



**Syllabus For Improving Verbal Fluency In English As A Foreign Language In The
PLLMEIF Sixth Semester Students Through Total Immersion Camps.**



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1. General Information

Name: Syllabus for the improvement of verbal fluency in English as a foreign language in the PLLMEIF sixth semester students through total immersion camps in English.

Schedule: See schedule of activities.

Requisite: To be an active sixth semester student in the PLLMEI-F.

Academic Semester: Sixth semester.

Teacher: Teacher in charge of Advanced English II or oral expression in English II.

Activity: Total English immersion camp.

2. Syllabus Description

This syllabus is designed for PLLMEI-F sixth semester students to improve their verbal fluency through a three-day total immersion camp in English, in which they will develop playful and dynamic activities outdoors, in an environment different from the classroom, with the participation of the students themselves. This kind of spaces are recommended to be developed in the countryside, outdoors, with large green areas where activities can be carried out with large groups of people, cabins, dining rooms and above all away from contact with environments where the mother tongue is used.

The activities are focused on verbal communication, that is, they will make use of their oral skills mainly. They are divided into three types: warm ups, verbal communication activities and devotions.

The first ones are focused on the student's preparation for L2 interaction and all of them are songs. These share the same learning objective, theme, estimated time and description since they have the same characteristics; the only thing that varies the songs.

The second ones are focused on the practice of oral skills, they are games mostly and role plays in order to keep all student's attention. This syllabus offers a total of 20 activities, classified according to their duration, which will be chosen and organized according to the interest of the person in charge of the immersion camp.

The third ones are activities where the students reflect upon their learning process. This will take place at nights when all the activities have already been developed. We recommend considering this activity for the evaluation system.

An alternative evaluation system is proposed for this syllabus, which focuses on reflection as a method of evaluation. Reflection can be presented through self-evaluation, co-evaluation and/or observation. The numerical grade will depend on the preferences of the teacher in charge. For this type of evaluation, it is recommended to consider the devotions, since students make a reflection about themselves and their classmates' improvement.

To create a fun and entertaining environment in which students feel confident and motivated to use their oral component, in this immersion space, grammatical topics already addressed in previous semesters will not be covered explicitly, but implicitly, as well as other topics that may be new to the students. In this way, the students will feel free from the pressure of the language and will be able to express themselves without stress and without any fear.

For the implementation of this camp, it will be necessary to have a staff group to support the teacher or teachers in charge, in order to help with the organization, the development of some activities and logistics. The teacher could also choose among his or her own students who will be able to help. It is also recommended to have a means of transportation available in case of emergency, as well as essential medicines and at least one person with first aid training.

3. Learning Achievement

At the end of the total immersion camp in L2 it is expected that the students will be able to have a conversation in English in a spontaneous, natural, and fluent way because making use of the topics addressed throughout the program, this immersion space will generate in the students the need to communicate, in addition to providing them with the necessary tools to do so.

Likewise, at the end of the camp, students are expected to be more open to explore their oral skills in the foreign language, in this case, English.

4. Methodology

The main methodology that will be used in this syllabus will be total immersion in English, in which the activities proposed in the L2 immersion camp will be carried out. The principles of experiential learning proposed by Kolb, should be considered to develop this immersion camp. These are divided into a 4-step process: Concrete experience, reflective observation, abstract conceptualization, and active experimentation. The first one refers to the student's exposure to a concrete experience; the second one is the student's reflection on the experience; in the third one, based on the experience, the learner forms his or her own concepts and generates conclusions; and in the last one, the learner puts what he or she has learned into practice in new situations.

To carry out some of the steps of the experiential learning, all the activities proposed respond to the criteria of the communicative approach in order to engage the students to have an active participation in a way that they enhance their oral communicative competence. Wilkins, mentioned by Roberts (2004) in the article “*The Communicative Approach to Language Teaching: The King is dead! Long live the King*”, based on the theory about the communicative

approach, he proposed a teaching mechanism in which a greater emphasis is given to oral skills, which improve verbal fluency by providing communication skills in different contexts, giving less emphasis to the grammatical component, and in this way, the student will be able to communicate effectively in L2. For the same reason, activities are carried out in an environment where participation feels more real, with activities that have a purpose and lead students to interact in a more natural way. The previous thoughts represent the main objective of this syllabus since all these steps resort to verbal communication to obtain a first experience with the foreign language, reflecting upon the learning process, and putting into practice the previous knowledge.

The teacher's role will be camp counselor or leader, which means, he or she will be in charge of the camp structure to be followed, to develop the activities, to create the rules and to enforce them, and to ensure the safety of participants. Students, on the other hand, will take the role of campers, that is to say, they will have to play different positions; sometimes they will have to lead some activities and in others they will have to follow instructions given by the leader. In this way, students will be able to get closer to real contexts and situations. Within the camp, students will have different spaces for action, in which they will be able to work both individually and in groups.

This camp will take place over a total of three days, which will be organized in daily sessions, with different activities for each one of them. These can be organized according to the teacher's preference, considering the time of each session. Every single day will have time for meals, snacks, breaks, and necessary displacements.

Mornings will begin with the wakeup call that consists of waking up the participants with music in English; this will be the signal for the students to get up, start the day with energy and

get ready for the day. Throughout each session, there will be different types of activities, which will be divided into warm ups, verbal communication activities and devotions; the last one referring to the reflection of the participants regarding what they have experienced and learned during the day. This can be done individually or in groups.

When arriving at the camp, the first step will be a meeting with all the participants where the camp leaders will explain the dynamics and schedules of the camp, establish the rules, and it is recommended to collect the students' phones in order to maintain zero contact with L1. Once the meeting is over, the dorm rooms and roommates will be assigned to each student; for this, it is important to keep in mind that men and women should not mix in the dorms.

