Let us Move Forward Going *Backward* in TEFL: Potential Effectiveness of M Backward Design Implementation in Teaching English in an Elementary Classroom

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Abstract

This action research study investigated the potential effectiveness of backward design implementation in a context centered on a textbook-based approach to teaching young learners. The backward design educational planning approach, as designed by Wiggins and McThighe (2005) was employed for this action research. The study was conducted in a private school, located in the Piedra Roja area in Colina, Chile with a class of 29 girls in level 4 of elementary school. Data was collected via small-group interactions with students, lesson plans, students’ written work, teacher interviews, and whole-class observations. The research began with the evaluation of the new foreign language textbook and the design of lesson plans which followed the key elements of backward design. After the first semester of the school-year in Chile, March –July, more consistency was exercised in designing the lesson plans and assessment tasks. Teacher interviews were conducted in regards to lesson planning and the use of the textbook in the English class. Participant and non-participant observations were conducted to evaluate if students’ learning processes were enhanced and more visible in both fourth-grade classes. The analysis of the data sources showed that the class responded relatively in a positive manner to the changes implemented. This was visible in their participation and work in both oral activities and written tasks. The results also indicated that the planning model was useful for developing strong and well-structured lesson plans. This planning design seemed to impact the learning of students for they were more active, motivated and participative in class. Nevertheless, the study also identified some difficulties concerning the mind-shift needed to modify pre-existing pedagogical practices, as well as the time needed to fulfill this approach in a demanding school context. Further research could include the intervention and implementation of backward design in varied levels and a higher number of teachers and students participating in the intervention.
Introduction

The action research project reported here was conducted in San José de Chicureo, a private school located in the Piedra Roja area of Chicureo, Colina. English plays a prominent part in the core foundation of this private institution’s curriculum. For that reason, the number of hours dedicated to this subject is high in the elementary levels. The English department consists of a group of sixteen teachers: twelve instructors and co-teachers in Pre-k through 6th grade, and four of them in levels 7 through 12th. In level 4 of elementary school, English and Math are taught 4 to 5 times a week (7 hours in total), almost as high as the hours invested in Spanish or Language Arts (8). English instruction in this school begins as early as pre-school, where children learn English through fixed dynamic routines, physical movement activities and phonics instruction. The goals in the primary levels, first grade through to fourth grade, are to develop students’ motivation about learning English as a foreign language while developing speaking and writing skills. For this reason, the English department holds the responsibility to explore new methodologies and strategies to improve their practices and learning results so as to help students fulfill their potential. The language program follows the textbook series used in the primary levels, which is also the main resource to teaching and planning instruction.

In 2015, in what is seemed an attempt to regularize how English was taught in private schools in the country, the Ministry of Education required that San José School, either adopted the English curriculum for elementary levels proposed by the ministry or adapted the programs according to the school’s criteria. As a result, a group of three teachers, who had no experience in curriculum design, erroneously adjusted the English as a foreign language programs - proposed by the Ministry of
In 2016, due to a lack of stock in the first edition of the textbook series, *Family and Friends*, teachers at San José were forced to evaluate new language coursebooks. After a number of sessions reviewing different materials, the textbook offered by Pearson, *BIG ENGLISH*, was selected.

The role of the textbook in schools has been to provide a framework to help teachers organize their practices. This resource tends to be helpful for it gives the guidelines and resources for conducting the English program. Administrators and teachers trust the textbook, especially in a private school where publishers present their best and most effective coursebook programs. The role of the textbook in the EFL class could also be rooted on the insecurities teachers have on their own content and pedagogical knowledge. Since the approach to teaching and planning lessons had always depended on the textbook, the need for change—not just in the chosen course program, but in the methodology applied for teaching the foreign language—was evident. The English department made adjustments over the last three years, such as adopting a more communicative approach, applying Marzano’s dimensions of learning and integrating both whole-brain teaching strategies and visible thinking routines into the lesson plans. Still, lesson plans have not changed significantly in terms of learning goals; they continue being the space where the worksheets, activities and course book pages to be covered are listed. Hence, the approach to teaching English at San José, especially in the initial levels of elementary school, became predictable and focused on coverage.

During the beginning of 2017, the academic administration of the school required that a more interactive and communicative approach be employed in the elementary levels. The importance of planning for learning was stressed to all the teachers, and the English department was advised to use the textbook as a resource and not the solely focus of our English program. Considering the
aforementioned context and the fact that lesson plans were weak, researching about curriculum and unit design was crucial. Richards (2013) describes three kinds of curriculum approaches in language teaching: forward, central and backward design. The forward approach entails that the teacher first focuses on the content or syllabus, then he or she makes methodological decisions and, finally, the assessment is defined (p.13). A central approach is against pre-determined syllabi, defined objectives and learning outcomes. It prioritizes teaching, methodological principles and procedures. The chosen methodology must be aligned to the content, and the output is only considered at the end of the process (p.16). A third approach to curriculum is called backward design, it is backward because the process begins by carefully specifying the desired learning outcomes expected from students. Then, the instructor needs to determine the evidence or assessment of learning coherent with the learning outcomes set in stage 1. In the last stage of backward design, the activities included in the instruction plan must be coherent and focused on the learning outcomes expected since the beginning of the process (p.20).

All in all, most of the teachers at the English department in San Jose school planned their lessons in a forward manner. This was concluded after careful observation, reflection, and informal conversations with different peers on the topic. Since, at least, two instructors work in each level, the approach a colleague takes to plan his or her lessons is shared and open to conversation in weekly meetings. Usually, the teachers tend to look at the textbook’s syllabus, identify the main contents, and then calculate the number of hours and lessons they have before having to evaluate students. After that, they plan using both the textbook and any extra activities to help them fulfill the grammar-focused objective. The evaluation is generally designed a week prior the end of the unit and includes the contents that were actually covered throughout the unit.

Considering that backward design has become a prominent framework in education due to “its attractive premises and powerful promises” (Cho & Trent, p. 105, 2005), the research project
was designed to integrate such a design in order evaluate its effectiveness in situated practice.

Backward design or understanding by design is a planning framework, which aims for effective learning design and instruction so as to achieve students’ understanding. It also proposes to help teachers to disengage from teaching practices influenced by “aimless coverage of content” and isolated activities which lack connection from “intellectual goals in the learners’ mind” (McTighe and Wiggins, 2005, p.56). In order to develop a unit effectively one must follow a three-stage design process: 1) identify desired results (what should students know, understand and be able to do?), 2) determine acceptable evidence (how will teachers know if students have achieved the desired results?), and 3) plan learning experiences and instruction (what enabling knowledge and skills will students need in order to perform effectively and achieve desired results?) (McTigue & Wiggins, 2005, pg.17). The focus on the desired results or objectives was initially proposed by the educator, and curriculum and evaluation expert, Ralph W. Tyler (1949), who argued that “if an educational program is to be planned and if efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at” (Flinders & Thornton, p.52). The foundation of the understanding by design was also built and supported by research in cognitive psychology and neurology, present in the work of Brandsford, Brown and Cocking (2000) who explain how people learn, understand, transfer, and perform in learning environments. Wiggins and McTighe (2006) argue that backward design is also compatible with other educational initiatives, such as Teaching for Understanding (visible thinking routines) by the Project Zero team at Harvard and the Dimensions of Learning proposed by Marzano (p.8). These two initiatives have previously been adopted at San Jose school. Hence, backward design was assessed as suitable for implementation given its coherence with what the school’s academic aspirations were orientated toward.

Studies on backward design support its effectiveness in different areas. For instance, Graff (2011) on the subject of teachers’ preparation found that learning this approach made a difference
to in-service teachers’ pedagogical development and helped them “to be prepared for planning and curriculum” (p.160). Kelting-Gibson (2005) conducted a study to compare lesson plans designed with backward design and the traditional model. The study concluded that preservice teachers who applied backward design “outperformed” the other teachers in terms of selecting instructional goals and linking materials and resources to the instructional goals (p.33). Another study by Linder, Cooper, McKenzie, Raesch & Reeve (2013) on the application of understanding by design for the production of scholarly articles in a faculty writing group at Suffolk University showed the positive impact UbD had in and out of their classrooms. One of the authors described its effect stating that “my courses are well-purposed and that student learning can be evaluated along various dimensions” (p.222). The authors explained that employing backward design not only had helped them to reflect upon their teaching practices, but also had enabled them to accomplish goals in their own personal academic lives (Linder et al., p.228).

