

AN ART EXHIBITION  
THAT CAPTURES  
THE LIVES OF  
TEACHERS



# THE ART OF LEARNING ENGLISH

DIDACTIC GUIDE FOR TEACHERS  
GUIA DIDACTICA PARA DOCENTES



VOLUME 1  
LIMITED EDITION



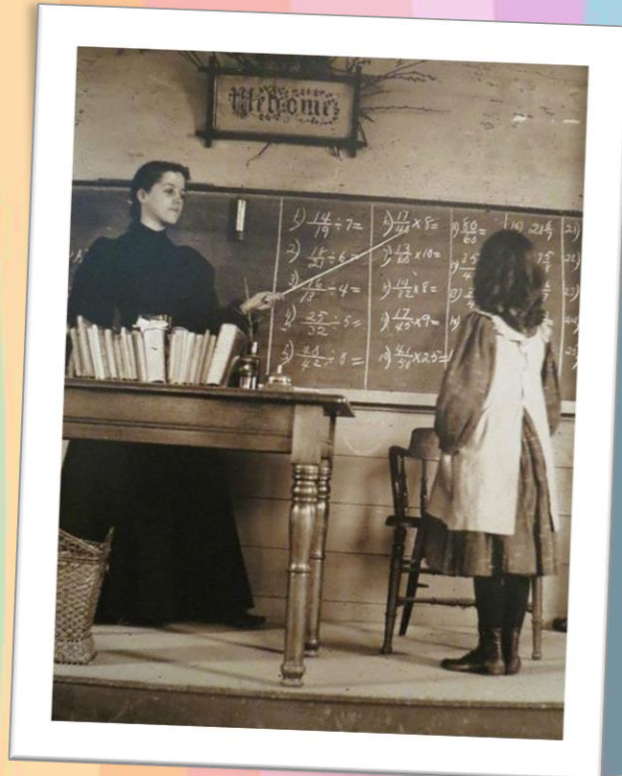
# THE ART OF LEARNING ENGLISH

DIDACTIC GUIDE FOR TEACHERS  
GUIA DIDACTICA PARA DOCENTES

GUIDE 001 -2021 DIRECTED TO UNIVERSITY OF  
CUNDINAMARCA

The limits of my language are the limits of my world

—Ludwig Wittgenstein



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# Presentation

Dear teachers, the following didactic material, entitled *The Art of Learning English*, is intended to stimulate your interest in developing your work from a bilingual perspective.

through a series of activities and tools that will be presented to you, we seek to encourage in each of you a positive, reflective, and productive vision of your pedagogical practices. it also proposes the creation of content on YouTube to strengthen your students' communicative skills in the area of English.

this material not only gives you the opportunity to be the creators of enjoyable experiences that children can live to start their process of successful adaptation of a second language.





**The world  
can be yours**



## Introductory phase



### Learning objective of the introductory activity

The teacher will initiate the process of adaptation and recognition of the school context, introduce him/herself to the students and initiate a dialogue in English and Spanish, recalling basic concepts, and ask the students about their experience throughout their academic life in the area of English.

You will socialize about likes, dislikes, skills, difficulties, interests, applications, or websites they use to further their learning or for hobbies.

**Time:** 2 hours for 2 weeks

**Resources:** Cell phone, computer, Tablet camera, manual materials.

**Tool to be used in the activity:** field journal.





# Field Diary

## Basic information

*Date:*

*School:*

*Tenured professor:*

*Trainee teacher:*

*Grade:*

*Number of students:*

*Week:*

*Goal of the Week:*

*Description of observations:*

*Analysis and interpretation of observations:*



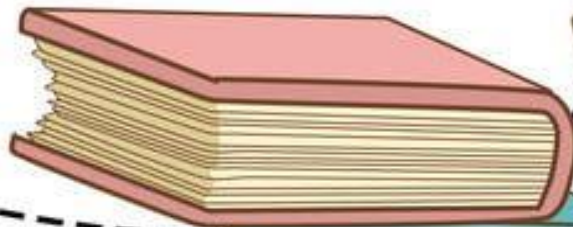
# Field diary second week

<b>Basic information</b>	
<i>Date:</i>	
<i>School:</i>	
<i>Tenured professor:</i>	
<i>Trainee teacher:</i>	
<i>Grade:</i>	
<i>Number of students:</i>	
<i>Week:</i>	
<i>Goal of the Week:</i>	
<i>Description of observations:</i>	
<i>Analysis and interpretation of observations:</i>	





**Change your life today. Don't  
gamble on the future. act now.  
without delay.**



## Observation phase

The teacher will observe the students in the socialization processes, there will analyze the development and use of the integrated communicative skills in English before starting with the production and creation of content.