In addition to the daily dynamics, there will be some specific ones for each day: the first day will be the opening campfire. This consists of a bonfire where participants will be located around it to perform activities, including learning how to prepare *s'mores*, a typical dessert of the camp culture, which are a kind of sweet sandwich consisting of two layers of cracker and between them a piece of chocolate and marshmallow melted in the fire. For the second day there will be a space of one hour to practice any type of sport, this is up to the participants; in addition, at night an integration party will be prepared by those in charge, in which only songs in English will be played; the interaction will be only in L2 and there will be no alcoholic beverages. On the third day, there will be a gymkhana, a competition between two teams, that consists of a series of games and team dynamics (see Activity T: Gymkhana). Finally, on the same day, students will be given a space to organize their belongings and prepare for their departure from the camp.

4.1. Referential Activities Chronogram

Here the structure of the schedule of activities is presented, that may be subject to change if the teacher considers it convenient:

Day 1:

2:00 pm - 3:00 pm: Transportation to the camp site

3:15 pm - 3:45 pm: Assignment of bedrooms

3:45 pm - 4:00 pm: Break for the organization of belongings and spaces

4:00 pm - 4:30 pm: **Snack**

4:30 pm - 5:00 pm: General meeting to explain the operation of the camp, including schedules, rules and recommendations. Delivery of student's cell phones.

5:00 pm - 5:30 pm: 2 Warm up

5:30 pm - 6:00 pm: Activity 1

6:00 pm - 6:30 pm: Activity 2

6:30 pm - 7:00 pm: Activity 3

7:00 pm - 8:00 pm: Dinner

8:00 pm - 8:30 pm: Break (opening campfire organization)

8:30 pm - 10:00 pm: Campfire + activity 4 + s'mores (marshmallows)

10:00 pm -10:30 pm: Devotions

11:00 pm: lights out

Day 2:

7:30 am - 8:00 am: Wakeup call

8:00 am - 8:30 am: Get ready for the day

8:30 am - 9:30 am: Breakfast

9:30 am - 9:45 am: Warm up 1

9:45 am - 10:00 am: Warm up 2

10:00 am - 10:30 am: Activity 5

10:30 am - 11:00 am: Activity 6

11:00 am - 11:30 am: **Snack**

11:30 am - 12:30 pm: Activity 7

12:30 pm - 1:30 pm: **Lunch**

1:30 pm - 2:00 am: Break

2:00 pm - 2:15 pm: Warm up 3

2:15 pm - 2:30 pm: Warm up 4

2:30 pm - 3:30 pm: Activity 9

3:30 pm - 4:00 pm: Activity 10

4:00 pm - 4:30 pm: **Snack**

4:30 pm - 5:30 pm: Activity 11

5:30 pm - 6:00 pm: Activity 12

6:00 pm - 7:00 pm: Sports (Frisby, soccer, basketball...)

7:00 pm - 8:00 pm: Dinner

8:00 pm - 8:30 pm: Devotions

8:30 pm -10:30 pm: Party

11:00 pm: lights out

Day 3:

7:30 am - 8:00 am: Wakeup call

8:00 am - 8:30 am: Get ready for the day

8:30 am - 9:30 am: Breakfast

9:30 am - 9:45 am: Warm up 5

9:45 am - 10:00 am: Warm up 6

10:00 am - 10:30 am: Activity 13

10:30 am - 11:00 am: Activity 14

11:00 am - 11:30 am: **Snack**

11:30 am - 12:30 pm: Activity 15

12:30 pm - 1:30 pm: **Lunch**

1:30 pm - 2:00 pm: Break

2:00 pm - 2:15 pm: Warm up 7

2:15 pm - 2:30 pm: Warm up 8

2:30 pm - 3:30 pm: Activity T Gymkhana

3:30 pm - 4:00 pm: Organization of personal items for departure

4:00 pm - 4:30 pm: Departure

5. Thematic Contents/Topics

Ability/Skills: Oral

Competencies (to develop): This syllabus will develop the following competencies that are relevant to the improvement of verbal fluency.

Lexicon: It helps to improve linguistic competence by acquiring new concepts throughout the activities, which is fundamental in communication, both oral and written.

Creativity: It encourages students to develop the ability to produce infinite sentences based on their knowledge and the one they acquire in their learning process. This is promoted in activities in which learners must create specific situations, monologues, or even improvisations.

Quick thinking: It enables different answers or solutions spontaneously to the same situation in L2. It is present in activities in which instructions have to be given in real time, stories have to be created or arguments have to be given in a short time.

Storytelling: It helps in the transmission of the message in a clear way when telling an experience, anecdote or simply something imaginary. In addition to promoting confidence and security.

Situations in real context: It allows the apprentice to become comfortable and familiar with everyday environments. Types of activities such as role play are functional to develop this skill.

Argumentation: It helps learners to convey their thoughts, defend their ideas, and maintain open dialogues with others in the foreign language. It is developed in activities in which they must give their point of view or defend an idea.

problem-solving: It encourages the confrontation of obstacles and problems that arise in activities and real situations. This is developed in teamwork exercises and they must share points of view among themselves in order to reach a solution or conclusion.

6. Teaching Strategies/Didactic Strategies

Warm ups: They are short, simple and attractive exercises, in this case songs, that motivate and prepare the student for their first interaction with L2. They also help in pronunciation practice, catch their full attention, and generate a positive attitude in them, which makes the teaching and learning process more interactive.

Role-playing games: These are games in which an everyday situation is presented and subsequently interpreted. They help students to express themselves in L2 spontaneously using their imagination. In addition, they promote a relaxed and safe environment for better learning.

Word games: They are games that allow the learner to become familiar with an extensive vocabulary. They also favor the improvement of spelling in the foreign language and may positively influence gesticulation for a proper pronunciation when repeating words.

Group work activities: They are activities that promote cooperative work, which can encourage a more positive attitude towards the learning process and communication. In addition, they stimulate skills such as leadership and conflict resolution, making intrinsic motivation higher and anxiety and stress levels lower.