The class in which this study was conducted is fourth grade “A”, an elementary class of twenty-nine girls. Fourth graders in a private school like San José spend seven hours a week learning English as a foreign language. This class was chosen for three different reasons: the researcher would be in charge of this class all year as the homeroom teacher so she would be able to connect with students and parents easily, she taught as a regular English teacher in second and third grade, and she wanted to implement this new approach to innovate and give them the opportunity to experience a better teaching approach from their teacher. In the class, there are two new students, two students exempted from evaluation in the class due to learning language difficulties, and a number of students who have learning, attention and socio-emotional difficulties.

After a meeting in collaboration with the school specialists and the class’ regular teachers, we agreed on the fact that this class is energetic, cheerful, participative, but they are passive learners and have difficulties when working collaboratively. Pedagogical challenges were determined and all teachers manifested their commitment to help them work better in teams, design process-
oriented projects, and use visible thinking routines to help them become active learners. This action research is relevant especially to English as a foreign language teachers who want to design meaningful learning experiences for their students, but who struggle with planning and the integration of a textbook. Therefore, in light of the difficulties experienced by the researcher in the first cycle of primary education at San Jose School, a study where a new approach to planning and incorporating the course book is essential if any improvement is sought.

Thus, the research aims for improving teaching practice by asking the following question: what is the potential effectiveness of backward design implementation in a textbook-based approach to teaching in level 4 of elementary school?

Conceptual Framework and Methodology

“All the research in the world means little if you cannot see it at work in your classes, with your students.” (McTigue and Wiggins, 2005, p. 321)

In education, becoming reflective and inquiring teachers is crucial for our professional growth. Anderson (1998) claims that educational research is an “attempt to address questions or solve problems for the purpose of description, explanation, generalization and prediction” (p.6). Additionally, Smeyers argues that the “…starting-point is a particular educational reality that is unsatisfactory to the parties involved” (2008, p.692). Thus, research in education allows us to address, understand, and find meaning to problems that are identified through reflection.

A qualitative research methodology will be employed in the study with an action research or participatory action research approach. Plante, Kiernan, and Betts asserted that “…qualitative research provides systematic, context-based, descriptive observations of phenomena” (1994, p.52). In the field of foreign language learning, qualitative research has become fruitful because of its broad, deep, and unrestricted nature. This approach allows the researcher to place emphasis on a wider range of
classroom and teacher variables in the interest of understanding complex environments. Chaudron (1986) highlights that “…language teaching and learning involve so many previously unrecognized or inadequately described variables and phenomena [that a] qualitative method plays a great role in applied linguistics research” (Chaudron, 1986, p.710). This could be transferred to the foreign language classroom where so much remains hidden and unexplored. This method will allow us to look deeper into students’ attitudes, reactions, as well as teachers’ assumptions, beliefs and perceptions. As a consequence, a qualitative method will give teachers the possibility to improve their practices acknowledging the learners’ experiences rather than solely measuring their scores, time spent on activities, number of hand-raising, or syntactic complexity of teacher and student talk (Chaudron, 1986, p.712).

Action research, in the field of education, is an approach to research which aims to improve teaching practices. Costello (2011) affirms that this approach “brings together theory and practical knowledge” (p.17). It is relevant to teachers because it gives practitioners tools to examine and assess their work by, at the same time, creating their own “theories of practice” (McNiff and Whitehead, p.1). In order to conduct such a research, the teacher researcher needs to identify a problem or issue of his or her interest. The researcher plans an intervention, observes and acts accordingly throughout the process of the research to verify or disprove the methods or strategies applied in his or her plan. Since the researcher is also a participant, he or she needs to use the null hypothesis to ensure he or she acknowledges all possible perspectives of classroom phenomena.

In seeking to understand the potential impact and effectiveness of backward design implementation in a fourth-grade class, a variety of data sources needed to be collected. Triangulation was catalyst for the data collection in this action research for it strengthened the author’s viewpoint and discovery component. According to Barbour (2001) “triangulation addresses the issue of internal
validity by using more than one method of data collection to answer a research question” (p.1117). Its relevance relies on the multiple angles and sources it examines in relation to the research context and in the context of the school from the perspectives of the teachers, the students and the artifacts involved. On that account, the data sources that were used included a series of targeted teacher interviews, a range of small group interactions, whole class observations, students’ written work and field notes.

Understanding teachers’ beliefs and assumption was important to determine whether a new approach to planning and the new textbook could represent a problem to some of the teachers working in the early primary levels. Thus, the first round of interviews intended to collect data in regards to their ideal lesson plan and the use of the textbook. During the process of the action research, it was indispensable to report whether they felt comfortable with this new approach and how their students reacted towards a different approach to teaching and evaluating their work.

Collecting data from small group interactions was relevant to the research so as to compare teachers’ opinions, but also to analyze their responses concerning their experiences in the English class. Class observations served as a way to collect additional data on students’ participation, and the attitudes or behaviors that reflected learning among students. In light of the nature of the research questions, documents or artefacts in the form of lesson plans, as well as students’ written work were selected. Lesson plans incorporated the backward design approach and students’ written work, provided information on students’ understanding and written production progress.

After reviewing a variety of relevant theoretical resources to this action research project, multiple key concepts emerged: indicators of learning, understanding, learning activities, summative assessment, formative assessment, meaningful feedback, learning environment, and student-centered learning. These concepts derive from the literature review carried out before and during the plan, observe and act process. Backward design puts an emphasis on deep understanding as
opposed to rote learning or knowing which represent the inability to put something into practice. This approach also considers summative and formative assessment as essential when carried out in an appropriate learning environment where meaningful feedback has plenty of room to emerge. For the aforementioned, the key concepts which will guide the analysis will be narrowed. Considering that backward design is a theory of planning instruction that leads to understanding and learning, this model was the preeminent rationale guiding this research. Both the lesson plans and assessment tasks designed for this action research followed the principles of backward planning: taking into consideration the guidelines for creating meaningful learning activities, teaching for understanding, and drafting authentic performance-based tasks.

The stage of data analysis intended to determine the meaning behind the data collected. Dey (1993) affirmed that data analysis “…is a process of resolving data into its constituent components, to reveal its characteristics elements and structure” (pg.46). Further, Koshy (2005) adds that the goal of this stage is to “identify themes and patterns in order to be able to present robust evidence” to support any claims regarding the effectiveness of the topic under study (pg.109). Since the study was conducted based on a concept-driven approach, it was important to identify multiple themes and patterns which helped the researcher have strong evidence from different angles. Triangulation between the data sources was essential, the themes encountered allowed for new connection between them. Not only primary and secondary themes arose, but contradictions between data become apparent. These contradictions will be discussed later on and represent a relevant part of this research to consider.
Firstly, all four sources of data were transcribed into paper which is a technique supported by Gibbs (2007) when admitting that a paper-based approach allowed him “…the kinds of creativity, flexibility and ease of access that is important at the early stages of analysis” (pg.40). Next, the data analysis stage continued with what Koshy (2007) describes as the three-step process of data reduction, data display and conclusion drawing and verification (pg.130). In the data reduction stage the data is carefully coded by analyzing and determining the most repetitive themes which relate to the nature of the research topic –primary themes. In this stage secondary themes, which have significance in understanding the implications of the study, are selected for consideration when interpreting the data. The stage of data display is employed in the form of networks to organize the information and have a general view of what is happening so far in the study. In the conclusion drawing and verification step of the process, the data is organized and coded for determining patterns to inform the implications stage.

Once the themes in each of the sources were determined analytic thematic coding was necessary to consider the theory and research objectives. Then, the most repetitive patterns of themes were interpreted and the researcher began writing up the outcomes of each one of the data sources. Taking into account the objectives of data analysis, the data sources aforementioned were analyzed in two different forms: thematic coding and artefact analysis.

Thematic coding was used for understanding and analyzing the data obtained from the interviews, small-group interactions with students, observations and field notes. As Dey (1993) addresses about qualitative data, “failure to manage the data efficiently means failure to analyze the data effectively” (pg. 59). Thematic coding or coding as Dey (1993) describes is to “…select a bit of data and assign it to a category” (pg.59). Gibbs (2007) explains that coding enables data analysis by identifying and defining the different meanings of the data or, in other words, “what the data you are analyzing are about” (pg.38).
The artifact analysis approach was employed to analyze the lesson plans designed with UbD. Bowen (2009) explained that “[d]ocument analysis involves skimming, reading, and interpretation” (pg. 32). He also added that this process “combines elements of content analysis and thematic analysis” (pg. 32). This, then, needs that one organizes information into categories associated with the central questions of the research and the “…emerging themes becoming the categories for analysis” (pg. 32). Hence, the lesson plans from the first semester of the study will be analyzed and compared to the ones designed throughout the second school-semester.

