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Winter - Spring 2011, Shaping Chile Networks
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Action Plan Project for “Shaping the Way We Teach English”

In this online course, we are focusing on new teaching techniques and resources. Choose one technique or classroom innovation that you would like to incorporate into your class, and develop an action plan (below) for accomplishing this. Please give as much detail as possible.

Date Created: 5/30/11

Class: 5th graders

Name of Action Plan Creator: Monica Vasquez

Number of Students: 40

New teaching techniques or ideas I plan to use: Collaborative and cooperative learning, authentic materials.

Language Level: Beginning

My Class Now

I was given this class last year when they had two hours of English, but they did not have a program to follow, so what I did with them was to prepare worksheets related to vocabulary, but it was guided by the vocabulary presented in 5th grade textbook.

Now they have the basic vocabulary, and they are mixing it with grammar, reading and listening activities, which has not been very easy because they are not used to listening to conversations or dialogues in English. They make an effort and sometimes I have to play the CD more than twice, but I know that is that they need.

My Class in the Future (My Vision)

This is a motivated group; they are full of energy and they always want more activities to be developed in the classes, so I hope that after doing my project they are going to be able to speak and write in English without being scared of mistakes and also with the strong feeling that everyone is being supported by their peers or group members.

Additional Explanation from Action Plan Creator

1. **The benefits I predict from this change:** This change will benefit both students and teacher, but the most important benefit is for the students because before they were exposed just to listening and reading comprehension activities, but now they will be able to communicate through speaking and, knowing that as they are able to manage their mother tongue, they are able to do the same with the foreign language they are learning and not see it just as a subject in school.
2. **Challenges I expect:** First, I have to say that selecting the topic they are going to work with is going to be a little bit difficult because it is well known that we as human beings have different tastes and interests too. Then, forming groups where all the members are going to be benefited by the activities because we also know that people tend to be together just with friends, especially in the classroom where lots of factors are affecting our students. But I am sure that everything will be fine.
3. **How I will address those challenges:** The topic will be selected by the students through votes after doing a survey including possible topics to cover and telling them that they can just add one more that they think will be fun to work on. Then the groups will be formed keeping in mind students' marks and interest too. When I talk about marks I mean that I don't want to have groups where the members are only students with low marks.
4. **Steps and timeline (schedule) for completing the change:**
 - a. Survey on the topic they are going to work with.
 - b. Writing the selected topic.
 - c. Forming groups.
 - d. Deciding member's functions in the activity.
 - e. Explaining activities to be done.
 - f. Writing the activities in their notebooks.
 - g. Writing the time for the activities.
 - h. Show them a rubric related to evaluation.
 - i. Starting with the activities. (Researching about the singer or band they have selected, writing down specific information, looking for pictures, preparing a PowerPoint presentation, writing down notes about what they are going to say, preparing a worksheet to be given to the other groups in order to answer questions about their presentations, doing the oral presentation).
 - j. Estimated time: 6 hours
5. **How I will assess the degree of success of the change:** The whole activity will be evaluated through the use of rubrics, one rubric for each activity they are developing and also a self-evaluation about what they have done. There is also a rubric related to the information they have found on Internet and for the presentation itself.