Sports: These are physical activities that help activate both the body and the brain, making the brain more receptive to new information and facilitating the comprehension and memorization of vocabulary in L2. It also generates feelings of happiness that contribute to the motivation to acquire new knowledge.

Exhibitions: These activities focus on giving a speech about a topic of interest, which allows the learner to have a better performance in public, to lose fear and improve their confidence when expressing themselves in the foreign language. It also helps to express clear ideas and support them in a more natural by practicing.

Conversations: With conversational practice, students internalize what they have learned, integrating different skills that they put into practice to create oral communication. Likewise, this practice increases the connections between grammar, punctuation and vocabulary.

7. Activities Description

Below, there is a description of the three types of activities proposed for this syllabus: warm ups, communication activities and devotions.

7.1. Warm Ups

Learning objective: To motivate and prepare students for the oral use of L2.

Topic: pronunciation and vocabulary.

Estimated time: 15 min. (may vary depending on factors such as number of students or explanation of the song.)

Description: All the participants are going to circle up, and one of the leaders is going to sing and dance while the participants repeat after him/her. Each song is going to start with the phrase:

*‘‘this is a repeat after me song (**campers repeat**) and do as I do song (**campers repeat**)’’.*

In each song the chorus has blue lyrics, actions have orange ones, and bold lines are when the leader and campers sing at the same time.

7.1.1. Warm up 1: Pizza Man Song

This is a repeat after me song...

Lyrics:

Chorus:

Hey, hey, Bo Diddly Bop

Hey, hey, Bo Diddly Bop

I've got to get back to my block

I've got to get back to my block

with the pizza box in my hand (hand flat palm up, holding pizza box)

with the pizza box in my hand (hand flat palm up, holding pizza box)

I'm gonna be a Pizza Man!

I'm gonna be a Pizza Man!

Pizza Man

Pizza Man

I'm gonna be a Pizza Man

I'm gonna be a Pizza Man

Chorus

With my car keys in my hand (pretend to drive)

With my car keys in my hand (pretend to drive)

I'm gonna drive a Chevy van!

I'm gonna drive a Chevy van!

Chevy van

Chevy van

Pizza Man!

Pizza Man!

I'm gonna be a Pizza Man

I'm gonna be a Pizza Man

Chorus

With the nun chucks in my hand (pretend to have nun chucks)

With the nun chucks in my hand

I'm gonna be like Jackie Chan

I'm gonna be like Jackie Chan

Jackie Chan

Jackie Chan

Chevy van

Chevy van
Pizza Man!
Pizza Man!
I'm gonna be a Pizza Man
I'm gonna be a Pizza Man

Chorus

With a basketball in my hand (*shoot the ball*)
With a basketball in my hand (shoot the ball)
I'm gonna be like Michael Jordan
I'm gonna be like Michael Jordan
Michael Jordan
Michael Jordan
Jackie Chan
Jackie Chan
Chevy van
Chevy van
Pizza Man!
Pizza Man!
I'm gonna be a Pizza Man
I'm gonna be a Pizza Man

Link:

<https://www.youtube.com/watch?v=KKoe8QqhNWc>

[Camp Songs / Hey Hey Bo Diddley Bop \(Pizza Man\) / Mountain Camp Woodside](#)

Continue to add the next line to the repeated list at the end of each verse if wanted. **Here are some more to add:**

- With these wires in my hand - I'm gonna be an ElectricIAN
- With dead bodies in my hand - I'm gonna be a Mortician
- With this eagle in my hand - I'm gonna be an American
- With these books in my hand - I'm gonna be a Librarian
- With these ice cubes in my hand - I'm gonna be a penguin
- With a doughnut in each hand - I'm gonna be a policeman
- With a calculator in my hand - I'm gonna be a mathematician
- With a salad bowl in my hand - I'm gonna be a vegetarian
 - With a guitar in my hand - I'm gonna be a musician
 - With a puppy in my hand - I'm gonna be a veterinarian
 - With a fire hose in my hand - I'm gonna be a FireMAN

7.1.2. Warm up 2: My hen Hoover

Note: after finishing the chorus, the parts of the body that have already been said are repeated and a new one is added. Participants have to make the actions simultaneously while they sing. Both feet and wings can be separate.

This is a repeat after me song...

Lyrics:

Chorus:

**My hen Hoover, has many chickens
Many chickens, my hen Hoover has
HOOVER HAS!**

**They don't eat no, no, no, no
They don't sleep no, no, no, no,
They just do this all day long:
Right foot, left foot (march)**

Chorus

Right foot, left foot
Right wing, left wing (move their arms as wings)

Chorus

Right foot, left foot
Right wing, left wing
Butt out (stick the butt out to the side)

Chorus

Right foot, left foot
Right wing, left wing
Butt out
Head up (throw back the head)

Chorus

Right foot, left foot
Right wing, left wing
Butt out
Head up
Tongue out (stick out the tongue and singing with it hanging out)

Chorus

Right foot, left foot
Right wing, left wing
Butt out
Tongue out
Turn around (**turn around**)

Link:

<https://www.youtube.com/watch?v=y5zeIrkYPM>

["Aunt Hoover" camp song](#)

7.1.3. Warm up 3: Boogaloo

This is a repeat after me song.

Lyrics:

Chorus:

Let me see your boogaloo!

What's that you say?

I said let me see your boogaloo!

What's that you say?

Oo, ah ah ah oo, ah ah ah oo, ah ah ah oo

Back in line now

Oo, ah ah ah oo, ah ah ah oo, ah ah ah oo

Let me see your karate chop!

What's that you say?

I said let me see your karate chop!

What's that you say?

I said let me see your karate chop!

What's that you say?

I said oo, ah ah ah oo, ah ah ah oo, ah ah ah oo (pretend to karate**)**

Back in line now

Oo, ah ah ah oo, ah ah ah oo, ah ah ah oo

Let me see you JC Penney!

What's that you say?

