

**UNIVERSIDAD MAYOR DE SAN ANDRES
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGUISTICA E IDIOMAS**



**“TEACHING ENGLISH VOCABULARY THROUGH COMMUNICATIVE GAMES
TO CHILDREN SIX YEARS OLD OF THE “CENTRO DE ORIENTACIÓN
FEMENINA” CITY OF LA PAZ”**

***TRABAJO DIRIGIDO PARA OPTAR AL TITULO DE LICENCIATURA EN LINGUISTICA E
IDIOMAS. MENCIÓN LENGUA INGLESA***

CANDIDATE : AURIA YAMILY HUSSY HEREDIA

TUTOR : Lic. Mgs. OSCAR ALVAREZ

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ABSTRACT

Teaching a foreign language a children in the entire world has gone through different stages, which have been represented by exponents and methods that have contributed to the universal teaching of the English language.

Being exposed to a foreign language an early age helps children to learn, listen to communicate, as well as to expand their culture, helping them to obtain a great success in the basic abilities.

Thus, while teaching vocabulary in English, through communicative games, we should take into account and respect the children's psychological characteristics and the methodological orientations as the linguistic treatment, creating an atmosphere that encourages the communication.

Therefore, the main objective of the present work as a proposal, is to introduce teaching English vocabulary through communicative games to children of six years old of the "Centro de Orientación Femenina", since, games are fun and children like to play; playing games is a vital and natural part of their growing up and learning.

Also, the project is composed of four chapters; one provides a general introduction to the background, the context in which the project was applied and the social group we worked, the goal and objectives, and significance to develop this study.

The second chapter is about the theoretical framework, which contains the literature related to learning process, the role of communicative language games and their function in education, the types of communicative games , their characteristic; and it describes the conceptual framework about communicative games related to the teaching of foreign language vocabulary to children.

The third chapter presents the proposal section which includes the objectives, methodology and procedures of proposal; it also provides the syllabus design for all English course program, the topics and lesson plans. Also, we continue with a chapter four, contain the conclusion of this study and recommendations for future researches are given.

Finally, we presented the pedagogical material and didactic resources to offer teachers a complete plan to develop effectively class their foreign language, especially if they are working with children.

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Picture about Some Games

CHAPTER I

DIAGNOSTIC SECTION

1.1. INTRODUCTION

Through the years, English language has become an international and a very important language for human beings. Today, due to the globalization, changes usually occurred in initial education, English teachers and students, thus, may produce necessary interaction between the student-teacher, and have a better learning of the target language, which is regarded as the language-speaking World.

No one can refute the real importance of English around the world; for instance the way which it is taught must be the best in order to obtain a good communicative competence.

Through the time, there have been disputes about the best method for teaching a foreign language, thus, teaching of English has changed and improved constantly in countries considered economically developed.

Since, there have been many ways of teaching a foreign language; teachers are increasingly looking for a way to improve it, through new methods, approaches, skills, strategies and techniques. Now, taking into account the reality of teaching foreign languages in the Bolivian education, we notice that the development in the teaching process is not the best, and one of the reasons could be due to improper use of didactic materials that negatively affects the qualitative and quantitative development in the process of learning English.

In this sense, learning English vocabulary is seen as crucial to the acquisition of language, but there is still much disagreement about the effectiveness of different approaches to the

presentation of vocabulary, since learning vocabulary is often perceived as a hard and laborious process.

In Bolivia, with the New Educational Reform, education is gradually changing in the pedagogic way in order to improve learning in different areas. Many language specialists and teachers have studied the way to teach this subject in an easier way from beginners to more advanced levels, making use of the different theories about language teaching. Besides, they have been proving some effective techniques to improve English Foreign language classroom.

The project addresses those who want to use the games in their language classroom at all levels. Their main attempt is to show the many benefits that games offer in language learning. Games give a lot of motivation to students while learning the target language, adding fun to the regular classroom activities. Therefore, this work was oriented to offer a methodology based on the teaching of English vocabulary through Communicative Games to children obtaining better results.

Therefore, it is considered of vital importance teaching English vocabulary through communicative games to 6 years old children to break some psychological barriers as a motivational instrument. In this sense this work is oriented to offer a methodology based on the teaching of English vocabulary through Communicative Games to children, which is going to focus the attention on a very important social group: Children from the Centro de Orientación Femenino de Obrajes of La Paz city, who have to subsist in prison with their parents, sacrificing their childhood.

1.2. PLACE OF THE RESEARCH

This project was carry out in a particular nursery school located in La Paz City, specifically at the **C.O.F.** “Centro de Orientación Femenina de Obrajes” (Femele correctional facility).

The C.O.F. is one of the biggest feminine states detention centre in La Paz, Bolivia, it is located in the south zone of this city, specifically, on Hernando Silez avenue and Diaz Villamil street. It was founded in 1952 and 1981 with the name of national "Panóptico". It was a common jail for men and women, with the imminent danger in which empty exposed of being mistreated. During Víctor Paz Estensoro government people were confined there by political reasons.

But in 1986 the C.O.F. opened a primary school called “UNIDAD EDUCATIVA 12 DE ABRIL” with the administration of Captain Teresa Chacon with initiative of the Lic. Mary Flores, who was the Director of the Penitentiary Régime, in that time, because the necessity was seen that the children of the prison needs a free place, because it was not convenient that children had to stay in a hostile atmosphere, next to their mothers during the day seeing and listening discussions.

Therefore, primary school offers educational programs for imprisoned children, there is a timetable that establishes the time of the classes. In the morning from 8:30 to 12:00 and from 2:00 to 5:00 in the afternoon, and in terms of infrastructure, the school is the one that counts with three infantile classrooms, early stimulation and learning classroom, an auditorium, a dining room, bathrooms and kitchen. In the recreational area, there is a playground and a park.

1.2.1. CHILDREN OF THE C.O.F.

Six-years-old children of the C.O.F. "CENTRO DE ORIENTACION FEMENINA DE OBRAJES", are people who need a lot of help, because they have socio-economic problems and disadvantages in knowledge in relation to other children. For this reason they were chosen for the realization of the present project.

Children of this primary school are from different Department of Bolivia, but most of them are from close rural areas of La Paz City.

Also, due to the lack in educational, motivational and familiar areas, according to the age, they are restricted in several aspects like these:

- Socio-economic.
- Shortage of specific programs for learning a foreign language.
- Shortage of strategies and didactic materials for teaching English language according to the necessity of the children.

Taking into account that neither the institution nor the society made anything to give these children a better future, we see the necessity of implementing English as a foreign language in primary school looking for the motivation that the children present during the diagnostic evaluation made at the beginning of the project application. (See appendix A).

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- To implement Communicative Games to teach English Vocabulary to six-years-old children at the “CENTRO DE ORIENTACION FEMENINA” as a teaching alternative in the future.

1.3.2. SPECIFIC OBJECTIVES

- To create a high level of motivation to six years old children of “CENTRO DE ORIENTACION FEMENINA”, through the use of Communicative Games in process of learning English vocabulary.
- To offer children the opportunity to experiment a new way of learning English language.
- To supply Communicative Games and activities as every day practice for developing oral language.
- To introduce communicative interaction into the classroom so that children become actors in the learning process.
- To promote dynamic classes by introducing constant motivation to children learning through Communicative Games in English language.
- To foster students imagination through Communicative Games in order to promote communication and creativity.

1.4. ASSESSMENT OF NEEDS

Assessment of needs is concerned with identifying general and specific language needs that can be addressed in developing goals, objectives and content in English vocabulary program. The following purposes of assessment of needs are:

- To identify a general or specific language needs that can be addressed in developing goals, objectives and content for a vocabulary program.
- To use basic vocabulary according to the kid's communicative level.
- To help children express the vocabulary in orally form.
- To motivate and interact children to learn vocabulary.

According to J.C. Richards (1990), needs analysis may focus on either the general parameters of a language program (e.g., by obtaining data on who the learners are, their present level of language proficiency, teacher and learner goals and expectations, the teacher's teaching skill and level of proficiency in the target language.).

The purposes of this project take into account the first approach which may be referred to as situational analysis, and involves focusing on the following kinds of questions:

- Who are the children?
 - What are the children is goals and expectations?
 - Who are the teachers?
 - What training and experience do the teachers have?
 - What do teachers expect from the program?
-
- Once the needs analysis has been conducted, important amount of data is obtained from this. This information is then used in planning the program itself. So, we identify the kind and level of vocabulary the children have, if they knew the

vowels, alphabet, different fruit, colors, and clothes, this analysis we made the oral form through diagnostic test (see appendix B).

1.5. JUSTIFICATION

Knowing the teaching of English language in children of pre -school is an art that requires creativity and innovative ideas to enrich its effectiveness, many methods and techniques have been proposed around the world. The present project becomes relevant because it is oriented to demonstrate how useful Communicative Games are in the process of learning new English vocabulary in children of the C.O.F. who have problems not only at educational level but also at socio-economic level.

Unfortunately the teaching of the English language within the reality of the Bolivian Education is far from a good level of educational development due to the lack of methods, techniques and didactic materials according to the age of the students. Possibly these have been strengthened only by some small social groups that enjoy economic privileges, when in fact, education and special education in a foreign language should be for everyone.

The main objective of this project is to design and demonstrate how useful communicative games are in teaching vocabulary to children who have problems, not only at the level of the education system, but also at socioeconomic level. However, educational experience present an alternative for teaching English vocabulary through games, so that children can develop their oral skills, and knowledge of the language in the acquisition of a foreign language and therefore, children feel motivated to continue their learning in English. Thus arose the interest of teaching vocabulary in the English language through communicative games to children of 6 years old at “Centro de Orientación Femenina” of La Paz city, because they are subject to the problem of being in the prison with their parents.

Therefore, many of these children do not know the reality in which they live; even a lot of them do not even know that they are in a prison, serving a sentence indirectly from their parents, and at the same time devoid of a bilingual education.

The reasons for suggesting the use of communicative games as a tools for the teaching English vocabulary are due to many factors; Communicative games help to focus and motivate to concentrate the interest of the kids in the work that they are doing, games help to compare the effort of learning, for it is that the advantages and effectiveness of communicative games are explained in many ways: for example: the vocabulary games provide contexts from the real world in the class, in other words, it creates a meaningful context in where students retain better words which were presented in terms of real activities and fun in turn, encourage the children to make and use the vocabulary spontaneously, on the other hand, the games provide children an environment in tranquillity, confidence and fun during their language teaching, which encourages to learn and retain new words with ease; in addition, the uses of communicative games lead children to concentrate during dynamic activities, thus producing their active participation in the process of learning new words in English, which means, that they learn a foreign language without tensions, and through games, teacher can evaluate the level of children learning.