The triangulation of data sources between the lesson plans, students’ response to learning activities and written production in the performance tasks provided the necessary evidence to analyze the extent to which backward design had or had failed to be effective in a class.

Consequently, to understand the outcomes of the data analysis, the teacher-researcher needed to return to the theory on backward design to determine if the collected and analyzed data was coherent to the key elements of this approach of planning. Due to the nature of the research question, a concept-led approach to the data interpretation was adopted, and it will be based on the following categories: instruction plan, learning activities, and evidence of understanding. This assisted in identifying the possible external factors that could have also been influencing the outcomes of the study, fractures or inconsistencies in the planning or assessment tasks, potential effectiveness and applicability of the planning model in the context mentioned earlier.

The intervention stage of the research consisted of implementing a purpose-designed backwards design approach in the lesson plans, having in mind that the integration of the textbook, Big English, was an expected requirement of the school in the teaching process. The first and second semester of the study included lesson plans with the Understanding by Design (UbD) approach. The implementation
and use of the approach became stronger with time and practice. Additionally, the text *Storyfun for Movers*, which is a story-based practice for the Cambridge tests, had to be included throughout. Note that integrating the Storyfun text with a backwards design approach was not the objective of this study. The reason is that it is used separately once a week for reading and practicing the exam-style exercises, which they will encounter in seventh grade with the PET exam.

At the beginning of the year, a first round of teacher interviews was conducted to understand teachers’ beliefs and attitudes towards the process of planning. The next round of interviews was conducted, toward the end of the research process as a mean of receiving feedback from a fellow teacher who also used the new UbD lesson plans. During the course of the intervention, three classroom observations were filmed to determine how the students behaved and reacted to the activities designed.

In order to understand the effect from a differing perspective, semi-structured interviews were undertaken with students. There were two rounds of interviews with three different students who were chosen under a purposive sampling technique. Selecting participants, who could enhance our understanding in regards to the research question, were selected according to their level of performance in the class: fast learners and slow learners. Typical patterns of behavior such as highly engaged and participative, as well as participative but disruptive were also considered. Students were asked about their beliefs, feelings and conceptions of the English class.

Teachers’ interviews and interactions with students were on audio recorded and were later transcribed. Learning design was a relevant aspect to consider in the study. Lesson plans from the early stage of this study were compared to one of lesson plans carried out in the second semester of the school year. In order to move into the analysis stage, artifact analysis was used to identify emerging themes which could inform the other data involved in the research.
Findings

Data was collected from sources relevant to the research on the effect of backward design in a fourth grade EFL class. After the data collection stage, data from small group interactions, teacher interviews, whole class observations, students’ work, and lesson plans was analyzed; a variety of findings emerged using a thematic and artefact analysis process of understanding the data. First, the data showed that *backward design had an overall positive influence on the design of lesson plans and the integration of the Big English textbook*. The three-stage approach to planning implemented allowed for a more cohesive, dynamic, and objective-focused lessons. The approach also enabled the instructor to use the textbook as a resource instead of the focus of each lesson. This finding was consistent with the data retrieved and analyzed in lesson plans, the teacher interview and the small-interactions with students in fourth grade.

According to the data analyzed from the lesson plans in the first and second semester, the presence and integration of the textbook *Big English* gradually changed. For example, the course book was no longer the resource used for introducing the main unit objectives as opposed to previous practices. The amount of activities which required textbook use in the classroom decreased considerably; the activities were used to support learning objectives instead of providing the main content guidelines. The group of students who participated in the small group interactions indicated that they “sometimes” used the textbook. When students had to explain which book they preferred (*Family and Friends* or *Big English*), the majority said *Family and Friends* because “the videos were cool” and the “cartoons” were for kids. In response to that, one of the students pointed out to her classmates “the videos were nice, but we had to use the book every day”. In response to her comment, students said that she was “right” and that though Big English did not have “cool videos”, it included
“interesting readings about the world”. In the second interview conducted to the fellow teacher, who used the lesson plans designed with backward design in the parallel fourth grade class, she responded open-ended questions in a semi-structured interview on her opinion about the new book, Big English, and the lesson plans designed with the UbD approach. She considered that the lesson plans designed with UbD (understanding by design) had “clear goals”, interesting activities, and assessment tasks which “promoted communication”. On the use of the Big English book she declared that “it is not the focus of the class anymore”, “we only use it a few times during the week” and that her students have told her they like that they “do not use the book so much anymore”. Her thoughts on the lesson plans were coherent with the answers received during the first round of interviews. In the initial interview, she responded to open-ended questions on the subject of lesson planning. After coding her responses, she emphasized the importance of having a clear sense of the unit’s objectives and to working on all four skills in the language class as a core element in a lesson plan. Since the aim of the first interview was to have a general idea of what teachers perceived as good design, the effect of backward design seemed to be consistent with what the instructor expected from lesson plans.

Another finding is that understanding by design had a positive impact on the design of most performance tasks and assessment tools incorporated during the intervention. Though summative tests did not demonstrate a considerable improvement during the intervention, the integration of different types of assessment during the units permitted multiple opportunities for students to perform independently and collaboratively. This finding was consistent with the triangulated data collected from teacher-interviews, students’ work, lesson plans, class observations, and small-interactions with students. During the second semester, the lesson plans included in each unit at least one process-oriented project and a number of formative performance tasks which required them to acknowledge their process and refine their work. In the semi-structured interaction with pupils, a number of students
stated that one the things they liked the most were the “English projects”, the “assignments” and “interviews” they had to conduct at home and, then, share with the class. Though these kinds of performance tasks were valued by the teacher in fourth grade B and the students, the approach did not have a significant impact on summative assessments. The students’ work, in the form of summative evaluations, collected showed that listening and reading comprehension was evaluated in isolation, general recalling of key vocabulary was necessary and that the tests lacked authentic tasks. Further, the evaluations included a few grammar exercises, where students were required to identify the grammar structure; a brief writing section at the end of the test, where students had to use the grammar structure in context, was present in all tests.

In the second interview conducted, the teacher of fourth grade B expressed that the summative tests were “similar” to the ones designed before, however, she added that grammar was evaluated “in context now”, and that “the number of items and exercises to evaluate grammar decreased considerably”, which she describes as positive because communication is a “priority” and “the importance of focusing and evaluating grammar decreased”. She stated that the performance tasks in the form of “projects” required that students worked “collaboratively”. She added that the assessment tasks were “interesting and engaging” making it easier for students to “give it a try” when having to “communicate their ideas” through speaking or writing. This is consistent with the class observation, the second one in particular was recorded the day they were working on presenting on their parents’ hobbies when they were young. Students who did not participate in class were motivated and most students were attentive to others’ sharing their work.

The next finding is that backward design had a general positive influence on teachers’ pedagogical practices when teaching young learners. This finding was congruent with the data analyzed in the small group interactions with students, teacher interview, and whole class observations.
Students commented that “sometimes the activities are challenging”, but the “teacher helps us in the process”. One of the students said that “the teacher explains what is the objective and everything we do makes sense”. Another student described that “English is difficult but I like it better this year” and “I learned a lot more this year”. Still, one of the students expressed that she did not like that there were “too many assignments”, she said she liked the class, but she though it was “difficult and there are too many new words to learn”. In the teacher interview, the instructor said she felt “challenged to try something like backward design”, but she felt the approach made her feel “more prepared” for each class. She also said that the “activities have a purpose” and “I do not feel like improvising”. The teacher made significant comments on the effect of the approach when saying that her “students are motivated to participate” and that the even the students who were exempted from English class “want to participate from the activities”. She highlighted that students were “participative” and had positive feelings towards the class. She added that the activities and tasks were “engaging” and students felt more “connected” to the class.

