, tea, cha, chow, toe.

As T said the each word, she took notes of Ss responses towards the sounds, from the color cards she could see shown by students for each word, but in general, Ss showed better understanding of the difference between T and CH Then T collected the sound cards and started showing Ss flashcards of different things in the house like: chair, bed, table, toilet, television, sofa, window and lamp. T went over the vocabulary three times. First T showed only the image and asked Ss to repeat, focusing on the sound, then T

went over the words focusing on the sound, then T went over the words focusing on the beginning sound, finally T showed the words with the image for Ss to associate sound with spelling. When T showed table, Ss said it as reading it in Spanish, so T corrected them, when T showed television, Ss pronounced the s like an /S/, so T corrected them, when T showed chair, Ss read it in Spanish and T corrected them, but in the case of bed, toilet, sofa, window and lamp, Ss had no problem in the pronunciation.

T put Ss in pairs, and gave them the memory game worksheet and asked them to cut the squares out in order to play. T quickly explained the instructions for the game. Some Ss didn't want to work with certain girls, so T told them they wouldn't play the game if they didn't work together so Ss agreed to work with the pairs they were assigned to by T. Ss worked together in pairs to cut out the squares and T monitored Ss pair work as they tried to find the match of the word and image. Many Ss asked T to check if they had matched the word correctly, but most of them took a while before they could remember the words and connect them to their meaning. The ones that had no difficulty were sofa, television and lamp since they are similar to the words in Spanish.

Before picking up the cut-outs, T went over the vocabulary Ss had just learnt. T asked Ss to recall which word they had seen started with /b/ sound, T made the /b/ sound and Ss said bed, so T got the word and stuck it on the word wall under the letter b. Then T asked Ss to recall the words that started with t and made a /t/ sound and Ss said table, toilet and television. Then T asked Ss to recall words that started with /l/ sound and Ss said lamp, then T made the /ch/ sound and Ss said chair, then for the /s/ sound Ss said sofa and finally T made the /w/ sound and Ss said window. T put all the words with their pictures on the wordwall.

Finally T picked up the cards and some Ss asked T if they could keep them to play at home and T agreed. T left the classroom at a quarter to noon.

Preliminary Analysis:

Ss seemed more attentive to the sounds and were engaged in the memory game.

These are the following results taken from T's notes of what she was able to observe when students showed the T and CH cards for each work T pronounced:

Words	Wrong answers
Tech	5
Tip	6
Chat	None
Too	7
Chop	None
Top	None
Tac	6
Chic	None
Choo	5
Tea	None
Cha	None
Chow	4
Toe	4

Conclusion:

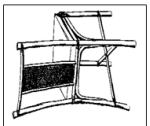
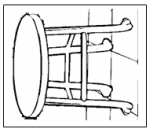
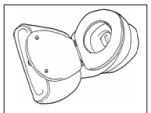
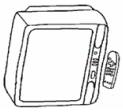
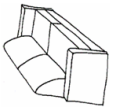
Ss have no difficulty with the new sound /w/, and are getting more familiarized with the difference between T and CH as most of the girls showed a clear differentiation between the two in the cards activitiy carried out at the beginning of the class. The worst scenario had 7 girls who didn't identify the /t/ sound in *too*, but most got the sounds right. They also didn't confuse the beginning sounds of /t/ for table, television and toilet with /ch/ of chair in the last activity of recalling words according to the T's pronunciation of the sounds for the word wall.

Observations:

None.

Appendix:

Memory game

			
			
chair	bed	table	toilet
television	sofa	window	lamp

FIELD JOURNAL 19

General Information

Date: October 20th, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the classroom at 7:50 a.m., because there was an English teachers meeting before class to talk about exam dates, so she was delayed ten minutes.

When T entered the classroom the homeroom teacher was there and Ss were copying a math activity on the board, so T let them finish copying before class started. Class started at 8:00 a.m. Ss sang the alphabet song.

T gave out blue and red cards to Ss and asked them to draw a B on the red card, and a V on the blue card. T monitored Ss work and 3 girls drew a *d* instead of a *b*, so T asked them to correct their letters.

T demonstrated the sound of the V vs B and Ss had no problem with the b, but a little with the v sound and about 7 girls had difficulties making the sound, so T asked them to imitate her. Some made an /f/ sound, so T corrected them individually, going up to each girl and making them repeat and imitate.

T then explained that she would say a word and Ss would have to show the card that corresponded to the beginning sound of the word. T said words like: bad, ved, back, bob, vit, bit, veet, boot, book, vot, van, ven, and ben.

T took notes of the girls who showed a wrong card as T said the words and in general, Ss recognized the sound, but mainly focusing on T's mouth articulation. Ss showed recognition of both sounds in general.

