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

TRABAJO DIRIGIDO PARA OPTAR AL TÍTULO DE LICENCIATURA EN LINGUISTICA E IDIOMAS, MENCION LENGUA INGLESA

INSTITUTION: “CENTRO DE ORIENTACION FEMENINA DE OBRAJES”

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I am highly grateful, to my God who has been faithful, the resource of all fulfilment and success in my life.

Thank You

For opportunities, Jesus,

Day by day through study and work,

Help me to reach higher levels of character,

In my climb, Lord, guide me to great heights.

Amen.

I should like to express my gratitude to several people who helped in various ways in the realization of this Project: to my children Isabel and Javier Peláez for their sound advice and encouragement during the initial research project. And most of all. To my parents and my thanks go also to my brother Marco Antonio Águila for their unfailing support throughout.

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PSALMS 138

1 I will praise thee with my whole heart: before the gods will I sing praise unto thee.

2 I will worship toward thy holy temple, and praise thy name for thy loving kindness and for thy truth: for thou hast magnified thy word above all thy name.

3 In the day when I cried thou answeredst me, and strengthenedst me with strength in my soul.

4 All the kings of the earth shall praise thee, O LORD, when they heard the words of thy mouth.

5 Yea. They shall sing in the ways of the LORD: for great is the glory of the LORD.

6 Though the LORD be high, yet hath he respect unto the lowly: but the proud he knoweth afar off.

7 Though I walk in the midst, of trouble, thou wilt revive me: thou shalt stretch forth thine hand against the wrath of mine enemies, and thy right hand shall save me.

8 The LORD will perfect that which concerneth me: thy mercy, O LORD, endureth for ever: forsake not the works of thine own hands.
Dedicated:

For Isaias Verástegui, Maria Luisa Galleguillos Prado, specially to my mother,
who helped me to follow my dreams and pursue my goals.
ABSTRACT

The Project is composed of three chapters. Chapter one provides a general introduction to the background, the context in which the project was applied and the social group we worked, with the goal and objectives, and the significance to develop this study.

The second Chapter contains the theoretical framework, which is divided into three sections. The first part reviews the literature related to the teaching learning process and learning a foreign language at an early age. The second section explores the role of communicative games and their function in the second language classroom types, characteristics, relevance to various learning styles and their influence on students’ learning outcomes, on their motivation, and on classroom atmosphere. And finally, the third part of this chapter describes the conceptual framework about communicative games related to the teaching of foreign language vocabulary to children.

The third chapter presents the propositive section which includes the objectives, methodology and procedures, it also provides the syllabus design for all the English course program, the topics and lesson plans for each unit and the different communicative games with a detailed description and instruction of games development. It also includes the general conclusions of this study, together with its limitations and implications, and the recommendations for future research.

Finally, we present the pedagogical material and didactic resources to offer teachers a complete plan to develop effectively their foreign language class, especially if they are working with children.
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Project Certification
Starting from the premise that education is a formative tool for social change, we can say that the teaching of the English language has become one of the most practiced ones within the field of education and others areas, because a change of the current competition in the world, demand for English to improve the academic and occupational opportunities.

An important fact when learning a foreign language is the necessity for continuous practice that makes the acquisition of the target language possible. Ideally this practice should take place in a relaxed atmosphere where any anxiety factor is lowered. An atmosphere where teachers and students have the opportunity to involve their whole person in the teaching learning process, being this kind of classroom situation the most likely one for learning. A deeper knowledge of the social and affective factors influencing learning of the English language will facilitate learning.

The teaching – learning process implies not only the acquisition of knowledge at a cognitive level, but also the relationship of three important factors: intellectual, emotional and social. The emotional factors may influence personal motivation and raise attitudes and
behaviours that are reflected in our every day life. On the other hand, as Mira and Lopez (“como estudiar y como aprender”. 1973:136)\(^1\) point out the interaction between the teacher and the student is a social process.

The social forces intervene in the process teacher and student with all the cultural beliefs and psychological components, which people have as part of their experience. One should also consider the environment and other aspects. That can be analyzed include a psycholinguistics point of view.

This project provides a methodology for teaching vocabulary in English through communicative games to an special social group, such as the children from the “Centro de Orientacion Femenina de Obrajes” located in The City of La Paz; who share the prison with their parents. These children are deprived of some human rights, such as, the right to education without limitation according to Artículo 7º de la Constitution Politica del Estado Plurinacional sobre los derechos fundamentales de todo ser humano que es de recibir educación y adquirir cultura,( Inciso modificado por la ley Nº 24 10 del 8 Agosto,)

Through this project, we propose to inspire learners to their highest efforts and involvement in the use of English. This can also help the teacher to make use of all her good qualities that can be reflected in the teaching process; therefore, we could reach a higher level of achievement of the target language on the part of the learner. We attempt to do this by focusing not only on the cognitive level of learning but on the affective one.

Then, we should point out that this social relationship may also have an influence on the linguistic achievement and abilities of the foreign language learners.

Taking into account all the educational difficulties mentioned above, this work was oriented to offer a methodology based on the teaching of English vocabulary through Communicative Games to children to obtain better results.