**Time:** 2 hours in one week

**Resources:** Cell phone, computer, Tablet camera, manual materials.

**Tool to be used in the activity:** field journal.





## Basic information

*Date:*

*School:*

*Tenured professor:*

*Trainee teacher:*

*Grade:*

*Number of students:*

*Week:*

*Goal of the Week:*

*Description of observations:*

*Analysis and interpretation of observations:*

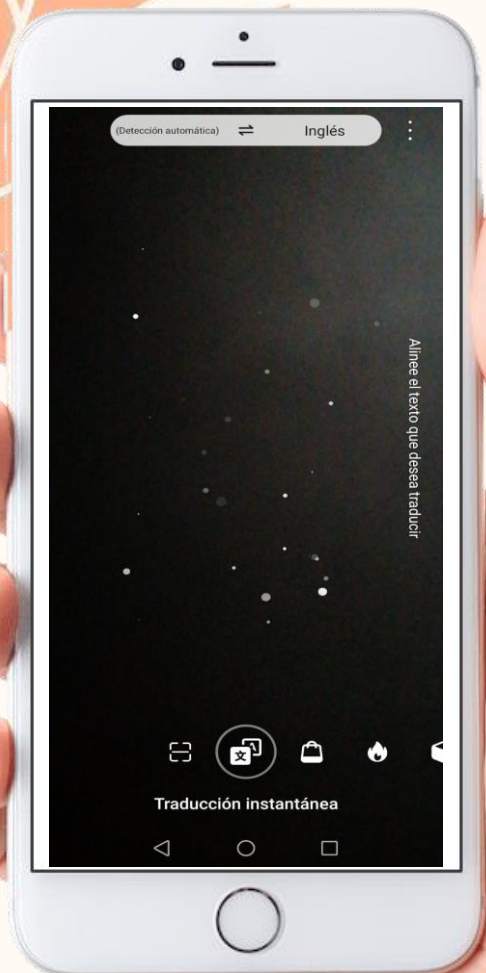




The dreamers  
are the saviors  
of the world.

English  
We Can

A very practical tool  
for those days when  
you need to  
translate a section  
quickly, it's your  
camera translator



# Activity No. 1

## Point Of View





## Steps to perform Activity No.1

Hello teacher, in this activity you will work on role-playing with your students.



After the observation and introduction activities, a small review of vocabulary that the students have known in their previous year of high school will be done, in order to remember previous knowledge.

After this, they will be organized in groups of 4 people and the theme of the activity will be explained to them, which consists of:

Performing in lipsync, short monologues of intense emotions and small real scripts in which a role is played. Projecting situations that manifest themselves in small everyday problems.

**your characters will have to be empathetic, speaking directly to the camera to convey meaning to the audience.**



**Time: 3 hours per week**

**Resources: short excerpts from series, movie, audio, show, song in English, computer or Tablet, pencil, eraser, paper, pencil sharpener.**

**Tools to be used in the activity:**

**Tik Tok social network to record and find the supporting audios.**



my

B O O K



subject: \_\_\_\_\_

name: \_\_\_\_\_





## Activity No.2

### Popcorn duet songs





## Steps to perform activity No. 2

### Welcome to a new Activity

The students will be organized in groups, in total there will be four groups.

In this activity we will work on pronunciation, therefore, the teacher will instruct each group to act as singers through a role-playing game.



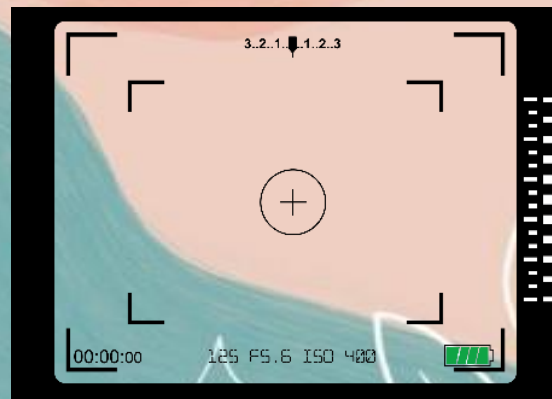
Each group will choose a song of their choice and divide the song into phrases that each member of each group will sing.

**Previously they will look for the song in English with subtitles in Spanish and English to know its translation and grammar.**

**For this activity, the teacher will bring didactic elements such as confetti, balloons, and colored lights to set the atmosphere.**



**Each time the students finish they can put two or three phrases of reference of the original artist, as an incentive the teacher will share popcorn with them. The record Will be recorded on institutional videotape.**





**Time:** 2 hours in the week.

**Resources:** sheets of paper, pencil, pencil sharpener, eraser, computer, or Tablet.

**Tools to be used in the activity:**

**English songs, song lyrics in English and Spanish, background song, video recorder.**





## Activity No 3

Do it Yourself





## Steps to perform the activity No 3

Hello teacher, for the realization of this activity, will communicate to the students in advance, that they should bring for the class a series of recyclable materials that they can find at home.



After this, in the class meeting, the teacher will tell them to form groups of three people; they will take out their recyclable materials and with

**the help of the dictionary or the educator, they will translate the names of the materials into English.**

**Using the camera on their phones, they will record themselves explaining the name of each of their materials and tell what craft they will make with them, explaining the step-by-step.**



**Finally, when they finish their craft, they will invite the audience to reuse the recyclable material in order to help the environment.**

**With this exercise they will review the objects and the verb tense.**

**Time:** 3 hours in the week

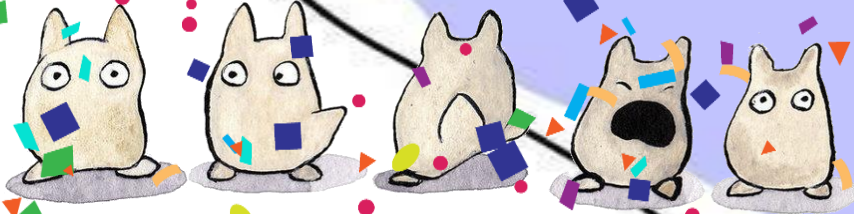
**Resources:** phone, computer or tablet, dictionary, English notebook or sheets of paper, pencil, pencil sharpener, eraser, internet.

