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TRABAJO DIRIGIDO

“AN ALTERNATIVE ENGLISH COURSE
THROUGH THE TOTAL PHYSICAL RESPONSE
METHOD AT S.O.S ALDEAS INFANTILES”

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ABSTRACT

The present project is designed for young learners at Herman Gmeiner school S.O.S Aldeas Infantiles, this work pretends to apply different strategies of learning a second language focusing oral speech through corporal actions considering children’s needs and objectives about English language speaking and performing in public.

The present project consists of three chapters developed in the following lines:

**Chapter one**: Diagnostic section describes and provides information about the context in which the project was developed, the population that we have worked, the general and specific objectives of the project, the analysis of the results about children’s needs with regard to learning English language and the reasons to develop this project.

**Chapter two**: Theoretical Framework reviews representative literature in relation to the theory related to Total Physical Response method focusing oral communication and corporal actions.

**Chapter three**: Proposal section presents a course program for the project, which consists on communicative activities, materials to improve speaking skill, active games, strategies to work in class, evaluation, results of the project and lesson plans.

Basically, it is proposed that corporal actions can contribute to improve students speaking skill so that, they can communicate in English more fluently and accurately.
DEDICATORY

I would like to dedicate this project to my little brother Rodriguito, who is in the paradise next to our God who all the time he illuminates and gives me expectation and courage to finish this work, and also to my parents who always give me their unconditionally helpful to pursue my goals and dreams.
ACKNOWLEDGEMENTS

Initially, I want to express thanks to our God, because he is merciful and great; who all the time illuminates and encourage me to develop my project.

I would like to express my deepest and special thanks to my tutor Mgs. Evelyn Molina Peñarrieta, for her patience, advices, collaboration and her bright guidance to carry out this project. All the time she was punctual and responsible with the evaluations at Herman Gmeiner school and at the Linguistics department. Thanks a lot for her advices to develop this project. I wont never forget all the messages and advices that gave me. Thanks so much.

Special thanks to my children from Herman Gmeiner school, who help me to carry out this project, who participate all the time and thought me that Love is the principal seed to carry out whatever activity.

Thanks to the Institution Herman Gmeiner S.O.S Aldeas Infantiles for permitting to develop the present project.

Finally, thanks so much to my family, specially to my mother Elena for her love and unconditional support who is my best friend sometimes my sister, to my father Javier who pamper me all the time, to my brothers: Rodriguito (+), Marvin and Vidal.

If they do not give their unconditional support, this project would have not been carried out.
“GOD IS MERCIFUL…..

Sometimes we Wonder
why God selects certain people
to undergo the hardest challenges…..
he has chosen special souls
because he knows they are strong enough
to endure any test of their faith,
and they will overcome their problems
with His guidance and help.
Yet the lord never gives us burdens
too heavy to bear,
and if we put our trust in him,
very soon he will dissipate
those dark clouds,
to make way for the sunshine of hope.

With love to the
memory of my youngest brother
# TABLE OF CONTENTS

Abstract ........................................................................................................i
Dedicatory ..................................................................................................ii
Acknowledgments ....................................................................................iii
Table of contents ......................................................................................iv

## CHAPTER 1

**DIAGNOSTIC SECTION**

1.1 Introduction ......................................................................................... 1
1.2 Background of the problem ............................................................... 2
1.3 Statement of the problem .................................................................... 3
1.4 Objectives .......................................................................................... 4
   1.4.1 General objective ........................................................................ 4
   1.4.2 Specific Objectives .................................................................... 4
1.5 Justification ......................................................................................... 5
1.6 Place of the research .......................................................................... 7
1.7 Population .......................................................................................... 8
1.8 Results and analysis of the questionnaire .......................................... 9
1.9 Socioeconomic aspects ...................................................................... 12

## CHAPTER II

**THEORETICAL FRAMEWORK**

2.1 Learning English ................................................................................. 13
2.2 Children and English learning .......................................................... 13
2.3 The most Outstanding methods ......................................................... 15
   2.3.1 The Natural Approach ............................................................. 15
2.3.2 The Silent Way .................................................................16
2.3.3 The Grammar - Translation Approach..............................17
2.3.4 The Direct Approach.........................................................17
2.3.5 The Reading Approach......................................................18
2.3.6 The Audio-lingual method...............................................18
2.3.7 Total Physical Response method........................................19
2.4 Total Physical Response Definition ......................................20
  2.4.1 Total Physical Response History ......................................21
  2.4.2 Total Physical Response Author......................................21
  2.4.3 Total Physical Response Characteristics............................22
  2.4.4 Total Physical Response Objectives..................................23
  2.4.5 Key Features of Total Physical Response............................23
  2.4.6 Total Physical Response Sequences.................................24
    2.4.6.1 Daily Routine Sequences..........................................24
  2.4.7 Interactive Activities and Materials.................................26
  2.4.8 Total Physical Response Premise.....................................27
  2.4.9 Teaching English through Total Physical Response..............27
  2.4.10 Total Physical Response approach................................29
    2.4.10.1 Theory of language ..............................................29
    2.4.10.2 Theory of learning..............................................29
  2.4.11 Activities To Promote Speaking through TPR method........30
    2.4.11.1 Discussions.......................................................31
    2.4.11.2 Role Play........................................................31
    2.4.11.3 Simulations.......................................................31
    2.4.11.4 Information Gap...............................................31
    2.4.11.5 Interviews.........................................................32
    2.4.11.6 Story Completion................................................32
    2.4.11.7 Playing Cards....................................................32
    2.4.11.8 Picture Describing..............................................33
    2.4.11.9 Find the Difference.............................................33
CHAPTER III
PROPOSAL SECTION

PROGRAM COURSE

3.1 Proposal..................................................................................34
3.2 Goal.........................................................................................35
3.3 Objectives ..............................................................................36
3.4 Skills ......................................................................................37
   3.4.1 Speaking ..............................................................................37
   3.4.2 Listening.............................................................................37
   3.4.3 Reading...............................................................................38
   3.4.4 Writing................................................................................38
3.5 Syllabus..................................................................................38
   3.5.1 Syllabus Design.................................................................39
3.6 Methodology..........................................................................43
   3.6.1 Organization of the groups .........................................44
   3.6.2 Works in pairs .................................................................45
   3.6.3 Working in groups...........................................................45
   3.6.4 Activities............................................................................46
   3.6.4.1 Activities to Promote Speaking.................................47
   3.6.5 Material.............................................................................47
3.7 Evaluation..............................................................................48
   3.7.1 Diagnostic test.................................................................48
   3.7.2 Daily assessment..............................................................49
3.8 Results of the Project..............................................................50
   3.8.1 Results of Students.........................................................51
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS .......................................................................................................................... 52
RECOMMENDATIONS .............................................................................................................. 53
LESSON PLANS .......................................................................................................................... 54
BIBLIOGRAPHY .......................................................................................................................... 74

ANEXOS

APPENDIX A
DIANOSTIC SECTION ......................................................................................................... 1
APPENDIX B
ACTIVITIES ............................................................................................................................ 11
APPENDIX C
HANDOUTS .............................................................................................................................. 48
CHAPTER 1:
DIAGNOSTIC SECTION

1.1 INTRODUCTION

English language is an international wide spread-spoken language and we know that English as a second language Language “E.S.L” (it is used when English is taught in a country where English is not the country’s first language). So English language is one of the most important because it has expanded all over the world. The English language is spoken in many countries and we are conscious that it is a need to learn English with different kind of objectives such as: to have a communication with native speakers, to find a job, to know the grammar of a second language, to give directions, to describe our culture or sometimes to have a short dialogues with native speakers.

As we know English in Bolivia has been taught for many years in public and private schools, since English as a subject constitutes part of the general educational curriculum, very little has been done to improve teaching methodology in order to focus on aspects that interest to learners according to the context where English language is going to be taught.

Since educational system changed to the project “Educational Reform” the system changed completely because many years before the English language has never been taken into account as today.
1.2 BACKGROUND OF THE PROBLEM

In the case of Bolivia, where the official language is Spanish, children have little or no exposure to English language outside the classroom and this makes very difficult to have learners use the language for a real communication. On the other hand if children have the opportunity to talk with native speakers it will be great for getting a real communication outside of the classroom.

There are also people who live or work with foreign people who speak English and it is very important to know the English language. For example, in the case of Aldeas Infantiles S.O.S It is too important that students from the school of this institution learn English because of Bolivia’s Educational Curriculum and because most of the students who study at Hermann Gmeiner school live with foreign people and they need to speak English in order to have a real communication with their godmothers and godfathers.

Nowadays, English language for children at SOS Aldeas Infantiles is very important because it is part of the educational program and because children’s needs and objectives; so, there are two things we can do:

1. “To contribute teaching English at S.O.S Aldeas Infantiles”.

2. “To improve the English language teaching taking into account the technical field in order to teach English using specific vocabulary, different kind of techniques such as; drawings, games, role plays, songs, cards and different kind of fun activities for students to learn English more easily.”

It is necessary to improve the way of teaching English as a foreign language addressed to beginners but it is too important to contribute to English teaching taking into account the different kinds of methods that exist in our context in order to teach English at this place.
One of the most indicated methods addressed to children is" Total Physical Response " method ( which emphasizes the speaking competence through corporeal actions), it is one of the most dynamic method in order to teach English to beginners at S.O.S Aldeas Infantiles.

Moreover, according to the different concepts about this method we know that TPR this method focuses speaking competence through actions and corporeal movements, which is interesting to teach English as a first time to beginners from 10 to 13 years old at Hermann Gmeiner school, therefore it cultivates confidence, it encourages students to learn English in a dynamic way taking into account the different techniques which focus corporeal actions and speaking skill through different activities as : cards, games, competences, theatre, conversations and so forth. In order to motivate students to acquire the English Language as an easy and dynamic subject which can be a support in the future.

Finally, through the new educational Reform which gradually change in the pedagogic way we develop this project to offer a natural methodology based on teaching English for beginners around 10 to 13 years old through different strategies and funny activities in the process of teaching a second language focusing oral language (speaking skill) through corporeal actions and movements according to children`s objectives and needs that they have at Hermann Gmeiner School S.O.S Aldeas Infantiles

1.3 STATEMENT OF THE PROBLEM
DO CHILDREN OF TEN AND TWELVE YEARS OLD GET THEIR OBJECTIVES ABOUT ENGLISH LANGUAGE THROUGH THE USE OF TOTAL PHYSICAL RESPONSE METHOD?

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To encourage children to learn English through the TOTAL PHYSICAL RESPONSE METHOD addressed to beginners from 10 to 13 years old in S.O.S. Aldeas Infantiles.

1.4.2 SPECIFIC OBJECTIVES

- To create high level of motivation to ten until twelve years old children at S.O.S Aldeas Infantiles.
- To provide a solid vocabulary taking into account children’s needs.
- To develop lessons through dynamic techniques by introducing constant motivation.
- To promote dynamic classes through corporal actions and movements.
- To develop the method focussing vocabulary in order to create short dialogues introducing simple grammar inductively.
- To develop interactivity and creativity into the classroom in order to students will become actors in learning process in different situations.
To stimulate cooperation among students working in groups and pairs.

To motivate them to speak and perform in front of many different people.

1.5 JUSTIFICATION

There are different reasons that make this project important; however, from what has been pointed out above, we can express the most important reasons of this project titled “AN ALTERNATIVE ENGLISH COURSE THROUGH THE TOTAL PHYSICAL RESPONSE METHOD IN S.O.S. ALDEAS INFANTILES” addressed to children among 10 to 13 years old in Hermann Gmeiner school.

The First reason that makes this project important is the fact that learning a Second Language at an early age is an advantage because at these age children assimilate fast and they acquire a second language more easily.

The Second reason that makes this project interesting is the method TPR “Total Physical Response” one of the most feasible methods to teach English to children based on the coordination of speech and action, and which will be taken into account to carry out this Alternative English Course addressed to students of Hermann Gmeiner S.O.S. Taking into account the results of the questionnaire.

This project will focus four skills over all speaking through actions in different situations in order to develop the Total Physical Response method taking into account the student’s needs, likes, possibilities and objectives. This present project will get students produce and create sentences and short dialogues according to the environment where they are learning the English language.
Moreover, through this project the students will have simple conversations with native speakers, where they can talk about their family’s names, ages, describe things as objects, fruits vegetables, and talk about their likes and dislikes.

1.3.2 Children of the 5th grade at the Hermann Gmeiner school

According to the diagnostic evaluation made at the beginning of the project the students who are taken into account to develop this project are 25 children. Through this work plan, we can summarize the following points:

- Through this English course focusing the Total Physical Response method, children would create short dialogues among them and interacting:
  a) teacher - students, b) students - teacher, c) students - students
- in groups of three or four students.

- Children will be motivated in order to learn the second language.

- Children can produce short dialogues with their partners taking into account different situations in order to speaking and to performing the different actions.

- Children will sing different songs according to what they like to sing focusing vocabulary.

- Children will be able to perform in a theatre focusing the speaking through corporal actions.
Finally, the last reason that makes this project really important is that students of Hermann Gmeiner school will get their objectives and some needs apart from they will speak through actions; therefore, summarizing all the knowledge acquired, they will be actors performing in some theatre named: “THE SNOW WHITE AND THE SEVEN DWARFS” taking into account all the vocabulary and some grammar structures which they acquired inductively during the process of learning English in order to see the results of English language through Total Physical Response method at Herman Gmeiner school.

To follow the diagnostic section it is very important to describe the place where the project is developed, the population which are developed in the next lines.