When Ss finished, T started picking up the cards and some Ss asked if they could stick the two papers in their notebooks and T said they could.
Then T handed out the worksheet about the word search and gave instructions to Ss, focusing on the fact that Ss were to use a pencil and write all the words in lowercase.
T monitored Ss work and corrected the girls who had spelling mistakes. Class finished and Ss hadn't finished the word search, so T collected their worksheets and told them they would finish next class.

Preliminary Analysis:

Ss really liked the word search activity. It seemed challenging and they were all focused on what they were to do. Very few of them got distracted talking to their classmates. Ss also showed understanding of the difference between B and V, especially when they focused on T's mouth articulation.
The following are the results of T's notes of her observation on the phonemic awareness activity.

Words	Wrong answers
Bad	2
Ved	None
Back	None
Bob	None
Vil	None
Bit	None
Veet	None
Boot	2
Book	5

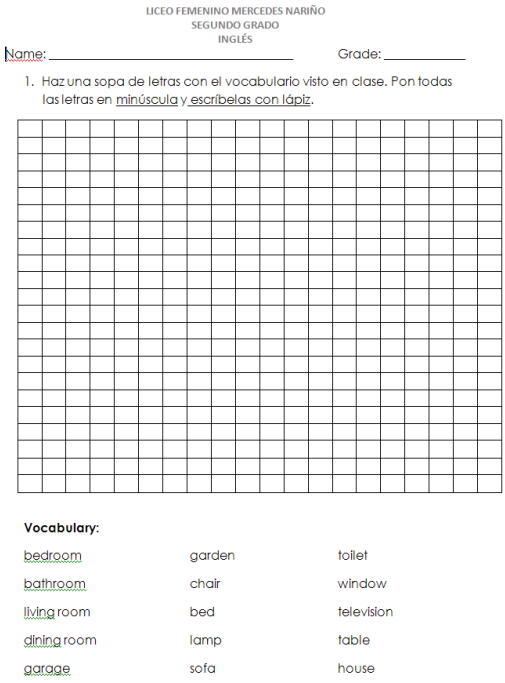
Vot	None
Van	None
Ven	None
Ben	None

Conclusion:

Compared to the previous phonemic awareness activity regarding T and CH, Ss seemed to have less trouble identifying the difference between B and V, though their main support was always observing T's mouth when pronouncing the words.

Observations:

Appendix:



LICEO FEMENINO MERCEDES NARIÑO
SEGUNDO GRADO
INGLÉS

Name: _____ Grade: _____

1. Haz una sopa de letras con el vocabulario visto en clase. Pon todas las letras en minúscula y escríbelas con lápiz.

Vocabulary:

bedroom	garden	toilet
bathroom	chair	window
living room	bed	television
dining room	lamp	table
garage	sofa	house

FIELD JOURNAL 20

General Information

Date: October 26th, 2009

Starting time: 9:30 am

Finishing time: 11:45 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T arrived at the school at 9:30 a.m., but when she entered the classroom, Ss were presenting an exam and the homeroom teacher asked T to give her some time because Ss needed to finish present their math exam, and the homeroom teacher explained that that week, Ss weren't going to have class on Wednesday or Thursday. So T waited until Ss finished the exams.

Finally class started at 10:40 a.m. T sang the alphabet song with the girls and gave out the word search activity for Ss to finish completing, when they did, T checked their word search and gave them a sticker. Then Ss exchanged worksheets with class mates who had finished. Andrea Arias came up to T and asked her if she could write more words in English and started asking for words related to Halloween such as witch and ghost. T wrote the words down for her on a piece of paper and she included them in her worksheet. T monitored Ss work, T corrected the girls who didn't follow a diagonal or horizontal or vertical line to write the words down, but instead had mixed up the letters where the word was supposed to be written clearly. Some girls wrote two letters in one square to make the word fit or wrote a letter in the line between two squares, so T asked them to erase it and write it correctly. Some girls had finished before others and they were asked to exchange their wordsearch activities with classmates who had

finished, so as Ss finished their wordsearch, T would indicate who they could exchange with. Only two girls finished finding all the words from their classmates' words searches. The rest who didn't finish were asked to finish at home.

Preliminary Analysis:

Ss liked doing the word search activity, though some of them had difficulties putting one letter per square or writing the words in a straight line. Two activities proposed weren't carried out due to time issues.

Conclusion:

The phonemic awareness activity proposed for today's class could not be carried out because T lost one hour of class and this has to do with the homeroom teacher's lack of time management.

Observations:

None.

Appendix:

FIELD JOURNAL 21

General Information

Date: October 27th, 2009

Starting time: 7:40 am

Finishing time: 9:00 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the classroom and since Ss had exam, T took them to the laboratory because they had the vocabulary that appeared on the exam on the classroom word wall.