**Tools to be used in this activity:** recyclable material, list of materials in English, instructions in English.

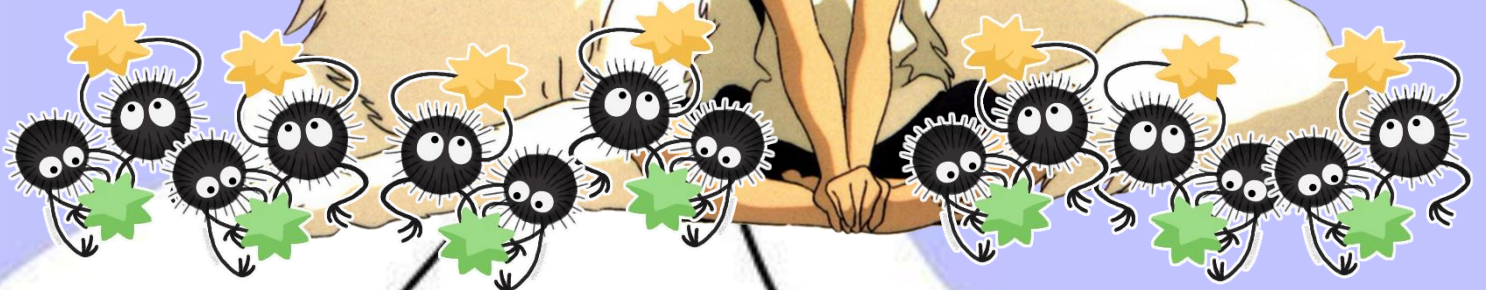




IT'S A  
GOOD  
DAY!!



Activity No. 4  
Tongue twisters  
Challenge



## Steps to perform the activity No 4

In this activity, students will use their cell phones, or the computers provided by the school's systems room to access the Internet and search for the tongue twisters that they find most fun, difficult or appealing in English.



Following this, the teacher will help those who wish to do so to translate their tongue twisters.

This activity is considered a challenge; that is, it seeks to get other people to participate and share their experience.

Therefore, having their own tongue twisters at hand, the teacher at the board will help them create a short script that will help the students in the course to invite other students from other grades to participate in the challenge.



With the help of the teacher's video camera or the school's system room, the teacher will record the students participating and saying their tongue twisters, as well as continue recording them while they are having fun and looking for more participants.



**Time:** 2 hours per week

**Resources:** computer, cell phone or tablet, internet, English notebook, pencil, eraser, eraser, pencil sharpener, board, marker.

**Tools to be used in this activity:**

**Tongue Twisters list.**

**Interview booklet.**





support yourself.

motivate yourself.

speak highly of  
yourself.

Pray for yourself

# TO DO LIST

- ① \_\_\_\_\_
- ② \_\_\_\_\_
- ③ \_\_\_\_\_
- ④ \_\_\_\_\_
- ⑤ \_\_\_\_\_
- ⑥ \_\_\_\_\_
- ⑦ \_\_\_\_\_
- ⑧ \_\_\_\_\_
- ⑨ \_\_\_\_\_
- ⑩ \_\_\_\_\_
- ⑪ \_\_\_\_\_
- ⑫ \_\_\_\_\_

Activity No 5  
And the Oscars  
goes to



## Steps to perform the activity No 5

In order to successfully carry out this didactic activity, the teacher will inform the students beforehand that they should bring colored paints and parts of costumes that they have at hand at home. If costumes are not possible, bring materials used for handicrafts such as paints, wool, cardboard, Colbon, etc.

The idea is to use creativity and resourcefulness.



Consequently, in the class, they will be organized in groups of two and the teacher will proceed to explain what they will do with their materials.

First of all, it will be explained that the activity consists of role-playing as an actor or actress in a movie; where pronunciation, oral expressions and grammatical structure will be practiced through dialogue sentences.



Each group will use their phone, tablet or computer to access YouTube or their social networks such as Tik Tok; they will search and choose a fragment of a movie, with the help of the teacher they will download from the