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\(^1\) Mira y López. Como Estudiar y Como Aprender 1973 , 136
The present project aims to help teachers who want to use games as a useful resource in the process of teaching a foreign language, this technique was designed specially for children.

The principles of using communicative games try to show all the benefits that it offers in the process of learning and teaching a foreign language to children. Some language area difficulties can be resolved by teaching through games. Firstly, they are used for pedagogical objectives; they give a lot of motivation to students while learning the target language, adding entertainment to the regular classroom activities. At the same time, games help teachers reduce their talking time.

Secondly, games can help lower the children’s affective filter, helping students to improve their communication with the different skills. Finally, the hard work of acquiring the new vocabulary is done through games in a more effective and motivating way.

To continue, it is very important to describe the social group and the place in which the research was carried out in order to understand the implications of the teaching development.

1.2. PLACE OF THE RESEARCH

This project was carried out in a particular nursery school located in the City of La Paz, specifically at the C.O.F.”2 Centro de Orientacion Femenino de Obrajes”.

C.O.F. is one of the biggest feminine state detention center in La Paz- Bolivia, and it is located in the southern zone of this city, on Seventh Avenue of Hernando Siles and Diaz Villamil Streets.

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2 Centro de Orientación Femenina.
In the C.O.F., more than 75% of the inmate women are mothers who have children living with them. Children are permitted to stay with their mothers until they are 12 years old. For this reason, the law of Ejecución Penal y Supervisión, article 84 that establishes that prisons must have a nursery school designed for children’s education. Due to this penitentiary policy in our country, children are permitted to live with their mothers until they are 12 years old. In reference to this situation. A diagnostic made of inmate women in Bolivia by the Asociación Latina para los Derechos Humanos (1996:56) explains “De acuerdo a la ley, los niños menores de 7 años pueden permanecer en los recintos carcelarios con sus madres. Se prevé para estos casos el funcionamiento de guarderías que se encarguen de los niños en las horas hábiles del día”. According to the reports made by the Defensoría del pueblo de la Republica de Bolivia

In 1993, C.O.F. opened a primary School called “Unidad Educativa 12 de Abril”, that offers educational programs to imprisoned children. There is a timetable that establishes the class schedule, in the morning from 8:30 to 12:00 and from 2:00 to 5:00 in the afternoon. According to the diagnostic evaluation made at the beginning of the project application (see appendix A), it was evident that children needed a lot of reinforcement on learning not only in English but also in Spanish. In some cases children were not aware of the names related to days of the week, parts of the body, and months of the year.

The nursery of the Centro de Orientacion Femenina located in Obrajes, is considered one of the best nurseries implemented in state prisons in Bolivia. The nursery was created only for children until they are six years old: that is to say, the First, Second and Third Initial Stage.

In terms of infrastructure, the school has three infantile classrooms; an early stimulation and learning classroom, an auditorium, a dining room, bathrooms and kitchen. In the recreation area, there is a playground.
1.2.1 Nursery “12 Abril of the C.O.F.

According to the diagnostic evaluation made at the beginning of the project (see chapter 3), it was observed that there is a deficiency in knowledge in relation to other four year old children in a different social economical situation.

This also reflects lack of motivation in learning, since mothers do not have an adequate education.

This can be a consequence of the living conditions in which they remain.

Maybe, it is due to the lack in the educational, motivational and familiar areas. Children have been restricted in several aspects of their integral development according to their age, UNICEF in a report made for “Un mundo apropiado para los niños” (2006: 35) explains:

(...) la necesidad de que los centros de reclusión cuenten con guarderías y servicios para los sentenciados que viven con sus hijos e hijas, existen limitantes en cuanto a recursos financieros, humanos y materiales que impiden el desarrollo en condiciones aceptables de los niños en las cárceles. Este grupo está expuesto a mayor riesgo del consumo de drogas, violencia sexual y maltrato, por las condiciones de los centros de reclusión.

In addition, children have experienced negative emotional events and feel stressed out because of the restrictions and limitations that prisoners have in our country, such as the cramped conditions in which they live. Many of the children observe their mother’s frustration awaiting trial, due to the lack of judicial assistance, which influences their economical and social situation.

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3“Un mundo apropiado para los niños 2002-2006” Gobierno de la Republica de Bolivia: Ministerio de Justicia y el Vice Ministerio de Género y Asuntos Generacionales La Paz_ Bolivia Informe de Progreso.
Those are some of the relevant characteristics of four year old children at the C.O.F. It is important to be conscious of the characteristics of the population in which the project was carried out to help children in the weak areas and improve the strong ones.

1.3. OBJECTIVES:

1.3.1. General Objective:

• To Implement Communicative Games for teaching English Language Vocabulary to Four year old children of the “CENTRO DE ORIENTACION FEMENINO DE OBRAJES”.

1.3.2. Specific Objective:

• To create a high level of motivation for four year old children of the “CENTRO de ORIENTACION FEMENINO” through the use of Communicative Games in the process of Learning English Language Vocabulary.

• To foster students imagination through Communicative Games in order to promote communication and creativity.

• To use communicative games as a daily routine to learn and practice the English Language.