After having established the adequate justification about the importance to develop the research, we hope, communicative games can help children to learn English vocabulary in the best possible way.

CHAPTER II

THEORETICAL FRAMEWORK

2.1.GAMES

Games are tools that prepare children for adult life, during history different pedagogical schools considered infantile games as a pedagogical tool. Games belong to the cultural heritage of human being, and not only a practice engaged to the childhood world. The use of games are implicated factors that society need, factors that help to become a better society.

Therefore, to develop the importance of games in language learning and how the children learn, it is necessary to see what game means.

According to the Collier´s Dictionary (1986) a game means:

“Form of playing diversion, pastime amusement, form of mental or physical competitive play, governed by specific rules, and testing the skill endurance, or luck of the participant”¹

The Encyclopedia Britanica (1986) states;

“ Games are activities involving physical and mental exercise which people do for fun, health, as a party activity, or just to pass away a rainy day. Games usually have rules of some kind and some form of winning and losing”²

¹William D. Halsey 1986 (pp. 241) Collier´s Dictionary, Macmillan Educational Company.

² Enciclopedia Británica 1988 (pp. 48), Printed in USA Fourth Edition.

The game not only responds to the children's tendency, but also to the imitation. In that sense it is an inexhaustible source of learning and rehearsal of life. Therefore, *“El niño que juega al carpintero, al herrero, al labrador, al bombero, al soldado, a la enfermera, al maestro, etc. , se inicia en las actividades del adulto a modo de ensayo, tantea sus capacidades, investiga su vocación empujando inconscientemente por una fuerza que desconoce pero no es menos existente por eso ”*³

During the game children begins their treatment joyfully with other children, it exercises, their spoken language and mimic, it develops and it dominates their muscles, acquiring conscience of their utility, they understand the distances and other obstacles that the physical means opposes to its desires. they adapt to the means, and find opportunities to prove how much they can make, they receive stimulus to overcome difficulties, they form their personalities and it contributes to develop their responsibility.

For that reason, the game should turn as a way of socialization, playing children know other children and socialize among them, they recognize their merits, they cooperate and sacrifice for the group, they respect other people's rights, and fill game rules, and overcome difficulties, they learn to win and lose with dignity.

Hansen, considers *“The game like an activity form that keeps intimate relationship with the being's psychic development.”* ⁴*It is one of the manifestations of the children's active life. Meanwhile, Carlos Buhler, (1967:45)*

For Jean Piaget, (1984:56) the game is a typical case of behavior wasted by the Traditional School, to seem lacking functional meaning."

2.1.1. COMMUNICATIVE GAMES

Game is an activity with rules, an element of fun, with a goal or aim that is not linguistic. Successful completion of the games will involve the carrying out of a task

³ Mavilo Calero Pérez, 1998 (pp. 14) Educar Jugando.

⁴ Hansen, Citado en Mavilo Calero Pérez 1998 (pp. 14)

such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct elaboration of a structure. However, in order to carry out this task it will be necessary to use language and, by careful construction of the task, it will be possible to specify in advance how much language will be required.

It is important to mention that having explained how communicative games promote language practice and drilling practice, it is important to mention that communicative games *“Provide an opportunity for real communication, albeit within artificially defined limits, and this constitute a bridge between the classroom and the real world”*⁵

Also Communicative Games give process and benefits such as: changes classroom atmosphere with a high motivation creating interaction, high participation in language learning, cooperative learning, team work and active learning.

For that reason, communicative games motivate even the usually nonresponsive, shy, passive, and child become an active participant, displaying their competence and newly found confidence in communicating in the foreign language.

2.1.2. COMMUNICATIVE APPROACH

The Communicative approach in language teaching starts from a theory of language as communication. For J.C.Richard⁶ the goal of language teaching is to develop communicative competence. Therefore, as Richard suggests, the communicative approach, then, could be used by educators and linguists who had grown dissatisfied with the audio lingual and grammar-translation methods of foreign language instruction. These linguists felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gesture, or expression; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and

⁵ Handfield “Intermediate Communicative Games” 1990. (pp. 5)

⁶ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*. Cambridge University Press, USA, 1999.

development of communicative style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where student engaged in real communication with another student that become quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has produced different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

2.1.3. COMMUNICATIVE LANGUAGE TEACHING

Communicative language teaching makes use of real-life situations that require communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation learns comes from their desire to communicate in meaningful topics.

Margie S. Berns⁷ states that language is interaction; it is interpersonal activity and has a clear relationship with society. In his light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after given piece of discourse) and its social, or situational, contex (who is speaking, what their social roles are, why they have come together to speak).

Below we present some of the most outstanding principles of Communicative Language Teaching (CLT).

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.

⁷ Berns, M.S. Functional Approaches to Language Teaching, 1984.

- Fluency is an important dimension of communication .
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification since such an approach assumes that language teaching will reflect the particular needs of the target learners.

2.1.4. GAMES EVOLUTION

Play is older than culture, It must be understood that games are a need and right that should be respected because children and games maintain a narrow relationship. They have the same ontogenetic during the socio-historical development of a man because of the origins, content, and also because of the meaningfulness, and that is why it is an impossible attempt to separate them.⁸

At the beginning, prehistoric man subsisted in a nomad life, and children participated in the common task of surviving. Childhood did not exist, when agriculture emerged as a way of the human beings' life, children had to incorporate themselves to the new productive process, for this reason they were provided with appropriate tools in order to participate in the common work, those tools presented characteristics according to children's skills, they were real tools but on a small scale. They were not regarded as toys.

Because of the difficulties in agricultural activities, man created objects that reflected instruments in real life but they just served as instruments for practice with the purpose of preparing children for adult life. This is the way in which toys emerged and as a result games became a part of children's lives.

⁸ Hadfield, Hill(1998) Elementary Vocabulary Games. A Collection of vocabulary games and Activities For Elementary students of English Addison Wesley Longman LTD. Press. England

Meanwhile as man developed themselves, laborious activities began to become more complex, however as the level of life increased in a better way, it had a large incidence in humans because they started to give more importance to activities related with the process of socialization, as well as the cognitive and psychological process.

Games represent the essence of childhood and it is the product of man's social activity, it is through action that children discover the world around them. Games are mechanisms that facilitate their learning and understanding of the outside world. Games are a source of knowledge that stimulates action, reflection and expression.

2.1.5. GAMES CHARACTERISTIC

It's important to understand some characteristics of games because it makes for a better learning through communicative games.⁹

1. A game is a free activity. Commands are not a game.
2. A game is not real life. Rather it consists on escaping from it for a temporary period.
3. A game is absolutely independent of the external world, it is eminently subjective.
4. A game transforms the external reality, creating a world of fantasy.
5. A game is disinterested; it is an activity that takes place inside itself and is practiced for the satisfaction it brings.
6. It is played inside certain limits of time and space, their characteristics are the limitation.
7. A game believes in order. Even a small deviation ruins the whole game, and makes it lose it's character and annuls it.
8. A game oppresses and liberates, the game snatches, electrifies, and charms. It is full of two nobler qualities that man can find in the thing and express: rhythm and harmony.
9. A game means solving problems because we consider the children's capabilities to resolve them.

⁹ Mavilo Calero Perez (1998) Educar jugando Editorial San Marcos Perú

10. Another characteristic of a game is the easiness with it is surrounded with mystery; for the children charm of a game increases if they make a secret of it. It is something for us and it doesn't stop for others.

2.1.6. GAMES IN EDUCATION

The importance of games in Education is big business as it can be compared to the way all of the organs of the body work together to strengthen and exercise. The game is a powerful factor for the development of the social life of the child, you learn solidarity by playing solidarity, is formed and builds character and stimulates the creative power, it will interact and socialize.¹⁰

With regard to individual power, games unfold the language, arouse ingenuity, and develop the spirit of observation, affirming the willingness and patience perfected. It also favours the visual acuity, touch and hearing; lighten the notion of time, space, giving ease, elegance and agility to the body.¹¹

"The implementation of the games makes fruitful development; biological, psychological, social and spiritual man. Their importance in education is important and vital" ¹²

Games are effective tools for helping students to learn. According to Krashen's input hypothesis (Lightbown and Spada 1999),¹³ human beings acquire language in only one way, receiving a "comprehensible input", so teaching activities should be designed in order to involve children with enjoyable and easy to understand input and games are wonderful materials in that respect. They are comprehensible, enjoyable and authentic for teaching and learning.

¹⁰ Calero Mavilo Perez, Educar jugando pag 17 , Editorial San Marcos

¹¹ Ibid

¹² Calero Mavilo Perez Educar Jugando Pag 17 Editorial San Marcos

¹³ Lightbown and Spada Nina (1999)"How Language are learned" Oxford University Press, England.

The use of games in teaching, has many positive implications such as: the change of the classroom atmosphere, and improvement of motivation, an active process of learning, collaborative and cooperative learning, catering to learning styles. Also, students become active participants in the learning process due to the fact that they can lower the students' anxiety and stress.

Games provide flexibility to the different students' learning styles. According to Gardner Howard's theory about multiplex inteligencies (2000:86)¹⁴ *“La creatividad florece cuando las cosas se hacen por placer. Cuando los niños aprenden una forma creativa, la protección de alegría es muy importante...”*

If we want to construct with different learning styles in mind, games can often accelerate the learning process. In this sense, He proposes a model for the seven styles of the multiple intelligences: linguistic, logical and mathematical, visual and spatial, musical bodily and kinaesthetic, intrapersonal and intrapersonal intelligence.

It is important to explain how those different styles of multiple intelligences can be related with the use of games in a Childs learning process. There are games for the different learning styles in language learning. Games join children to the multiplicity of intelligences:

- Children improve the kinaesthetic intelligence by playing games that require movements, which is the case of the Total Physical Response approach.
- Children improve the interpersonal intelligence through cooperative games, such as team games, dramatization and performance activities.
- Children improve the intrapersonal intelligence through individual games, such as puzzles and crossword and also doing manual activities.
- Children improve the musical intelligence through games that include music and rhythm activities.
- Children improve the linguistic intelligence by playing with, crossword and mixed word puzzles.