*The intervention failed to determine the extent of learning achieved from students.*

Although the approach to planning showed a general positive influence on teacher pedagogical practices, assessments, and students’ experience in the EFL class, the data collected was insufficient to identify if students had learned more than with the previous forward-approach to planning employed in the past. In the interview, the participant teacher explained she believed the approach was effective “students are motivated and that means they learn more”. In the small-group interactions, the students expressed they “had learned so much”, “I can talk more than I used to”, “I know more vocabulary”, “I can write longer sentences” and “I can give my opinion”. However, the deep understanding aimed by backward design could not be determined in the short period of the intervention.
Backward design implementation was challenging to manage considering the pre-existing pedagogical practices, and the school academic and curricular practices. In the teacher interview conducted at the end of the intervention, the teacher expressed that even when the approach facilitated a “more appropriate integration of the textbook into the lesson plans” it seemed “too difficult to do” and “like a lot of work is put into designing the materials and assessment tasks” and “I do not think I would have the time for it”. The teacher’s experience using the lesson plans was mostly positive except for the fact that she complained about the multiple “materials” included in the lessons. She explained that she had to go through the plan multiple times to make sure she had everything necessary for her classes. The teacher explained that “school requirements are high” and the “day to day reality” would make it hard to “be consistent with such an approach”.

Among the secondary findings that emerged after analysis is that the extent of effectiveness and positive influence of backward design in this intervention could be also due to the teacher researcher’s own motivation and planning approach. The teacher interviewed commented that she was unsure whether the lesson plans were the solely result of backward design or a “blended” version between the approach and the educator responsible for the current intervention. She added that she “[thinks] the same person who does the planning today in fourth grade would be able to accomplish the same lesson plan with the old format”.

Implications

The intervention was designed to assess whether understanding by design (UbD) proved effective in teaching English as a foreign language in a level 4 class of elementary school. Backward design is framed by a series of assumptions that will, if implemented appropriately, enhance student understanding by promoting “good design” of curriculum, assessment and instruction for developing
and deepening understanding of “big ideas” (McTighe and Wiggins, 2005, pg.3). The design is supported by the indicators of understanding which are illustrated as the “six facets of learning” where the students “can explain, interpret, apply, empathize, have perspective and have self-knowledge” (McTighe and Wiggins, 1999, p.3). Further, this approach is considered to be “a common language for educators who are interested in promoting student understanding rather than formulaic knowledge or recall learning” (Brown, 2004, p.12). With this in mind, the primary finding in this study was that a backward design approach to planning seemed to have a positive impact on learning design because students, who participated in recorded observations and interviews, expressed interest and motivation about the activities and tasks performed throughout the implementation.

Additionally, the teacher interviewed declared she felt the learning plan was coherent, clear, organize, and the activities were diverse making the work purposeful. This agrees with Michael (2016) who based on her own experience with the approach she “…knew where [she] was headed, where [she] wanted to bring [her] students, and most importantly how [she] planned to get there” (Michael and Libarking, 2016, p. 49). This finding suggested a positive effect which could motivate a gradual implementation of this curriculum and planning approach to move away from the conventional approach employed in the school where the study was conducted. Further data from a higher number of teachers and students participating in an implementation with this nature is required to determine a more informed impact on learning design.

Another finding is that UbD provided teachers with a framework to integrate a textbook such as “Big English” in the EFL classroom. Backward design considers covering the textbook a damaging instructional habit (Wiggins and McTighe, 2005, pg.309). Still, the authors are aware of their existence and promote their use if implemented as a resource “but not as the syllabus” (pg.21). In this study, the foundation of “Big English” involved a learner-centred approach, assessment for learning approach,
supported by a content and language integrated learning (CLIL) (Herrera, M. & Sol Cruz, C., 2014). It is, then, possible to argue that the integrated approach of “Big English” could have permitted a more straightforward incorporation of UbD. However, when planning for understanding while integrating the *Big English* textbook, the model was perceived as helpful for educators in order to be able to consider big ideas, prioritize and recognize learning objectives, and also experiment with both formative and summative assessment. In that regard, Graff (2011) stresses the “value” of backward design in “providing a process both for designing instruction and for evaluating curricula” (pg.166).

This finding is significant because the English Department at San Jose has, at least the last 6 years, employed both ESL and EFL textbooks as the main resource for planning. If using course book is the general practice, then the backward design approach could enable teachers with a framework which aims for meaningful understanding. The limitation behind this finding is that the implementation was only carried out with this textbook which included a number of nine units. Further data collected from different coursebook, which may include a higher number of units or a different approach to learning a foreign language could be beneficial. It should also be considered that, for the purpose of this study, the researcher had the flexibility to adapt the textbook without any requirements, which could be the case in other contexts where teachers could be required to complete all the contents.

Thus, it is worth considering that academic and curriculum requirements could limit the potential of backward design. This was experiences in the study when having to integrate not only the Big English, but also the Story Fun for movers from Cambridge. In terms of assessment the school required a minimum number of grades per semester, which put pressure on the researcher, and could, in the long term, be detrimental to the quality of the approach when designing assessment. The authors of understanding by design (2005) explain that even though teachers need to fulfill the curriculum and testing programs, the approach provides a model to avoid perpetuating the coverage of content and
following the same format in testing (2005, pg.303). This model, McTighe and Wiggins state “provides a way in which a focus on big ideas, robust assessment, and a focused and coherent learning plan makes it likely that state standards are addressed and met” (pg.306).

In a study about instruction and achievement in Chicago elementary schools, which focused on instruction and learning, Smith, Lee and Newmann (2001) found that iterative instruction influenced positively the achievement of students in reading in mathematics (pg.25). This study is relevant for there is a correlation between the iterative approach foundations and the backward design model. This parallel between approaches was also highlighted by the authors of backward design (2005, p.307). In the context of the study, innovation has been valued and different approaches, such as project-based learning or visible thinking routines, have been installed so as to promote in-depth learning. Therefore, there is a need for a process of negotiation between the academic and curricular frameworks with the UbD framework. McTighe and Wiggins (2005) suggest teachers to “identify curricular priorities” (pg.309), educators at San Jose school would, then, need to have an informed discussion with the principal, head of the department or academic coordinator to make change possible.

One of the main issues found about this model was the time needed to plan and the difficulties faced in order to incorporate it in a demanding school context. Active understanding and the application of multiple guidelines and concepts required constant revision. Thus, compared to the conventional or a forward-approach to planning, backward design needed more time to carry out appropriately and aim for its full potential. Libarking (2016) suggests that “for first-time instructors, working through the backward design process can be involved and challenging, often frustrating and deflating, and certainly time consuming and overwhelming” (p. 50). Further, shifting one’s approach to planning with UbD demands discipline and practice. Teachers need to acknowledge that though its
effects are positive in learning design, the implementation will require discipline, time and commitment. In order to mitigate this potential problem, McTighe and Wiggins suggest to work collaboratively with peers so as to improve and refine practice and “professionalism” among teachers (2005, p.317). This finding highlights the fact that teachers pre-existing pedagogical practices can inhibit its potential on teacher development. Teachers are not only suggested to work collaboratively, but to experience a “mind shift” when faced to this approach. Hence, in a demanding school context where coverage and activity-based teaching dominate it is difficult not to fall back to previous pedagogical practices. This outcome is broadly coherent with the results in a study by Yourtseven and Altun (2016) were they explain the UbD approach was challenging and complicated when balancing a heavy school (p. 453).

It is important to recognize the value and effect that backward design could have on learning. Therefore, reflection in action and a collaborative environment among peers could prevent that teachers fall into practices that do not reflect the UbD approach. In a study by Graff (2011) to investigate in-service teachers’ perceptions about the effectiveness of his university course on planning curriculum in their workplaces, he highlighted one of his former students remarks about his experience with UbD as being “an effective but agonizing way to learn” (p.164). The same in-service teacher acknowledged that the planning model helped him in asking the “why are you doing this” questions throughout the process, but when finishing the course, the model left people with “more questions” than answers (p.164). This is relevant for this study because it means that backward design training is not only essential, but necessary for practice. However, a course on backward design does not imply perfect application. In order to avoid this, teachers should consider starting a gradual implementation. For instance, applying backward design to one unit and evaluating its effectiveness, so as to refine it for the next school year. Working independently and forcing themselves to follow every step in all three stages of backward design could discourage teachers. Similarly, if instructors avoid reflecting upon their
learning process with UbD could result in enacting the same practices or, even, developing a misinformed and rigid perception of backward design.

Conclusion

Regardless of all the things about students, schools, and society that we cannot control, the things that are in our control—design, instruction, giving feedback—can still significantly affect achievement.