**Students Needs according to the questionnaire**

According to the questioner taken before to start teaching at this level and a short conversation about the students’ needs related to English language as a subject we can mention the following points:

- Necesito aprender el idioma Inglés porque yo vivo con mis padrinos y ellos son de Estados Unidos y en la mayoría de sus conversaciones utilizan este idioma y yo no entiendo nada.
- Me gustaría aprender el Inglés porque hay muchos turistas que vienen a conocer esta zona.
- Me gusta el Inglés y quiero aprender para poder hablar con los turistas que vienen a visitar estas zonas donde existen distintos lugares turísticos.
- Quiero aprender el Inglés porque muchas personas extranjeras vienen a visitarnos a las Aldeas de SOS y nosotros no podemos expresar nuestras necesidades, ni siquiera podemos tener una conversación corta porque no sabemos ni saludar en inglés.
These are the needs and restlessness of the students of fifth grade, that is the main reason why we take into account the Total Physical Response Method in order to focus oral communication and physical actions and to carry out the process of Teaching English as a second Language at SOS Aldeas Infantiles.

1.6 PLACE OF THE RESEARCH

This project was developed at Hermann Gmeiner School S.O.S Aldeas Infantiles according to the agreement between S.O.S and Linguistics department of San Andrés University.

HERMANN GMEINER SCHOOL

The school is located at street 7 in Mallasa.

HERMANN GMEINER S.O.S SCHOOL - MALLASA

SOS Hermann Gmeiner school starts his function in 1987, it offers educative services in initial, primary and secondary level.
The initial level is divided in: Prekinder and kinder

The primary level: 1st until 8th

The secondary level: 1st until 4th

1.7 POPULATION

For the diagnostic, the population were by “50”. Fifty children, who belong to Second cycle of the primary level at Hermann Gmeiner School in S.O.S Aldeas Infantiles.

To carry out this project we have taken into account 50% of the total students of the Fifth Grade (second cycle of Initial Level), it means 25 students of the Fifth grade “B”.

The students who are taken into account to develop this project are 25 children among 10 to 13 years old.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AGE</th>
<th>MEN</th>
<th>WOMEN</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th “B”</td>
<td>9</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>students</td>
<td>10</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>14</td>
<td>25</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
1.8 RESULTS AND ANALYSIS OF THE QUESTIONNAIRE

Fifth grade  Herman Gmeiner S.O.S Aldeas Infantiles

According to the questioner administered before to start teaching at this level and a short conversation about the students' needs related to English language as a subject we can mention the following points: (See appendix A).

Results according to the analysis of the questions

Table No 1  Do you speak English?

<table>
<thead>
<tr>
<th>A LOT</th>
<th>LITTLE</th>
<th>VERY LITTLE</th>
<th>NOTHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>4%</td>
<td>12%</td>
<td>84%</td>
</tr>
</tbody>
</table>

According to the results children do not have the English subject at S.O.S, so they do not know the English Language. (Eighty four percent (84%) children of 5th grade do not know nothing about English language, twelve percent (12%) know some words, and four percent (4%) know just the numbers.

Table No 2  Would you like to learn English?

<table>
<thead>
<tr>
<th>YES</th>
<th>No</th>
<th>PERHAPS</th>
</tr>
</thead>
</table>
According to the results of table No 2, 88 percent (88%) of children want to learn English; (8%) of children are confused and four percent (4%) do not want to learn because they are passive children.

**Question No 3 : Why would you like to learn English language?**

According to the results of the question No 3 (opened question), most of the students need to learn English because their parents, tutors or godfathers speak English and they want to learn English as soon as possible because they understand nothing when their tutors talk to them; other children need to speak English because many foreign people visit tourist places of Mallasa and Aldeas Infantiles; therefore, they want to talk with them and be tourist guides; others like English language and some children because they will travel with their godfathers.

**Table No 4 Which skills would you like to focus about English language?**

<table>
<thead>
<tr>
<th>WRITING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
<td>76%</td>
<td>4%</td>
<td>12%</td>
</tr>
</tbody>
</table>

According to the results of question No 4, eighty percent 8% children choose writing skill, four percent 4% want to focus the reading part, twelve percent 12% children like listening to music and 76% children want to produce oral language so we consider that we have to take into account speaking skill.

**Table No 5 Through what kind of techniques would you like to learn English?**

<table>
<thead>
<tr>
<th>OPTION A</th>
<th>OPTION B</th>
<th>OPTION C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the results of question No 5, ninety three percent 93% choose option A because they are active children, nobody choose the option B because they know their objectives about English language and seven percent 7% children choose option C because they are passive children.

**Table No 6  How would you like to be the English classes?**

<table>
<thead>
<tr>
<th></th>
<th>HIPERACTIVE</th>
<th>FUNNY</th>
<th>NORMAL</th>
<th>QUIET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44%</td>
<td>48%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

According to the answers of the question No 6, fourty four percent 44% children choose their answers according to their personality, they like to have hyperactive classes because they are dynamic children, they do not like staying in their seats all the time; forty eight percent 48% want to learn English through dynamic classes such as playing different games, making competences, going out and so on and eight percent 8% children want to learn English through a passive way because they are shy children.

In conclusion the answers of children at S.O.S Aldeas Infantiles and analysis of the questionnaire we think that one of the most important method for teaching English to children of fifth level is: Total Physical Response method because it is natural, fun, instructive and it works through corporal actions. So, I consider that Total Physical Response method would satisfy their needs and
restlessness in order to focus oral communication and physical actions. Furthermore, this method is designed for beginners and active children.

The questionnaire is designed according to children needs of the Fifth level at this school, it is developed taking into account the level, children ages, personality and some opinions that they gave the first day.

1.6 Socioeconomic aspects

The students of the fifth grade (5th “B”) at the school Hermann Gmeiner previously mentioned they belong to different zones as: Florida, Mallasilla, Mallasa, Aranjuez, Bajo Seguencoma, Valencia, Obrajes, and 30% of the students are children who live at Aldeas Infantiles, who come from different places.

According to the diagnostic questionnaire at the beginning of the course, (30%) can not buy a book because they do not have family they are orphans, so they live in Aldeas Infantiles; (50%) live with their godfathers or godmothers and (20%) live with their parents but all of them do not have the possibility to buy a book.

These students who attend to this school belong to different families who dedicate to informal trade or informal jobs; therefore there is disadvantage in social and economical situations and there is also another obstacle that we can observe; it is the family disintegration which is a daily problem listened in our society and this problem affect to children in their process of knowledge acquisition.

That is the reason why we take the questionnaire in order to have information about the real situation of the students at SOS Aldeas Infantiles to carry out this Project of Teaching English.

These are some of the relevant characteristics of 10 to 13 years old students at Hermann Gmeiner SOS.
2.1 LEARNING ENGLISH

Through the years English language has become a very important language for human beings, it is considered as a "global and international language" required in many areas such as science, business, technology and educational fields. English is widely spoken in many countries all over the world.

The level of development of a country depends on the technological advantages and the educational improvements appropriated for future generations so they can obtain an appropriated level of competitiveness related to their needs to exceed and achieve the different actual demands. English is one of the most important languages around the world; we can say that there is English’s language globalization. (Allen and Cumpbell).
Talking about the English language in our country, it is viewed as a secondary subject in the Bolivian syllabus program, because it is taught at secondary levels of public schools.

2.2 CHILDREN AND ENGLISH LEARNING

This part provides some insights into children as foreign learners. Children’s foreign language acquisition is one of the most fascinating and incredible fact, in the sense that learning is a basic human activity, and it occurs all the time, but during the early years of childhood there is the most significant period of life in the context of learning. Lightbown and Spada (1999; 4) say “Children who have the opportunity to learn multiple languages from early childhood and to maintain them throughout their lives are fortunate indeed, and families that can offer opportunity to their children should be encouraged to do so.” Children learn languages from birth until youth; in fact, human beings never stop learning their language and children tend to absorb relatively easily any language that they are surrounded by.

During early period, two languages can be learned simultaneously without problem because the brain performs various specialized functions, such as language, this is because, as their brains develop, they are in a perpetual search for knowledge and the more they can learn the better. A well-known linguist, Eric Lenneberg (1964) stated that there is a crucial period to learn a foreign language, known as the “Critical period hypothesis” during which a language is acquired in a normal and fully functional sense, this period ends around the age of twelve years. He claimed that if language is not learned before that period, there is a lack of language acquisition. About this, Obler and Gjerlow (1999:66) states “…he proposed that the brain had a certain interval when its plasticity allowed for the flawless acquisition of language.”
Other researchers assert that the superiority of children’s ability to learn easily is due to the “critical period hypothesis.” Ellis, (1997:67) states “there is a period during which language acquisition is easy and complete” the argument is that children are superior to adults in learning foreign languages because their brains are more flexible.

Therefore, it is considered that early ages are the best time to learn a second language.

1. According to Allen and Cumpbell, "Teaching English as a Second Language".

2.3 THE MOST OUTSTANDING METHODS

Many methods were invented, some became very popular and spread worldwide. New methods are continually being invented, and many more will be invented. Most of them will be claimed to be the “BEST”.

2.3.1 THE NATURAL APPROACH

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language "processing", and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart
of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

2.3.2 THE SILENT WAY

This method begins by using a set of colored rods and verbal commands in order to achieve the following:

To avoid the use of the vernacular.

To create simple linguistic situations that remain under the complete control of the teacher

To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.

To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.

To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.
To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start. 1.

---


### 2.3.3 THE GRAMMAR – TRANSLATION APPROACH

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation. 1.

### 2.3.4 THE DIRECT APPROACH

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother
tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively--rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language. 1.

\[ \text{www.englishmethods.com} \]

2.3.5 THE READING APPROACH

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text. According to (Richards, 1986).

2.3.6 THE AUDIOLINGUAL METHOD
This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context.

Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

2.3.7 TOTAL PHYSICAL RESPONSE METHOD

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:
Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances. 


2. James J. Asher, Learning Another Language Through Actions. San Jose, California: AccuPrint, 1979

2.4  2.1 – TOTAL PHYSICAL RESPONSE DEFINITION

Total Physical Response is “a language learning method based on the coordination of speech and action”. It was developed by James Asher, a professor of psychology at San Jose State University, California.”

Total Physical Response according to James Asher “consists on two characteristics of language acquisition, first the child’s mind is filled with a lot of comprehensible input before the child begins to produce verbal responses. It means that students will be able to produce oral expressions and short sentences according to the environment where they are learning the second language. Second; before the child is able to speak, there is a lot of physical manipulation from the child in response to what the people around say, that consists on commands mainly (imperative form), furthermore they will understand the instructions that the teacher ask for”. 1.Asher (1969)

In other words this method emphasizes the meaning rather than the form of items, so grammar is taught inductively and the grammar features are selected according to the situation in which they can be used in the classroom. Furthermore this
method is addressed for students who do not live in an area where English language is spoken, so the classroom is the only place to learn and practice. (2. Asher)

2. Asher, James "The Total Physical Response known world-wide as TPR"

2.4.1 Total Physical Response History

Some 80 years later, in the 1960s, James Asher began experimenting with a method he called Total Physical Response, and its basic premise had a lot in common with Gouin’s. The method was to become well known in the 70s, and it drew on several other insights in addition to the "trace theory" that memory is stimulated and increased when it is closely associated with motor activity. The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, and so forth etc) - well before learners begin to use the language orally. It also focused on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity. Asher also had a lot to say about right-brained learning (the part of the brain that deals with motor activity), believing it should precede the language processing element covered by the left-brain. According to Asher (1977)

Total Physical Response is now a household name among teachers of foreign languages. It is widely acclaimed as a highly effective method at beginning levels,
and almost a standard requirement in the instruction of young learners. It is also admired as a method due to its inherent simplicity, making it accessible to a wide range of teachers and learning environments.

2.4.2 Total Physical Response Author

ABOUT THE ORIGINATOR OF TOTAL PHYSICAL RESPONSE

Total Physical Response is worldwide known as TPR.

About The Originator

Dr. James J. Asher originated the stress-free Total Physical Response approach to second language acquisition which is known internationally as TPR.

Dr. Asher developed the approach in 30 years of research in the laboratory. This research has resulted in TPR being used successfully in thousands of classrooms with children and adults learning languages such as English, Spanish, French, German, Chinese, Korean, Japanese, Arabic, and Hebrew etc.

He is an emeritus Professor of Psychology and former Associate Dean at San Jose State University, the first public institution of higher learning in California, founded in 1857. His undergraduate work was completed at the University of New Mexico, a masters degree and doctorate at the University of Houston, and postdoctoral training at the University of Washington (linguistics), Stanford University (educational research), and the Defense Language Institute in Monterey, California (Arabic).

Dr. Asher's research was supported by grants from the Office of Education, the Office of Naval Research, the Department of Defense, and the State of California.
He has published more than 100 articles in academic journals and these books:

*Original Prize-Winning TPR Research (Booklet and CD)* with recommendations for future research.

He is the recipient of many awards for excellence in teaching, including the highest academic honor of "Outstanding Professor" from San Jose State University, which has a faculty of 1,800 PhDs and 30,000 students. He has demonstrated his world famous, stress-free approach to second language acquisition in more than 500 elementary schools, high schools, and universities from the University of Alaska to the University of Hawaii, and from Stanford University to New York University and Cambridge University, in England.

Already in the late 1800s, a French teacher of Latin by the name of Francois Gouin was hard at work devising a method of language teaching that capitalized on the way children naturally learn their first language, through the transformation of perceptions into conceptions and then the expression of those conceptions using language. His approach became known as the *Series Method*, involving direct conceptual teaching of language using series of inter-connected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance (ie, one's actions and language match each other). His thinking was well ahead of his time, and the Series Method became swamped in the enthusiasm surrounding the other new approach at the time in the form of the Direct Method.
Some 80 years later, in the 1960s, James Asher began experimenting with a method he called Total Physical Response, and its basic premise had a lot in common with Gouin's. The method was to become well known in the 70s, and it drew on several other insights in addition to the "trace theory"—that memory is stimulated and increased when it is closely associated with motor activity. The method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses (smiling, reaching, grabbing, looking, etc) — well before learners begin to use the language orally. It also focused on the ideas that learning should be as fun and stress-free as possible, and that it should be dynamic through the use of accompanying physical activity.

Asher (1977) also had a lot to say about right-brained learning (the part of the brain that deals with motor activity), believing it should precede the language processing element covered by the left-brain.