I said let me see you JC Penney!

What's that you say?

I said let me see you JC Penney!

What's that you say?

I said oo, ah ah ah oo, ah ah ah oo, ah ah ah oo (pretend to chop)

Back in line now

Oo, ah ah ah oo, ah ah ah oo, ah ah ah oo

Let me see your Ballerina!

What's that you say?

I said let me see your Ballerina!

What's that you say?

I said let me see your Ballerina!

What's that you say?

I said oo, ah ah ah oo, ah ah ah oo, ah ah ah oo (pretend to dance)

Back in line now

Oo, ah ah ah oo, ah ah ah oo, ah ah ah oo

Chorus

Link:

<https://www.youtube.com/watch?v=uTmrgwN4u28&t=3s>

[Camp Songs | Boogaloo](#)

7.1.4. Warm up 4: boom chicka boom

This is a repeat after me song.

Lyrics:

I said a boom chicka boom

I said a boom chicka boom

(x2)

I said a boom chicka rocka chicka rocka chicka boom

I said a boom chicka rocka chicka rocka chicka boom

Chorus

Uh-huh

Uh-huh

Oh yeah

Oh yeah

One more time

One more time

Janitor style

Janitor style

I said a broom sweep-a broom (pretend to be sweeping)

I said a broom sweep-a broom (pretend to be sweeping)

(x2)

I said a broom sweep-a mop-a sweep-a mop-a sweep-a broom

I said a broom sweep-a mop-a sweep-a mop-a sweep-a broom

Chorus

Underwater style

Underwater style

I said a boom chicka boom (place a finger in the middle of the mouth and move it up and down)

I said a boom chicka boom (place a finger in the middle of the mouth and move it up and down)

(x2)

I said a boom chicka rocka chicka rocka chicka boom

I said a boom chicka rocka chicka rocka chicka boom

Chorus

Rocketship style

Rocketship style

I said a zoom chicka boom (both hands together on top of the head)

I said a zoom chicka boom (both hands together on top of the head)

(x2)

I said a zoom chicka rocka chicka rocka chicka zoom

I said a zoom chicka rocka chicka rocka chicka zoom

Chorus

Valley Girl style

Valley Girl style

I said, like, a boom chicka boom (hand movement)

I said, like, a boom chicka boom (hand movement)

(x2)

I said, like, a boom chicka totally chicka totally chicka boom

I said, like, a boom chicka totally chicka totally chicka boom

Chorus

Link:

<https://www.youtube.com/watch?v=IqeiqydwC8>

[Camp Songs - Boom Chica Boom](#)

7.1.5. Warm up 5: Boa Constrictor Song

Note: it is sung with different characteristics in each repetition. For example, different speeds (slow, fast), different emotions (crying, laughing).

This is a repeat after me song.

Lyrics:

Chorus:

I've been eaten by a boa constrictor (x3)

And I don't like it very much.

Oh no, he's got my toe

Oh no, he's got my toe

Chorus

Oh no, he's got my toe

Oh no, he's got my toe

Oh gee, he's got my knee

Oh gee, he's got my knee

Chorus

Oh no, he's got my toe

Oh no, he's got my toe

Oh gee, he's got my knee

Oh gee, he's got my knee

Oh my, he's got my tights.

Oh my, he's got my tights.

Chorus

Oh no, he's got my toe
Oh no, he's got my toe
Oh gee, he's got my knee
Oh gee, he's got my knee
Oh my, he's got my tights.
Oh my, he's got my tights.
Oh my flippy, he's got my hips
Oh my flippy, he's got my hips
....

More lines to add:

Oh my fellow, he's got my middle
Oh my besties, he's got my chest
What the heck? he's got my neck
Oh my dread, he's got my head

Link:

<https://www.youtube.com/watch?v=AKLkTJa8350>
[Camp Songs - Boa Constrictor](#)

7.1.6. Warm up 6: A roosta sha

Note: Say and do each of the actions below progressively with chorus after adding a new one.

This is a repeat after me song.

Lyrics:

Chorus:

A roosta sha, A roosta sha, A roosta sha-sha
A roosta sha, A roosta sha, A roosta sha-sha

Arms out
Arms out

Chorus

Arms out
Arms out
Thumbs up
Thumbs up

Chorus

Arms out

Arms out

Thumbs up

Thumbs up

Elbows together

Elbows together

Chorus

Arms out

Arms out

Thumbs up

Thumbs up

Elbows together

Elbows together

Wrists together

Wrists together

....

More actions to add:

Knees together

Toes together

Butt out

Head up

Tongue out

Link:

<https://www.youtube.com/watch?v=a6irKUxGzZw>

[Camp Song: A Roosta Sha](#)

7.1.7. Warm up 7: Little birdie

Note: Repeat the song a couple of times.

This is a repeat after me song.

Lyrics:

Early in the morning

Early in the morning

when I was fast asleep
when I was fast asleep
I heard a little birdie
I heard a little birdie
It goes tweet tweet
It goes tweet tweet

Chorus:

And this little birdie
And this little birdie
had a funny name
had a funny name
It's...
It's...
called ...
called...

liga-flyga-fleega-flyga-ishka-nishka-naga-naga-iiga-flyga-fleega-flyga-biiiiirrrrdie (“ii” = long I)

Off to buy some bird seed
Off to buy some bird seed
For my window sill
For my window sill
Just to keep him quiet
Just to keep him quiet
Just to keep him still
Just to keep him still

Chorus

Link:

<https://www.youtube.com/watch?v=TV5PMIEeEas>
[The Birdie Song](#)

7.1.8. Warm up 8: Jig a lo!

Note: Repeat the lyrics until everyone has been called

This is a repeat after me song.

Lyrics:
jig alo jig jig alo jig alo jig jig alo
Say what?

jig alo jig jig alo jig alo jig jig alo

Hey, _____. (camper's name)

Hey

Are you ready?

for what?

To jig!

Jig what?