McTighe and Wiggins, 2005, p. 321

This research investigated the potential effectiveness of backward design on student learning, the approach to planning, and the integration of the Big English textbook. The findings from this study suggested that backward design had an overall positive influence on students’ learning experiences and their attitudes towards the class and performance tasks. This work revealed that this approach to planning proved mostly fruitful when integrating the textbook. However, the analysis also showed that the implementation of understanding by design required more time and work, collaboration, and discipline. These previously mentioned factors could define teachers’ opinions and future practices, hence, it is important, as quoted at the beginning of this section, that teachers reflect upon their practices and become aware of the impact they can make in their students. The framework failed to provide strong tools to determine whether students achieved deep learning. Still, it is worth considering that this intervention counted with a short period of time and that to determine deep understanding and learning more time and data are needed.

The study clearly has some limitations, the data was mainly collected in one of the fourth-grade levels; it would have been beneficial if small-group interactions and students’ work had been compared in both levels. Given the small sample size, caution must be exercised, for example, the small-group
interactions could have involved a higher number of students and could have been conducted at the end of each unit. This would have illustrated in more detail the perceptions, opinions and feelings of the students concerning the lessons. Similarly, the data collected from the semi-structured interviews and whole class observations was significant, but still, limited. Field notes would have provided insightful data on the process of planning lessons and a teacher journal would have allowed a deeper view on the researcher perspectives after her classes. Nevertheless, this study could be the basis for other teachers to implement backward design or a different learner-centered approach in their own school context.

In conclusion, this action research had some way towards enhancing our understanding of the potential that an approach, such as backward design, could have in our students and pedagogical practices. For this reason, it is necessary that we understand that difficulties and demands faced by teachers every day can lead them to perpetuate practices that limit students’ opportunities of achieving deep understanding. Thus, working collaboratively with other peers and making gradual, but systematic changes could make a difference. Future studies should concentrate on the appropriate evaluation and design of performance tasks in the form of summative and formative assessments.
REFERENCES


APPENDIX A: CONSENT FORM

Consentimiento Informado

Yo…………………………..(letra de imprenta) Consiento en participar en el proyecto de investigación: Potential Effectiveness of Backward Design Implementation in Teaching English in an Elementary Classroom.

1. He leído la hoja de información sobre los detalles de este proyecto y entiendo sus contenidos. La hoja de información me explica la naturaleza y el propósito de este proyecto, estoy de acuerdo con este. Mi consentimiento se da libremente.

2. Entiendo que mi nombre u otra información personal no se utilizará en relación con cualquier de los aportes que he proporcionado a la investigación, a menos que el consentimiento expresado por escrito se utilice para ser utilizado cuando se citan. Entiendo que la información personal se mantendrá confidencial.

3. Entiendo que mi participación en esta investigación es totalmente voluntaria y puedo retirar mi consentimiento de participar sin dar ninguna razón y que esto no tendrá consecuencias adversas para mí. Si me retiro, la información que proveo no será usada por el proyecto.

Nombre ………………………………………
Firma ………………………………………
Fecha ………………………………………
APPENDIX B: AUTHORIZATION

Santiago, 19 de junio de 2017.

Estimados señores,

Por medio de la presente hago constar que la profesora Natalia Sepúlveda Sáez es alumna regular del Magister en Enseñanza del Inglés como Idioma Extranjero en nuestra universidad. La profesora Sepúlveda está terminando este programa de postgrado y se encuentra realizando su trabajo final de grado en un proyecto de investigación-acción en el aula. Para ello necesita hacer intervenciones en sus clases de inglés con los estudiantes. Debido a lo anterior, les solicitamos autorización para que pueda usar observaciones, recursos y resultados de aula en su tesis. Los datos que ella recoja serán usados con absoluta y total confidencialidad.

Agradeciendo de antemano la buena acogida a esta solicitud, me despido cordialmente,

Mary Jane Abrahams

Directora

Magister en Enseñanza del Inglés como Idioma Extranjero

Facultad de Educación

Universidad Alberto Hurtado

Erasmo Escala 1825

Santiago, CHILE
APPENDIX C: TEACHERS’ INTERVIEW

Interview

I Semester

Name: ___________________________________

1. According to your style, what would be your ideal lesson plan?

2. In your opinion, which are the advantages and disadvantages of planning your lessons?

3. Which are the steps you take to elaborate or plan your lessons? Which aspects do you consider when planning your lessons? (before planning, during planning and after planning)

4. In which ways does the coursebook help you in your work? In which ways does the coursebook complicate your work? Explain.
APPENDIX D: TEACHERS’ INTERVIEW

Semi-structured Teacher Interview

II Semester

Name: ___________________________________

1. How did you feel when you worked with the Family and Friends coursebook?
2. What is your opinion on the Big English coursebook?
3. Look at the lesson plans (researcher shows one from last year and one from this year What changes have you noticed in the lesson plans?
4. How do you think your students reacted to the new approach to planning?
5. In your opinion, did backward design had an impact on the learning of students and your teaching practices? Explain.
6. In which ways, if any, has the approach to planning changed throughout the time you have worked at San José? Explain.
7. How did the approach to planning help you or complicate your work in your classes? Explain
8. What is your opinion on the evaluations? (tests, project, etc)
9. Would you be willing to try this approach next year?
APPENDIX E: SMALL-GROUP INTERACTIONS WITH STUDENTS

Semi-structured interview
II Semester

Name: ________________________________
Name: ________________________________
Name: ________________________________
Name: ________________________________

Questions to guide the conversation
1. What are your favorite things about your English class?
2. What are your least favorite things about the English class?
3. Look at both books. Which book do you prefer and why?
4. What is the difference between your English lessons this year and the ones from last year?
5. How often do you use the book Big English?
6. What have you learned this year? Do you think you learn more than last year?
7. What things make it easier and more difficult to learn in the English class?
APPENDIX F: WHOLE CLASS OBSERVATIONS

Class: 4ºA
Date: ________________________________

1) Class objective: ____________________________________________________________

2) Materials:

3) Teaching activities:
   a. __________________________________________________
   b. __________________________________________________
   c. __________________________________________________
   d. __________________________________________________
   e. __________________________________________________
   f. __________________________________________________
   g. __________________________________________________

4) Students use of language
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5) Student interaction
   __________________________________________________________
   __________________________________________________________

6) Teacher-talk vs. student-talk
   __________________________________________________________
   __________________________________________________________
## Planificación BIM I

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Kids in My Class</th>
<th>Grade Level</th>
<th>4th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>English</td>
<td>Time Frame</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Developed By</td>
<td></td>
<td></td>
<td>Antonia Salas – Natalia Sepúlveda</td>
</tr>
</tbody>
</table>

### Stage 1 - Desired Results

**Established Goals:** Develop awareness of the diversity in our community in regards to people’s different features and attributes

**Understandings:**

1) Diversity is part of our lives.
2) We all have different features and attributes that make us special.
3) Accepting and respecting different attributes and features in people is essential in today’s world.

**Essential Questions:**

1) How is diversity present in our community?
2) Why is it important to accept and respect attributes and features you do not like?
3) In which ways can you show respect for different attributes and features in people?

**Students will know…**

- Physical characteristics
- Personality traits
- Comparatives
- Present simple
- Adjectives
- Verb to be
- Action words

**Students will be able to…**

- Identify vocabulary (people’s characteristics)
- Describe people’s characteristics
- Compare different characteristics in people
- Ask and answer questions about people’s characteristics
- Read about people’s different characteristics
- Read about twins
- Classify information
### Stage 2 - Assessment Evidence

**Performance Tasks:**
- Students present the differences and similarities between them and their siblings or parents.
- Poster (each student receives a picture of a classmate, they must describe his or her classmate’s features and attributes)

**Other Evidence:**
- Show and tell (describe one family member or friend)
- Mini Book
- Survey
- Test
- Collage with different people in their own family
- Questionnaire about people in their community

### Stage 3 - Learning Plan

**Learning Activities:** FLUENCY (FL), FORM (F), PRODUCTIVE (P), RECEPITIVE (R)

**Day 1:**  
**Welcome Back to school**  
Unit objectives  
Engagement

**Day 2:**  
Engagement  
**Topic:** People’s characteristics  
Identify vocabulary  
Book pg. 4

**Day 3:**  
Describe people’s characteristics (FL)  
Read the unit story  
Book pgs. – 5

**Day 4:**  
Ask and answer questions about people’s characteristics (P)  
Describe people’s characteristics (FL)  
Book pgs. 6 - 7
Day 5:
Comprehend a text about twins (R)
Classify information
Book pgs. 10 - 11