**TOTAL PHYSICAL RESPONSE P.R. DEFINITION**

Total Physical Response—according to James Asher—"consists on two characteristics of language acquisition, first, the child's mind is filled with a lot of comprehensible input before the child begins to produce verbal responses. It means that students will be able to produce oral expressions and short sentences according to the environment where they are learning the second language.

Second, before the child is able to speak, there is a lot of physical manipulation from the child in response to what the people around say, that consists on commands mainly (imperative form), furthermore they will understand the instructions that the teacher ask for".
In other words this method emphasizes the meaning rather than the form of items, so grammar is taught inductively and the grammar features are selected according to the situation in which they can be used in the classroom. Furthermore this method is addressed for students who do not live in an area where English language is spoken, so the classroom is the only place to learn and practice.

2.4.3.1.4 TOTAL PHYSICAL RESPONSE CHARACTERISTICS

**It is natural:** Adults and children alike will learn the language naturally – the way an infant learns.

**It is fun:** All five senses are used in our instruction, so do not be surprised to be up and out of your seat, moving around, touching, seeing, tasting, hearing, and even smelling your new foreign language.

**It is instructive:** Total Physical Response is today's fastest growing language instruction method because it produces results. Students see appreciable progress in hours and days rather than months.

**It works through corporal actions:** TPR's greatest strength is its integration of all five senses and every part of the body in order to assist the brain in memorization. With Total Physical Response, the right side of the brain's factual processing (such as language learning) combines with the left-brain functions of movement, exercise, and creativity.  

1. Asher, James. "The Total Physical Response known world-wide as TPR"
One of the primary objectives underlying Asher’s TPR methodology was that “learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate “listening” and “comprehension” period, and encourage learners to respond using right-brain motor skills rather than left-brain language "processing".

Here are some of the objectives of Total Physical Response (James Asher)

• Teaching oral speech proficiency at a beginning level
• Using comprehension as a means to speaking
• Using corporal actions through action-based drills in the imperative form

2.4.5 KEY FEATURES OF TOTAL PHYSICAL RESPONSE

Here are some of the key features of the Total Physical Response method:

(1) The teacher directs and students "act" in response - “The instructor is the director of a stage play in which the students are the actors” (Asher, 1977:43).
(2) Listening and physical response skills are emphasized over oral production.
(3) The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.
(4) Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.
(5) Students are not required to speak until they feel naturally ready or confident enough to do so.

_________________________________________________________________


2.1.5 TYPICAL TECHNIQUES
Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:118-120) provides expanded descriptions of some common/typical techniques closely associated with TPR. The listing here is in summary form only.

1. **Using Commands to Direct Behavior**
   - *(The use of commands requiring physical actions from the students in response is the major teaching technique)*

2. **Role Reversal**
   - *(Students direct the teacher and fellow learners)*

3. **Action Sequence**
   - *(Teacher gives interconnected directions which create a sequence of actions [also called an “operation”] - as students progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions)*

## 2.4.6 **Total Physical Response** Sequences

**Total Physical Response** (otherwise abbreviated to TPR) is a well-known and very effective method for bringing language to life in the EFL classroom. Dr. James Asher created **Total Physical response** TPR to facilitate the kinds of language learning environment and process represented by the way we all learn our first languages as babies.

- The supplements presented on this page work on putting together minor and major *action* sequences*. Sequencing actions can help to make them easier to recognize and recall, as well as make them feel more natural to the young learner. It is hoped that the sequences available to site members will encourage them to organize their own action sequences to try out in their young learner classrooms. There are also ideas on how to turn action sequences into *colorful* wall projects for classroom reference,

2.4.1.67.1  **DAILY ROUTINE** SEQUENCES


- TPR Sequence Creation Template | TPR Illustrations Template

Most textbook syllabuses for young learners feature Total Physical Response (or at least some ideas for TPR), but this rarely works on the idea of clear sequences and usually focuses on the kinds of actions and items to be found in a classroom environment. The four extended sequences presented here (each consisting of 5 'sub-sequences' containing 5 actions) feature a presentation style and the kind of clear breakdown that should make them both accessible to classroom learners on a regular basis as well as provide them with valuable opportunities to learn and apply very familiar routine sequences of actions likely to happen regularly in their lives (yet outside of 'school' proper). Each sub-sequence can be cut out, and the five sub-sequences can be joined/progressively added to make a colorful wall chart presentation, as in the following lines:

1. They can serve as an 'at a glance' guide for teachers when calling out the prompts to the students.

2. They are broken up into (hopefully) manageable chunks of five actions that can form the focus of a single lesson, with the five chunks highly suitable for application over a five day week.
The presence of the written forms on the wall may encourage students to associate actions with written words, gradually building their base of sight word recognition.

The actions are presented in the imperative (command) function, clearly illustrating the base forms of the verbs, which being highlighted in blue can form a reference when students move ahead to learn present progressive, present simple, past tense and future tense forms/functions.

Note that the sequences as presented are not supposed to represent absolutes. Obviously students all live in different kinds of houses, eat different things for breakfast, and have different ways of getting to school. These sequences represent a general model, which can be expanded on or adapted to become more representative of students' personal routines.

The Total Physical Response Sequence Creation Template is also provided so that teachers and/or children students can work on creating detailed action sequences of their own. According to 1. (Asher 1982).

In addition, there is also a template for cut outs that students can use to illustrate each specific action in each sub-sequence. These can be added to a wall chart by attaching them vertically beneath each sub-sequence in the same order as the various actions are listed. Utilizing a wall chart in this way increases its value as a peripheral reference tool even further.

2.4.1.7b INTERACTIVE ACTIVITIES AND MATERIALS

Creating meaningful interaction with children young learners is no great task in itself, but in EFL contexts where there are limited (if any) opportunities to engage in using English for real communication outside the physical boundaries of the
classroom, applying interactive activities can sometimes be something of a headache. With young children's general preference being for the 'here and now' context, the greatest challenge for the EFL young learner teacher is to create a range of communicative situations and tasks that do not appear too artificial and/or contrived. Having children communicate in English to each other both willingly and naturally is also a definite challenge!

Considering such problematic issues, the activities and materials presented here have the general aim of achieving

1. A process whereby a range of communicative situations can be 'imported' into the here-and-now realm of the classroom without becoming too abstract or artificial.

2. The sorts of activities that will encourage and motivate children to speak to each other in English for purposes they can perceive as being genuine and useful.

3. An integrated range of skill-building tasks covering speaking, reading, writing and listening. 2. (Richards, 1986: 90)


2.4.8 TOTAL PHYSICAL RESPONSE PREMISE

Premise

According to Asher, "TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language." [8]

It looks to the way that children learn their native language. Communication
between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and codebreaking occurs. After this stage the child is able to reproduce the language spontaneously. With TPR the language teacher tries to mimic this process in class. *Asher, James. (1982). Learning Another Language Through Actions (6th edition).*

2.4.9 TEACHING ENGLISH THROUGH TOTAL PHYSICAL RESPONSE

**Classroom usage**

In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. The activity may be a simple game such as *Simon Says* or may involve more complex grammar and more detailed scenarios.

Total Physical Response can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling. Because of its participatory approach, Total Physical Response may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically experience difficulty learning foreign languages with traditional classroom instruction.

According to its proponents, it has a number of advantages: *Children* will enjoy getting up out of their chairs and moving around. Simple Total Physical
Response activities do not require a great deal of preparation on the part of the teacher. TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities. It is good for kinesthetic learners who need to be active in the class.

Class size need not be a problem, and it works effectively for children and adults. However, it is recognized that Total Physical Response (TPR) is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher. It does not give students the opportunity to express their own thoughts in a creative way. Further, it is easy to overuse TPR—"Any novelty, if carried on too long, will trigger adaptation." It can be a challenge for shy students.

Additionally, the nature of Total Physical Response (TPR) places an unnaturally heavy emphasis on the use of the imperative mood, that is to say commands such as "sit down" and "stand up". These features are of limited utility to the learner, and can lead to a learner appearing rude when attempting to use his new language. Of course, as a TPR class progresses, group activities and descriptions can be used which continue the basic concepts of Total Physical Response (TPR) into full communication situations.


### 2.2.2 FOR STUDENTS OF ALL AGES, INCLUDING ADULTS

Use Total Physical Response for new vocabulary and grammar, to help your students immediately understand the target language in chunks rather than word-by-word. This instant success is absolutely thrilling for students. You will hear them say to each other, “Wow! I actually understand what the instructor is saying.”
After a “silent period” of about three weeks listening to you and following your directions in the target language (without translation), your students will be ready to talk, read and write. In our books, Ramiro and I will guide you step-by-step along the way.

2.4.10 **TOTAL PHYSICAL RESPONSE** APPROACH

2.4.10.1 Theory of language

Asher does not directly address his view of language, but Richards and Rodgers state that the labeling and ordering of classroom activities seem to be built on the structural view of language. (by Asher, Rodgers and Richards).

2.4.10.2 Theory of learning

Asher’s language learning theories seem similar to those of other Behavioral psychologists. There are three principles he elaborates;

• Second language learning is parallel to first language learning and should reflect the same naturalistic processes
• Listening should develop before speaking
• Children respond physically to spoken language, and adult learners learn better if they do that too
• Once listening comprehension has been developed, speech develops naturally and effortlessly out of it.
• Adults should use right-brain motor activities, while the left hemisphere watches and learns
Language learning looks at the social and psychological factors in the classroom which affect English language learning, and at the ways in which they can be researched.

2.3.3 **Principles of Language Learning**

Language learning principles are generally sorted into three sub-groupings: Cognitive Principles, Affective Principles and Linguistic Principles. Principles are seen as theory derived from research, to which teachers need to match classroom practices. Here are some brief summaries of the principles that fall into each grouping:

2.3.3.1 **Cognitive Principles**

- **Automaticity**: Subconscious processing of language with peripheral attention to language forms;
- **Meaningful Learning**: This can be contrasted to Rote Learning, and is thought to lead to better long-term retention;
- **Anticipation of Rewards**: Learners are driven to act by the anticipation of rewards, tangible or intangible;
- **Intrinsic Motivation**: The most potent learning “rewards” are intrinsically motivated within the learner;
- **Strategic Investment**: The time and learning strategies learners invest into the language learning process.

2.3.3.2 **Affective Principles**

- **Language Ego**: Learning a new language involves developing a new mode of thinking – a new language “ego”;
- **Self-Confidence**: Success in learning something can be equated to the belief in learners that they can learn it;
- **Risk-Taking**: Taking risks and experimenting “beyond” what is certain creates better long-term retention;
- **Language-Culture Connection**: Learning a language also involves learning about cultural values and thinking.
2.4.11 2.3.3.3 Linguistic Principles

Native Language Effect: A learner's native language creates both facilitating and interfering effects on learning.

Interlanguage: At least some of the learner's development in a new language can be seen as systematic.

Communicative Competence: Fluency and use are just as important as accuracy and usage — instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills.

This is a very brief overview of various language learning principles, drawn heavily from H. Douglas Brown's explanation (see resources for reference). You may be able to come up with more or different interpretations yourself. However you view language learning principles, these should form the basis or backdrop of the techniques you choose to use and the choices you make in the language.

The psychology of language learning looks at second and child language acquisition research. Topics include: similarities and differences between first and second language acquisition; the roles of input, interaction and output in second language acquisition; and cognitive and socio-cultural theories of language learning.

The sociology of language learning looks at socio-cultural dynamics in the formation of student and classroom groups. There is a focus on issues surrounding student collaboration, group- and pair-work, and on how looking at the classroom as a culture helps us understand teacher and student relationships.

ACTIVITIES TO PROMOTE SPEAKING THROUGH TOTAL PHYSICAL RESPONSE METHOD

2.4.11.1 Discussions
After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, children can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members.

At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or children may determine it by themselves, but groups should be rearranged in every discussion activity so that children can work with various people and learn to be open to different ideas.

Lastly, in class or group discussions, whatever the aim is, children should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2.4.114.2 Role Play

One other way of getting children to speak is role-playing. Children pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as
who they are and what they think or feel. Thus, the teacher can tell children the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

2.4.114.3 Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, children students can bring items to the class to create a realistic environment. For instance, if a child student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate children the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant children students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

2.4.114.4 Information Gap

In this activity, children students are supposed to be working in pairs. A child One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. (Richards 1986)

2.4.114.5 Interviews

Children Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what
type of questions they can ask or what path to follow, but children students should prepare their own interview questions. Conducting interviews with people gives children students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each child student can present his or her study to the class. Moreover, children students can interview each other and "introduce" his or her partner to the class. 1. (Asher)

2.4.114.6 Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which children students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each child student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Children Students can add new characters, events, descriptions and so on. (2. Asher 1969)

2.4.114.7 Playing Cards

In this game, children students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds**: Earning money
- **Hearts**: Love and relationships
- **Spades**: An unforgettable memory
- **Clubs**: Best teacher

Each child student in a group will choose a card. Then, each child student will write 4-5 questions about that topic to ask the other people in the group. For example:
If the topic “Diamonds: Earning Money” is selected, here are some possible questions: why? Who?
Is money important in your life? Why?
What is the easiest way of earning money?
What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that children students are not allowed to prepare yes-no questions, because by saying yes or no children students get little practice in spoken language production. Rather, children students ask open-ended questions to each other so that they reply in complete sentences.

2.4.114.8 Picture Describing

Another way to make use of pictures in a speaking activity is to give children students just one picture and having them describe what it is in the picture. For this activity children students can form groups and each group is given a different picture. Children Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. 1 (Asher 1988.)

2.4.114.9 Find the Difference

For this activity children students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Children Students in pairs discuss the similarities and/or differences in the pictures. 1 (Asher 1988)
2.5 Key features of the Total Physical Response method:

1. The teacher directs and students "act" in response — "The instructor is the director of a stage play in which the students are the actors" (Asher, 1977:43).
2. Listening and physical response skills are emphasized over oral production.
3. The imperative mood is the most common language function employed, even well into advanced levels. Interrogatives are also heavily used.
4. Whenever possible, humor is injected into the lessons to make them more enjoyable for learners.
5. Students are not required to speak until they feel naturally ready or confident enough to do so.
6. Grammar and vocabulary are emphasized over other language areas. Spoken language is emphasized over written language.