To jig a lo!

Well! with my hands up high and my feet down low and (do funny dance move) this is how I jig a lo!

Link:

https://www.youtube.com/watch?v=ZMv_ztlByhc

[Camp Song 2020: Jig A Lo!](#)

7.1.9. Warm up 9: Pirate song

Note: when the following phrases are mentioned, specific actions must be performed:

- *This way, that way:* turn slightly to the left and put a foot out and back, then turn to the right and do the same.
- *Forwards, backwards:* step forwards and then backwards.
- *and up the Irish Sea:* done with the left hand making a fist punching upwards.
- *A juicy plum to fiddle my tum and that's the life for me:* mimed drinking action and a rub of the tummy.

This is a repeat after me song...

Lyrics:

When I was one, I hurt my thumb the day I went to sea

Chorus:

I climbed aboard a pirate ship and the captain said to me,

We're going *this way that way*
forwards, backwards
and up the Irish sea,
A juicy plum to fiddle my tum and that's the life for me.

When I was two, I tied my shoe the day I went to sea

Chorus

When I was three, I climbed a tree the day I went to sea

Chorus

When I was four, I shut the door the day I went to sea

Chorus

When I was five, I did a jive the day I went to sea

Chorus

When I was six, I picked up sticks the day I went to sea

Chorus

When I was seven, I gazed at the heavens the day I went to sea

Chorus

When I was eight, I closed the gate the day I went to sea

Chorus

When I was nine, I ate a lime the day I went to sea

Chorus

When I was ten, I did it again the day I went to sea

Chorus

Link:

<https://www.youtube.com/watch?v=v-EHUiNI-qs>
[6 - When I was one \(Longer\)](#)

7.1.10. Warm up 10: I'm Alive, Alert, Awake, Enthusiastic

Note: Play with the speed of the song, sing as fast as you can and repeat the song as much as you want. Specific actions must be performed while singing:

- *Alive:* hands on your head
- *Alert:* hands on shoulders
- *Awake:* cross arms over chest
- *Enthu-:* hands on thighs
- *-si-:* clap
- *-astic:* snap with both hands

This is a repeat after me song.

Lyrics:

I'm alive, alert, awake, and enthusiastic

I'm alive, alert, awake, and enthusiastic

I'm alive, alert, awake

I'm awake, alert, alive

I'm alive, alert, awake, and enthusiastic

Link:

<https://www.youtube.com/watch?v=BpXTnOCzvRw>

[Campfire Songs: Alive, Alert, Awake](#)

7.2. Verbal Communication Activities

7.2.1. Activity A: *What are you doing?*

Learning objective: To choose present continuous verbs to recreate them.

Topic: Lexicon

Estimated time: 20 min.

Description:

The participants will make a circle; one of them will jump to the middle and begin to carry out a non-verbal activity, that is, to represent an action only with his/her body (*for example: dancing*); then, another participant will jump to the middle and ask: ***What are you doing?***, the first participant will give a different answer to what he was doing (*for example: ‘I ’m swimming in the pool’*), and so on. Every participant asks the question and performs the action that the participant in the middle has just told him/her.

7.2.2. Activity B: *Fortunately, and Unfortunately*

Learning objective: To adapt past structures for story improvisation.

Topic: Lexical, creativity, quick thinking.

Estimated time: 20 min.

Description:

All participants **will/will have to/must** make a circle. They will create a story together: one sentence at a time, starting with the expression ‘*Once upon a time*’. Then each of them **will/will have to/must** alternate their starting sentence with ‘*Fortunately...*’ or ‘*Unfortunately...*’. For

instance, the first story-teller says ‘*once upon a time there was a castle*’, the second one continues the story saying ‘*Fortunately, the king had a racing car with which he could drive to the nearest town quickly.*’. The next person continues ‘*Unfortunately, the car needed gasoline that could only be obtained in that village*’. And so on, the story will continue until participants feel is a good ending point.

7.2.3. Activity C: *Elves, giants, and wizards*

Learning objective: To identify the use of fantasy creatures' vocabulary and build a teamwork strategy.

Topic: Lexicon, creativity, quick thinking, argumentation.

Estimated time: 20 min.

Description:

Students will be divided into three groups; each of the groups must choose and recreate one of the three game characters: **giants, wizards, and elves**. For this, the participants must recreate specific movements and sounds of each character.

Giants: Stand on your toes, raise your arms like a giant, and growl “*Rarrrr!*”

Wizards: Crouch down a bit, move your fingers as if casting a magic spell, and make a magical sound: “*Shazam!*”

Elves: Crouch low, place hands around ears, and make a high-pitched elf noise: ‘*Eeeee!*’

The teams must face each other separately. There will be a series of rounds, in which each group will meet to decide which of the 3 characters they are going to become; for this, they should argue among themselves which character they think is the best option. When they have

already decided, they will position themselves in front of each other again and a leader will count "Three, two, one, go!".

Immediately, each team will represent their character and the winner will try to catch as many participants as possible from the other group, while they try to return to their safe zone. In other words, the people captured from the losing team will become members of the winning team. The rounds will be repeated until one of the two teams wins, that is, until the other team is completely captured.

To determine who beats whom:

- **Giants** beat **elves**, because giants are able to “squash” elves.
- **Elves** beat **wizards** because they outsmart them.
- **Wizards** beat **giants** because they are able to zap them with a magic spell.
- If both teams show the same character, no one wins.

7.2.4. Activity D: Gossip Circle

Learning objective: To identify emotions vocabulary, recognize and representing them.

Topic: Lexicon, creativity.

Estimated time: 20 min.

Description:

Each participant will think of an emotion to represent. Then all participants will form a circle and participant number 1 will say his/her name representing the emotion at the same time; participant number 2 will perform exactly the same process, but will guess the emotion of the previous participant, and so on until each participant has performed the activity.

7.2.5. Activity E: 100 words in a globe

Learning objective: To develop quick thinking in L2 and improvisation skills.