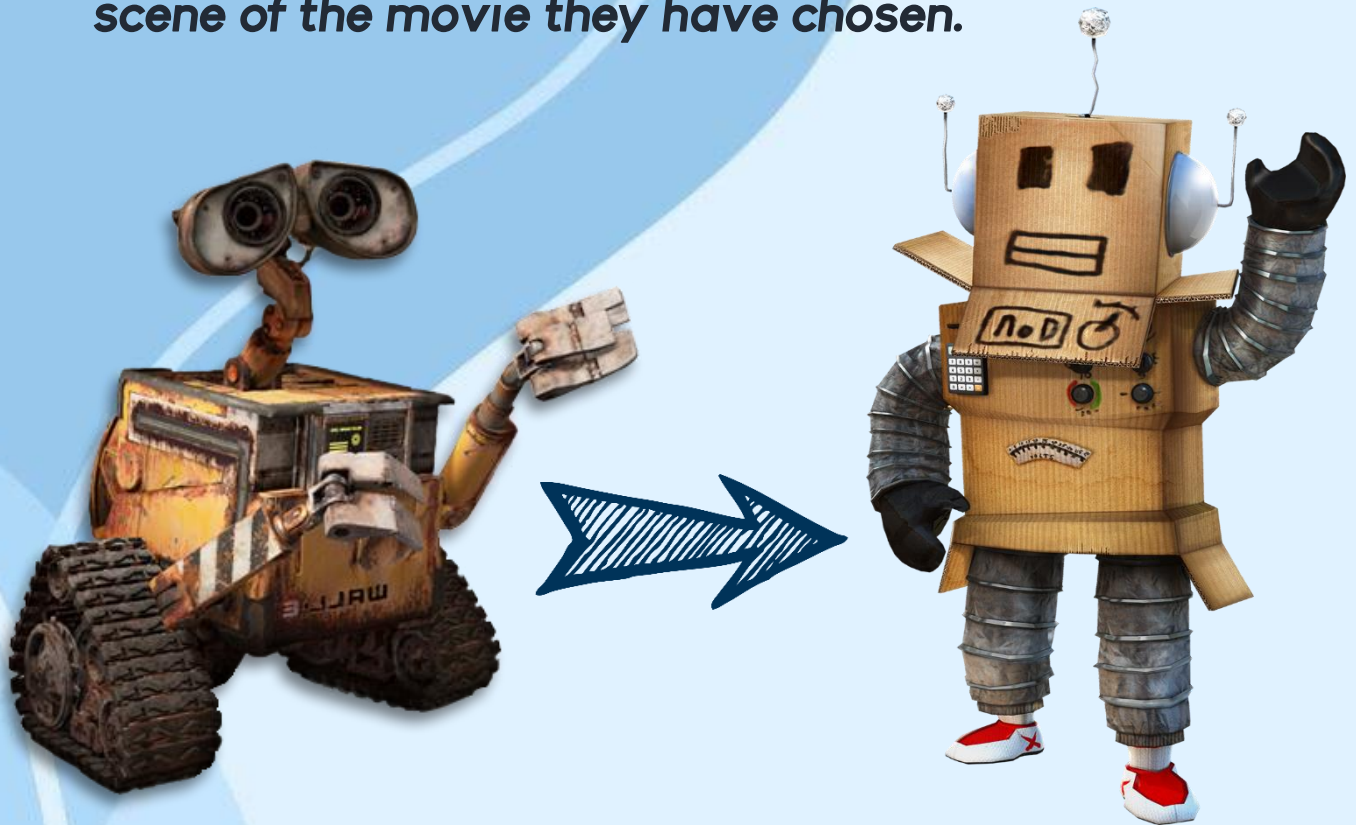
**Snaptube platform each of the videos where the dialogues are translated into Spanish and English**



**They will practice for 20 minutes the attitudes of the characters, the movements they make in the scene, and then they will write on pieces of paper the part that corresponds to each member of each group to guide them if they need to remember.**



Following this they will assemble the costumes with the materials they bring from home. A round table will be organized and group by group will recreate as close as possible the scene of the movie they have chosen.



On the other hand, the teacher will set the scene with background music for each of the scenography's and will record it with the institution's video camera or with his/her cell phone, and then upload it as evidence in the YouTube platform for academic purposes.



**Time:** 4 hours per week.

**Resources:** colored paints, reuse parts of Halloween costumes, yarn, cardboard, colors, Colbon, pencil, eraser, pencil, pencil sharpener, cell phone, video recorder, internet, music, lights.

**Tools to be used in this activity:**

Fraction of a film, script and dialogue writing, setting and costumes in relation to the real of the film.







**YOU'RE  
SO  
GOLDEN**



Post on  
YouTube



## Steps to perform the activity

In this activity the students will download the previous activities from the mobile devices in which they were recorded.

The teacher will proceed to explain to them in the system room the step-by-step to quickly edit the videos from the computer.



After this, they will create a youtube channel with the help of the teacher, who will explain how to create a logo and a banner from the program Canva, where they can register for free and access multiple templates.

**After creating the channel with its respective logo, banner and after editing their videos, they will upload each one with its corresponding title and a description according to each of the activities.**



**The process of editing and creation of the channel is estimated to take 2 weeks due to its slight complexity; so that after that time, everything will be ready.**



**Time:** 8 hours, 2 weeks in total.

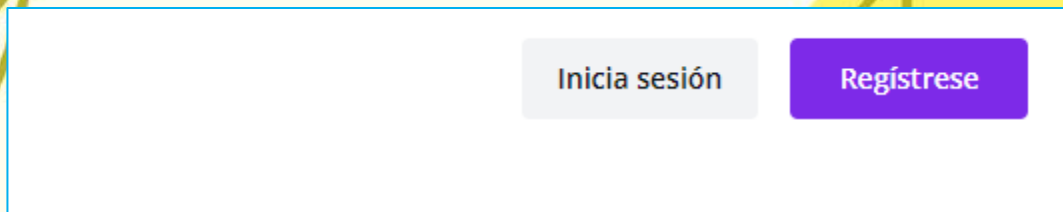
**Resources:** internet, computers, mobile phones, pencil, sheets of paper.

**Tools for this activity:** video editor, student and teacher recordings, English and Spanish subtitles, messages, canva program, youtube.