¹⁴ Gardner Howard's Theory Multiple intelligences pag 86 -2000

- Children improve their logical and mathematical intelligence by playing word math games, dominoes, ordering objects, categorizing, and finding out facts.
- Children improve the visual and spatial intelligence by playing and responding to picture games, board and card games.¹⁵

During whole process of teaching the six years old children of the C.O.F. through Communicative Games, it was observed how learning styles were developed actively in children's English learning process that is why it is important to explain some of those advantages:

- ✓ Games played outside of classroom give children the opportunity to use language outside of class time, encouraging social behaviour and self analysis.
- ✓ The variety and intensity that games offer may lower anxiety.
- ✓ Games provide a context for meaningful communication.
- ✓ Games add interest to what children do not find interesting.
- ✓ Games help children to participate in actively, with hands and minds, to control and experiment with aspects of the new knowledge they are learning.
- ✓ Games help children to interact with the material to be learned.
- ✓ Games make learning an active process.¹⁶

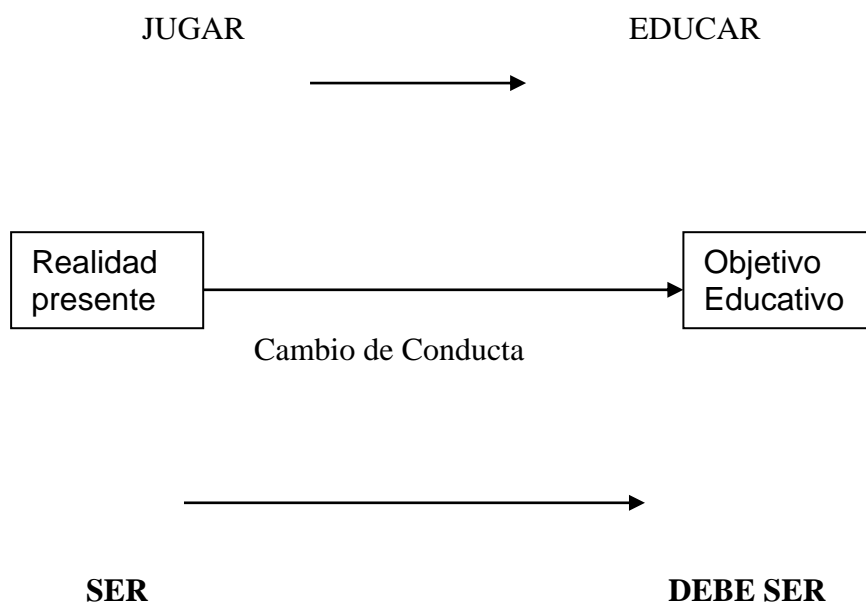
The game and the education should be correlative because education comes from the Latin " educere " it implies to move, to flow, to leave of. It is unwrap their physical, psychological, social, and spiritual potentialities, from the person's interior that is educated. In that context the game, like middle educational should have same orientation. The game and other experiences constitute the support of all learning.

¹⁵ Moor, Paul(1981) El Juego en la Educación Ed Herder Barcelona- España

¹⁶ Ibid

For that reason the education like one of the ends of the game, can see in the following way:

Graphic N° 1



Source : Mavilo Calero Pérez . “Educar Jugando” ¹⁷

In this way the children goes gradually from the concrete thing to the abstract thing, that favors the development of the logical thought.

2.1.7. WHY ARE GAMES USEFUL IN AN EFL CLASS?

The principal three aims of games according to Hadfield (1990:v)¹⁸ are: first that learners really enjoy them by playing in their classroom. The point is that games generate fun for any academic achievement of a serious goal.

¹⁷ Mavilo Calero Pérez, 1998 (pp. 20) Educar Jugando.

Secondly games can be used in the classroom with beautiful experiences where a child learns in a spontaneous way. Also they do their work with enthusiasm, and ability, but also with a lot of fun.

Besides, children playing games are encouraged to use language skills listening, speaking, reading and writing. Whatever the game is, the skills employed in it are developed and improved through its repetition and their involvement. And the most importantly, the players want to improve the skills that are necessary to play a game because they enjoy doing that.

Another reason is that the essential ingredient of a game is the challenge to find out what they can and cannot say in English. They can also recall what happened in a game which may help a child to remember the language connected with it.

2.2. APPROPRIATE METHOD FOR PRE-SCHOOL

The methods are a fundamental base to carry out a good English class with communicative methods in the acquisition of a second language that learns based on concepts, theories and hypothesis that converge around the interaction of the constructivist notions on the meaning.

Communicative methods were taken into account due to the objective of oral communication that this project has in relation to the teaching from the English language from children to 6 years-old.

Inside of the constructivist point of view, the acquisition of the language is integral part of its function. When we teach dexterities, we teach them like on integral part in the explanation of the context.

¹⁸ Hafield, Intermediate Communication Games ,1990,Cambridge, London.

a) AUDIO LINGUAL METHOD

The Audio-lingual method is characterized in the following way: “a). *It is based on the subconscious domain in grammatical ways in sequence; b). The learning is the result of the teaching of oral patterns of exercises; c). The emphasis is placed in the correct production in the grammatical ways that they correspond to an oral stimulus; d). The dexterities of the language memorize in the natural sequence. To listen, to speak, to read, and to write, and finally; e) Reference doesn't exist to the maternal language during their instruction*”¹⁹.

b) TOTAL PHYSICAL RESPONSE METHOD (KINESTETHIC)

The Total Physical Response method is used in teaching of English -learning to children in pre-school. Asher (1979, 1982) created (RFT) which is like an important form of communication in the initial stages of the acquisition of a second language. This method contains comprehensible input, a period of silence and a focus in the pertinent content instead of, in grammar or in the same forms.

The objectives of this method are based on the belief that the dexterities can be more quickly assimilated if the teacher incentivates the student to the sensorial Kinesthetic system. The imperative form is one of the main tools of this method. We should invite children to carry out a certain activity and to not press them. This method is full illustrated with activities and movements that it motivates the student to carry out.

STIMULATE → ANSWERS

¹⁹ Alan N. Crawford Et Al. “Communicative Method for acquisition of second language” University of California “Los Angeles” (pp. 3)

c) NATURAL METHOD

The original concept of the natural method of Terrel (1977) has three main characteristics: “ *a) The activities of the class are focused toward the acquisition, is to say communication through the content focused in the unconscious absorption of the language with a correction idea, but not with the grammar's explicit knowledge; b). The oral errors are not directly corrected; c). The students can respond in the second language, in the maternal language or perhaps in a combination of two*”²⁰.

This method generally is directed to the teaching -learning of the children. This maintains the children’s interest and allows them to better understand the message.

d) ECLECTIC METHOD

Eclectic method is a combination of different methods and it is the more used by English's teachers in preschool courses. This is due to the fact that a class for children of early ages should be varied with different activities, constantly changing, since the children get tired with a lingering activity. It is necessary to extract different method in teaching - learning process to preschools.

2.3. MOTIVATION IN LEARNING

The motivation constitutes one of the most necessary and powerful conditions for memorize and learning a English language. It stimulates and intensifies the activity, it is a determinant of what will experience fundamentally. It affects the perception of the students and their achievements.

²⁰ Terrel 1977 Citado por Crawford. (pp.9)

For Feliciano Gutierrez, (2007), the motivation in the learning is: *“Motivar es proporcionar uno o varios motivos, hacer que el educando sienta determinada necesidad en el aprendizaje. Porque no se produce aprendizaje sin motivación”*²¹.

This way the success of the teacher depends, in great measure, on their ability to motivate the students and not to reduce the learning or the teaching. Teachers can introduce modifications in the motivation of their students, providing learning opportunities, to help in the necessity of learning.

Also, *“El estímulo en el aprendizaje tiene que estar siempre, ya que sin estímulo no hay actividad y por lo tanto, falta la experiencia”*²². The stimulus can be derived of necessities or non satisfied demands and it can also come from a given situation.

To learn it is necessary to be motivated, to have interest for an effective learning. The motivation is a fundamental aspect in the learning. Monly when referring to the learning process considers that without motivation there is not learning. Therefore, *“Todo esfuerzo para conseguir aprendizajes no será posible si el alumno no está motivado. Tiene que haber voluntad de aprender, voluntad de cambio. Es un requisito para que el aprendizaje humano se realice”*²³.

For this reason the motivation in the learning supposes, the desire to make something in a conscious way.

2.4. LEARNING

The concept of learning:

"Constructivism, learning is a process through which a child or a student, accompanied by the teacher, peers, educational and other circumstances, builds meanings

²¹ Feliciano Gutierrez L. “Aprendizaje, Enseñanza y Currículo” 2007. (pp. 51)

²² Ibid. (pp. 54)

²³ Palabras de Monly. Citado por Luis Facundo Antón, “Aprendizaje y Enseñanza” 1990 (pp.90)

that are integrated into their cognitive structure."²⁴ Building the meanings around something that concerns the student, depending on their personal understanding, to some degree the information, is to be validated and then passed to his memory, where it forms the structures of their knowledge.

Variety of concepts exist about learning Platón said: "*El que aprende y aprende y no practica lo que sabe es como el que ara, ara y nunca siembra*"

Learning is perhaps one of the areas of contemporary psychology but is investigated after the intelligence.

However," *El aprendizaje es el proceso por el cual se origina o cambia una actividad mediante la reacción a una situación dada, siempre que las características del cambio en curso no puedan ser explicadas con apoyo en tendencias reactivas innatas, en la maduración o por cambios temporales del organismo.*"²⁵ In that way the learning is a social process that happens in every person like a form of being integrated to its means and its history.

Vigotsky, sustains that:" El aprendizaje es un proceso necesario y universal en el desarrollo de las funciones psicológicas, específicamente humanas y organizadas culturalmente. El aprendizaje es un proceso social, no privado o individualista que tiene que anteceder al desarrollo, para que el desarrollo continúe"²⁶

2.4.1. THEORIES OF LEARNING

Definition:

"Learning is a necessary universal process in the development of psychological functions, specifically human and cultural organizations. Learning is a social process, not

²⁴ Ulcumana Suárez , Charles op cit pag 16.

²⁵ Aprendizaje y Enseñanza, Luís facundo Antón (1999:24)

²⁶ Palabras de Vigotsky. Citado por Luís Facundo Antón. Ibid (pp.26)

private or individual; therefore it has to precede development, so that development will continue. "²⁷

Richards and Rodgers (1986:16-17)²⁸, identifies three different theoretical views that call on the nature of language learning:

1) The structural view which is supported by the structuralists who claim that language is a system of elements (e.g. phonological and grammatical units, grammatical operations such as shifting and joining, and lexical items) that are structurally related among themselves to construct meaning.