Topic: Lexicon, creativity, quick thinking.

Estimated time: 20 min.

Didactic resources: plastic bag, paper sheets, scissors, marker.

Description:

There will be a bag with 8 papers inside; each paper will have an everyday situation written on it. Then two teams will be formed and two participants will be chosen from each team per round: the first one will be the one to take out one of the papers and write the words; and the second one will go to the opposite team with a deflated balloon. Each team will be able to help their teammate, and he or she will have to write as many words as possible with respect to the situation that was written down on the paper, either on a sheet of paper or on a board, while the competitor from the opposing team inflates the balloon with his mouth until it bursts. Once the balloon has popped, the opponent cannot continue writing and the number of words written will be the score.

7.2.6. Activity F: Discover the famous on your back

Learning objective: To implement question structures to get information.

Topic: Lexicon, creativity, quick thinking.

Estimated time: 20 min.

Didactic resources: paper sheets, scissors, marker, tape.

Description:

Two groups will be formed. Each group will choose two participants, one of whom will have a piece of paper with the celebrity's name attached to his back, and the other will help him guess the celebrity's name. Specifically, the first participant will be the one who tries to guess the celebrity's name by asking yes or no questions (for example: is the famous a woman?), and the second participant will be the one who answers those questions with "yes" or "no".

7.2.7. Activity G: Guiding a blind person

Learning objective: To identify location instructions. Promoting leadership and teamwork.

Topic: Lexicon, creativity, situations in real context, problem solving and give instructions.

Estimated time: 40 min.

Didactic resources: Scarf (or something to cover their eyes), tape, boxes, hula-hulas (or any material that could be used to create a sequence/path.)

Description:

The participants will form two groups and within these subgroups of pairs will be formed. A space or path will be created with obstacles and structures that require certain actions such as jumping or turning. Each couple should be separated (located at each end of the road), so the first member should cover their eyes with a scarf, and the other member should give instructions to the first until they meet again (for example: turn to the left, turn to the right, jump, walk (x) number of blocks...)

7.2.8. Activity H: Papers

Learning objective: To compose simple sentences in different verb tenses and implementing improvised speech.

Topic: Lexicon, creativity, quick thinking, situations in real context.

Estimated time: 20 min.

Didactic resources: paper sheets, markers.

Description:

All participants will be asked to write sentences or words on a piece of paper. Then, 4 participants will be randomly selected to represent any situation, and in the middle of it they will make use of each phrase or word written on the papers.

7.2.9. Activity I: Drinking an imaginary beverage

Learning objective: To promote improvisation, argumentation and creativity in L2.

Topic: creativity, quick thinking, argumentation.

Estimated time: 40 min.

Description:

Participants will form a circle, and the activity leader will ask them to imagine that they are drinking a beverage. When they have finished drinking it, each participant will describe their drink (ingredients, color, size, flavor, etc.), and then try to convince the others in 1 minute that this is the best drink; then the participant next to them will have to give their arguments as to why they think this drink is not the best for another minute, and finally the participant who described their drink will have 30 seconds to counter their partner's arguments. The participant who has best defended his/her drink wins.

7.2.10. Activity J: Lights, camera, action!

Learning objective: To act out movie scenes implementing verbal and non-verbal competence.

Topic: Lexicon, storytelling, situations in real context.

Estimated time: 60 min.

Description:

Groups of five people will be formed. Each group will choose a famous movie and from it, they will have to perform one scene in front of the rest of the groups. The leader is going to use the expression ‘**lights, camera, action!**’ for the participants to start acting out the scene. The object of the activity is for the other teams to guess what movie the scene is from.

7.2.11. Activity K: Action- reaction

Learning objective: To build stories based on previous knowledge. To promote creativity.

Topic: Lexicon, quick thinking, real-world situations, argumentation and problem solving.

Estimated time: 40 min.

Description:

Groups of six people will be formed. The leader will start a story and will stop at the point he/she considers it appropriate, to point to one of the formed groups. Then, that group must represent with their bodies the last word that the leader said, and then one of them will continue the story that the leader started; next, the leader chooses another group and so on until all the groups have passed.

7.2.12. Activity L: Mafia

Learning objective: To debate and defend positions to find out the guilty.

Topic: Lexicon, creativity, quick thinking, storytelling, situations in real context, argumentation and problem solving.

Estimated time: 60 min.

Description:

Characters:

- The towns, villagers or people are those who do not intervene with their actions in the game; whoever plays the roles that represent this class, should be bored since they will do nothing but wait.
- The policeman is the one who has the task of trying to find out who the thief is in order to catch him.
- The mafia are the ones who have to "murder" to win.
- "The psychopath", who plays on the side of the thieves who when the god asks for him is not a thief but has the ability to kill one person per round.
- The narrator is the one who narrates the game (this player is only decided randomly or otherwise).
- The doctor is the one who will try to save lives and is represented by the "Ancho" or "Ace" of gold or cup.
- The watchman is an enhanced cop who selects a person to kill at night, his goal is to kill the mobs.

Game

First, it is chosen a person who will be "the narrator", which after being selected, will distribute the roles that will decide what kind of player are the participants (one for each

participant); each player must look at what role is, to know how it will play, but should not reveal it to others. Then, whoever plays the narrator will announce: "*It's getting dark in the village*". After this, everyone closes their eyes except the narrator. And then the game is divided into stages:

First: the narrator announces, "The mafia (or the assassins) open their eyes". After this, those who have dealt with mafia cards must - by means of signs - think who they want to kill; For example: a mafia player points to a player, but another player shakes his head and points to another; after all agree, they all choose one of them and the narrator asks: "Are you sure? They will say yes with a nod or no depends on their decision. After this, the narrator announces: "The gangsters close their eyes" and this stage ends.