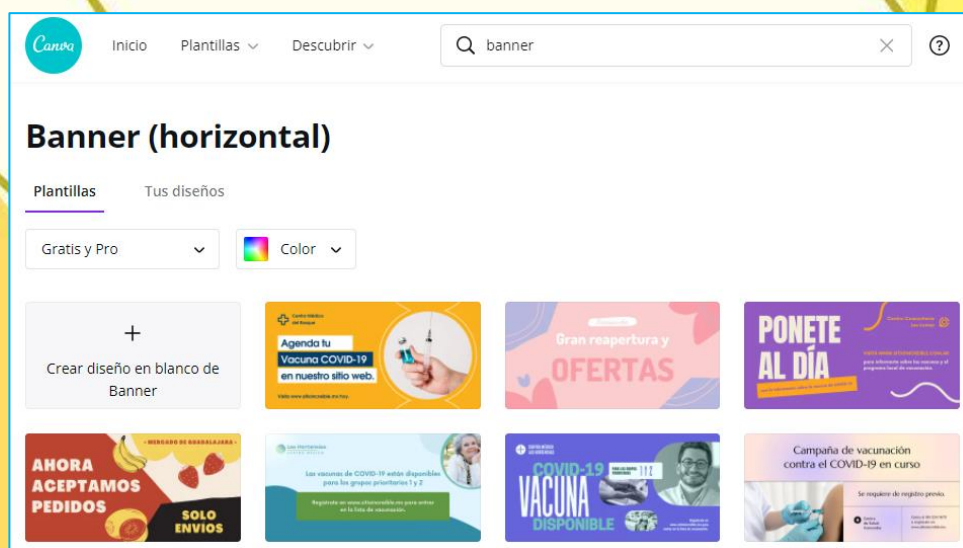


# How to Create a banner from the program Canva

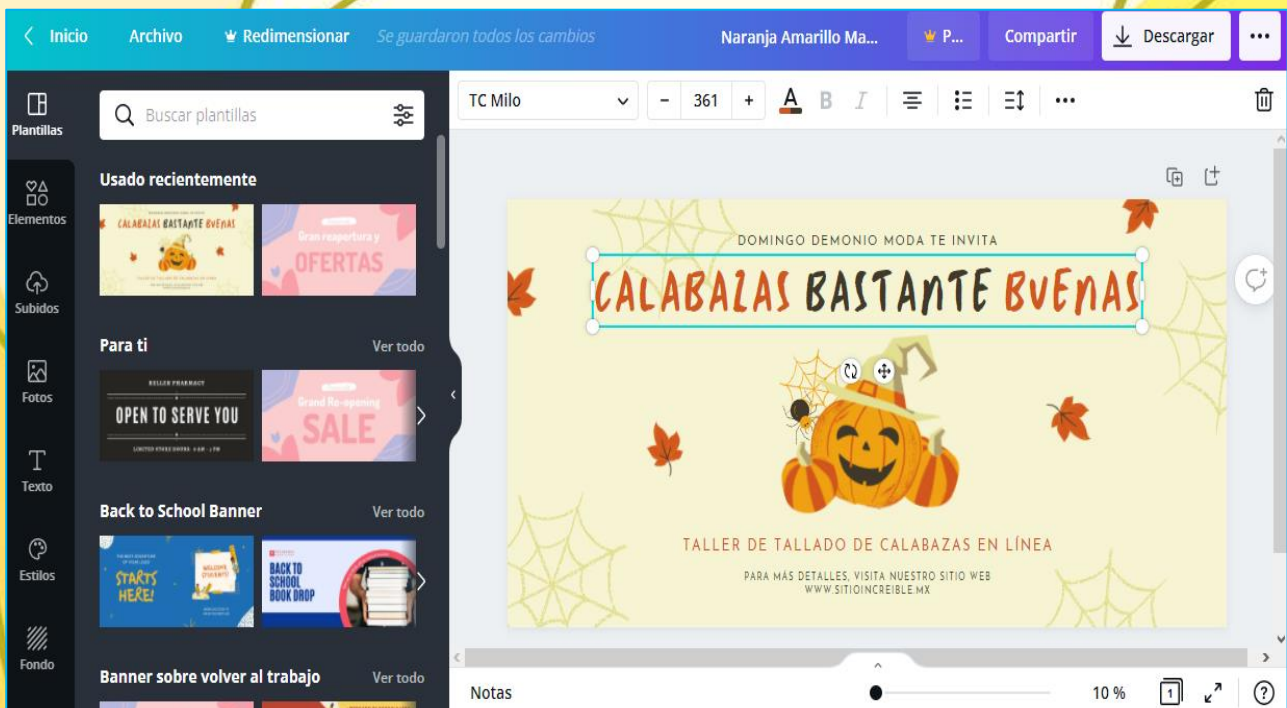
Access the canva application, click on the option register, as a teacher you can register with your institutional email and as a student with your personal email or your institutional email.



After this, in the search bar, type banner, there will automatically display the list of templates to choose the one that most catches your attention and then click on use this template.



**By touching each of the shapes or parts of the banner it is possible to notice that they are available for editing, changing the name, adding pictures or even changing the font.**