Ss sang the alphabet song and T gave them an alphabet BINGO card. T explained the rules of the game and told Ss they only had to complete column B, and the girls who won would get a sticker, so Ss were excited.

T started calling out letters and two girls called BINGO, and Ss checked but one had mistaken J with G and the other had mistaken K with Q. Ss helped each other when they weren't sure of the sounds, since, anyway, they had different BINGO cards. T kept playing and two girls won. Then T played again, but this time, the girls had to complete the G column. A girl called BINGO, but she had confused S with X. Then T kept playing and finally another girl won. T then told Ss that it was time for them to present their English exam for the 4th term and Ss seemed a little disappointed that they couldn't continue playing. T asked Ss to give her back the BINGO cards and then handed out the exams about the parts of the house and things in the house vocabulary that students had seen. At 9:00 all girls had finished except three who stayed ten more minutes to finish the exam. As Ss finished, T asked them to go to the classroom to pick

up their snacks for the break and they gradually left the room as they finished. At 9:10 am all girls had given in their exam.

Preliminary Analysis:

Ss really liked the BINGO game and tried to help each other in remembering the sound of the letters. Some girls seemed to know the letters pretty well. These girls were the ones who would help their classmates with the correct sounds. Regarding the final exam, 22 girls passed the exam showing clear understanding of the meaning of words they read, 8 had less than half the answers wrong, and the rest, which correspond to 10 girls, had more than half the answers wrong.

Conclusion:

Some girls still confuse J with G, K with Q and S with X. Girls have shown improvement in their reading comprehension of the words learnt in class.

Observations:

A reason that could explain why girls still confuse J and G and K and Q is probably because they have the same beginning sound. As for the difference between S and X is due to them not identifying the /k/ sound in X - /eks/.

Appendix:

Worksheet

FIELD JOURNAL NO. 22

General Information

Date: November 12th, 2009

Starting time: 8:00 am

Finishing time: 8:40 am

Place: Liceo Femenino Mercedes Nariño

Community: Second grade 203, morning shift, 40 students.

Responsable: Martha Ramírez

Instruments to record information:

Notebook

Content:

T entered the classroom at 7:35 am, but there were only 7 girls in the classroom working with the homeroom teacher in math. So T asked the homeroom teacher why all the 40 girls weren't in the classroom and the homeroom teacher told her that the English coordinator hadn't confirmed the fact the T was going to school that day. So then T called the coordinator, who was embarrassed for having forgotten to confirm to the homeroom teacher and she went all over school to get a hold of all the second graders of classroom 203 to take them back to the classroom. Finally, at around 8:00 am 36 girls were in the classroom and 4 hadn't gone to school that day. So, T did the phonemic awareness activity in which there were different images of vocabulary Ss had seen, such as lamp, table, television, chair, bedroom, toilet, kitchen, living room, garage and bed, and Ss were to circle the letter of the beginning sound. T read each word aloud and Ss circled the beginning sound letters. Ss said it was a very easy activity and asked T if it was an exam. T told them it was just an activity for her to know how they were doing. When Ss finished T picked up the worksheets and only stayed with nine girls who needed to work on recovery activites. The rest went back to the activities they were carrying out with other teachers in other classrooms.

Preliminary Analysis:

Ss did the phonemic activities pretty quickly and showed absolutely no difficulty in identifying the beginning sounds of the vocabulary learnt in class. The following is the results of the beginning sounds recognition activity.

Word	Possible answers		Wrong answers
Lamp	P	L	1
Toilet	T	L	1
Bed	F	B	None
Kitchen	G	K	None
Bedroom	B	W	1
Table	M	T	1
Television	T	C	1
Chair	D	Ch	None
Living room	L	N	None
Garage	V	G	None

Note: 1 girl wrote CH in the boxes where toilet, table and television were.

Conclusion:

Only three girls had difficulty in recognizing some sounds: 1 didn't recognize the /b/ in bedroom, another didn't recognize the /l/ in lamp and one didn't recognize the /t/ in toilet, table and television. The rest answered correctly.

Observations:

The last two classes couldn't be used for any activity for this project; mainly because on November 3rd, T was very sick and had a sick leave, since she had the flu and was dysphonic. And on November 10th 'make-up activities were taking place and only the girls who had failed the subject were in the classroom, so that day T only worked on

make-up activities with nine girls. So T spoke to the English coordinator to ask for permission to go another day to carry out the final assessment activity for phonemic awareness and the coordinator told T she could go on November 12th and all the girls would be in the classroom ready to carry out the activities.

Appendix:

Worksheet

Name: _____

1. p l	6. m t
2. t l	7. t c
3. f b	8. d ch
4. g k	9. l n
5. b w	10. v g

Second grade 203