Nowadays in Bolivia there are several ways to teach English for children, teenagers and adult learners. Many techniques and methods which are designed to improve English Foreign Language into the classrooms of public and private Bolivia’s schools but there is not a special method addressed to beginners which focus the speaking skill through corporal actions.

Therefore, the purpose of this proposal is to focus on oral production (speaking) using through the physical movements (corporal actions) of children at Herman Gmeiner school, taking into account the “TOTAL PHYSICAL RESPONSE” METHOD according to children’s needs and restlessness.

We believe that children of Hermann Gmeiner School S.O.S Aldeas Infantiles need to develop their oral communicative skill and physical actions due to they are hyperactive and dynamic children. so that, children of the Fifth grade need to Learn English through a dynamic method; that is why we decided to carry out the process of teaching English to children from 10 to 13 years old, through the (TPR) Total Physical response method according to the results and analysis of the questionnaire statistics administered at the beginning of the course.

In other words, this proposal focuses on coordination of speech and physical actions of the students who belong to fifth grade at Hermann Gmeiner School.

In this sense, the main objective of this project was aimed to the teaching of foreign languages focusing vocabulary, the most important verbs, the most...
important some grammar structures of the verb “To Be” simple present (affirmative, negative and question forms), and some connectors in order to focus oral communication through physical movements to do a conversation taking into account different situations.

- In addition, the purpose of this proposal is to develop oral communication through different activities such as: games, role plays, conversations, competences, theatre, simulations, playing cards, find the difference, interviews, picture describing and several activities whose focus speaking skill.

Furthermore, through this proposal we want to achieve the students’ principal objectives, whose are to achieve communicative competence in English to have a conversation with their godfathers, godmothers, or tutors because most of them are foreign people, therefore it is too important to teach English in this place.

In addition, the purpose of this proposal is to develop oral communication through different activities such as: games, role plays, conversations, competences, theatre, simulations, playing cards, find the difference, interviews, picture describing competences etc.

Strategies: face to face

- In pairs
- Groups of six students
- Groups of four
- Circles
- Boys vs. Girls
The activities we propose are related to the units proposed below, these motivate children to like and to learn English as a dynamic and interactive subject.

RATIONALE

This English course is aimed at being part of the basic level of the English program used at Herman Gmeiner school of (SOS Aldeas Infantiles). The book which I propose for this level 1 are two: “GOGO LOVES ENGLISH” number 1, the new edition of LONGMAN and ENGLISH 2, Editorial DON BOSCO. Besides following the methodology presented by the authors of the book, we also propose some other techniques for the course which are described in the methodology part of this program. We choose these books because Aldeas Infantiles’s children (10 to 12 years old) do not have previous English knowledge, that is why we decided to take into account these books to be developed through the Total Physical Response in order to teach by a dynamic way focusing the speaking part and taking into account the children’s actions through movements action of the students.

3.2 GOAL

To introduce English language as a dynamic subject through the Total Physical Response focusing speaking competence at all and physical movements using different activities, materials and strategies.

Each activity and material is supported by the theory reviewed in chapter II (Theoretical Framework).

3.3 SPECIFIC OBJECTIVES
To teach introduce vocabulary and some expressions through pictures and actions which contextualize real daily life according to their objectives and their needs.

To use the creativity and student’s imagination to carry out some activities.

To stimulate cooperation among students working in groups and pairs.

To offer students tenderness during the process of this alternative course.

To encourage students to take into account the solidarity and responsibility when they are working in pairs or in groups.

To develop a dynamic methodology focussing vocabulary in order to create short dialogues focussing different situations.

To introduce a major area of vocabulary which contextualize real daily life according to their objectives and their needs.

To develop interactivity into the classroom in order that children can become students actors will become actors in the learning process.

To bring students the most interesting materials to pay attention for getting involved into the subject.

To create a real communicative contexts to practice English language.

To motivate students to perform in some theatres whose they like and know, using all the vocabulary and grammar structures that they acquired.

To motivate children to speak English through actions and physical movements.

To encourage children to improve oral production creating short conversations using all the vocabulary learned.
3.4 SKILLS

During the course we focused the following skills:

3.4.1 SPEAKING

Speaking was taken into account as one of the most principal competences in order that children can construct short dialogues, discussions, interviews, and perform in some theatres participating in the classroom, in some evaluations, and English Festival using all the vocabulary and some grammar structures taking into account the physical actions.

Through the Total Physical Response method, this competence was taken into account as the principal one in order that children were able to create oral sentences and short dialogues, they also were able to describe things and objects of the course, to talk about their parents, about what someone likes or dislikes, about occupations and finally children were able to apply the vocabulary and the grammar structures creating short dialogues working in pairs or in groups through actions and facial expressions in front of the class.

3.4.2 LISTENING
It is the second skill which was used to motivate children as an strategy in learning English at S.O.S Aldeas Infantiles. Children were able to listen different conversations through CDs, short stories, songs related to the lessons taking into account their likes and songs they like such as: (My Heart Will Go On “Titanic”, La Bamba, and so on.) and different tasks from native speakers to pronounce by the correct way. We also used tapes and some interactive CD.

3.4.3.4.3 **READING**

The reading skill helped to our project focusing the pronunciation, according to our method this skill was not taken into account as speaking competence, it was just for motivating students in Second Language Learning. Therefore it was a passive competence because of the student’s goals and according to the results and analysis taken at the beginning of the course.

3.4.4 **WRITING**

It was not taken into account as much as speaking because it was used just for practicing the correct writing and the word order of the sentences in the simple present tense of the verb “to be” and vocabulary. Students were able to write short sentences and dialogues, they also were able to write simple words as things, numbers, colors, objects, animals, occupations, fruits, vegetables, foods, parts of the body, verbs, and so on.

3.5 **SYLLABUS**

The syllabus content of topics is created in this English course (fifth level at Herman Gmeiner school). The teacher has the responsibility to plan and apply adequate educational programmers to assess children’s learning, as well as to assess the course and syllabus development.
The syllabus proposal is a student-centered design because it is focused on children’s needs, objectives, interests and concerns, at SOS Aldeas Infantiles, taking into account the method total Physical Response and different activities using corporal movements which motivate children intellectually, emotionally and physically to acquire English language by the best way.

They participated in active tasks through movements which tended to allow for greater creativity and responsibility.

The themes are chose according to Total Physical Response method and the activities are related to speaking skill through corporal actions.

The syllabus design presents ten units; it was divided in three periods:

1. THE ALPHABET
2. THE NUMBERS
3. GREETINGS
4. COLORS - OBJECTS
5. PROFESSIONS AND OCCUPATIONS
6. MY FAMILY MEMBERS
7. CAN YOU SING?
8. HOW OLD ARE YOU?
9. I LIKE CHOCOLATE
10. REVIEW FROM 1 TO 9 LESSONS

3.5.1 SYLLABUS DESIGN

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL:</td>
<td>Basic</td>
</tr>
<tr>
<td>GRADE:</td>
<td>Herman Gmeiner school SOS Aldeas Infantiles</td>
</tr>
<tr>
<td>TIME:</td>
<td>from Monday to Thursday</td>
</tr>
</tbody>
</table>
DURATION: 9 months and 15 days

GENERAL OBJECTIVE:
To carry out the teaching process effectively through Total Physical Response method; this syllabus includes the topics, objectives: general and specifics and the order in which they were delivered in the English course program.

FIRST PERIOD OF TIME (THREE MONTHS)

UNIT 1
The alphabet / From A to Z - Animals

General Objective: Students are going to manage the alphabet and numbers.
Specific objectives: Students are going to spell their names, last names and words about course’s objects and colors.

UNIT 2
THE NUMBERS / 1 to 10 - 10 to 20 - 20 to 100 - Time

General objective: Students are going to give and ask about the time
Specific objective: Students are going to recognize numbers from one to one hundred

UNIT 3
HELLO! / Greetings - Good morning - Good afternoon – Good evening

General objective: Students are going to give and ask about personal information
Specific objective: Students are going to identify themselves

UNIT 4
WHAT IS THIS? - WHAT IS THAT? / This – That - Colors - Objects /

General objective: Students are going to ask about objects in the classroom and to identify these ones.

Specific objective: Students are going to show things and objects in the course and to identify the different colors.

SECOND PERIOD OF TIME (THREE MONTHS)

UNIT 5
PROFESSIONS AND OCCUPATIONS / verb “TO BE” affirmative, negative and interrogative forms/
Doctor – Nurse – Teacher – Student
Architect - Taxi Driver - Policemen

General objective: Students are going to practice, to identify and to talk about occupations and professions using the simple present tense of the verb “to be” in the three ways (affirmative, negative and interrogative forms).

Specific objective: Students are going to identify people by names and say about their occupations or professions.

UNIT 6
My family members / Pronouns - Parents – Possessives - Who?

General objective: Students are going to recognize and describe their family members.

Specific objective: Students are going to give information about their family members.

Students are going to use the question word “WHO”.
UNIT 7
CAN YOU SING? / Action Verbs - Can affirmative, negative and interrogative forms

General objective: Students are going to recognize and identify the most important verbs through actions.

Specific objective: Students are going to create a short dialogue using the modal verb "CAN".

Students are going to recognize the different actions that somebody realizes.

Students are going to perform different actions through mimics.

THIRD PERIOD (THREE MONTHS)

UNIT 8
HOW OLD ARE YOU? / Dates - Possessives - parents - Verb "To Be"

General objective: Students are going to ask and answer their parents' birthdays.

Specific objective: Students are going to give birthday dates of their parents and friends.

UNIT 9
I LIKE CHOCOLATE / Verb "To like" - Fruits - Vegetables - Foods

General objective: Students are going to talk about their likes and dislikes.

Specific objective: Students are going to express their likes and dislikes taking into account fruits, vegetables, and foods.

UNIT 10
REVIEW FROM 1 TO 9 LESSONS / Greetings - Verb "To Be" - Pronouns
Possessives - verb "To Like" - Modal
SNOw WHITE AND THE SEVEN DWARFS (SHORT STORY)

(See Appendix C)

General objective: Students are going to listen, to understand, to read and to perform in front of an scenery.

Specific objectives: Students are going to apply all the vocabulary learnt in the previous lessons, adapting their background and their knowledge about the “the snow White and the Seven Dwarfs” to carry out this kind of short story performing in front of a big theatre of the school Hermann Gmeiner.

In the next pages the Units from 1 to 10 will be developed with details.

3.6 METHODOLOGY

There are many reasons to talk about the organization of the groups. Nowadays the majority of textbooks provide few interactive activities, and strategies to organize groups in the course.

To build a good linguistic development focusing communicative skill in students (from 10 to 13 years old), it is necessary to take into account the interaction as an essential role of students to focus on the responsibility and solidarity in learning process.

In this case, there is also another reason to form groups in the classroom during the process of learning English language through Total Physical Response method and physical actions, as it is because the different activities through the
corporal actions need to be worked in groups where they can cooperate and see the activity to get the general objective.

Furthermore, working in groups students do not have fair, they assimilate more easily the words, they practice many times and they can correct themselves their mistakes.

### 3.6.1 ORGANIZATION OF THE GROUPS

Suggestions about the organization of groups during the different activities and games developed during the process of this Alternative English Course through the Total Physical Response method.

In the course Fifth “B” Children were organized by the following forms:

- Children were organized according to the total number of children in the course.
- Children were divided in two groups in order to do competitions, for example girls vs. boys, or they were divided by numbers (the pair numbers at the right side and the odd numbers at left side); sometimes children preferred to be divided according to the list.
- Before starting the class sometimes the teacher asked a question one by one out of the course about the previous class in order to children remember and get into the classroom organizing them according to their answers.
- Children were organized according to the activity that they were developing, they were organized in groups of three or four children when they worked with cards.
Children were organized in groups of six children when they worked in large activities such as: ordering words to form sentences, when they had to use different kinds of materials or when they created the major quantity of sentences. In the course there were five groups of six students in circle forms or in square forms.

Each group chose a leader and a secretary in order to represent them in front of the class at the end of each activity.

Each group was represented by a color, object, profession, numbers, animals, names of artists, places, foods etcetera, according to the lesson which was being developed.

All the members in each group were organized according to their personality, between hyperactive and shy children.

In competitions like: girls vs. boys the course was divided in two groups.

Sometimes they practiced and worked in pairs depending on the activity.

The leaders performed as teachers sometimes in front of the class depending of the activity that they were developing.

At this school the organization was different to the rest, the courses were organized in groups, around each table there were six chairs but these table could be organized in different ways, it could be a rectangle, a circle, a square, or a triangle, it was very interesting to work in different ways.

Furthermore in each group children practiced and learned when they were working in groups.

3.6.2 Working in pairs
We recommend that students work in pairs when they have to produce a conversation or some sentences to get them motivated to participate in classes and not to have fear.

3.6.3 Working in groups

In the classroom there were four big tables, each one with six (6) chairs, so we worked in groups of six students or four students, sometimes we joined all the tables to form a big circle, a square or a triangle to do dynamic activities.

Advantages working in groups:

- Face to face interaction simulates real-life social contact, encouraging the use of eye contact, proper intonation, exclamation, emotional tones.
- Each child has the opportunity to practice and speak many times in each class.
- Everyone is able to collaborate on answers and rehearse them before speaking before the class.
- Children are motivated to participate many times.

Strategies: Face to face Circles
Boys vs. Girls Squares
In pairs Groups of six students
Groups of four

3.6.4 ACTIVITIES

The activities were taken into account according to the lesson plans and the objectives of each activity, but these were based over all in games, participation in pairs, in groups, dialogues in front of the class taking into account...
some specific situation and context, then they performed representing different roles in order to do a conversation in a real situation.

Finally, children performed in some theatre developing different roles using all the vocabulary and some grammar structures of the verb “To Be” learned during the process of learning English through Total Physical Response method. These activities were developed according to children’s needs and objectives.