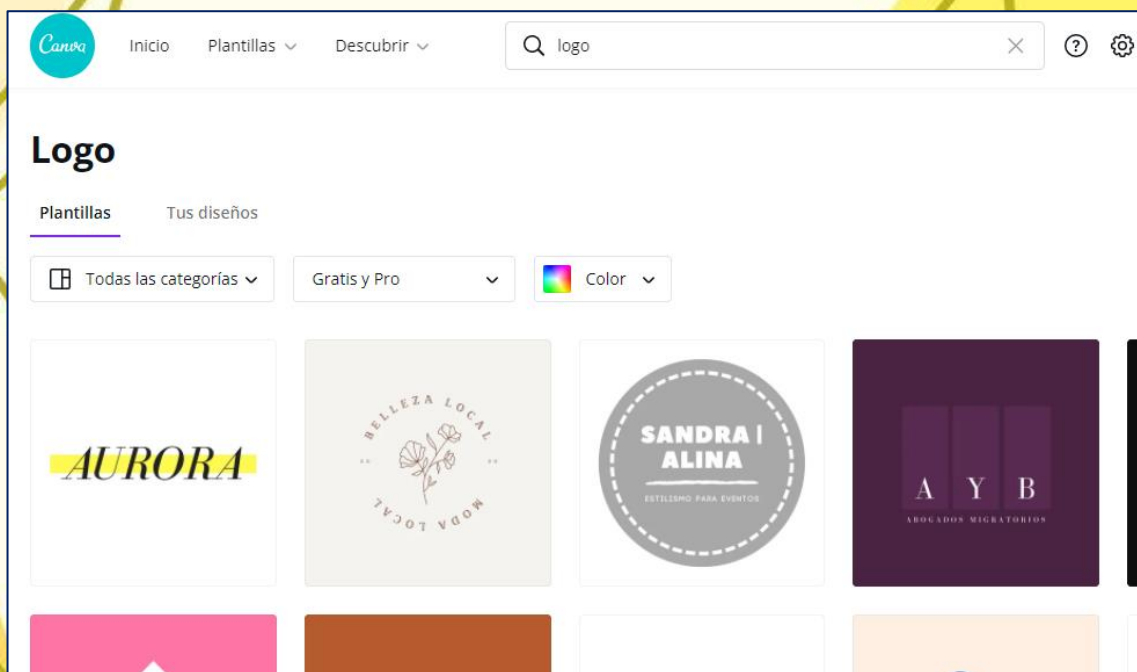


***¡Come on, you can do it!***



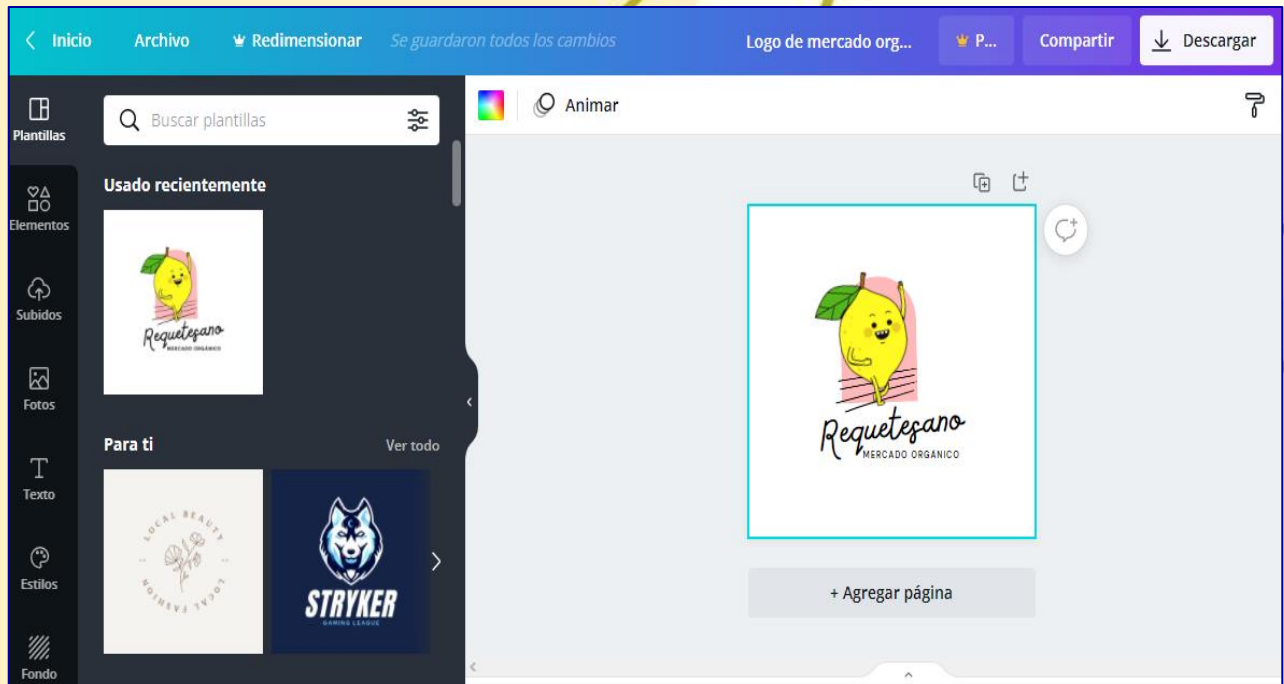
## How to Create a logo from Canva

Accessing through the institutional mail, already registered, in the search bar, type logo, automatically the program will show the extended range of templates to edit and create logo.

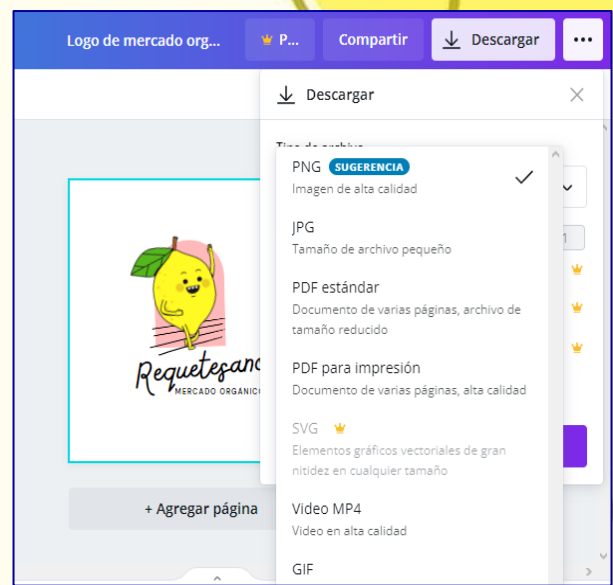


By clicking with the mouse on each part of the chosen template, it is possible to notice that it can be edited, and thus following the steps taught by the program it is possible to create an eye-catching logo.





To save the logo, click on the top right on the download option, there select in which format you want the logo, if you want it in png, video, gif or jpg image format.