2) The functional view, whose followers assume that language is a vehicle for the expression of functional meaning. They maintain that language is not merely a system of structural items; but on the contrary, it is a set of related functions that work on the basis of semantic and communicative elements in which the activator of language is the desire to be communicative.

3) The third view or interactional, consist of a set of interpersonal relations and social transactions among individuals whose main purpose is the creation of opportunities to perform social relations.

According to Brown (1987:6)²⁹ He mentions in general a number of contemporary and specialized definitions of learning in the following way:

- Learning is acquisition or “getting”.
- Learning is retention of information or skill.
- Retention implies storage systems, memory, and cognitive organization.
- Learning involves active, conscious on and acting upon events outside or inside the organism.
- Learning is relatively permanent, but subject to forgetting.
- Learning involves some form of practice, perhaps reinforced practice.
- Learning is a change in behaviour.

²⁷Lightbown and Spada Nina (1999) How Languages are Learned Oxford University Press, England

²⁸ Approaches and methods in language teaching. Richard, J and T. Rodgers. 1986. Cambridge University Press.

²⁹ Brown 1987:6

For cognitivist, learning is a process of internal change, with changes not only quantitative but qualitative, it is the result of an interactive process between the information it comes from, the internal and an active subject, in the case that human nature is clearly intentional.

The constructivist design learning is an internal process unnoticed in the immediate term, which commits all the cognitive activity of the subject and aims to construct a meaning.

2.4.2. PEDAGOGIC AREA

Pedagogically, Wright, Betteridge and Buckby (1993:1)³⁰ affirm that

“...Language learning is hard work. One must make effort to understand, to repeat accurately to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time.”³¹

Therefore, teachers need to create the conditions for learning to take place. One way to do that is by introducing games for which Wright (1993.1)³² and Becker (1996: 52)³³ say

“Games help and encourage many learners to sustain their interest and work.... I find that where I get my students to play games they learn without trying. As well as interact with each other”.

³⁰ Wright, Betteridge and Buckby. Games for Language Learning, Cambridge University press, 1993,1pag Great Britain.

³¹ Wright, Betteridge and Buckby. Games for Language Learning. Cambridge University press. 1993,1pag Great Britain

³² Wright, Betteridge and Buckby. Games for Language Learning. Cambridge University press. 1993,1 Great Britain

³³ Becker, Jackie and Gavin, Connie Joint Venture, Tesol Journal Autumn 1996,52 pag

While interacting students practice different skills without any kind of pressure, they are vividly experiencing language practice. So games enable them to listen, read, speak, and write in meaningful practice.

2.4.3. TEACHING AND LEARNING.

If we want to understand the teaching of a foreign language, we need to understand how learning occurs in the first language, for example: Douglas Brown H, maintains that: "... the ability to acquire great competition in the first years of life has been an area of concern for many centuries."³⁴ In this perspective, the acquisition of language has become one of the fields of study in language teaching.

On the other hand we know that acquiring a second language occurs in a context different from learning a foreign language. In this form theories of learning have been developed for both contexts for the learning of the second and foreign language.

Behavioural psychologists were devoted to behavioural changes in learning between one person and another, among the theoretical behavioural psychologist is the following quote:

John Broadus Watson (1878) who argues that the conduct is governed by a principle of cause, effect, stimulus and response, believes that learning is determined by the environment if it controls the environmental stimuli then it develops learning habits. According to Watson all learning is a conditioning of habits through a process of assimilation of mechanical stimulus response. For example in learning to read and write, there are methods that are based on partnership mechanisms of stimulation (E) and response (R). The child learns to read and write "a" involving the grapheme "a" (stimulus) with the broadcast of the sound (phoneme "a"). In this way the child when he sees the letter "a" (stimulus) reads the answer. Facilitating the learning of the first letters according to the association of stimuli (grapheme – And phonemes) and answers (read and write).

³⁴ Brown H. Douglas "Principles of Learning and Teaching" Printice Hall, N. Y. 1987 pag 15

- The Psychological Development:

As Maria Montessori said: the child is not a small adult, they missing information or learning, but they are person in development. This assertion relates to the idea of the division of psychological development in stages, each of which has characteristics of emotional, cognitive and psychomotor who manage to set limits and possibilities for learning. "The division stage of psychological development is one of the most important contributions to the psychology of constructivism.³⁵ One of the most famous and vigorous corresponds to Piaget. "

The educational aspect is considered of most importance to the proposal stage, and teachers are encouraged to study not only of the theory of learning, but also on the characteristics of the development and applications in classes.

2.5. WHY ARE GAMES FITTED TO LANGUAGE LEARNING?

In order to be clear, the next section explains and analyses how games can be used in a language class and how they can solve various aspects in the teaching and learning process; as Chateau (Vallejos G, 1994: 8) indicates³⁶

"Thanks to games the spirit and the intelligence can grow"

Through games teachers can activate, children intelligence and make their spirit grow, they should also bear in mind that students need to develop their affective language learning in order to succeed.

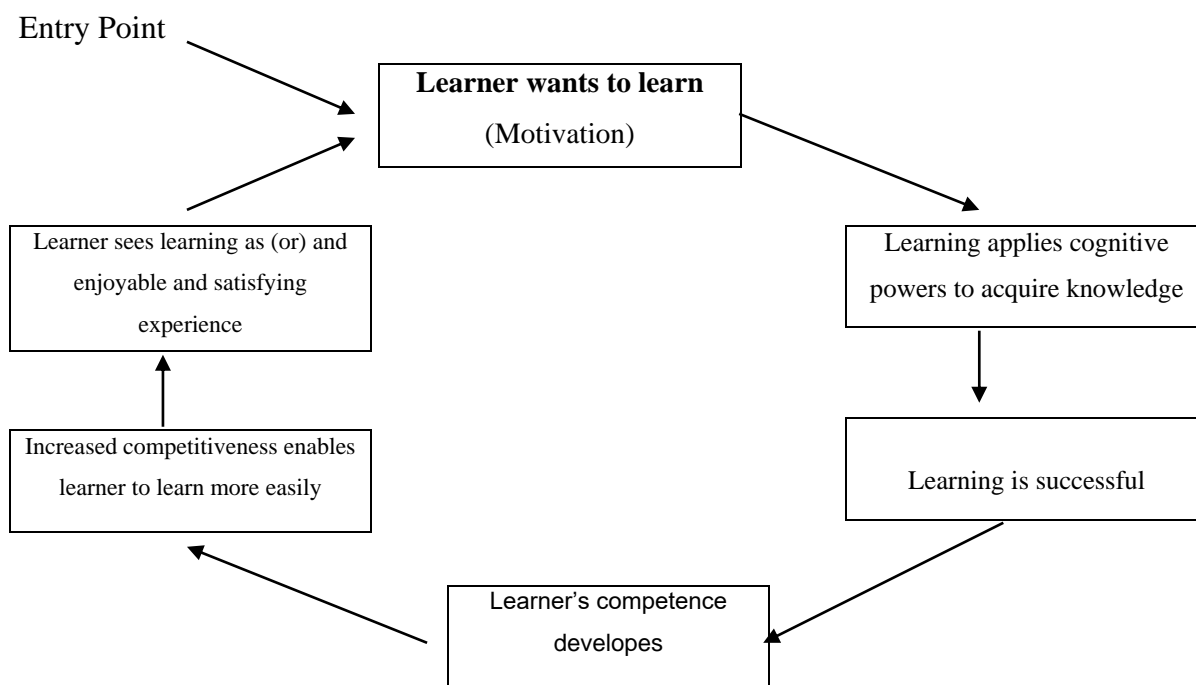
In order to promote this affective domain, Hutchinson and Water (1993: 46)³⁷ Suggest us that learners should be considered as any human Being who feel, think and act both in a logical and sensitive manner. Besides they explain how learning a particular

³⁵ Ulcumana, Suárez, Charles op, cit pag 17

³⁶ Vallejo de Bolívar, Los Juegos; Universidad Mayor de San Simón. (1994: 8) Cochabamba Bolivia

³⁷ Hutchinson, Tom; and Waters Alan, (1993:46) English for Specific Purposes, Cambridge University. New York.

language can be considered an emotional experience which, in a sense, is related with their cognitive aspect (how they process learning). So both (logical and sensitive process) are interrelated in a form of learning cycle.



As seen in the chart, this cycle shows how motivation plays an important role in activating cognitive powers to learn in an enjoyable setting (classroom) so that their learning competence is developed.

Therefore, we can conclude that learning would be better if children are motivated and engaged to solve any academic problem or challenge which can be included in problem solving activities, reaching consensus or playing competitively or co-operatively. This last point can be reached through games because games offer many ways for teaching us.

Selagh Rixon (1988:1) affirms that:³⁸

“There are hundreds of games that can be used in connection with language teaching”³⁹

³⁸ Ibid

³⁹ Selagh Rixon pag 1- 1988

The role of games should be crucial, leading the class to learn, exploit or consolidate language structures, lexis or phonetics which is the main purpose of the present research. Therefore, the next section includes why games can be considered useful in an EFL class.

2.6. LEARNING AND GAMES IN THE ENGLISH LANGUAGE

Teaching English language is a hard task, it requires great effort as well as dedication. The games will help more than anything to motivate a child to sustain interest in the language.

Games also help the teacher to create context in which language is useful and meaningful. The children want a turn to be part of the game, to interact with the group and understand what their partner or friends say, they can express themselves verbally, give their point of view, share information without fear of participating, nor be afraid to make mistakes.⁴⁰

Through games you can practice the four skills. The fun, so characteristic of the games is not restricted to any age. But much depends on the group, which sometimes is modified according to the reality of the child.

The primary school, teachers are using games in teaching-learning process "the game is the original form of capabilities and strengthens the development of the same" ⁴¹Game situations and experiences help the students to acquire a better comprehension in English language, therefore, students learn enjoying the English language.

Parents and teachers must be stimulators, they must motivate children. Its powers may be diminished by lack of stimulation or grow their potential if they are encouraged from an early age, which has a huge emotional value component. It is the foundation of all

22 Calero Mavilo Pérez, Educar Jugando Editorial San Marcos 1998. Pag.49

⁴¹ Calero Mavilo Pérez, Educar Jugando Editorial San Marcos 1998. Pag 49

learning, affection is a sense of support. You can not educate mechanically. To educate is to achieve a climate of affection.