3.6.4.1 Activities To Promote Speaking

- Discussions
- Role Play
- Simulations
- Information Gap
- Interviews
- Theatre
- Playing Cards
- Find the Difference

(see page 30-31 and Appendix B)

3.6.5 MATERIALS

As we know textbooks are very convenient or necessary tools in the English class, but they are not the only teaching aid we have at hand. There are a lot of materials which can be used in class in a very fruitful and efficient way in order to create a real situation.

This English course is aimed at being part of the basic level of the English program used at Herman Gmeiner school of (S.O.S Aldeas Infantiles). The books which we propose for this level are two: “GOGO LOVES ENGLISH” number 1, the new edition of LONGMAN and ENGLISH 2, Editorial DON BOSCO. We also propose some other techniques, handouts, CDs, games and
so on, in order to teach in a dynamic way focusing the speaking skill and children physical actions.

We decided to work with copies of "Gogo loves English" and some copies of EDB Editorial Don Bosco English two, because of their economical situation.

Furthermore, we used photocopies of different kind of books, cards, pictures, handouts and several materials related with TPR Total Physical Response method to carry out this Alternative English course.

The materials used to develop this project were: (See appendix B)

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cards</td>
</tr>
<tr>
<td>colors</td>
</tr>
<tr>
<td>pencils</td>
</tr>
<tr>
<td>pens</td>
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<td>Markers</td>
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<td>copies</td>
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<td>puppets</td>
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<td>scissors</td>
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<td>Printed materials</td>
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<td>tapes</td>
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<td>stories</td>
</tr>
<tr>
<td>pictures</td>
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<tr>
<td>Board</td>
</tr>
<tr>
<td>rulers</td>
</tr>
<tr>
<td>objects</td>
</tr>
<tr>
<td>watch</td>
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<tr>
<td>Magazines</td>
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<tr>
<td>newspapers</td>
</tr>
<tr>
<td>color paper</td>
</tr>
<tr>
<td>erasers</td>
</tr>
<tr>
<td>Glue</td>
</tr>
<tr>
<td>chalges</td>
</tr>
<tr>
<td>sticker</td>
</tr>
<tr>
<td>wool</td>
</tr>
<tr>
<td>Wall charts</td>
</tr>
</tbody>
</table>

Disguises, painting, a little house, fruits, baskets, flowers, tables, chairs, pillow and many things for the theatre “Snow White and the seven Dwarfs”

All the materials were used to carry out dynamic classes and to motivate students in learning a second language according to (TPR) Total Physical response method.

3.7 EVALUATION

According to the rules of Herman Gmeiner School we evaluated taking into account children’s suggestions and Teacher’s objectives taking into account the point of view of their Manager.

Students from 5th grade were evaluated by the following form:

Con formato: Fuente: Sin Negrita

Con formato: Esquema numerado + Nivel: 2 + Estilo de numeración: 1, 2, 3, ... + Iniciar en: 4 + Alineación: Izquierda + Alineación: 0 cm + Tabulación después de: 0,93 cm + Sangría: 0,93 cm
3.5.2  DIAGNOSTIC TEST

It was done at the beginning of the course. Which was very important for the teacher to know the students level before to start the course.

This test was oral and written to know children knowledge, their needs and objectives about English language.

3.7.2  DAILY ASSESSMENT

Everyone was evaluated in each single class, before to get into the classroom, at the beginning, during the class and at the end. In order to practice and not to forget the lesson. It was teacher’s strategies to evaluate students performance in class.

Homework: It was part of the daily assessment.

Participation: It was the most important part of the assessment according to the method which was being developed.

GRADING SYSTEM

<table>
<thead>
<tr>
<th></th>
<th>1st mid-term</th>
<th>2nd mid-term</th>
<th>Final test</th>
</tr>
</thead>
<tbody>
<tr>
<td>test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>40 points</td>
<td>45 points</td>
<td>50 points</td>
</tr>
<tr>
<td>Written</td>
<td>15 points</td>
<td>10 points</td>
<td>10 points</td>
</tr>
<tr>
<td>Assistance and participation</td>
<td>15 points</td>
<td>15 points</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>
1ST MID-TERM TEST: Each test was taken after the second lesson (Written and oral)

2nd MID TERM TEST: Each test was taken after the third lesson (written and oral)

A FINAL WRITTEN TEST: This test was taken after the fourth lesson of the trimester covered in three months.

A FINAL ORAL TEST: This test include all vocabulary, aspect, performance, improvisation and creativity.

3.8 RESULTS OF THE PROJECT

The general and specific objectives proposed in the course program and in the Project were obtained satisfactorily through this Learning Method "TPR Total Physical Response" which was efficient for children who have acquired a Second language.

During the year, we observed that students of Fifth Grade assimilated 95% of the objectives proposed in the course program; therefore children love the English subject because they learn through different activities using several materials where it was focused oral communication through corporal movements. Total Physical Response "TPR" is an excellent method for children to learn English, as TPR lessons tend to be a lot of fun and the techniques involved are relatively simple. As with any other method or technique style, overdoing it will eventually create boredom and a feeling of repetition, which is enjoyable for neither students nor teachers.

Not all the things we did were "physical" and not all of our thinking was orientated around the visible physical context. We create and improve many activities according to their knowledge, creativity and opinions that children of Herman Gmeiner had. Personally, I enjoyed using a variety of activities, materials and techniques which focus Total Physical response method.
In conclusion, this Project developed was very effective and real which satisfy children’s needs and objectives in order to learn English through corporal actions focusing speaking skill, and it can be developed with children of 10 TO 13 years old in spite of the lowest economical situation as students of Herman Gmeiner SOS Aldeas Infantiles. Nowadays children can produce a real conversation with their tutors, Godfathers, Godmothers or tourist people who visit the Aldeas Infantiles or the touristic places in Mallasa.

3.8.1 Results of the students through the Total Physical Response method in learning process

Children results related to English Learning as a second language through Total Physical Response at Hermann Gmeiner School of SOS Aldeas Infantiles. In the following chart we are going to see the changes ABOUT English:

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>AFTER</th>
</tr>
</thead>
</table>
Children never had English subject. They did not identify the colors in English, they did not recognize numbers from 1 to 100, they did not know parts of the body, they did not spell their names and last names, they did not know the time, they did not give personal information, they did not identify professions, they did not give information about their family, they did not know verbs in English, they never performed in theatre, they never before had a conversation in English with native speakers or their tutors.

Children have English subject. They identify the different colors and objects, they recognize numbers from 1 to 100, they recognize parts of the body, they spell their names and last names, they give and ask about the time, they give and ask about personal information, they identify themselves, they ask and answer about objects in the classroom, they express their likes and dislikes, they talk about occupations and professions using the verb “to be”, they recognize, describe and give information about their family members, they use the question words “Who, What, How”, they recognize and identify the most important verbs through actions, they perform representing different roles in theatres, they can produce a simple conversation.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

This project has been feasible and it has been developed according to the English program based on the Total Physical Response method which focuses on speaking skill through Corporal actions.
Through this method we have achieved the best results at Herman Gmeiner school (SOS ALDEAS INFANTILES) with children of 10 and twelve years old. Children have obtained their objectives and needs satisfactorily about English language through TPR method focusing oral skill and activities using corporal movements; so it is necessary to develop the method's definition:

The Total Physical Method (TPR) plays an important role in developing language skills. This method relieves the pressure on students to speak before they are ready to do so. So all the students can respond without fear or hesitation, it also motives to obtain a communication between teacher-student and student-teacher according what we are learning and what kind of words we are using in order to directly relate to whatever the learner is doing at the immediate time of utterance (example, one's actions and language match each other).

This method is based on a humanistic and constructivist tradition to teach English. So, Total Physical Response method is a language learning method based on the coordination of speech and action. It was developed by James Asher, a professor of psychology at San Jose State University, California. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger the memory will be.

In other words this method emphasized the meaning rather than the form of items, so grammar was taught inductively and the grammar features were selected according to the situation in which they can be used in the classroom. Furthermore this method has been addressed to students who do not live in an area where English language is spoken, so the classroom is the only place to learn and practice.

This project has been developed through different kinds of activities like: role plays, draws, pictures, songs, cards following the English Course Program taking...
into account the method that we have chosen and the different activities and materials which helped us to improve and to obtain the goals and objectives proposed in the previous lines. Through this project we have achieved all the objectives proposed.

RECOMMENDATIONS

During all the Learning Process we recommend that when we are teaching a second language it is too important to take into account the following points and suggestions:

- **Apart from the different activities, strategies and materials, and the best method to carry out an English Course in Bolivia** is very important to take into account the feeling when you are teaching.
- **To provide many opportunities to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.**
- **To try to involve each student in every speaking activity; for this aim, practice different ways of student participation.**
- **To reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.**
- **To provide written feedback like "Your presentation was really great. It was a good job. It was excellent, I really appreciated your efforts in preparing the materials and efficient use of your voice...".**
- **To involve speaking activities not only in class but also out of class.**
• To provide the vocabulary beforehand that students need in speaking activities.
• To resolve children problems, who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

At this School, the affection is too important when you are teaching and when you have conversations out of the classes because many students have familiar problems or sometimes they do not have families they live with their Godfather or Godmothers, therefore they need to receive that affection which they can not find at their homes.
If you offer tenderness to your students when you are teaching you are going to obtain the best results.

3.5.4 THE ROLE OF LEARNERS IN GROUP WORK

There are many reasons to talk about the organization of the groups. Nowadays the majority of textbooks provide few interactive activities, and strategies to organize groups in the course.

To build a good linguistic development focusing communicative skill in students (from 10 to 13 years old) is necessary to take into account the interaction as an essential role of students to focus on the responsibility and solidarity in learning process.

In this case, there is also another reason to form groups in the classroom during the process of learning English language through Total Physical Response method and physical actions, as it is because the different activities through the corporal actions need to be worked in groups where they can cooperate and see the activity to get the general objective.
Furthermore, working in groups students do not have fair; they assimilate more easily the words, they practice many times and they can correct themselves their mistakes.

3.65—ORGANIZATION OF THE GROUPS

Suggestions about the organization of groups during the different activities and games developed during the process of this Alternative English Course through the Total Physical Response method.

In the course Fifth “B”, Children were organized by the following forms:

- Children were organized according to the total number of children in the course
- Children were divided in two groups in order to do competences for example girls vs. boys, or they were divided by numbers (the pair numbers at the write side and the odd numbers at left side); sometimes children preferred to be divided according to the list.

Before to start the class sometimes the teacher asked a question one by one out of the course about the previous class in order to children remember and get into the classroom organizing them according to their answers.

Children were organized according to the activity which they were developing, they were organized in groups of three or four children when they worked with cards.

Children were organized in groups when they worked in large activities such as: ordering words to form sentences when they had to use different kind of materials or when they created the major quantity of sentences. In the course there were five groups of six students in circle forms or in square forms according to the organization of the course.

Each group chose a leader and a secretary in order to represent them in front of the class at the end of each activity.

- Divide the course in two groups in order to do competences
Every group was represented by a color, object, profession, numbers, animals, names of artists, places, foods, etc., according to the lesson which was developing that we are developing.

- Each group has a leader and a secretary to represent the group's work.
- All the members in each group were organized according to their personality, between hyperactive and shy children.
- In each group, it is going to be women and men.
- In competences as girls vs. boys, men, the course was divided into two groups, one conforming to women and the other conforming to men.
- All the students practice when they are working in groups.
- Sometimes they are going to practice and work in pairs depending on the activity given by the teacher, for example, in conversations, short dialogues.
- The leaders performed as teachers sometimes in front of the class, depending on the activity that they were developing.

At this school, the organization was different to the rest; the courses were organized in groups, around each table, there were six chairs but these tables could be organized by different forms - it could be a rectangle, a circle, a square, or a triangle. It was very interesting to work in different kinds of forms.

Furthermore, in each group, children practiced and learned when they were working in groups.

3.65.1 Working in pairs and groups

We recommend that students work in pairs when they have to produce a conversation or some sentences to get them motivated to participate in classes and not to have fear.
3.65.2 Working in groups

In the classroom there were four big tables, each one with six (6) chairs, so we will work in groups of six students or of four students. Sometimes we will join all the tables to form a big circle, a square or a triangle to do dynamic activities.

Advantages working in groups:

Reasons to work in groups:

- Face to face interaction simulates real-life social contact, encouraging the use of eye contact, proper intonation, exclamation, emotional tones, etc.
- Each child has the opportunity to practice and speak many times in each class.
- Everyone is able to collaborate on answers and rehearse them before speaking before the class.

Children/Students are motivated to participate many times.

3.7 ACTIVITIES

The activities were going to be taken into account according to the lesson plans, and the objectives of each activity lesson, but these were going to be based at all in games, participation in pairs, in groups, dialogues in front of the class taking into account some specific situation and context, then they are going to be performed representing different roles in order to do a conversation in a real situation.
Finally, children students are going to perform in some theatre developing different roles using all the vocabulary and some grammar structures of the verb "To Be" learned during the process of learning English through Total Physical Response method.

These activities were going to be developed according to the students' needs and objectives.

3.7.1 Activities To Promote Speaking

- Discussions
- Role Play
- Simulations
- Information Gap
- Brainstorming
- Storytelling
- Interviews
- Reporting
- Playing Cards
- Find the Difference
- Theatre

3.8 MATERIALS

We decided to work with copies of "Gogo loves English" and some copies of EDB Editorial Don Bosco English two, addressed to beginners who can write and read.

Furthermore, we are going to use photocopies of different kind of books, cards, pictures, songs, dynamics and different activities related with TPR Total Physical Response method to carry out this Alternative English course.

The materials used to develop this project were:

- Cards
- Colours
- Pencils
- Pens
- Markers
- Copies
- Dies
- Scissors
- Printed materials
- Tapes
- Stories
- Pictures
- Board
- Rulers
- Videos
- Watch
- Magazines
- Newspapers
- Colour paper
- Erasers
Glue                     chalks                    sticker                  wool

Disguises, painting, a little house, fruits, baskets, flowers, tables, chairs, pillow, chairs, pillow, and many things etc. for the theatre “Snow White and the seven Dwarfs”

All the materials were used to carry out dynamic classes and to motivate students in learning a second language according to (TPR) Total Physical response method.