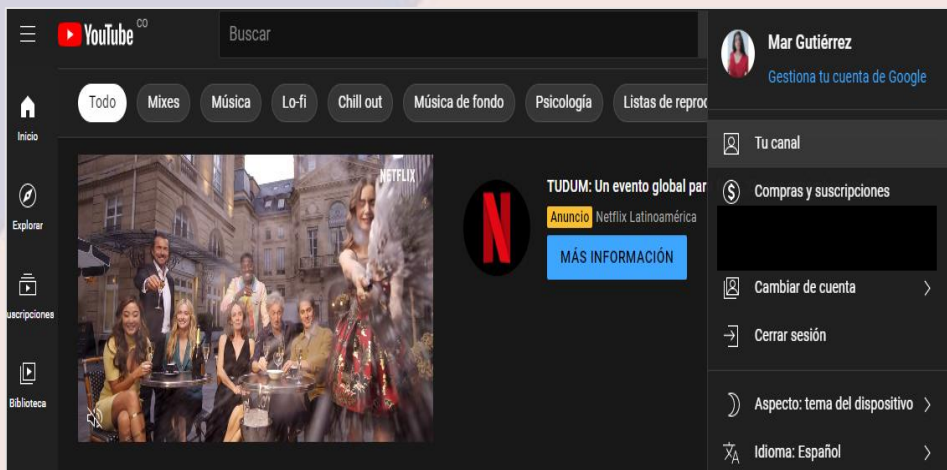


...and that's it. you can do it!

# Steps to Create a youtube Channel

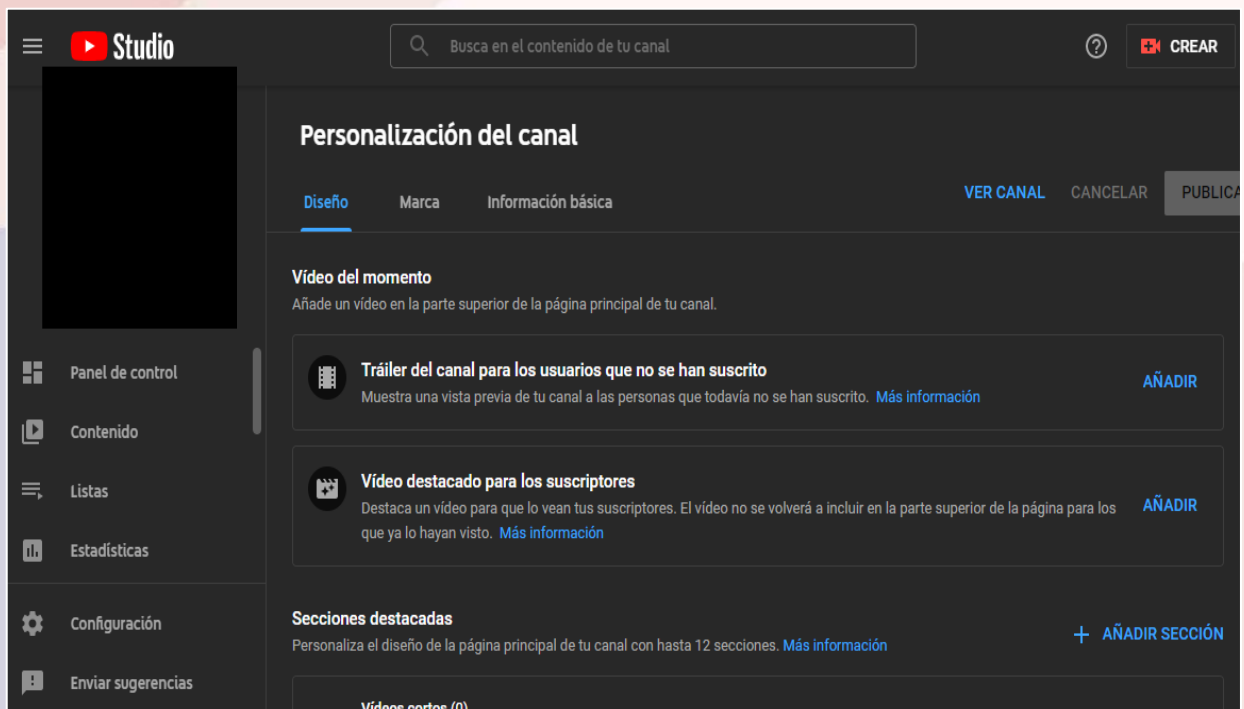
The teacher and the students will access the youtube platform, there they will click with the mouse on the option access, there they will select the option register, they can do it with their institutional email.

Then they will click on their user and on the option "your channel", there they will be able to see the sections that the channel has, after that in the upper right part they will click on personalize channel.



Consequently, the platform will show you three options to complete your channel, the channel design, where you will write the information of