"Game is a testament to the intelligence of man in this degree of life. It is usually the model and the image of man's life, usually considered the natural life, inner, mysterious in man and things: that is why game creates joy, freedom, satisfaction, peace with himself and with others, peace with the world, so the game is the origin of the greatest assets as Federico Froebel suggests" ⁴²

Teaching should not overlook the contributions of scientific education assistants. In game we must teach a child not to feel inferior to anyone, despite the games flaws, this should help to compensate for their critical situations, to support their efforts and not be alarmed that it has not been able to achieve certain goals.

2.7. THE ROLE OF A TEACHER IN GAMES DEVELOPMENT

Schools are one of the first places where kid's behaviour and future educational success is shaped. Teachers are stimulators of either positive or negative behaviour for the students. The reason why the first years of school are so critical is because kids learn the base of their educational life. Teachers played an important role in the development of language teaching because they consolidate what children learned. Teachers must create a warm and protective environment but at the same time be professional. A good teacher needs to think about the following issues: preparing the children for games, language support, strategies for managing the classroom and a system of feedback and evaluation. The children must be prepared linguistically and emotionally to provide them self-confidence to make use of the English language without fears. Vale and Feunteun (1995:27)⁴³, talk about the priorities of children's teachers:

⁴² Calero Mavilo Pérez, Educar Jugando, Editorial San Marcos 1998, Pag 48

⁴³ Vale and Feunteun pag27- 1995

“A key priority for teachers is to establish a good working relationship with children, and to encourage them to do the same with their classmates. The Teacher’s role is that of parent, teacher, friend, motivator, coordinator, and organiser. The skills for these roles have more to do with understanding children’s development, children’s needs, children’s interests, children themselves- than with EFL methodology alone”⁴⁴

Based on the experience obtained during the project application with the use of games as a resource to teach English language to children at the C:O:F:, one of the most important roles that a teacher had to play was as a facilitator and guide, due to the fact that the success of activities related with games were supported on the basis of a good organization and classroom management. The main aim of the teacher in organizing a game activity was to tell and explain the rules and purposes of the games, also, the teacher needed to be sure that the children have assimilated the new vocabulary, not only the knowledge of the word was important, but also the use of the terms in communicative situations.

Moreover, teachers needed to create learning situations, where children are able to use the target language. Teachers helped children to be active, responsible and participative agents in their own learning

The function of the teacher in games development was very important because:

- Teacher had to make the English class as interesting and attractive as possible in order that children wanted to learn.
- Teacher had to set the rules for games time.
- Teacher had to consider the different ways in which children learn better (learning styles), in order to promote interaction among them.
- Teacher had to observe introvert and extrovert children to foster an equivalent learning experience.

⁴⁴ Vale and Feunteun (1995:27)

- Teacher had to be clear and explicit because children needed to understand the terms of activities very well.
- Teacher had to set some rules of discipline in the classroom in order to maintain order and respect among teacher- students and students- students.

After, some considerations about the role of the teacher in the development of games were made, it was very important to refer to the role of children as learners in the process of learning vocabulary of a foreign language through games.

2.7.1. THE ROLE OF LEARNERS IN GROUP WORK.

There are many discussions about foreign language teaching in classroom surroundings. One of these discussions is related to the importance of language interaction among students for developing good communicative skills in a foreign language. Build good linguistic development in children is linked with the fact of interaction as an essential role of students' due to the cooperative and collaborative implications in the cognitive development of learning.

The methodology of communicative games proposed in this project provided several kinds of interactive activities. Further, all the games were centered in the learners' active role to learn new English Vocabulary, because they were motivated to engage the language in real life situations due to the contact among students during class development.

At the same time, it was observed during the project application, that a work group or team contributed to a positive climate in the classroom. In this sense, some suggestions to organize groups are given to help other teachers to have success in teaching a foreign language based on communication.

2.8. VOCABULARY

Enrique Fontanillo states that “Vocabulary is an order set of terms that belong to a language”⁴⁵. It is the set of lexical terms that the speaker uses in communication. We can say that vocabulary involves knowledge and it is part of the four language skills (speaking, listening, writing, and reading) and focus on the word as the primary unit.

2.8.1. VOCABULARY ACQUISITION

For the introduction and fixation of the vocabulary are: To offer the concepts of the new words by means of drawings or characteristic actions, to translate the word when it is expedient, to always explain the meaning of the word in English, to work with synonyms and antonyms of the word, to contrast the new words, to demand the students to already form words starting from the introduced, to use games to build the vocabulary, use of similar words to build the vocabulary.

Teaching-learning of the vocabulary must be governed by designs sustained in the constant evaluation of itself.

In the measure that the fellow is able to learn how to learn new words, it is enriching the communication and his competitive desire to speak a foreign language.

"The partner-psico-pedagogic characteristics of the fellows are an essential factor in the work with the teaching-learning of new words, of their knowledge which depends on the effectiveness and efficiency of the work in the classroom and outside of the same"⁴⁶

Penny Ur in that sense said: "That the following actions help guarantee the vocabulary learning in the foreign languages:

⁴⁵ montanillo, Merino Enrique. “Diccionario de Lingüística” E: G Anaya S. A. Villafranca, 22 Madid, España 1986

⁴⁶ Penny Ur. “A course in language teaching” 1996. (pp.63)

1. *Forms of presenting the meaning of new words. Concise definition, detailed description, exemplification, illustrations, demonstration, context, synonyms, antonyms, translation, associate ideas.*
2. *Practice and consolidation. Songs and games, semantic field and semantic maps, method of the key word, exercise of words, and review regulate.*
3. *To develop lexicon-semantic. Analytic reading and communicative activities*⁴⁷.

Therefore, the acquisition of Vocabulary, is related with the whole global education that is the education psychometric and broadly favored for:

- The manual or occupational activities, such as the cutting and to hit images.
- The different games that make operate objects or representations of new objects.
- The corporal expression, associated to the verbal expression, like they are the scenes and mime games.

2.9. LEARNING WORDS BY PICTURES

According to Nicola Baxter⁴⁸, small and young students love looking at pictures and naming what they see. It can be even more fun if they share a word note – book with a lesson notebook. Students will enjoy finding each image in the pictures and they can talk about it gaining confidence.

To this respect, professors Oscar Rodriguez and Claudia Virreira B⁴⁹. say that there are people who think in images and pictures. These people are often very aware of objects, shapes, colors and patterns in their environment. They like to draw, paint, make interesting designs and work with colored constructions.

Finally we can say that pictures help students to understand the meaning easily. In this case, the teacher can ask student to make a Pictionary, some posters or make sentences

⁴⁷ *Ibib.* (pp. 68)

⁴⁸ Baxter, Nicola First 1000 words, Armadillo Books , Singapore 1999.

⁴⁹ Rodríguez, Oscar and Virreyra Claudia” Teaching English applying multiple intelligences. 13 th National Convention for English teachers. Oruro 2008

about pictures they are looking at the following sheets are examples that teacher can use in order to teach vocabulary by games.

2.9.1. LEARNING WORDS BY SONG

First, according to Professor Alexander Vargas Middagh⁵⁰, songs for English language teaching are motivating strategies; they are a real source of English language. They contain formal language, informal language, specific vocabulary, body language, slang, idioms, at the same time the speakers are from different social and economic groups. All these aspects give the students the opportunity to learn a real language. In addition, students can practice English at home and remember easily the meaning of words and pronunciation.

Second, vocabulary needs to be revised again and again, well, what could be better than studying vocabulary by listening to your favorite songs? Read the lyrics first and try to understand them. Students do not have to translate the lyrics word by word; they just have to try to find out what the song is all about. Students can pick some words or phrases from the song that they would like to learn and if necessary, look up their exact meaning in a dictionary.

Finally, to learn the vocabulary, all students have to listen to the song again and again; that shouldn't be a problem if it is one of their favourite songs. According to Gary Anderson⁵¹. It seems that all teenagers are interested in pop songs, so exploit that interest by bringing music and the feeling that can be expressed through songs- into the classroom.

⁵⁰ Vargas, Alexander. Songs for ELT. 12th Nacional Convention for English teachers. Cochabamba, January 2007.

⁵¹ http://www.Cambridge.Org/elt/englishinmind/teacher_resources/teaching_teenagers.htm

CHAPTER III

PROPOSAL SECTION

3.1. PROPOSAL

In the past, there have been several ways to teach English to teenagers and adults learners. Many methods were designed to improve English Foreign language learning in classrooms to develop their abilities in a better and an easier way, but as teachers, we overlooked the children's skill and potential to learn a foreign language easily. Naturally, an adequate method that reflects children's needs and preferences helped them to learn. In agreement with this, Vale and Feunteun said (1995:27)⁵² "in recent years, much of EFL methodology and curricula have been developed for the purpose of teaching highly motivated adults or exam-driven teenagers. In general EFL teachers-training courses, therefore, may not always be relevant to the teaching of children".

The present proposal wanted to show that Vocabulary and Communicative skills can be learned and developed effectively through the implementation of communicative Games in foreign language teaching due to the role that games play in childhood. Teaching English language vocabulary through Communicative Games to the children of the "CENTRO DE ORIENTACION FEMENINA" specially with six year old children.

English Language has been introduced in diverse stages at the school level, depending on the objectives that the students have.

This project has been designed for English course with a duration of 10 months with children of 6 years-old at the pre-school "12 DE ABRIL" of the "CENTRO DE ORIENTACION FEMENINA".

⁵² Feunteun pag .27 -1995

The main objective is to propose teaching English language vocabulary through communicative games in children from 6 years old in the best way as a natural possible.

The approach followed in this project was based on the constructivist theory because students were seen as central active individuals who constructed their own learning development. Children learned better through playing, so that they developed intellectual, constructive and cognitive understanding through manipulation, exploration and the practical activities that took place during playing events. On the other hand, a teacher monitored, assessed and engaged learners with the activities. He works as facilitators for students' resolutions and self-regulation during the process of learning a foreign language.

Although many methods and techniques were used to teach language to children, this project was focused on the use of Communicative Games to teach vocabulary to six years old children. According to the literature review, it can be stated that foreign language acquisition is achieved in a better way at early childhood because of the relationship between children and games. When children play, their brains work, because they are an active agents of their own conceptual development.⁵³

The proposal includes an appropriate use of the factor affectivity like complement of first order that you can use during the teaching English foreign language from children to 6 years old, since it will consist on the use of a conciliatory and patient tone when the teacher goes to the children, that is to say in the transmission of affection and feeling, in the use of diminutive. Therefore, some important factors about the methodology of this project were established, it is important to mention the objectives of the course design. This proposal has been designed for an English course of sixteen lessons focused on six year old children of the "C.O.F."