As we know textbooks are very convenient or necessary tools in the English class, but they are not the only teaching aid we have at hand. There are a lot of materials which can be used in class in a very fruitful and efficient way. Among them we can also mention flashcards, wall charts, handouts, copies of different textbooks according to the lesson, things as objects, puppets, disguises, etcetera. In order to create a real situation.

(It depends on the creativity of the teacher and learners.)

3.9 COMPETENCES

In the course we are going to focus the following skills:

3.4.1 SPEAKING

It was is going to be taken into account as one of the most principal competences in order to children can construct short dialogues, discussions, interviews, and perform in some theatres—participating in the classroom, in some evaluations, and English Festival using all the vocabulary and some grammar structures taking into account the physical actions.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13).

Speaking is a crucial part of second language learning and teaching. Despite its
importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Through the Total Physical Response method, this competence was going to be taken into account as the principal one in order to children students were going to be able to create oral sentences and short dialogues, they also were going to be able to describe things and objects of the course, to talk about their parents, about what someone likes or dislikes, about occupations and finally children they students were going to be able to apply the vocabulary and the grammar structures creating short dialogues working in pairs or in groups through actions and facial expressions in front of the class.

3.9.2 LISTENING - it is the second skill which was going to be used to motivate children as an strategy in learning English. Children students were going to be able to listen different conversations through CDs, short stories, songs related to the lessons and different tasks from native speakers to pronounce by the correct way. We also are going to used cassettes and interactive videos.

3.9.3 READING - the reading skill it will helped to our the project focusing to focus the pronunciation, according to our the method this skill was is not going to
be taken into account as speaking competence, it was just for motivate students in second Language Learning. Therefore it was going to be a passive competence because of the student’s goals and according to the pre test taken at the beginning of the course.

3.9.4 WRITING. It was not going to be taken into account as much as speaking because it will be used just for practicing the correct writing and the word order of the sentences in the simple present tense of the verb "to be" and vocabulary.

Students were able to write short sentences and dialogues, they also were able to write simple words as things, numbers, colors, objects, animals, occupations, and so on.

EVALUATION
Evaluation is viewed as an integral part of the professional role of teachers. It is also an estimation of learning and teaching process. The term ‘evaluation’ is much broader than the term ‘test’. By ‘evaluation’ we understand a whole system of assessment that aims not only at measuring the growth of the learners towards the goals set for them in the curriculum but the curriculum itself: the activities recommended for enabling children the students to reach its objectives in the shortest possible time; the effectiveness of the textbook and the supplementary materials being used; the teachers’ methodology and strategies for bringing about the acquisition of the languages skills which are necessary for children the students to be able to communicate in English, etc.

Furthermore, through the evaluation we can measure if the project’s objectives are achieved.

Students from 5th grade were evaluated by the following form:
3.10 TESTS

3.10.1 A DIAGNOSTIC TEST: it was done at the beginning of the course. Which was very important for the teacher to know the students level before starting the course.

This test was oral and written to know children’s English knowledge, their needs and objectives about English language.

3.10.2 DAILY ASSESSMENT:

Everyone was evaluated in each single class, before to get into the classroom, at the beginning, during the class and at the end. In order to practice and not to forget the lesson. It was the teacher’s strategies to evaluate students performance in class.

Homework - it was is part of the daily assessment.

Participation - it was is the most important part of the assessment according to the method which was is going to being developed.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Test</th>
<th>Oral</th>
<th>Written</th>
<th>Assistance and participation</th>
<th>1st mid-term test</th>
<th>40 points</th>
<th>15 points</th>
<th>15 points</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd mid-term test</td>
<td>Oral</td>
<td>Written</td>
<td>Assistance and participation</td>
<td>-40 points</td>
<td>-15 points</td>
<td>-15 points</td>
<td>-70</td>
<td></td>
</tr>
<tr>
<td>Final test</td>
<td>Oral</td>
<td>Written</td>
<td>Assistance and participation</td>
<td>-50 points</td>
<td>-10 points</td>
<td>-10 points</td>
<td>-70</td>
<td></td>
</tr>
</tbody>
</table>
1ST MID-TERM TEST: Each test was taken after the second lesson (written and oral).

2ND MID-TERM TEST: Each test was taken after the third lesson (written and oral).

A FINAL WRITTEN TEST: This test was taken after the fourth lesson of the trimester covered in three months.

A FINAL ORAL TEST: This test include all vocabulary, pronunciation aspect, performance, improvisation and creativity.

3.11 LENGTH OF THE COURSE

<table>
<thead>
<tr>
<th>TREMESTER</th>
<th>LENGTH OF TIME</th>
<th>NUMBER OF UNITS</th>
<th>HOURS PER WEEK</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>9 MONTHS</td>
<td>10</td>
<td>12 HOURS</td>
<td>500</td>
</tr>
</tbody>
</table>

3.12 CONTENTS

UNITS DEVELOPED DURING THE LEARNING PROCESS

FIRST PERIOD OF TIME (THREE MONTHS)

UNIT 1

The alphabet— from A to Z

General Objective: The students are going to manage the alphabet and numbers.
Specific objectives: Students are going to spell their names, last names and words about course’s objects and colours.

IN MY ENGLISH COURSE

General Objective: The students are going to ask for permission.

Specific objectives: Students are going to use different phrases for asking permission in different situations into the classroom.

UNIT 2

THE NUMBERS

General objective: Students are going to give and ask about the time.

Specific objective: Students are going to recognize numbers from one to one hundred.

UNIT 3

HELLO!

General objective: Students are going to give and ask about personal information.

Specific objective: Students are going to identify themselves.

SECOND PERIOD OF TIME (THREE MONTHS)

UNIT 4

WHAT IS THIS? WHAT IS THAT?

General objective: Students are going to ask about objects in the classroom and to identify these.

Specific objective: Students are going to show things and objects in the course and identifying the different colors.

UNIT 5
PROFESSIONS AND OCCUPATIONS

General objective: The students are going to practice, to identify and to talk about occupations and professions using the simple present tense of the verb “to be” in the three ways (affirmative, negative and interrogative forms).

Specific objective: Students are going to identify people by names and say about their occupations or professions.

Students are going to describe orally different types of jobs.

UNIT 6

My family members / WHO ARE THEY he are they? / WHO IS SHE?

General objective: The students are going to recognize and describe to their family members.

Specific objective: Students are going to give information about their family members.

Students are going to use the question word “WHO.”

UNIT 7

CAN YOU SING?

General objective: The students are going to recognize and identify the most important verbs through actions.

Specific objective: Students are going to create a short dialogue using the verb “TO CAN.”

Students are going to recognize the different actions that somebody realizes.
Students are going to perform different actions through mimics.

To perform different actions through mimics.

THIRD PERIOD (THREE MONTHS)

UNIT 8

HOW OLD ARE YOU?

General objective: The students are going to ask and answer their parents' birthdays.

Specific objective: Students are going to give birthday dates of their parents and friends.

UNIT 9

I LIKE CHOCOLATE

General objective: The students are going to talk about their likes and dislikes.

Specific objective: The students are going to express their likes and dislikes taking into account fruits, vegetables, and foods.

UNIT 10

SNOW WHITE AND THE SEVEN DWARFS (SHORT STORY)

General objective: The students are going to listen, to understand, to read and to perform in front of scenery.

Specific objectives: The students are going to apply all the vocabulary learnt in the previous lessons adapting their background and their knowledge about the "Snow White and the Seven Dwarfs" to carry out this kind of short story performing in
In the next pages the Units from 1 to 10 will be developed with details of the units mentioned before.

5. CONCLUSIONS AND RECOMMENDATIONS

This project has been feasible and it has been developed according to the English program based on the Total Physical Response method which focused on the four skills such as listening, reading, speaking, and writing. Through this method we have obtained our project objectives, so it is necessary to develop its definition: The Total Physical Method (TPR) played an important role in developing language skills. This method relieves the pressure on students to speak before...
they are ready to do so. So all the students can respond without fear or hesitation, it also motives to obtain a communication between teacher–student and student–teacher according what we are learning and what kind of words we are using in order to directly relate to whatever the learner is doing at the immediate time of utterance (example, one’s actions and language match each other).

This method—Total Physical Response—was developed by James Asher, a professor of psychology at San Jose State University, California. It is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger the memory will be.

In other words, this method emphasized the meaning rather than the form of items; so, grammar was taught inductively and the grammar features were selected according to the situation in which they can be used in the classroom. Furthermore, this method has been addressed to students who do not live in an area where English language is spoken, so the classroom is the only place to learn and practice.

This project has been developed through different kinds of activities like: role plays, draws, pictures, songs, cards—following the English Course Program taking into account the method that we have chosen and the different activities and materials whose helped us to improve and to obtain the goals and objectives proposed in the previous lines.

Through this project we have achieved all the objectives proposed:

**RESULTS OF THE PROJECT**

The general and specific objectives proposed in the course program and in the Project were obtained satisfactorily through this Learning Method.
TPR

“which was efficient for students who have acquired a foreign language.

During the year we could observed that students of Fifth Grade assimilated 95% of the objectives proposed in the course program; m. therefore students loved the English subject because all the time they played games, and they have participated in different activities where it was focused oral speech, oral communication and action through corporal movements.

Total Physical Response “TPR”, is an excellent method for young/beginning students to learn, as TPR lessons tend to be a lot of fun and the techniques involved are relatively simple. As with any other method or technique style, overdoing it will eventually create boredom and a feeling of repetition, which is enjoyable for neither students nor teachers.

Personally, I enjoyed using a variety of activities and techniques whose focus Total Physical response TPR method during a year, and if there is a weakness to be found it would have to be the difficulty involved in employing TPR for the purpose of teaching abstract language.

Not all the things we did were “physical” and not all of our thinking was orientated around the visible physical context. We create and improve many activities according to their knowledge, creativity and opinions that children of Herman Gmeiner had.

This Project developed was very effective and real which can be developed with students students of different ages in spite of the lowest economical situation as students of Herman Gmeiner SOS Aldeas Infantiles.

Results of the students through the Total Physical Response method in learning process
During the course at SOS we obtain the following results of the Fifth grade students related to English Learning as a second language through Total Physical Response at Hermann Gmeiner School of SOS Aldeas Infantiles.

In the following points we are going to see the changes: En todo el tiempo transcurrido se obtuvo los siguientes resultados en cuanto se refiere al aprendizaje del idioma Inglés y a los cambios de actitud de los alumnos del curso: 5to “B” nivel primario.

- Students ask and answer through oral and written language using the verb "to be" (affirmative, negative and interrogative form).
- Students use the four skills in the Learning Process.
- Students apply vocabulary about objects of the course, colors, numbers, animal, fruits, vegetables, professions, jobs and some grammar structures in short dialogues according to our context.
- They perform in front of the class representing different roles about professions, jobs, etc.
- Students express their likes and dislikes about fruits, vegetables and some foods and desserts.
- Students of the Fifth grade perform in some theatres representing different...
Los estudiantes del 5to “B” participaron con dos números en el Festival de Inglés llevado a cabo el día 7 de noviembre en el teatro de la Unidad Educativa Hermann Gmeiner.

Los números que presentaron fueron:

1.- La obra teatral “BLANCA NIEVES Y LOS SIETE ENANOS”
   “SNOW WHITE AND THE SEVEN DWARFS”

2.- El número musical: “TITANIC” by Celine Dion

Los alumnos del 5to “B” que pertenecen a esta Unidad Educativa buscaron la manera para poder conseguir todo el material, vestimenta, escenario y todo lo que se necesitaba para participar en el Primer Festival de Inglés con una obra muy famosa y conocida adaptado a todo lo que ellos aprendieron poniendo en práctica todo lo aprendido oralmente y físicamente durante la gestión.

La mayoría de estos niños demostraron todo el conocimiento obtenido acerca del idioma Inglés en el Primer Festival de Inglés. Además que entre ellos se observaba compañerismo, hermandad, unión, entusiasmo, responsabilidad, y mucha entrega a la materia de Inglés.
Los alumnos del 5to “B“ de las Aldeas Infantiles, quienes hoy en día adquieren esta segunda lengua sin ningún problema ni obstáculos ponen en práctica todos sus conocimientos básicos en Inglés.

RECOMMENDATIONS.

During all the Learning Process we recommend that when we are teaching a second language it is too important to take into account the following points:

Apart from the different activities, strategies and materials, and the best method to carry out an English Course in Bolivia, it is very important to take into account the feeling when you are teaching.

It is too important to take into account the feeling when you are teaching.

At this School, the affection is too important when you are teaching and when you have conversations out of the classes because many students have familiar problems or sometimes they do not have families they live with their Godfather or Godmothers, therefore they need to receive that affection which they can not find at their homes.

If you offer tenderness to your students when you are teaching you are going to obtain the best results.

Here are some suggestions for English language teachers while teaching oral language:

Provide many opportunities to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
--- Indicate positive signs when commenting on a student's response.
--- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
--- Provide written feedback like "Your presentation was really great. It was a good job. It was excellent, I really appreciated your efforts in preparing the materials and efficient use of your voice...."
--- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
--- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
--- Provide the vocabulary beforehand that students need in speaking activities.
--- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

**CONCLUSION**

En conclusión, el método “Respuesta Total Física” aplicado a este grupo de estudiantes de la Unidad Educativa Hermann Gmeiner ha sido muy satisfactorio de acuerdo a los resultados obtenidos de los estudiantes del curso 5to “B” pertenecientes a las Aldeas Infantiles.

Se puede observar muchos cambios y resultados óptimos en el aprendizaje del idioma Inglés por parte de los alumnos quienes hoy en día adquieren esta segunda lengua sin ningún problema ni obstáculos gracias a este método el cual se centra en el lenguaje oral y la acción en el cual se enfoca el lema “APRENDER HACIENDO.”