Day 6:
Review form of comparatives, review adjectives, read a story from Story Fun

Day 7:
MiniBook Comparatives
Read “Story Fun for Movers” Story 1 (R)
Complete activities

Day 8:
Pre-task: Family Poster

Day 9:
Phonics class

Day 10:
Review phonics + “Family Poster” feedback

Day 11: Review

Day 12: Review

Day 13: Test + Dictation

Day 14: Test + Dictation
<table>
<thead>
<tr>
<th>March 6</th>
<th>March 7</th>
<th>March 8</th>
<th>March 9</th>
<th>March 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class 1:</strong></td>
<td><strong>Class 2:</strong></td>
<td><strong>Class 3:</strong></td>
<td><strong>Class 4:</strong></td>
<td></td>
</tr>
<tr>
<td>- Welcome</td>
<td>- Look at picture and ask students to brainstorm words that describe in groups and then share them as a class.</td>
<td>- Simon says…</td>
<td>- Video about comparatives</td>
<td></td>
</tr>
<tr>
<td>- Rules</td>
<td>- T talks about my family (describe them using adjectives to describe)</td>
<td>- Display ppt with pictures so that students answer questions.</td>
<td>Ask questions about the video.</td>
<td></td>
</tr>
<tr>
<td>- Materials</td>
<td>- Homework: Ask students to bring a photo of their family 10 x 15</td>
<td>- T models so that Ss can ask and answer questions related to the pictures on Book pg. 4.</td>
<td>- Bring poster (English Dpt.) with people so that students can talk about them.</td>
<td></td>
</tr>
<tr>
<td>- Game to review vocabulary learnt last year.</td>
<td>- Display different pictures so that students can talk about them.</td>
<td>- Read Unit story Book pgs. 6 – 7</td>
<td>- Bring volunteers to the whiteboard to make comparative statements. Maria is tall, Fran is tall. Who is taller than Maria?</td>
<td></td>
</tr>
<tr>
<td>- Poster: My Summer</td>
<td>- Question: How are we different and the same?</td>
<td><strong>Optional: Act out the story</strong></td>
<td>- Brainstorm words to describe: tall, short, long, heavy, light.</td>
<td></td>
</tr>
<tr>
<td>- What did you learn today?</td>
<td>- Present new vocabulary</td>
<td>- Think Big questions pg. 6</td>
<td>- Model exercise in Book pg. 8 activity 9.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Write vocabulary in the copybook</td>
<td></td>
<td>Bring colored cardboard to illustrate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Book pg. 4 – 5</td>
<td></td>
<td>- Write sentences in the copybook (write or underline using colors).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I spy… game</td>
<td></td>
<td>- Whiteboard activity: T says a sentence and Student makes a quick drawing to illustrate it. “Francisco’s backpack is lighter than Tomas”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 12</th>
<th>March 13</th>
<th>March 14</th>
<th>March 15</th>
<th>March 16</th>
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</thead>
<tbody>
<tr>
<td><strong>Class 5:</strong></td>
<td><strong>Class 6:</strong></td>
<td><strong>Class 7:</strong></td>
<td><strong>Class 8:</strong></td>
<td></td>
</tr>
<tr>
<td>- I spy…</td>
<td>- Game/ Warm up</td>
<td>- Work on a Mini Book to exercise comparatives</td>
<td>- Family poster: Student should bring a picture of their family. They have to write up to 3 sentences to describe and compare family members.</td>
<td></td>
</tr>
<tr>
<td>- Video about twins</td>
<td>- Divide class in groups</td>
<td>- Re-read “My Friend Meg!” Movers pg.4 and complete activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talk about twins and triplets in their families.</td>
<td><strong>Small group:</strong> Complete activity 11 in book pg. 8.</td>
<td>- Play with flashcards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Read Book pg. 10</td>
<td><strong>Independent Group:</strong> Read “My Friend Meg!” Movers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ask and answer questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Complete chart in Book pg. 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**March 19** | **March 20** | **March 21** | **March 22** | **March 23**
---|---|---|---|---
San José | **Class 9:**  
- Watch video  
- Phonics “ear” and “air” Book pg. 14  
- Write Spelling Words in the copybook  
- Play games with the words  
- Write date of the dictation in the agenda  | **Class 10:**  
- Review comparatives  
- Review Phonics  
- Feedback "Family Poster"  |  |  
**Class 11:**  
- Divide class in groups:  
  - Menu: Worksheet about phonics  
  - Worksheet about adjectives  
  - Worksheet about comparatives  
  - Review  
  - Feedback  |  

**March 26** | **March 27** | **March 28** | **March 29** | **March 30**
---|---|---|---|---
**Class 12:**  
- Review Book pg. 15  
- Feedback  | **Class 13:**  
- Unit Test  
- Dictation  | **Class 14:**  
- Unit test  
- Dictation  |  |  

Planificación BIM II

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Life Long Ago</th>
<th>Grade Level</th>
<th>4th Grade</th>
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</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>English</td>
<td>Time Frame</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Developed By</td>
<td>Antonia Salas – Natalia Sepúlveda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stage 1 - Desired Results

Established Goals: Develop awareness of the differences between past and present lifestyles.

Understandings:
1) Lifestyles have changed over time.
2) Technological advances provide comfort to people.
3) Life today is not necessarily better than what it used to be

Essential Questions:
1) What do you like/appreciate about lifestyles of the past?
2) Which lifestyles from the past are present in our families?
3) How is the past better than the present?

Students will know…
- Actions (past - present)
- Questions in the past simple (did)
- Statements in the past simple
- Questions and answers using used to and didn’t use to.

Students will be able to…
- Identify vocabulary (actions in the past and present).
- Describe life in the present and past.
- Ask and answer questions about past and present lifestyles.
- Identify positive aspects of past and present lifestyles.
- Write about past and present lifestyles.
- Read about different cultures who live without technology.
- Classify information about past and present technology.
<table>
<thead>
<tr>
<th>Performance Tasks:</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students create a mini book with different technological advances by comparing past and present.</td>
<td>- Mini Book: students illustrate and write about technological advances and lifestyles from the past and present.</td>
</tr>
<tr>
<td>- Students create and present a poster with their grandma's or grandpa's favorite lifestyle activity in the present and past.</td>
<td>- Students create a chart to compare positive and negative aspects lifestyles in the past and present.</td>
</tr>
<tr>
<td></td>
<td>- Students interview grandparents on their lifestyles/technological advances (compare past and present).</td>
</tr>
<tr>
<td></td>
<td>- Test</td>
</tr>
</tbody>
</table>
Capacitación Profesores

NO CLASS: DIA SIN ALUMNOS

Monday 12

Review Writing Min. Book

Tuesday 13

Writing
 vocab. words
1) Write a story:
2) Write about a day in your
life

1) Rec.
weather, review
vocabulary and spring
words
2) Group work:
3) Oral activity:
4) Write:
5) Oral activity:
6) Review:

Writing
 vocab. words
1) Write a story:
2) Write about a day in your
life
3) Oral activity:
4) Write:
5) Oral activity:
6) Review:

Wednesday 14

Dictation Test Unit 6

Thursday 15

Dictation Test Unit 6

Friday 16

Dictation Test Unit 6
**Planificación BIM III**

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>HOBBIES</th>
<th>Grade Level</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOBBIES</td>
<td>Grade 4</td>
<td>Time Frame</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

**Curriculum Area**
- English

**Developed By**
- Antonia Salas – Natalia Sepúlveda

**Stage 1 - Desired Results**

**Established Goals:** Develop awareness of the importance of hobbies in our lives.

**Understandings:**
1. Hobbies help us connect with other people.
2. Hobbies help us feel better about ourselves and make our lives more entertaining.
3. There are different hobbies depending on people’s interests.

**Essential Questions:**
1. Do we need hobbies in our lives?
2. How would life be different if we didn’t have any hobbies?
3. Which hobbies are the most popular today?
4. Which are the advantages and disadvantages of hobbies?