⁵³ Calero Mavilo Pérez, Educar Jugando pag 18.

3.2. OBJECTIVE OF THE PROPOSAL

The present project propose activities and pedagogical resources for teaching English language vocabulary through Communicative games to 6 years old children at the "CENTRO DE ORIENTACION FEMENINA" of La Paz City.

This proposal has been designed for an English course of sixteen lessons focused on 6 year old of the "C.O.F". It implicate that the Communicative Games provided benefits to the children in the process of learning.

Exist different classes of games that help children to obtain a better communication, the present project want to show the important methods to teach vocabulary in English language using dynamism and creativity into a classroom, playing an important role in learning of children.

Next some proposals of different games that help children's to communication:

- Psychological games, of visual perception
- Games by memory
- Sound games and imitation
- Games of words, the route of the snake, and learning with the crazy dice.

The use of these visual didactic materials helps the children to reinforce what they are learning, for that reason it will be important to use real materials.

Therefore, the objectives of our proposal were:

- To foster children's imagination through Communicative Games used in order to promote communication and creativity.
- To introduce interactivity into the classroom in order to children become actors in the learning process.
- To offer children the opportunity to experiment a new way of learning English as a foreign language.

- To promote dynamic classes by introducing constant motivation to children learning through Communicative Games in English language.
- To introduce the Communicative Games making learning an active process.
- To encourage children to speak without fear

One of the great advantages of this project, Communicative Games as a tool to teach English, is that teachers can use different kinds of other approaches as a complement to achieve a better and efficient result in the process of teaching a foreign language to children.

Later, some of those useful teaching techniques used to develop this project to reach the goal were carried. It is very important to mention the supportive or reinforced tools used to carry out the project effectively.

3.3. DEVELOPMENT

Games provide new ways to explore the reality and different strategies to operate on it favours a space for spontaneity in a world where most things are regulated. Games allow the group (the children) to discover new facets of their imagination, think of many alternatives for a problem, develop different ways and thinking styles, and encourage change in behaviour that enriches and diversifies in the change group. Game recaptures the imagination and spirit so prevalent in the children's childhood. That's why many of these games are proposing a return to the past surface again allowing curiosity, the excitement, wonder, spontaneity and authenticity.

The games are divided into:

- Creative Games
- Learning Games
- Professional Games

3.4. REFERENTIAL METHOD

Nowadays, the methodological current that prevails among the theoretical of teaching languages use techniques to develop this project to reach the goal stated.

It is very important to mention the most appropriate methods used for teaching English to small children that carry out the project effectively.

3.4.1 AUDIOLINGUAL METHOD

Takes the strategy of listening with attention. Firstly it is important to listen, sounds, pronunciation of words, expressions and sentences to be able to execute them orally. The most usual form in the method audio lingual is the dialogue using a repetition exercise, illustrating with pictures and audiovisual cards.

3.4.2. KINESTHETIC METHOD

This method help the children's reception and action, they give follow commands among them, helping children to remember words or phrases meaningfully, children interact with physical objects (toys, recyclable material, nature,etc.). Therefore, children discovery and create learning language by themselves, being directly taught by the teacher.

In this method children listen, and execute before speaking and therefore, the retention increases when children respond to the feelings of successes physically that facilitate the learning when the children are involved in a competition or game.

3.4.3. NATURAL METHOD

Everything is taken into account in a student communication with teacher, therefore, the main objective of this method is to teach children the use of language and learn how to communicate. The communication was related with the use of language.

3.4.4. ECLECTIC METHOD

Is a combination of different methods to teach foreign language, it is necessary to use this method in small children, because they learn vocabulary more easily during the class. This method is used by English's teacher in preschool courses.

3.4.5. THE SILENT WAY

Into this method, children interact with physical objects (toys, recyclable material, nature, etc.). Children discover and create the language by themselves rather than being directly taught by the teacher, children "Think and Say".

3.4.6. SUGGESTOPEDIA

Suggestopedia pays attention to the classroom environment. For example, during a typical lesson development, teacher used the music with three objectives: It creates comfort, confident, and relaxing classroom atmosphere.

3.4.7. COMMUNICATIVE GAMES

Communicative Games promote language practice and drilling practice, providing a real communication, albeit within artificially defined limits, and this constitutes a bridge between the classroom and the real world. It gives us the process and benefits like a change of atmosphere in the classroom with high motivation creating interaction, high participation

in language learning, therefore, children become active participants into the use of language.

In this sense, the different methods mentioned contribute and facilitate the process of learning English language vocabulary through Communicative Games because everyone offers a different technique to use according to the application of the topic, making an interesting class through the games, but it is important to mention the affectivity of learning that occurred during the time of the project was executed:

RESULT OF THE PROCESS OF LEARNING 1

Audio Lingual Method	Children develop listening, acquired a good pronunciation of the words.
Kinesthetic Method	Children discover and create the language by themselves rather than being directly taught by the teacher using communicative games, helping children to remember words or phrases meaningfully, children interact with physical objects (toys, recyclable material, nature,etc.).
Natural Method	Children learn a language and develop communication with the teacher and with other children.
Suggestopedia Method	Children learn a language listening to music, singing and playing, making a comfortable class, setting

<p>Communicative Games Method</p>	<p>Children learn motivated all the time increasing the language vocabulary, helping to the children for meaningful communication, children remember words, or phrases becoming an active participants.</p> <p>Children develop mobility (motors), spreading to the muscular development, the education of the senses (sensitive), carried out using diverse objects, also the intelligence (intellectual), children experiment the curiosity to learn through games, for example: Puzzles.</p>
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3.5. THE ROLE OF THE TEACHER

A key priority for teacher is to think about the following issues: Language support, strategies for managing the classroom, establishes work with children and to encourage them to do the same with their classmates.

Children must be prepared linguistically and emotionally to provide them self-confidence to make use of English language without fear.

Based on the experience obtained during the project application with the use of games as a resource to teach English language to children at the C.O.F., one of the most important role that teacher had to play was a facilitator and guide, due that the success of activities related with games were supported in basis of a good organization and classroom management.

During the experience of the project application through the use of Communicative Games as a source to teach English foreign language to children at the C.O.F., teacher explained rules and purposes of the games, seeing that the children have assimilated the new vocabulary. For that reason the function of the teacher in games development was very important because:

- Teacher had to set rules in games time during their process of the learning.
- Teacher had to make an English class interesting and attractive.
- Teacher had to be clear and explicit due to children need to understand the terms of activities very well.
- Teacher need to consider different ways in which children learn.

After looking some functions of the role of the teacher, it is very important to mention the role of the children during the learning of vocabulary through games.

3.6. THE ROLE OF LEARNERS

One of the most important things is the role of the learners, because they need to know the importance of the language interaction for better communicative skills during their learning. They need to know the cooperative and collaborative implication in the cognitive development of learning process.

About English language, children are the best group of learners because they pay attention during a learning building to the fact of interaction as an essential role of the students' due to the cooperative and collaborative implication in the cognitive development of learning.

The project proposes interactive activities, because games were centered in children motivating to learn a new foreign language vocabulary through Communicative Games creating the attention and the interest to learn English language.

3.7. ORGANIZATION OF THE GROUP

Due to the fact that the games are perceived as a collaborative mechanism that promotes interdependence in which collaboration, consultation, and teamwork are an essential issue, organization of groups was very important in developing the process of learning a foreign language with children. Group work multiplied the amount of talk children were engaged in, because they produce not only a greater quantity but also a greater variety of speech in a work group, and this was because they were linked by a great intensity of involvement, therefore, reaching the goal of vocabulary learning.

There is also another reason to form groups in the classroom during the process of learning a foreign language through communicative games, and it is because games are highly cooperative because children had to work together towards a common goal. The cooperative nature of most language games naturally encouraged the learners' interaction, and enabled them to achieve greater language competence. This is why to have success in a group work, depends based on the students' collaboration and cooperation with a positive interdependence, as a result, it means that they needed each others resources to do the task effectively.

The following guidelines were used to organize work group or teams helped to carry out the project development effectively:

- Children were organized according to the total number of them in the class.
- Children were organized heterogeneous and homogeneous depending on the kind of activity.
- Every group was characterized by a representative object or color to represent the team.
- Children were organized according to their personality; teacher tried to mix introverted and extroverted children to balance to team.
- Each child took turns in order to promote respect in the group.
- Children understood the playing instructions clearly.

- Roles were distributed in the groups, it was important to have a leader, (It was used as a stimulus for children who had good development during classes` assistance through and participation.)

All the guidelines given above are suggestions, about the organization of groups during games and class development to succeed in the learning process, especially if teachers work with children.

3.8. EVALUATION

Evaluation helped the teacher get the feedback about the efficacy of the methods in learning and teaching process.

Evaluation is viewed as an integral part of the professional role of teachers. Evaluation is the estimation of the learning and teaching process. Also, the evaluations of cognitive competences are going to judge the grade in which the objectives were achieved. It was applied in children of 6 years-old of the C.O.F. taking into account a qualitative evaluation using Communicative Games for an appropriated learning.

- Children learn to work in group and acquired a better communication through communicative games.
- The importance of high level of motivation that the children acquired into the process of learned through the use of Communicative Games.

In this sense, quantitative evaluation was not an appropriated work, because the population were children at an early age.

3.8.1. DIAGNOSTIC EVALUATION

A diagnostic evaluation was applied at the beginning of the process (see appendix B.). It helped to know the Six years-old child's General Cognitive background. The purpose

was to obtain information about the children knowledge background and it helped to identify their needs, potentialities and limitations.

In this case, the diagnostic evaluation was carried out at the beginning of the project application. First, we did a diagnosis during a week about children's Spanish and English language knowledge. It was carried out orally, through personal and group interviews.

About the English Language, it was clear that six years-old children of C.O.F. did not know the target language, although they recognized English as a foreign language due to the treaties that the institution has with foreign organizations. This fact made the learning of the English language more interesting for the children.

With reference to their mother tongue, it was observed that six years-old children who live at the C.O.F. had some problems related to general knowledge of the language. For instance, they did not have the basic notions of knowledge developed at their age such as: to differentiate the colors, to count the numbers in order, to match numbers and pictures, to recognize simple geometric shapes, to recognize letters of the alphabet, to match words and pictures involving concrete concepts, to locate in time and spaces, to coordinate psychomotor development.