Second: the narrator announces: "The policeman (or policemen) open their eyes". In the same way, the policeman must point to someone and the narrator asks: "Are you sure? And he will say yes or no depending on his choice, which will determine who he/she thinks is a thief for some reason or randomly. After choosing someone, the narrator will ask if you are sure of your choice. And after choosing the policeman, the narrator will confirm or deny (by nodding his head) whether he is a murderer.

Third: the narrator announces "The doctor opens his/her eyes". And just like the two previous cases, the doctor must point to someone he thinks the murderers would kill for some reason, or at random. After the confirmation question, "Are you sure?". The narrator announces, "Close the doctor's eyes." And concludes the stage.

After these stages, the narrator will make a brief story in which he will tell the events that happened without mentioning names; it can be made humorous, for example: "In the town of

Villa Verde, an assassin entered at 12:00 and filled the mouth of a citizen with bananas until he killed him". After this, certain events will happen depending on the outcome, for example:

If the murderer killed someone and the doctor pointed out someone wrong, he would not save the life of the one he/she had pointed out. The narrator will announce the name of the victim and ask for his letter, which he will keep.

If the murderer tried to kill someone, but the doctor saved him, the narrator will announce that the doctor saved the victim without naming the victim, the doctor or anyone else.

If in the two previous cases the policeman pointed out someone and the narrator confirmed that he was a mobster, the narrator announces in addition to the attempted murder that a murderer was discovered or not (without giving the name of the policeman or the mobster discovered or not discovered depending on the case).

Fourth: After this a new stage opens: "The Debate"; in this stage the players will debate and expose their suspicions about other players all together; the murderer can pretend that he is not a murderer, accusing someone else. In this stage, who is a policeman could say "I am the policeman, and I discovered -Player-" saying openly who he is; in this way, who is not a policeman can pretend to be a policeman to kill the one he wants, as another strategy.

Fifth: After "The Debate", the narrator will make a vote on whom he thinks is the murderer, and therefore, will go to the gallows, and whoever gets more votes, will die, so he will die without knowing what kind of player he was, but giving his role to the narrator (without anyone seeing it).

After this, the process starts again as at the beginning, the game ends when the policeman dies.

7.2.13. Activity M: shark tank

Learning objective: To present proposals to convince the jury. To reinforce teamwork.

Topic: creativity, quick thinking, situations in real context, argumentation and problem solving.

Estimated time: 60 min.

Didactic resources: cardboard, markers.

Description:

Groups of five people will be formed. Each group will have to imagine a novel product (invention) to be commercialized. The idea of the activity is that each group will present their product to the jurors, in this case the leaders of the activity. The groups should describe their product, tell why it is novel and why it is viable to be chosen for commercialization; for this purpose, they can use an advertisement that they will make themselves on cardboard. In addition, the jury will have the right to ask a question regarding any fault that the product might have and the participants will have to solve that doubt in an agile and creative way. After all the groups have presented their inventions, the jurors will decide which group was the most creative and made the best description and presentation of the product.

7.2.14. Activity N: telephone game

Learning objective: To distinguish the reported speech for transmitting messages.

Topic: Lexicon, creativity, quick thinking, real context situations.

Estimated time: 30 minutes.

Description:

The participants sit in a circle; the first one whispers a message in the ear of the person sitting next to him/her without repeating it. Then the message is whispered from student to

student to the last listener starting with the phrase “*she/he told me that...*”, and the last listener will say it out loud to everyone. This way they will notice if the message is the same as the one at the beginning.

7.2.15. Activity O: ABC game

Learning objective: To relate vocabulary with the alphabet. To review sentence formulation.

Topic: Lexicon, creativity, quick thinking.

Estimated time: 20 min.

Description:

A circle will be made with all the participants; the first one should say a sentence that begins with the letter "a", and then the next one says another one that begins with the letter "b". Then take turns with the rest of the participants to say sentences that begin with the next letter of the alphabet. The object of the game is to create a conversation that makes sense until you get to the end of the alphabet. If you get it wrong, you lose and must start over!

Example:

Participant 1: **A**nnie, why are you carrying so many bags?

Participant 2: **B**ecause I'm having a party later, so I bought a lot of things.

Participant 3: **C**an I come to your party?

Participant 4: **D**efinitely!

7.2.16. Activity P: History

Learning objective: To identify conjunctions to join sentences in order to create a story.

Topic: Lexicon, creativity, quick thinking, storytelling.

Estimated time: 20 min.

Description:

Participants should take turns telling a story; one sentence at a time. The more ridiculous the story gets in each sentence, the better! Once the first participant has said his/her sentence, the next participant must intertwine the story with a conjunction followed by their sentence and so on.

Example:

A: Once upon a time, there lived a very lonely prince.

B: **And** the prince had no friends

C: **because** his head looked like that of a frog

7.2.17. Activity Q: Tell me what to draw

Learning objective: To describe and giving commands to recreate an image by drawing.

Topic: Lexicon, creativity, quick thinking, situations in real context and argumentation.

Estimated time: 10 minutes per round.

Didactic resources: paper sheets, markers, print pictures.

Description:

To start we are going to create five groups and choose a leader who is the one who is going to describe the drawing to his/her group so that they can draw it as similar as possible. To achieve this, it is necessary to describe it very precisely and in a way that is easy to understand. Finally, the drawings are compared with the original to see which one is the most similar to the original.

It is important that the pictures to describe in English be of the correct level, in this case B1.

7.2.18. Activity R: Ask the expert

Learning objective: To improvise about real life situations.

Topic: creativity, situations in real context, argumentation and problem solving.

Estimated time: 20 min.

Didactic resources: plastic bag, paper sheets, marker.

Description:

Some topics are randomly written on pieces of paper and put in a bag. After this, one participant chooses one of these topics and asks questions to another participant, who must answer as quickly as possible, even if the answer is not true. Afterwards, the role is changed and the questioner is now the "expert". Here are some examples:

Makeup and haircut expert

Expert in science fiction movies

Expert in mathematics

Expert in board games

7.2.19. Activity S: Taboo

Learning objective: To review general vocabulary, simple structures and to promote teamwork.