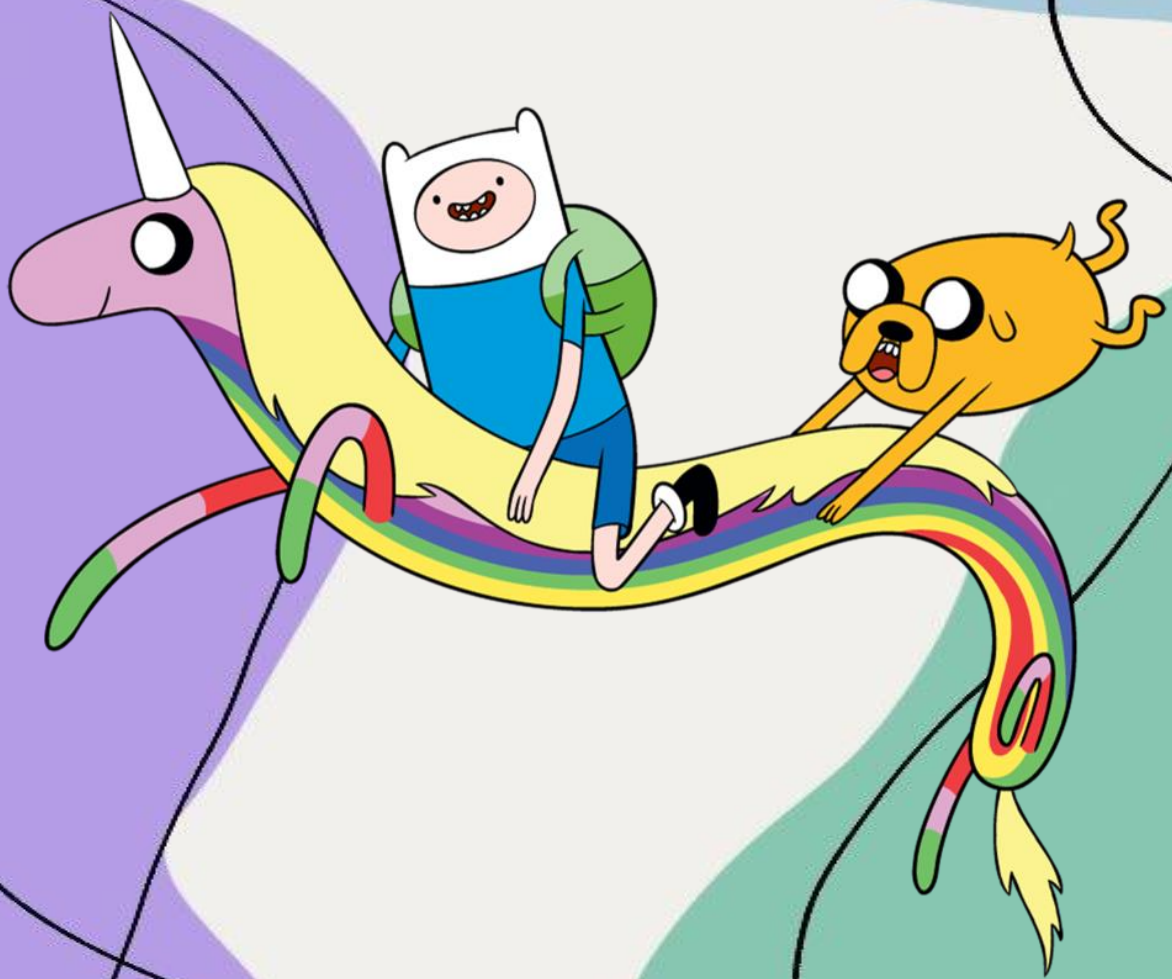
*your channel and what your content is about; the brand design, where you can upload the banner and logo; and finally the basic information of your channel, where you can select whether you prefer the private or public channel.*



*¡It's that simple, create your best version!*



# Feedback (evaluation)



## Steps to perform the evaluation activity

This activity can be considered as the process that allows a deep reflection on the results of the activities presented above, as well as to identify the progress of the students according to the objectives selected by the teacher in charge of carrying out this didactic proposal.

By means of a field diary template, the teacher will take note of the results.

This activity and the following one are relevant since it allows the teacher to identify those competencies in which the student(s) performed better.

**Time:** 4 hours per week.

**Resources:** pencil, teacher's guide, internet, computer.

**Tools to be used in this activity:** field diary.

## Basic information

*Date:*

*School:*

*Tenured professor:*

*Trainee teacher:*

*Grade:*

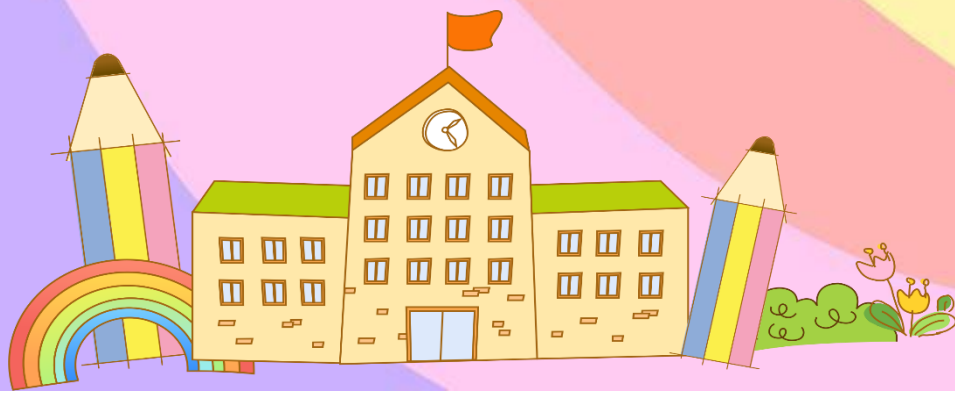
*Number of students:*

*Week:*

*Goal of the Week:*

*Description of observations:*

*Analysis and interpretation of observations:*





# Video analysis



# Steps to perform this activity

## **I Congratulations on making it this far teacher!**


In this final activity, the students and the teacher will meet in the systems room or in the classroom; adapting the place with the equipment, the videos uploaded in each of the YouTube channels will be projected.



The progress of each student will be observed and analyzed, and relevant observations will be made. Everyone will give their opinion regarding their experience with respect to the application of the activities.







You have the  
opportunity to be a  
beautiful rainbow in  
the life of your  
students.

itry to give your best  
colors!

Ingrid Paola Aguirre Godoy  
2021