The lack of children's developed knowledge, were a sample of the socio-economical problems they have when living in prison. The necessity was seen that the children of the women of the prison have a free space for recreation and mainly; for educational formation, because it was not convenient that the children remain in such a hostile atmosphere, next to their mother the whole day seeing and listening to fights and discussions. They have to live in cramped conditions with their mothers and many of the children do not receive stimulus to attend school. There are no rules that obligate mothers to send their children to school. There is also a lack of human resources to pay attention to children who have to live in prisons.

Children of this Elementary school are from different Department of Bolivia, but most of them are from nearby rural areas of La Paz City. Also, due the lack in educational, no

motivational and familiar areas, according to the age they are restricted in several aspects like these:

- Socio- economic
- Shortage of specific program for learning foreign language
- Shortage of strategies and didactic materials for teaching English language according to the necessity of the children.

Having explained some of the relevant points about four years old children who live in prison, this analysis helped to recognize children's background knowledge, their interests and their needs in order to carry out the project effectively.

3.8.2. FORMATIVE EVALUATION

Formative evaluation was carried out to observe the individual or grupal work helping the teacher to guide the children in the process of learning during the process of teaching, detecting difficulties with the children's achievements, carrying out question like: what color is it?, and all the children answered what they learned.

A formative evaluation was carried out every day through games observing their development after each game, it showed us that the children were internalizing the input.

A formative evaluation was done:

- At the end of the class day.
- At the end of the week.
- At the end of the lesson.
- At the end of the stage.
- At the end of the project.

All the evaluations applied were observed all the time by the teacher, the tutor of the project, the Educational Department of Regimen Penitenciario, teachers, coordinators and tutorial personnel of the C.O.F. (see appendix G), in order to certify the project development and children's learning and also to provide suggestions and recommendations to the teacher in all this process.

3.9. LENGHT OF THE PROJECT

The length of the project was Ten months and nine days. It is important to mention the activities developed before the English course application (see appendix C).

The English course for 6 years-old children consisted on 16 basic lesson designed according to their needs. The course application lasted Ten months and nine days, from August 16, 2006 to May 29, 2007 in the afternoons from 2:00 to 17:00; without taking into account the time used to other extra social-activities like a:

- Activities developed at the end of the scholar year 2006, children made a presentation in which they sang and made role plays in English.
- Activities in Christmas 2006 in “San Pedro Prison.”, (male correctional facility), children received gifts and were given soft drinks.
- Activities in Christmas 2006 at the C.O.F, teachers made a party for the children and they received gifts.
- Surveys made to fathers from “San Pedro Prison” during One month , (from Monday- to Friday from 9:00 to 12:00.
- Activities developed in Children's day “12 de Abril”.
- Activities carried out in The Mothers' day 2007.

For that reason, it is important to explain how the teaching stages took place during more than ten months from August to May. The course was divided in three periods: Initial, Middle and Final stages. After each stage there were evaluations of the lessons taught and supervised by tutor of the project Lic. Mgs. Oscar Alvarez, the Educational Department of Regimen Penitenciario, teachers, coordinators and tutorial personal of the C.O.F. (see appendix G)

The other important aspect to mention is the evaluation of the didactic material, visual aids, charts, audio-visual material, material used for each activity detailed in the lesson plans, and class decoration for the teaching of the different lessons made by the tutor, because it motivate children to learn English plus an efficient development during the English course.

3.10. SELECTION OF THE STUDENTS

The children who participated in this project were 6 years old children of the C.O.F. (16 children in all). They have never studied English before. The reason to select this group of people was to apply the use of communicative games to teach English at early age and to motivate them to learn by doing and enjoying.

The number of learners in the application of the project were:

- In the first period of the project there were 16 children, 9 girls and 7 boys who accomplished the 6 lesson of the Initial Stage.
- In the second period of the project there were 13 children (of the initial group), 7 girls and 6 boys who finished the 4 lessons of the Middle Stage.
- In the third period of the project the children were 13, 7 girls and 6 boys who finished the lessons of the Final Stage.

During the English course application children drop out for several factors, for example: some children's mothers filled the retention time, others were sent to live in San Pedro Prison with their fathers, and others were sent to live with close relative, although, as it is also observed, more than 80% of children who began the project application, finished the English course.

3.11. SYLLABUS

One of the first syllabus model proposed for the CLT was the notional syllabus (Wilkins 1976), which specified the semantic –grammatical categories (e.g. frequency, motion, location) and the categories of communicative function that learners need to express.

However, this was criticized by British applied linguists as merely replacing one kind of list (e.g., a list of grammar items) with another (a list of notions and functions) At present there are proposals and models for what a syllabus might look like in Communicative Language teaching. Some designers of communicative syllabuses have also looked to task specification and task organization as the appropriate criteria for syllabus design.

This section presents the syllabus content of topic covered in this English course. An effective syllabus conveys what the class will be like, what students will do and learn, as well as what they can expect of you. For that reason, teacher had the responsibility to plan and apply adequate educational programmes to assess children's learning.

This syllabus proposal was a student-centered design because it was focused on the needs of the students. Children became real learners, they had to think rather than simply remember, they participated in active tasks which tended to allow for greater creativity and responsibility. It is important to highlight that the themes were included according to the children's basic needs of knowledge, interests and concerns related with the Bolivian

National syllabus proposed for children at early childhood, because, it was very important to carry out a sequential learning of First and Second language.

The choice of making games part of the syllabus was related with the many advantages that games provide to a foreign language learning development in children. The use of Communicative games to teach vocabulary suggests many ways to reach children in a better way, due to the fact that games motivate children intellectually, emotionally and physically.

The syllabus design presented sixteen units; some of them were also subdivided in order to make a more systematic advance of each lesson. The syllabus design was divided in three stages:

Initial Stage. - The initial stage comprised the first part of the project, including six lessons:

- 1. The Vowels.***
- 2. The alphabet.***
- 3. The Colors.***
- 4. The Geometric Shapes.***
- 5. The Numbers.***
- 6. - The Days of the Week***

Middle Stage .- The Middle stage covered the second part of the project, including four lessons:

- 7.- Seasons of the Year.***
- 8.- The Animals.***
- 9.- The Family.***

10.- Feelings.

Final stage.- The Final stage covered the third part of the project, including six lessons

11.- Parts of the Body.

12.- The Five Senses.

13.- The Clothes.

14.- Verbs of Movement.

15.- Fruits.

16.- Vegetables.

3.12. SYLLABUS DESING

SUBJECT: English

LEVEL: Basic

GRADE: *THIRD SECTION OF THE C.O.F.

TIME: From Monday to Friday.

DURATION: 10 Months

GENERAL OBJECTIVE:

The following syllabus helped to carry out the teaching process effectively, it includes the topics covered and the order in which they were delivered in the English course program.

1 Initial Stage	LESSONS	LESSONS
1 EVALUATION	<ul style="list-style-type: none">• ALPHABET• VOWELS• COLORS	<ul style="list-style-type: none">• GEOMETRIC SHAPES• NUMBERS• DAYS OF THE WEEK

2 Middle Stage	LESSONS	LESSONS
2 EVALUATION	<ul style="list-style-type: none">• SEASONS• ANIMALS	<ul style="list-style-type: none">• FAMILY• FEELINGS

3 Final Stage	LESSONS	LESSONS
3 EVALUATION	<ul style="list-style-type: none">• PARTS OF THE BODY• ANIMALS• CLOTHES	<ul style="list-style-type: none">• VERBS OF MOVEMENT• FRUIT• VEGETABLES

(*) Third section refers to 6 year old children from the Centro de Orientacion Femenina de Obrajes.

SILLABUS DESIGN BY SPECIFIC TOPICS

<i>TOPICS</i>	<i>FUNCTIONS</i>	<i>COMMUNICATION</i>	<i>LISTNING</i>	<i>EXTRA SHEETS</i>
1.VOWELS	Knowing the vowels through games	Identify the vowels	Vowel descriptions	Paint and find the hidden vowels in the puzzle.
2.ALPHABET	Introducing the alphabet letters fluently through games	Learn the pronunciation (ai; bi; etc.)	Video, Tape, Songs.	Worksheet
3.GEOMETRIC SHAPES	Recognize geometric shapes through games	Interact and identify the shapes learning through games.	Video, and songs.	Worksheet.
4.COLORS	Asking about colors through games	Practice the colors in oral comprehension.	Video.	Worksheet.
5.NUMBERS	Identify and teach the numbers through games.	Reinforce the numbers taught orally	Song, Video.	Paint and draw the numbers.
6.SEASON	Knowing the season through games	Learn and repeat the season	Video.	Color the worksheet and find up the season in magazine.

REVISION OF EVERY UNITS , AND FIRST EVALUATION

<i>TOPICS</i>	<i>FUNCTIONS</i>	<i>COMMUNICATION</i>	<i>LISTNING</i>	<i>EXTRA SHEETS</i>
7.ANIMALS	Recognize the names of animals through games	Interact and learning through soft toys.	Song, Video.	Worksheet.
8.DAY OF THE WEEK	Learn the Days of the week through games	Practice the day of the week.	Sing the song.	Worksheet.
9.THE FAMILY	Learn about family members through games	Interact with children through games, learning the family members.	Family description.	Draw and paint.
10.FEELINGS	Identify and learn the feeling through games.	Repeat and practice the feeling	Listening for specific information	Color the worksheet.

REVISION OF EVERY UNITS , AND SECOND EVALUATION.

<i>TOPICS</i>	<i>FUNCTIONS</i>	<i>COMMUNICATION</i>	<i>LISTNING</i>	<i>EXTRA SHEETS</i>
11.PARTS OF THE BODY	Teach the parts of the body through games	Practice and identify the parts of the body.	Song, Video.	Cut parts of the body sheets.
12.THE FIVE SENSES	Talking about five senses	Identify and remember the five senses.	Song, listen for specific information.	Worksheet.

13.CLOTHES	To recognize and teach the different clothes through games.	Repeat and practice the clothes	Question and answer : what are they wearing today?	Draw and paint the worksheets.
14.VERBS OF MOVEMENTS	Introducing some verbs of movement fluently through games.	To develop children oral expression	Video, verbs of movements description.	Worksheet.
15.THE FRUIT	Know the names of the fruit	Reinforce the fruit orally	Song, Video.	Worksheet.
16.VEGETABLES	Teach the vegetables through games	Practice the vegetables	Listening for specific information	Worksheet.

REVISION OF EVERY UNITS, AND FINAL EVALUATION.

3.13. LESSON PLAN

The lesson plans were a systematic guide for teachers to carry out the development of the lessons, because children had a number of opportunities to learn new English vocabulary through Communicative games proposed.