**Students will know…**
- Hobbies vocabulary
- Collections vocabulary
- Comparing: comparative and superlative adjective forms
- Likes – does not like
- Have/has got – haven’t / hasn’t got
- Action verbs
- Adjectives

**Students will be able to…**
- Identify vocabulary (hobbies and collections).
- Describe hobbies and collections.
- Compare how skilled we are in different activities and hobbies.
- Ask and answer questions about hobbies.
- Identify importance of hobbies in our lives.
- Write about interests and hobbies.
- Read about different hobbies and collections around the world.
<table>
<thead>
<tr>
<th>Performance Tasks: Show and Tell</th>
<th>Other Evidence: Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students ask their families about the hobbies they have, they complete a “bubble mind-map” with the information collected.</td>
<td></td>
</tr>
<tr>
<td>2) Students choose their favorite hobby and one more that they find interesting.</td>
<td></td>
</tr>
<tr>
<td>3) Students create a poster to present in front of the class.</td>
<td></td>
</tr>
<tr>
<td>4) They have to include one reason that their chosen hobbies should be practiced.</td>
<td></td>
</tr>
</tbody>
</table>
Learning Objective: Identify different objects and take them home.

Learning Plan:

- Monday 2/7
- Tuesday 2/8
- Thursday 2/10
- Friday 2/11

- Volunteers sign up for work at the chickadee center. Students get in groups of three. They have to

- Learn about different objects and take them home. Students get in groups of three. They have to

- Identify different objects and take them home.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Learning Objective: Identify topics and their importance in our lives.</td>
<td>1st Floor, Library</td>
<td>Understand the importance of different topics in our lives.</td>
</tr>
<tr>
<td>2) Activity: Identification practice</td>
<td></td>
<td>Practice identifying key topics.</td>
</tr>
<tr>
<td>3) Activity: Identification practice</td>
<td></td>
<td>Further practice in identifying topics.</td>
</tr>
</tbody>
</table>

**Learning Objective: Take notes about topics.**

<table>
<thead>
<tr>
<th>Thursday, 5th August</th>
<th>Tuesday, 1st July</th>
<th>Monday, 31st July</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Class, Capstone, Penmanship Visible</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Class, Capstone, Penmanship Visible</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Class, Capstone, Penmanship Visible</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Class, Capstone, Penmanship Visible</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- Penmanship Visible
- Class, Capstone, Penmanship Visible
- Class, Capstone, Penmanship Visible
- Class, Capstone, Penmanship Visible

Learning Objectives: Identify components and...

Activities:
- Identify, analyze, and correct...
- Develop skills in...
- Complete assignments in group, class, and individual modes...
- Review and discuss presentations...
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 17</td>
<td>Show and Tell presentations</td>
</tr>
<tr>
<td></td>
<td>Show and Tell presentations</td>
</tr>
<tr>
<td>Wednesday 22</td>
<td>Talking Champions: Identify objectives and complete work on</td>
</tr>
<tr>
<td></td>
<td>Show and Tell presentations</td>
</tr>
<tr>
<td></td>
<td>Identify objectives and complete work on</td>
</tr>
<tr>
<td></td>
<td>Show and Tell presentations</td>
</tr>
<tr>
<td>Thursday 23</td>
<td>Talking Champions: Identify objectives and complete work on</td>
</tr>
<tr>
<td></td>
<td>Show and Tell presentations</td>
</tr>
<tr>
<td></td>
<td>Identify objectives and complete work on</td>
</tr>
<tr>
<td></td>
<td>Show and Tell presentations</td>
</tr>
<tr>
<td></td>
<td>Identify objectives and complete work on</td>
</tr>
</tbody>
</table>
APPENDIX J: ASSESSMENT SAMPLE

Test: Unit 6

Name: __________________________________________

<table>
<thead>
<tr>
<th>TS</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>/37</td>
<td></td>
</tr>
</tbody>
</table>

Listening A

1 Listen and write the correct numbers. ☐ 1-13
Listening B

Starters Test 2 - Part 4

2 Listen and colour. There is one example.
Reading

3 Look and read. Write yes or no.

Examples
The baby is sleeping.
The toys are in the box.

Questions

1 The phone is on the floor. __________
2 The woman is sitting on the sofa. __________
3 There are some clothes in the garden. __________
4 A girl is playing the piano. __________
5 A mouse is running under the table. __________
4 Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

**The sea**

In .................................., I look blue, green or grey. People sit next to me on the beach. There are lots of beautiful (1) ........................................ on the beach too. Big and small (2) ........................................ swim in me under the water. People can go on me in a (3) ........................................ Some children like walking next to me and they eat an ice cream or have a (4) ........................................ . They like swimming and playing with a (5) ........................................ in me too.

What am I? I am the sea.
Vocabulary

4 Write the correct word for each picture.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
5 Write a sentence using , or .

6 Classify into categories. Write the letters.

<table>
<thead>
<tr>
<th>Long Ago</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ _____</td>
<td>_____ _____</td>
</tr>
</tbody>
</table>

a. [Image]

b. [Image]

c. [Image]

d. [Image]

e. [Image]

f. [Image]
Language in Action

7 Read and match the sentences. Draw lines.

1. Today, we use mobile phones.
   a. Then, we washed clothes by hand.
2. Now, we use washing machines.
   b. In the past, people used to cook on coal stoves.
3. Now, most people use a car.
   c. Before, we used phones with operators.
4. Today, many people use microwaves.
   d. Long ago, people used to travel by horse and carriage.

8 Look inside the house. Then answer the questions.

1) Before washing machines, how did people use to wash their clothes?

_____________________________________________________________________

2) Before TV, what did people use to do in the evening?

_____________________________________________________________________

3) Before electric lights, how did people use to see in the dark?

_____________________________________________________________________

/ 4

/ 6
Challenge: What invention is most important to you: mp3 player, mobile phone or TV? Explain why. Write two or three sentences.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Introduce your favorite animal:

1) My animal is the _______________________________.
   (name of animal)
   1/ ___

2) What kind of animal is it? (Example: mammal, reptile, insect, fish, amphibian)
   ________________________________.
   1/ ___

Pictures (at least 2):

2/ ___
Your animal's appearance

1) How much do they weigh? (Example: 2 kilograms, 3 pounds)

They weigh around _________________________________.

2) What is their size? (Example: large, big, small, tiny)

They are _________________________________.

3) Are they vertebrate or invertebrate?

They are _________________________________.

Draw a picture of your animal. Label the body parts (at least 3 parts).

(Example: A butterfly has 3 body parts: head, thorax, and abdomen.)
1) Where in the world does your animal live? Use your favorite color to write a cross (x) to show the answer.

It lives in ________________________________________________.

2) Draw the habitat of your animal:

2/ ____
Your animal’s eating habits

1) What does your animal eat?

It eats __________________________________________________________.

2) Is your animal a carnivore (meat-eater), herbivore (plant-eater) or omnivore (meat and plant eater)?

It is __________________________________________________________.

Life Cycle

1) Is your animal viviparous (have live babies) or oviparous (lay eggs)?

The ______________________ is ________________________________.

2) Draw or paste pictures of the animal’s life cycle.

For example:
Write about your animal

Instructions:
- Write three characteristics of your animal (6 points).
- Write what you like about the animal (2 points).

Example:
The warthog is an omnivore. It is a mammal. It lives in Africa.

I like warthogs because they are very ugly.

_______________________________________

_______________________________________

_______________________________________

_______________________________________

_______________________________________

_______________________________________

_______________________________________

_______________________________________
APPENDIX L: BIG ENGLISH UNIT SAMPLE

Objectives

Vocabulary
- To name hobbies and collections

Reading
- To identify important ideas in a story ('The School Play')
- To use reading strategies to comprehend and appreciate a story

Grammar
- To use comparative and superlative adjective forms
- To use good at/bad at

Content Connection
- History: To learn about hobbies in the past

Project
- To make a 'Past Hobbies' poster

Culture Connection
- Around the World: To read about weird museum collections

Writing
- To identify, understand and write the parts of an informal letter

Phonics
- To identify and say the letters and sounds for igh and y individually and as part of words

Think Big
- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

<table>
<thead>
<tr>
<th>Hobbies</th>
<th>Comparing</th>
<th>Everyday English</th>
<th>Content Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>basketball</td>
<td>bad/worse/worst</td>
<td>Uh, yes ...</td>
<td>collections</td>
</tr>
<tr>
<td>chess</td>
<td>good/better/best</td>
<td>Wonderful!</td>
<td>museum</td>
</tr>
<tr>
<td>coin collection</td>
<td>bad at</td>
<td>Well ...</td>
<td>needles and thread</td>
</tr>
<tr>
<td>doll collection</td>
<td>good at</td>
<td></td>
<td>research</td>
</tr>
<tr>
<td>music</td>
<td></td>
<td></td>
<td>rule</td>
</tr>
<tr>
<td>shell collection</td>
<td></td>
<td></td>
<td>samples</td>
</tr>
<tr>
<td>toy car collection</td>
<td></td>
<td></td>
<td>stitches</td>
</tr>
<tr>
<td>video games</td>
<td>good at</td>
<td></td>
<td>UFO</td>
</tr>
</tbody>
</table>
Unit 8 Hobbies

1. Listen, look and say.

- 1 coin collection
- 2 doll collection
- 3 shell collection
- 4 toy car collection
- 5 basketball
- 6 chess
- 7 music
- 8 video games

2. Listen, find and say.

3. Play a game.

Unit 8 vocabulary (hobbies)
Listen and sing. Who is a terrible singer?