Los resultados que mostraron los estudiantes fueron muy óptimos como se pudo observar en el Festival de Inglés, hoy en día los alumnos del 5to “B” están preparados para continuar aprendiendo el idioma Inglés, y fácilmente pueden...
Un dialogo simple y corto dando una información personal, expresando sus gustos y disgustos, describiendo a sus amigos y parientes, identificando objetos, colores, además que pueden dar información del tiempo. Todo lo aprendido podrán poner en práctica en cualquier situación que se les presente relacionado con el idioma Inglés.

Además de los buenos resultados de este método utilizado para que sea factible mi proyecto, ha sido una experiencia muy bonita enseñar a este grupo de estudiantes y compartir momentos agradables quienes lograron aprender la base del idioma Inglés sin ningún problema, fue increíble como asimilaron el vocabulario y algunas estructuras gramaticales por lo cual estoy muy satisfecha por estos resultados.

**FUNDAMENTAL A LA HORA DE ENSEÑAR INGLÉS**

En todo el tiempo transcurrido lo fundamental a la hora de enseñar el idioma Inglés fue la AFECTIVIDAD. Esto no significa que el profesor ande abrazando y besando a sus alumnos todo el momento. Sino que hay que tener ese sentimiento (feeling), esa entrega al alumno, sin la cual no se puede establecer una comunicación con el alumno. Y más en Inglés, donde es indispensable crear atmósferas ya que el idioma no tiene contenido como las ciencias o las matemáticas.

Por eso se debe crear una situación para que exista la necesidad en los alumnos de aprender inglés, y poder actuar sin temor alguno en frente de la clase representando distintos papeles de acuerdo a la situación que se les pide; de otra forma no se logra captar su atención.

El Inglés es una lengua que se desarrolla en la comunicación y para su enseñanza se tiene que crear una situación para que exista la necesidad en los alumnos de aprender inglés, de otra forma no se logra captar la atención de los alumnos.
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RESULTS OF THE QUESTIONNAIRE

PLACE : HERMAN GMEINER
         S.O.S ALDEAS INFANTILES

TEACHER: EDYTH SILLERICO MARQUEZ

RESULTS OF QUESTION No 1
TABLE No 1

1.- ¿SABES HABLAR EN INGLÉS?

a) MUCHO   b) POCO   c) MUY POCO   d) NADA

![Pie chart showing the results]

- MUCHO: 0%
- POCO: 4%
- MUY POCO: 12%
- NADA: 84%
RESULTS OF QUESTION No 2

TABLE No 2

2.-¿ TE GUSTARIA APRENDER HABLAR EN INGLÉS?

<table>
<thead>
<tr>
<th></th>
<th>a) SI</th>
<th>b) NO</th>
<th>c) TALVES</th>
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<tbody>
<tr>
<td>SI</td>
<td>88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td>4%</td>
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<tr>
<td>TALVES</td>
<td>8%</td>
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RESULTS OF QUESTION No 3

OPINIONS

3.- ¿POR QUÉ TE GUSTARÍA APRENDER EL IDIOMA INGLÉS?

R.- PORQUE...

1.- ME GUSTA

2.- ES UN IDIOMA MUNDIAL

3.- YO VIVO CON MIS PADRINOS Y ELLOS SOLO HABLAN INGLES Y YO NO LES ENTIENDO NADA

4.- QUISIERA HABLAR CON LOS TURISTAS QUE VIENEN DE PASEO A VISITAR MALLASA

5.- ES MUY NECESARIO SABER HABLAR OTRO IDIOMA

6.- A LAS ALDEAS VIENEN A VISITARNOS GRINGOS Y NO LES ENTENDIMOS NADA

7.- QUIERO APRENDER A SALUDAR Y PARA PODER HABLAR CON LOS TURISTAS

8.- CUANDO SEA GRANDE QUIERO VIAJAR A ESTADOS UNIDOS CON MIS PADRINOS

9.- SE ESCUCHA BONITO CUANDO HABLAN LOS EXTRANJEROS

10.- ME GUSTARÍA SER GUIA DE TURISTAS AQUÍ EN MI ZONA DE MALLASA

11.- QUISIERA PODER HABLAR CON LOS GRINGOS QUE VIENEN A VISITARNOS AL COLEGIO Y A LAS ALDEAS

12.- ME GUSTA HABLAR CON EXTRANJEROS

13.- ES MUY IMPORTANTE SABER EL INGLES PARA TRABAJAR CUANDO SEA MAYOR
4.- ¿QUE TE GUSTARÍA APRENDER DEL INGLÉS?

a) ESCRIBIR  b) HABLAR  c) LEER   d) ESCUCHAR
5.- ¿COMO TE GUSTARIA APRENDER EL INGLES?
A TRAVES DE:

<table>
<thead>
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<td>• JUEGOS</td>
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<td>• ESCRITURA</td>
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<td>• TEATRO</td>
<td>• TAREAS</td>
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<td>• DINAMICA</td>
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<td>• CANCIONES</td>
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<tr>
<td>• MOVIMIENTOS DEL CUERPO</td>
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</table>

93% 7% 0%
6.- ¿(COMO TE GUSTARIA QUE SEAN LAS CLASES EN INGLES?)

a) EXTROVERTIDAS  b) DIVERTIDAS  c) NORMAL  c) SILENCIOSAS

**RESULTS OF QUESTION No 6**

**TABLE No 6**

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S.O.S ALDEAS INFANTILES  HERMAN GMEINER SCHOOL
CURSO ________________  EDAD ________________  SEXO ________________

CUESTIONARIO

SUBRAYA LA RESPUESTA QUE ELIJAS Y RESponde LAS PREGUNTAS ABIERTAS

1.- ¿SABES HABLAR EN INGLÉS?
   a) MUCHO  b) POCO  c) MUY POCO  d) NADA

2.- ¿TE GUSTARIA APRENDER HABLAR EN INGLÉS?
   a) SI  b) NO  c) TALVES

3.- ¿ PORQUE TE GUSTARIA APRENDER EL IDIOMA INGLÉS?
   ____________________________________________
   ____________________________________________

4.- ¿QUE TE GUSTARIA APRENDER DEL INGLES?
   a) ESCRIBIR  b) HABLAR  c) LEER  d) ESCUCHAR

5.- ¿ COMO TE GUSTARIA APRENDER EL INGLES?
   A TRAVES DE:

<table>
<thead>
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<th>OPCION A</th>
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<td>CANCIONES</td>
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<tr>
<td>MOVIMIENTOS DEL CUERPO</td>
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</table>

6.- ¿ COMO TE GUSTARIA QUE SEAN LAS CLASES EN INGLÉS?
   a) EXTROVERTIDAS  b) DIVERTIDAS  c) NORMAL  d) SILENCIOSA
CUESTIONARIO

SUBRAYA LA RESPUESTA QUE ELIJAS Y RESPONDE LAS PREGUNTAS ABIERTAS

1.- ¿SABES HABLAR EN INGLÉS?
   a) MUCHO    b)   POCO     c) MUY POCO      d) NADA

2.- ¿TE GUSTARÍA APRENDER HABLAR EN INGLÉS?
   a) SI       b) NO       c) TALVES

3.- ¿ PORQUE TE GUSTARÍA APRENDER EL IDIOMA INGLÉS?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4.- ¿QUE TE GUSTARÍA APRENDER DEL INGLES?
   a) ESCRIBIR  b) HABLAR  c) LEER  d) ESCUCHAR

5.- ¿ COMO TE GUSTARÍA APRENDER EL INGLES?
    A TRAVES DE:

<table>
<thead>
<tr>
<th>OPCION A</th>
<th>OPCION B</th>
<th>OPCION C</th>
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</thead>
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<tr>
<td>JUEGOS</td>
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<td>CANCIONES</td>
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</tr>
<tr>
<td>MOVIMIENTOS DEL CUERPO</td>
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<td>DIBUJOS</td>
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</tbody>
</table>

6.- ¿ COMO TE GUSTARÍA QUE SEAN LAS CLASES EN INGLES?
   a) EXTROVERTIDAS  b) DIVERTIDAS  c) NORMAL  d) SILENCIOSA
CUESTIONARIO

SUBRAYA LA RESPUESTA QUE ELIJAS Y RESPONDE LAS PREGUNTAS ABIERTAS

1.- ¿SABES HABLAR EN INGLÉS?
   a) MUCHO   b) POCO   c) MUY POCO   d) NADA

2.- ¿ TE GUSTARÍA APRENDER HABLAR EN INGLÉS?
   a) SI   b) NO   c) TALVES

3.- ¿ PORQUE TE GUSTARÍA APRENDER EL IDIOMA INGLÉS?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4.- ¿ QUE TE GUSTARÍA APRENDER DEL INGLES?
   a) ESCRIBIR   b) HABLAR   c) LEER   d) ESCUCHAR

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<td>CANCIONES</td>
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<td>MOVIMIENTOS DEL CUERPO</td>
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6.- ¿ COMO TE GUSTARÍA QUE SEAN LAS CLASES EN INGLES?
   a) EXTROVERTIDAS   b) DIVERTIDAS   c)NORMAL   d) SILENCIOSA
S.O.S ALDEAS INFANTILES  HERMAN GMEINER SCHOOL
CURSO ________________  EDAD _____________  SEXO _________________

CUESTIONARIO

SUBRAYA LA RESPUESTA QUE ELIJAS Y RESponde LAS PREGUNTAS ABIERTAS

1.- ¿SABES HABLAR EN INGLÉS?
   a) MUCHO  b) POCO  c) MUY POCO  d) NADA

2.- ¿ TE GUSTARIA APRENDER HABLAR EN INGLÉS?
   a) SI  b) NO  c) TALVES

3.- ¿PORQUE TE GUSTARIA APRENDER EL IDIOMA INGLÉS?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4.- ¿QUE TE GUSTARIA APRENDER DEL INGLES?
   a) ESCRIBIR  b) HABLAR  c) LEER  d) ESCUCHAR

5.- ¿ COMO TE GUSTARIA APRENDER EL INGLES?
   A TRAVES DE:

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<td>• MOVIMIENTOS</td>
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<td>• DEL CUERPO</td>
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</table>

6.- ¿ COMO TE GUSTARIA QUE SEAN LAS CLASES EN INGLES?
   a) EXTROVERTIDAS  b) DIVERTIDAS  c) NORMAL  d) SILENCIOSA
APPENDIX B

ACTIVITIES
IN MY CLASSROOM
WHAT IS THIS / THAT ?

Aims

Functional objective: by the end of the class students are going to ask, to answer and to identify objects in the classroom.

Linguistic objectives: students are going to recognize the demonstrative pronouns as: this / that / it and they are going to focus the question word “what “

Description: The students listen to the teacher giving instruction and obey students come into the classroom telling a number what the teacher asks for and teacher

Materials: Cards, colored papers, pens, board, markers, chalk, handouts, CD, tape recorder, worksheet copies, pictures, book “Gogo loves English”, pencils, rulers, erasers, course’s objects, tickets, and so on.
**Methodology:** The class will be divided into four groups, each group will have a name using the colors and a leader for each group.

On the whiteboard, the teacher is going to glue the cards showing the question word and the demonstrative pronouns (that / this). Around the wall, there will be different pictures about classroom commands to do an English class easily.

**In class**  
1. Tell to group's leaders to write the major number of course's objects. Each leader will write a word on the board by turns. Students will dictate just a word because of the turns. If the group spell the word correctly, the group is going to obtain a ticket, which is equivalent to one point. The group which get more points is going to be the winner, and this will gain sweets at the end of the class.

2. A teacher will glue cards on the board explaining about demonstrative pronouns and the question word "what". She will give some examples and she will ask to some students pointing out the objects of the course.

3. The class is going to be divided into groups of 6 students and they are going to listen a conversation about the question What is this? , then they are going to repeat as the example, and the teacher is going to ask students and they will answer pointing out the object making the difference of the demonstrative pronouns (that / this). After that, they are going to practice asking and answering working in pairs.

The writing part is going to be reinforced through a handout (See Appendix C).
1. A teacher is going to distribute them handouts about what is this?, then she is going to give instructions about what they are going to do
2. Give copies about demonstrative pronouns
3. Each student has to look for the pictures and write the correct answer to the question what is this?
4- Students who wants to participate raise their hands and tell the correct answer loudly.

At the end of the class two pairs are going to create a conversation using all the vocabulary learnt during the class.

Finally the whole class is going to sing and dance their preferred song.
( La Bamba )

Song “LA BAMBA”

Let’s dance with the music
let’s dance with the music
when we dance we sing a song
we sing a song of thanks, a song of thanks
and clap our hands, and we go, and we go
and here we go.

Faster and faster, higher higher, louder louder
Bamba bamba, bamba bamba, bamba bamba
¡AAAAAH, AAAAHH, AAAAHH, AAAAHH!
ACTION GAME

IDENTIFYING OBJECTS AT GERMAN GMEINER

OBJECTIVE:

The purpose of this game “what is that? “ is to encourage children’s interaction and movements while they learn and consolidate their knowledge about objects in the classroom and around the school.

TIME: 30 minutes

MATERIALS:

OBJECTS

COLORS

PROCEDURE:

Children make a circle around the tables, teacher does a list of sentences about objects and their colors in order to a child choose one and read louder to carry out the game; while teacher says louder “touch the green book” children have to touch immediately the green book, after they touch the object they have to say louder the object and its color; then the first child who touch first the object has to choose an option and read louder in order to continue the game; children who touch three times a wrong object have to buy chocolates for the next class.

By Edyth Sillerico
LESSON PLAN
UNIT 4

IDENTIFYING THE OBJECTS

SHE IS SHOWING THE WINDOW
HE IS IDENTIFYING HIS CLASSROOM
(possessives)

SHE IS RECOGNIZING AN OBJECT
LESSON PLAN
UNIT 4

IT IS A GREEN PLANT
LESSON PLAN
UNIT 4

ACTIVITY : ACTION GAME

TOUCH YOUR HEAD!!!!!!!