Topic: Lexicon, creativity, quick thinking.

Estimated time: 60 min.

Didactic resources: <https://playtaboo.com/playpage/> (Virtual game)

Description:

In this game you will use cards containing six words related to each other: one word "guess" which stands out at the top of the card and five other words "taboo" below it. The first word will

be the one to be guessed, and the other five will be the words that cannot be said when clues are given.

The participants will be divided into two teams (Team A and Team B). Each team must choose a player to go forward; the Team A player will be the one to take the card and give the clues for his group to decipher the word guess, while the Team B player will be the judge who watches that the taboo words are not mentioned by the Team A player when he is giving the clues.

As soon as a card is drawn, the judge should start the stopwatch and the other starts giving the clues for 1 minute. The clues may consist of detailed sentences, phrases, or a single word. The winning team is the one that guesses the most words.

7.2.20. Activity T: Gymkhana

Learning objective: To identify instructions and directions from the most basic to the most complex, in order to encourage dexterity and teamwork.

Topic: give instructions.

Estimated Time: 60 min.

Description:

The participants will be divided into two groups. Then a series of test activities will be explained to the participants and they must carry out them as a team throughout the entire route.

1. Aquatic image puzzle

Didactic resources: Plastic bag, puzzle.

Participants will look for an image puzzle inside the pool then they will organize it and describe briefly what it represents.

2. Obstacles circuit

Didactic resources: Any objects that could be used to create a circuit.

Participants will have to go through some obstacle circuits guided by pairs.

3. Blind Labyrinth

Didactic resources: Plastic cups, buckets, a scarf (or something to blindfold), materials to create a labyrinth (tape, boxes) .

A participant will guide his/her friends who would be blinded throughout a labyrinth; each participant will be carrying two cups of water; the winning team will be the one that gets to put more water on a bucket at the end of each labyrinth.

4. Bag race

Didactic resources: Costales (natural fiber bags), paper sheets, markers. Each participant will go through a path jumping on a “costal” (natural fiber bag); at the end of each track, he/she will find some letters and will have to construct a word with those letters and a phrase.

5. Capture the flag

Didactic resources: Two flags or a piece of fabric.

Each team will have a flag which they have to protect from the other teams, but at the same time they will try to steal the other team’s flags.

7.3. Devotions

Learning objective: To reflect about self and group learning process.

Topic: Reflection.

Estimated time: 30 min.

Description:

At the end of each day there will be a space where both the students and the leader will make an individual and group reflection on the dynamics worked on during the day. It is necessary to mention their feelings, that is to say, how they felt developing the activities and how they felt their performance in them, in addition to the contributions that the camp has had in their personal development; in the same way they will mention the contribution that these dynamics had in their learning process, or if on the contrary there was a recoil.

To carry out this activity, participants will first be asked to sit in a circle; after that, it is suggested to start with the rose, thorn, and bud dynamic so that participants can organize their ideas for reflection. This dynamic consists of sharing reflections from specific situations, where the rose refers to a highlight, success, small win, or something positive that happened during the day; thorn refers to a challenge experienced; and bud refers to new ideas that have blossomed or something that is expected to know more about or experienced it. Once they have shared their feelings, students will focus more deeply on sharing their experience about their learning process in terms of the impact that the immersion camp has had; for this, they can take into account individual work, teamwork, the activities developed, the organization of the camp, among others.

In this space the leader should take careful note of the students' reflections in case he/she would like to use this activity as an evaluation system to determine the evolution or improvement in the students' verbal fluency compared to what they had at the beginning of the camp.

8. Evaluation system

The evaluation should be proposed as a space that allows the students to continue promoting their learning. For this, it is necessary to take into account aspects that guarantee a good evaluation, such as time, place, type of activities, among others. The article *“Evaluación para el aprendizaje”*, proposes that the learner should *“Know and understand beforehand the criteria by which he/she will be evaluated”* (Ministerio de Educación Chile, 2006, p.34) (our translation) as an essential principle when proposing the evaluation; this considering that he/she bases his/her learning on *“real life experiences that may lead him/her to ask other questions or that will confront him/her with new problems to solve”* (p.34) (our translation). Thus, the way of evaluating should show the relationship between their previous experiences and the conscious reflection they make of their process, since according to the article mentioned, this is intended to allow the student to *“analyze their learning and understand what needs to be improved”* (p.34) (our translation).

Taking into account the above, we propose alternative evaluation as an evaluation method because it promotes *“meaningful and self-managed learning by the learner, based on his own reflection and analysis, but also on collaborative work among the different actors of the training action”*(Soto, 2015, p. 7). It also allows the student to *“generate a participatory work, of permanent interaction that privileges the participation of the student body from the orientation and guidance of the teaching person.”* (Soto, 2015, p. 7) (our translation).

Considering the alternative evaluation, it is suggested to evaluate the performance of the students, during the development of the camp or at the end of it, by means of reflections through self-evaluation, co-evaluation, and/or observation by the teacher. Self-evaluation is a process of

reflection that evaluates one's own knowledge, skills, performance, among others, in which the student is aware of what needs to be improved and of his or her progress in the learning process. Co-evaluation is the same as self-evaluation, with the difference that the reflection is not self-reflection but group reflection, that is to say, students evaluate each other. Observation is also a process of reflection, but in this case, it is carried out by the teacher, who must be attentive to the development of the students and take note of their performance during the development of the activities.

For the above, the information collected in the activity "**Devotions**" can be taken into account, in which reflections are presented at the end of each session by the participants. In addition, we recommend not giving a numerical grade because what is sought with this syllabus is that the student does not feel pressured by it. However, if the teacher decides to do so, it is suggested that the student be graded individually and not as a group. As mentioned above, this syllabus is subject to change according to the needs considered by the teacher in charge and/or according to the development of the activities.

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