The Best and the Worst

Matthew collects toy cars.
He's got one hundred and seven.
But Pan's car collection is bigger.
She's got three hundred
And eleven!

Kay is good at games.
She's really good at chess.
But Paul is even better than Kay.
And Liz, well, she's the best!

What's your hobby, Bobby?
What do you like doing?
What's your hobby, Bobby?
What is fun for you?

Steve is a terrible singer.
Emma's worse than Steve.
But David's singing is the worst.
When he sings, people leave!

It's good to have a hobby.
Some people have got a few.
Even if you're not the best,
It still is fun to do!

Chorus

Listen and answer. What hobbies do they enjoy?

1. Freddie
2. Sylvia
3. Philip
4. Kayla

Freddie has got a big toy car collection.

Which child in 5 is the most like you? Why?
What other things can you collect?
Listen and read. What part is Christina going to have?

**The School Play**

1. Christina’s dad is excited about this year’s school play.
   - Are you going to be in the school play, Christina?
   - Uh, yes, I am.

2. He wants Christina to be a star.
   - I knew it! You’re a good actor, singer and dancer... What play is it?

3. Snow White is the most important character in the play.
   - It’s Snow White.
   - Wonderful! Are you going to be Snow White?

4. The Evil Queen is another important character in the play.
   - No, Lizzie is going to be Snow White. She’s a better singer than I am.
   - Well... are you going to be the Evil Queen?
Read and say the name: Ruth, Lizzie, Christina or Snow White.

1. She's the most important character in the play.
2. She's the tallest girl in the class.
3. She's the best actor in the class.
4. She's a better singer than Christina.
5. She's going to be the best tree in the class.

Have you ever acted in a school play? Did you enjoy it? Why/Why not? Why is Christina's dad proud of her at the end of the story?
Language in Action

Listen and look at the sentences. Help Sam and Christina make more.

1. Laura is a good chess player.
2. Yoko is a better chess player than Laura.
3. Alex is the best chess player in the class.
4. My singing is bad.
5. Her singing is worse than mine.
6. Claire is the worst singer of all.

Use the adjectives to complete the sentences.
1. John's an artist in our school. (good)
2. She's a girl in our class. (short)
3. Julie's a football player in her team. (tall)
4. I've got hair in my family. (long)
5. My sister's got hair in her class. (curly)
6. Matt is a friend I've got. (funny)

Think of people in your family. Talk about the things they can do.

My dad is a good singer.
My sister is the best chess player in the family.
Read. Then complete the dialogue.

I’m good at video games.
He’s good at music.
She’s bad at chess.
They’re bad at basketball.

A: What are you good at, Sally?
B: Umm. I love playing the guitar. I think I’m bad at music.
A: You definitely are. What are you bad at?
B: I’m pretty bad at basketball but I am OK at football.

Look at the pictures. Complete the dialogues.

**bad** better **good** than (x2) **the best** **the worst** worse

1

A: Sam is a singer.
B: Yes. But Mike is Sam.
A: Yes. But Terry is singer of all.
   He really can’t sing!

2

A: Vincent is a actor.
B: Yes. But Tim is Vincent.
A: True! But Louisa is in our class.

Work with a partner and find out more about people in your class.
Report your findings to the class.
Listen and read. What hobbies did children have in the 19th century?

**Hobbies in the Past**

In the 19th century, there were many popular hobbies. Let’s learn about some of these hobbies.

**Sports**

Many sports that we play today were played in the 19th century. Football became popular and the game was given rules for the first time. Many football clubs were started by employers so that the workers could play and could stay fit. Tennis and croquet were also popular and they were played by both men and women.

**Embroidery and Sewing**

Many women and girls spent their spare time doing sewing and embroidery. They used a needle and thread to make tiny stitches on a piece of fabric. They created beautiful pictures of flowers, birds and other patterns. They used to embroider cushions, tablecloths and clothes such as gloves.

**Children’s Hobbies**

Girls in the 19th century used to play with dolls and doll’s houses. The dolls’ heads were often made of china and the bodies were made of wood or calico. Rocking horses were also very popular. They were always white and grey and the tails were made of real horsehair. Boys used to play with toy trains and railways.

**Collecting**

People in the 19th century loved nature. One popular hobby was collecting and drawing butterflies. People used to catch butterflies in nets, then they put them on special boards with a pin. They used to draw the butterflies very carefully so they showed all the details and colours.

**Which of these hobbies would you like to do?**

Can you think of any hobbies people did in the past in your country?
Read and say *True or False.*

1. Football was given rules for the first time in the 19th century.
2. People didn't use to catch butterflies.
3. Tennis and croquet were played only by men.
4. Dolls were made of plastic in the 19th century.
5. Women and girls used to embroider cushions and tablecloths.
6. The tails of rocking horses were made of real horsehair.

Choose a hobby from the past. Talk about it with a partner.

Girls used to play with dolls and doll's houses.

The dolls were made of china and wood.

Make a *Past Hobbies* poster. Then present it to the class.

In the 19th century, children used to have different hobbies.

In the 19th century, children used to play with marbles. The marbles were made of glass. They also used to play with hoops and skipping ropes.
Listen and read. Where can you find these three museums?

The World’s Weirdest Collections

Some museums show us how people used to live a long time ago. But there are other kinds of museums in the world, too. Here are some facts about a few ‘weird museums’.

The Hair Museum

In Avanos, in Turkey, you can find a hair museum! It all started when a potter from the town was saying goodbye to a friend who was moving away. This friend gave the potter a piece of hair and he put it in his shop. When other people saw the hair, they wanted to leave a piece of hair as well! Now there are thousands of pieces of hair! Each one is labelled with the name of the person and the date it was cut.

The Museum of Underwater Art

To visit this museum, you need to swim. In the ocean near Cancún, Mexico, there is a collection of statues. This museum is inside the National Marine Park of the Yucatán Peninsula of Mexico and it displays a large number of sculptures. The British artist, Jason deCaires Taylor, wants the animals and plants in the ocean to become part of the artwork.

The International UFO Museum and Research Centre

Many people believe that a UFO landed in Roswell, New Mexico, USA, in 1947. If you want to know more about UFOs, you can visit the International UFO Museum and Research Centre. The centre holds a UFO Festival every year at the museum. At the festival, experts from around the world come to talk about the latest news in UFO research.

Read and answer the questions.

1. What information can you find out at the Hair Museum?
2. Where can you find statues?
3. What does Jason deCaires Taylor want?
4. How often is there a UFO Festival?

Which is the strangest collection? Do you know of any other strange collections?
Listen, read and repeat.

1. y
2. igh

Listen and find. Then say.

fly
high

Listen and blend the sounds.

1. s-k-y sky
2. t-r-y try
3. m-y my
4. l-igh-t light
5. f-igh-t fight
6. b-y by
7. n-igh-t night
8. r-igh-t right

Read aloud. Then listen and chant.

Let's fly, let's fight.
Let's try
And light the sky
At night!
27 Complete the sentences.

1. Terrence’s shell collection is ? in the class. (good)
2. Look at this. This is ? coin in my coin collection. (old)
3. The dolls in Sandy’s collection are ? than my dolls. (good)
4. I’ve got a lot of small cars in my collection but this one is ?. (small)

28 Look and complete the sentences.

1. Mark is a ? dancer than Kelly.
2. Sharon is a ? dancer than Mark.
3. Sharon is ? dancer in the group.
4. Mark is ? dancer of the three students.

29 Complete with information about yourself. Find out about your partner. Then report to the class.

1. I am good at... ... is a better... than I am.
2. I am not good at... ... is a worse...