To get the attention of your class try saying in a soft voice, "if you are listening put your hands on your head, if you are listening put your hands in the air," etc. One by one they will all follow. End with, "If you are listening fold your hands and quietly bring them down to your desk." Be sure to compliment them, table by table, "I like the way the blue table is listening so nicely, look how beautifully the red table is listening..."

TOUCH HER NOSE
LESSON PLAN
UNITS 5,6,7

School : HERMAN GMEINER S.O.S ALDEAS INFANTILES
Level : PRIMARY
Age group : 10 TO 13
Teacher: EDYTH SILLERICO MARQUEZ
Units : 5,6,7 (SECOND PERIOD OF TIME)
Time: 50 TO 60 MINUTES

__________________________

AT THE SCHOOL

WHO ARE THEY ?

Functional objective: By the end of the class students will be able
talk about professions and their family members using the
"to be" in conversations according to different situations.

Linguistic objectives: Students will be able to write sentences
using the simple present of the verb "to be" and they are
going to recognize, to produce and to formulate questions,
positive and negative sentences.

Description: The students listen to the teacher giving instructions and
obey her. Students come into the classroom telling a profession or
occupation in order to get a sit according to the profession what
they say.

Materials: The material whose are going to be used are: cards, colored
papers, pens, board, markers, colors, chalk, handouts, CD, tape
copies, pictures, magazines, glue, pencils, rulers, erasers,
tickets, and so on.

**Methodology:**

The whole class will be divided in four groups, each group is going to have a name according to the relation of professions and occupations, then they are going to choose a leader and a secretary for each group.

On the board, teacher is going to glue the cards showing the simple present tense of the verb "TO BE" (affirmative, negative, and interrogative forms). On the other board, teacher is going to glue a big paper to play "bingo".

**In class**

1. **Motivation.-** A teacher is going to ask students for touching their body’s parts, each student is going to listen the order and he is going to participate recognizing the body’s parts. Student who makes mistakes can not sit down.

**Activities**

1.- Teacher is going to ask group’s leaders for writing the major number of professions and occupations in the charts which are on the board, after that each leader will write a word in the board by turns. The winner group is going to have tickets per student.

2.- BINGO. In a sheet of paper, students are going to draw a square divided in nine parts, then they are going to write a profession or an occupation in each box. It is not important that students write in the same order.

Teacher: she is going to dictate the professions aloud, and the students are going to cross out just the words which the teacher read aloud. The first student who find three words in the same horizontal or vertical has to say "BINGO" loudly, and he is going to be the winner. (Appendix C)

3.- VERB "TO BE". The teacher is going to ask students for looking
the board to introduce the verb " TO BE" ,she is going to explain about the structure (affirmative, negative and interrogative forms) the difference between singular and plural person and after she is going to give an example using the verb to be and the professions. Students who wants to participate are going to create a sentence according to the context ,the sentence can be affirmative , negative or interrogative. ( Appendix C )

4.- Teacher is going to give them papers where students are going to write a sentence using the verb to be and the professions, then they are going to cut it by words and they are going to mix the words , when all the groups finish the activity each leader is going to give it to the teacher and she is going to give it to another leader in order to they can order the sentence taking into account the correct structure of the verb to be . The group which gets the sentence ordered go fast to glue the correct sentence on the board. Then teacher and students are going to revise if it is correct or not.

**Listening part.-** Students are going to listen a conversation using the verb " to be " and practicing the family members , then as the example two students are going to interpret this conversation following the book " Gogo Love English".

5.- In pairs, students are going to create and practice in their seats a short conversation using the verb “to be”, professions and family members.

**Writing part .-** It is going to be reinforced through a worksheet.

1.- A teacher is going to distribute them handouts about the verb “to be” where they are going to complete the sentences.
2.- Family members puzzle: they are going to find nine family members.

3.- Students who wants to participate raise their hands and tell the correct answer loudly.

   **Speaking part.** - It is going to be taken into account as one of the principal part of this lesson in order to focus the Total Physical Response method.

1.- Conversation in front of the class: at the end of the class teacher is going to chose four or five students to perform and to talk about professions, giving and asking about personal information, taking into account a context according to the situation.

   Students are going to use all the vocabulary that they learnt in the classroom, taking into account the simple present of the verb “to be”.


LESSON PLAN / UNIT 5

ACTIVITY “BINGO”

HE IS PLAYING BINGO IN FRONT OF THE CLASS

THEY ARE PLAYING “BINGO” OUT OF THE CLASS
LESSON PLAN / UNIT 5

ACTIVITY : VERB TO BE

THEY ARE PRACTICING THE VERB “TO BE”

AFFIRMATIVE FORM VERB “ TO BE “
LESSON PLAN / UNIT 5
ACTIVITY : QUESTION FORM VERB “TO BE”

THEY ARE IDENTIFYING THEMSELVES ASKING AND ANSWERING
LESSON PLAN / UNIT 5

ACTIVITY: NEGATIVE FORM VERB “TO BE”

CHOOSING CARDS

A CHILD CHOOSES A CARD AND TELLS A NEGATIVE SENTENCE USING THE VERB “TO BE”
LESSON PLAN  / UNIT 5
ACTIVITY : PROFESSIONS
ORDERING SENTENCES

A SENTENCE ORDERED
LESSON PLAN
UNIT 5

ACTIVITY: GAMES

GO  GO, GO FAST!

IDENTIFYING PROFESSIONS

HE IS
EL ES

He is a Policeman
STOP
LESSON PLAN

UNIT 5

ACTIVITY : WORKING IN THE CLASS

WORKING OUT OF THE CLASS
LESSON PLAN
UNIT 5

ACTIVITY: MEMORY GAME

CARD GAMES
LESSON PLAN
UNIT 5

ACTIVITY: ORDERING GAME

BUILDING MY OWN CONVERSATION

[Image of handwritten conversation]
Activity: TELLING MY PARENTS

MY FAMILY MEMBERS

BINGO

1. a) Copy nine words.
   b) Listen to your teacher read them aloud.
   c) Cross out the words you wrote as you hear them.
LESSON PLAN
UNIT 6

ANSWER THE FOLLOWING QUESTIONS

1. WHO IS SHE?  A. SHE __ __ ________________

2. WHO IS HE?  A. HE __ __ ________________

3. WHO AM I?  A. __ __ ARE __ __________

4. WHO ARE YOU?  A. I __ A S_________
OBJECTIVE: The purpose of this game “CAN YOU SING? “is to encourage children’s actions through their corporal movements, at the same time to motivate speaking English without fear in front of the class:

TIME: 1 hour

MATERIALS: MICROPHONE HATS DRESSES DISGUISES

PROCEDURE:
Teacher starts the class explaining about the actions imitating in order to children guess the action, then teacher continuous throwing the little balloon to a child asking a question using the modal verb “Can” and different verbs, for instance, T: Can you read? S: yes I can or No I cannot; the child who has the balloon has to throw the balloon to another child telling a question and so on. After that Children make groups of 4 or 5 people and chose a leader. First of all they practice asking and answering using the modal verb “CAN” and the most important actions that they like to do. For example, a child ask “CAN YOU SING? “ the other answer “YES I CAN OR NO I CAN’T “, then start to imitate as a singer or as a chef, teacher, doctor and so on, the best imitation represent to the group in front of the class. The best group have a prize.

By Edyth Sillerico
LESSON PLAN
UNIT 7

ACTIVITY 1 : MATCHING

1. SPEAK YOUR NAME
2. HEAR ENGLISH
3. CLOSE A PLANE
4. CIRCLE THE DOOR
5. MEET A FRIEND

ACTIVITY 2    WRITE THE ACTION VERBS AND DRAW THESE

1.
2.
3.
4.
5.

ACTIVITY 3  ANSWER THE FOLLOWING QUESTIONS

1. CAN YOU SING? YES/ NO ______________________
2. CAN YOU SPEAK ENGLISH? YES / NO ______________________
3. CAN YOU PLAY TENNIS? YES/ NO ______________________
4. CAN YOU COOK? YES/ NO ______________________
5. CAN YOU WRITE SENTENCES? YES / NO ______________________
LESSON PLAN
UNIT 8

ACTIVITY : CREATING MY OWN CONVERSATION

1. CUT AND GLUE CREATING YOUR OWN CONVERSATION

<table>
<thead>
<tr>
<th>HELLO</th>
<th>MY NAME IS</th>
<th>HOW ARE YOU?</th>
<th>HOW OLD ARE YOU?</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYE</td>
<td>SEE YOU</td>
<td>I AM TEN YEARS OLD</td>
<td>I AM BORED</td>
</tr>
<tr>
<td>WHAT IS YOUR NAME?</td>
<td>I AM A STUDENT</td>
<td>NICE TO MEET YOU I AM JEAN PAUL</td>
<td>ARE YOU A CARPENTER?</td>
</tr>
<tr>
<td>AND YOU?</td>
<td>I AM FINE AND YOU</td>
<td>NICE TO MEET YOU TOO</td>
<td>HI</td>
</tr>
<tr>
<td>MY NAME IS ADRIANA</td>
<td>HOW OLD IS YOUR FATHER?</td>
<td>I AM NOT CARPENTER</td>
<td>ARE YOU A STUDENT</td>
</tr>
<tr>
<td>HOW OLD IS YOUR MOTHER</td>
<td>HE IS 42 YEARS OLD</td>
<td>SHE IS 39 YEARS OLD</td>
<td>YES I AM</td>
</tr>
</tbody>
</table>
LESSON PLAN
UNIT 9

ACTIVITY: THINKING GAME

3 EN RAYA

In a sheet of paper students are going to draw a square divided in nine parts, then they are going to write a fruit or a vegetable in each box. It is not important that students write in the same order.

The teacher is going to show the fruits and vegetables and tell aloud and the students are going to cross out just the words which the teacher read aloud. The first student who find three words in the same line horizontal or vertical has to say “STOP” loudly, and he is going to be the winner.

By Edyth Sillerico

<table>
<thead>
<tr>
<th>APPLE</th>
<th>POTATO</th>
<th>GRAPES</th>
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<tr>
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<td>BANANA</td>
<td>ONION</td>
</tr>
<tr>
<td>PINEAPPLE</td>
<td>LETTUCE</td>
<td>ORANGE</td>
</tr>
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</table>
UNIT 1

APPENDIX C.1

THE ALPHABET FROM A TO Z

C - orange
A - pink
T - blue

NOTE:
If there is no letter, leave the space white.
UNIT 1

DRAW, COLOR AND WRITE THE CORRECT LETTER

_ louse

_ ress

_ oy
UNIT 1

COMPLETE THE WORDS

OOK
LUE
AT
AR
INK
ENCIL
### THE NUMBERS

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<td>Twenty-one ...</td>
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</tr>
<tr>
<td>100</td>
<td>One hundred</td>
<td>100</td>
</tr>
</tbody>
</table>
UNIT 2

APPENDIX C. 2

THE TIME

IT IS _______ O CLOCK
**UNIT 3**

**APPENDIX C. 3**

**MY NAME**

**GIRLS**

**BOYS**

**HELLO**  
**I AM**  
.................................
UNIT 3

APPENDIX C.3

GREETINGS

GOOD MORNING
GOOD AFTERNOON
GOOD EVENING
UNIT 4
UNIT 4
UNIT 4
PARTS OF MY BODY
VERB “TO BE”

AFFIRMATIVE FORM

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<tr>
<td>I</td>
<td>am a</td>
<td>student.</td>
</tr>
<tr>
<td>He, she, it</td>
<td>is a</td>
<td>teacher.</td>
</tr>
<tr>
<td>you, we, they</td>
<td>are a</td>
<td>nurse.</td>
</tr>
<tr>
<td></td>
<td>is a</td>
<td>book.</td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>mechanics.</td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>pilots.</td>
</tr>
<tr>
<td></td>
<td>are</td>
<td>Carpenters.</td>
</tr>
</tbody>
</table>

Chose the correct form of the verb to be – am / is / are

1. It _______ a yellow pencil.
2. I _______ not a doctor, I am a nurse
3. They _______ pilots; they are not policemen
4. Adriana and Daniela _______ friends.
5. She _______ my friend.

5. We _______ students. We are not teachers
### MY FAMILY MEMBERS

**PUZZLE**

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<thead>
<tr>
<th>A</th>
<th>G</th>
<th>C</th>
<th>H</th>
<th>I</th>
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<th>B</th>
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1.- **Find the words below in the puzzle above.**

- Father
- grandfather
- sister
- aunt
- Mother
- uncle
- friend
- grandmother
1. a) Copy nine words.
   b) Listen to your teacher read them aloud.
   c) Cross out the words you wrote as you hear them.

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UNIT 6                                    MY FAMILY

DRAW OR GLUE TO YOUR FAMILY

[Images of family members]
### CAN YOU SING?

**DRAW OR GLUE THE ACTIONS:**

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UNIT 7

WRITE THE ACTIONS

____________________________
____________________________
____________________________
____________________________
HOW OLD ARE YOU?

DRAW OR GLUE A PHOTOGRAPHY OF YOUR PARTY

1. HOW OLD ARE YOU
R. I _____________________________YEARS OLD
I LIKE MILK!
UNIT 9

WHAT DO YOU LIKE?
“TITANIC”
“My Heart Will Go On” by Celine Dion

Every night, in my dreams,
I see you, I feel you.
That is how I know you go on.
Far, across the distance
And spaces between us,
You have come to show you go on.

Near, far, wherever you are,
I believe that the heart does go on.
Once more, you opened the door.
And you're here in my heart.
And my heart will go on and on.

Love can touch us one time,
And last for a lifetime.
And never let go till we're gone.
Love was when I loved you,
One true time to hold on to.
In my life, we'll always go on.

Near, far, wherever you are,
I believe that the heart does go on.
Once more, you opened the door.
And you're here in my heart.
And my heart will go on and on.

You're here, there's nothing I fear.
And I know that my heart will go on.
We'll stay, forever this way.
You are safe in my heart.
And my heart will go on and on.