At this stage we provide a detailed, step-by-step description of how to replicate the lesson and achieve lesson plan objectives. This is usually intended for the teacher and provides suggestions on how to proceed with implementation of the lesson plan. It also focuses on what the teacher should have students do during the lesson. This section is basically divided into three main components. These are *Pre-activity, Main Activity, and Follow-up.*

- PRE ACTIVITY

It has to do on how you will introduce the ideas and objectives of the lesson. How you will get your students attention and motivate them in order to hold their attention. How you can tie lesson objectives with student's interest and past classroom activities and finally what will be expected from students.

- MAIN ACTIVITY

It deal with the focus of the lesson as well as how you would describe the flow of the lesson to another teacher who will replicate it. It also takes into account what the teacher does to facilitate learning and manage the various activities. It also deals with some good and bad examples to illustrate what you are presenting to your students and how this material can be presented to ensure that each student will benefit from the learning experience.

- FOLLOW UP

Third step has to do with what you will use to draw the ideas together for students at the end of the class. How you will provide feedback to students to correct their misunderstanding and reinforce their learning.

Therefore, the lesson plans corresponding to sixteen units, presented a guide step by step, that were developed during the Ten Months in the process of teaching English Language vocabulary to six year old children of the C.O.F. through Communicative games.

Each lesson plan presents the linguistic and communicative objectives, all the different communicative games for each lesson, the process of the lesson and the material used during game implementation, worksheet that the children colors during the learning, educational, graphs, and poster to help the children to acquire a language.

Lesson Plan N°1

Level: Initial

School: 12 de Abril

Lesson: The Vowels

Time: 60 Min

I. Objectives

1.1. Linguistic Objectives:

- To identify the vowels
- To learn the use of vowels in new English words

1.2. Functional / Communicative Objectives

- To describe vowels in new English words
- To develop children's oral expression
- To motivate children to learn through games and interaction

II. Warm Up

Time: 10 Min

- To teach children the Greeting like:
 Good Afternoon Boys
 Good Afternoon Girls
- First activity, teacher teach the vowels pronunciation and show the five vowels in different forms.

Materials:

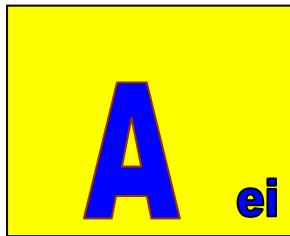
- Cards with vowels

- Blackboard
- Markers
- Puzzle
- Colors

Procedure:

Time: 15 Min

- To show the five vowels in cards with their pronunciations, after that the children spell the vowels



Teacher : This the Vowel “A” (ei)

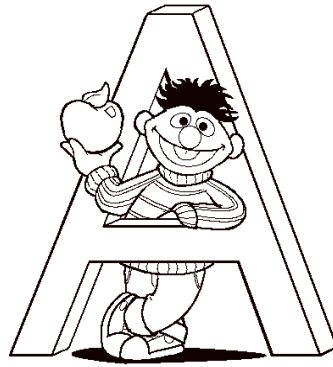
Let’s repeat everybody: “A” (ei)

Children : “A” (ei)

III. Main Activity

Time: 20 Min

- Teacher draw the vowels in the blackboard and children have to identify what vowel it is?, an untidy form
- Children color the worksheet



Source: [www. Sesameworshop.org](http://www.Sesameworshop.org)

IV. Follow Up

Time: 15 Min

- Finally, every child has a Puzzle, and they have to find a hidden vowels and color it.

Communicative Game:

Find the Hidden Vowels in the puzzle

S	A	T	O
K	L	I	M
E	N	B	U

- After the game, every child has to say what vowels they colored.

Lesson Plan N°2

Level: Initial

School: 12 de Abril

Lesson: The Alphabet

Time: 60 Min

I. Objectives

1.1. Linguistic Objectives:

- To learn the alphabet letters fluently
- To emphasize English alphabet pronunciation

1.2. Functional / Communicative Objectives

- To motivate and interact children to learn English alphabet through the game
- To know the alphabet in English language
- To develop children's oral expression

II. Warm Up

Time: 15 Min

- Greetings
- To teach the alphabet through cards and pictures.

Materials:

- Cards with alphabet letters
- Blackboard
- Markers
- worksheet
- Colors

- Ball marked with letters
- Box, and Bottles

Procedure:

Time: 15 Min

- To show all the letters of the alphabet through cards, and children have to learn the pronunciation.



III. Main Activity

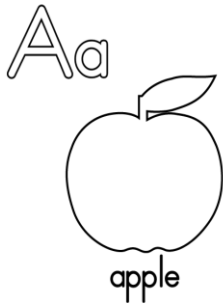
Time: 15 Min

- Children sing the song named : The Alphabet

SONG: The Alphabet

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

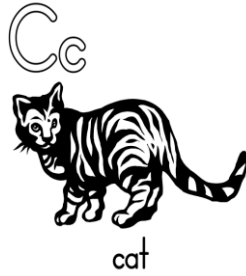
- Children color the worksheet with every alphabet letter and their objects are learn the pronunciation.



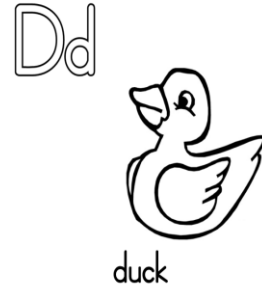
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Source: www.PrimaryGames.Com

IV. Follow Up

Time: 15 Min

- To spell the alphabet letters
- Carrying out a communicative game “Bowling with Alphabet Letters”

Communicative Game:

Bowling with alphabet letters

Teacher: Tell the children to choose a ball marked with a letter of alphabet into the box

Children : Choose a ball and say what letter the ball has, then, rushing toward the bottles.

- **Indicator Reinforcement :**

In order to motivate the children, sometimes give a prize, for example: Chocolate, Candy, Etc.

CHAPTER IV

CONCLUSIVE SECTION

4.1. Conclusion

In front of the problem defined in our society on the vocabulary teaching in the English language it reaches the following conclusions:

About this, the relationship of this work is directly identified on a previous diagnose carried out on children of 6 years of age of the nursery “12 de Abril” at “Centro de Orientación Femenina” (COF), the one that is related with the interest, motivation and the sense in which children are attributed to the new learning starting from their necessities, desires, values, feelings, self-esteem and own culture.

According to all the things mentioned above, it is important to say that the use of communicative games as a pedagogical tool to teach English language vocabulary to this group of children made them a more perceptive and active learners in all the course development due to the methodology used. It also provided a more positive atmosphere where children participate and share them into the classroom development.

The group, in which the methodology of communicative games to teach English language vocabulary was applied, reported that the use of the different games provided them a high interest in communicative activities. All the games enhanced children’s perception about the process of learning.

Communicative games improved children’s language use, as well as, the knowledge of the words in different contexts. In this sense, the main objective which was to implement communicative games to teach English vocabulary to children was accomplished. The traditional way of teaching English language is bored, children and adult have difficult into their learning, they need a better method for their learning, for that reason we can see the necessity to implement a communicative game into their learning.

Moreover, this group of children learned English vocabulary and reinforced and learned basic knowledge about their mother tongue, for example:

- ✓ Children learned to discriminate the English and Spanish alphabet and vowels phonemes and name of each one.
- ✓ Children learned to name and recognized the colors in both languages.
- ✓ Children learned to count the numbers in Spanish and English.
- ✓ Children learned to name more than 50 names of animals in English.
- ✓ Children learned to recognize the days of the week and place themselves in time and spaces.
- ✓ Children learned to name the parts of the body in English.
- ✓ Children learned English vocabulary related with vegetables and fruits.
- ✓ Children also learned vocabulary related with verbs of movement and they followed and gave instruction in English through games.

Communicative games helped, also had great implication in social and emotional areas of six years-old children. They changed the aggressive attitudes showed at the beginning of the project application. They learned to communicate, share and work in groups without problems due to the co-operative and collaborative characteristics of games.

Six years-old children of the C.O.F. (Centro de Orientación Femenina de Obrajes), followed a systematic process of learning and they learned new English Vocabulary on the sixteen different lessons develop in the syllabus design of the course. For each lesson it was used, innovative communicative games according to the children's needs.

Finally, the conclusion of this project is left out the traditional teaching of the English language, the educative interaction will make children take decisions, and participate giving opinions. In that way, the evaluation made not only by teacher, but also by the tutor, educational personnel of the C.O.F., it is great satisfaction to verify the achievement of the general and specific objectives proposed at the beginning of the project application. (see appendix G).

4.2. RECOMMENDATION

On the base of the antecedents, it should be taken into account the importance of the teaching of the English language in pre-school age based on communicative games as a teaching alternative for language teaching in the future. In this sense we should give some important reasons for making further research in this area and not only for children but also for teenager and adult learners. We hope teachers can use games as a pedagogical resource in their classroom.

In consequence the recommendation goes straight to improve the environment of the educational content, maximizing the scarce available resources, for what the following thing are suggested:

- a) Diverse types of materials and didactic games should be used to attract and stimulate the attention of all children´s developing their cognitive dexterities, with the objective of making understand the children the function and the importance to acquire and learn new words enlarging their knowledge. Therefore, a series of materials should be adopted inside motivational created for the educating and the educator, since this way he improves the opportunities to develop vocabulary, and likewise they will be able to develop the activities participating actively, as in group or alone. In that way, it is also important to have good infrastructure to learn-teach by children , since that way the children will feel calmer with a healthy atmosphere, so that, they can develop his creativity and learn playing and feeling happy.
- b) Additionally, it is suggested to enlarge the time of intervention for future investigative experiences, and so, to obtain data that allow the knowledge of the teaching of vocabulary, like in the case of the nursery “12 de Abril” of (COF).
- c) However, it is recommended to adopt different didactic activities plus contextualized teaching, since children are able to assimilate learning more easy.

Therefore, one of the disadvantage in this project was the limitation in which we worked, taking into account the extent areas that language concerns, due to that, this study was focused just on vocabulary teaching, but as linguists, we know the importance to

develop the other language skills such as: Listening, Writing, Speaking and Reading, that is why to think on the importance to develop future studies focused on other this areas of language.

Another important point to highlight is the limitation of the population who participated in this project; they were children at early age with lots of constraints that interfere with their development.

Finally, this project has been mainly concerned to show how games are the easiest and most effective ways to learn a language as English. To finish I could say that:

GAMES ARE FUN; FUN IS A SERIOUS GOAL.

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