• To promote interaction through communicative English games so that children become
actors in the process of learning in the classroom.  
• To promote dynamic classes through constant child motivation.  
• To encourage the children’s creativity through communicative Games  
• To verify effectiveness of Communicative Games in the process of Learning  

English Vocabulary in four year old children.  

1.4.JUSTIFICATION.  

Teaching is an art that requires creative and innovative ideas to enhance their effectiveness. Many methods and techniques have been proposed around the world. The present project becomes relevant because it is oriented to demonstrate how useful communicative Games are in the process of learning new English Vocabulary in children of the C.O.F. who have problems not only at an educational level but also at socio-economical level.  

The first reason that makes this project very interesting is the fact that learning a foreign language at an early age is an advantage since this period is considered the most important 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 (…)”4  

Children learn many things from birth until youth: in fact, human beings never stop learning new things. To learn a foreign language earlier is better because acquiring a language is effortless for children.

The second reason, to suggest the use of communicative games to teach English vocabulary to children is focused on language teachers, so they can consider introducing games as a regular and integrated strategy to improve both their students’ vocabulary accuracy and their use of the language as a communicative resource.

The third reason to propose games is related to the high level of students’ motivation to study a foreign language. This implies that language teachers who commonly experience difficulties with students’ apathy, indifference, passivity and monotony during classes could find a partial solution when games are integrated as part of the teaching and learning process. In this way, children can learn a foreign language without stress, because it helps to control anxiety, especially with shy students because they have more opportunities to express their opinions and feelings. It also enables them to acquire new experiences during the process of learning a foreign language which is not always possible during a typical lesson. Games are fundamental activities in children’s lives. Through games children are able to manage their reality, entering social surroundings and getting engaged with the adult word.

This helps develop physical, verbal and intellectual aptitudes that are going to determine the student’s identity. Games talk about important aspects of children’s meaningful learning, also about their desires, affective relationships, and things that they enjoy and need. They also encourage and increase cooperation and collaboration among their peers.
The last reason is that syllabus designers ought to consider integrating more communicative activities, including games into their language teaching programs.

They should be regarded as an integral part of language syllabus, and not only as an amusing activity for the end of the class time, but rather a substantial integration of the foreign language syllabus program.
CHAPTER II

THEORETICAL FRAMEWORK

The second chapter revises the theoretical literature concerned with language acquisition theory as well as the aspect, related to the implications of games in the process of foreign language vocabulary learning. In this sense the project was focused on explaining the different perspectives summarized in theoretical and pedagogical points of view.

2.1 LANGUAGE COMPREHENSION

Language comprehension is a cognitive psychology that proposes to explain adequately the way cognitive processes intervene in the learning process. One type cognitive process is language comprehension, that is, the way oral or written discourse is transferred to permanent memory in the form of useful representations of meaning. Research developed in this field has determined that the human comprehension process is very active and complex and that the best way to understand it fully is with cognitive theory (Byrnes 1984, Omaggio 1986; Ricards1989).\(^5\)

2.2 LANGUAGE

Language is the product of the range of cognitive experiences that have been present from its beginning.

Language is a fundamental human capacity that allows people to communicate, express themselves, and represent reality, creating imaginary worlds (fiction in literature) and exchange. Through language, people understand and express their experiences, encouraging their socialization, their emotional development, and their knowledge of the natural social and cultural environment.

Ensuring language learning in different fields of life is when a person understands something that they read or hear and read or write something that interests others, putting to use their skills of comprehension and production of oral and written texts in any area of their school and social life. It is precisely in the area of language and communication which promotes the development of such capabilities, enabling children to learn, communicate and be involved with their environment, both in this curriculum area as in others.

The development of spoken language in the school has as its starting point the experience and knowledge that children have built in during the early years of their lives.

At school, the teachers continue to develop a systematic management of the oral language of the students. This requires that students develop their abilities to speak to know what to say, as to when and to whom and why, and to listen and understand the others. This means that the teacher should raise the student’s new vocabulary in diverse situations of interaction with the spoken language, which is engaged in activities aimed at improving the skills of listening and speaking.

To develop formal orality, children should have the opportunity to interact as listeners and as participants in communicative situations that use this type of orality, such as lectures, forums, round tables, debates, seminars, symposia and public meetings. Similarly, to ensure a proper handling of formal orality, it is important for children to identify it in the different roles of the participants, the importance of the shift of
participation and use of various styles of language, according to the communication situation in which they participate.

Through participation in various situations of communication, students develop production capacity of formal and informal verbal messages to the appropriate strategies for oral communication as the organization of ideas, the selection of appropriate language styles, matching the tone of voice, vocabulary and intonation to the level of communication, and support in extra resources such as gestures and body expression.

2.3. LANGUAGE AND COMMUNICATION

In the early years of their lives, children perceive the world primarily through the senses, i.e. with the mediation of the body, gestures and sounds. They develop their language skills, incorporating the language as a key tool to understand and communicate most of their interaction with the world.

Children perform cognitive processes such as to identify, describe, compare, infer, interpret and give meaning to their environment. These processes are mental operations that rely primarily on language. Therefore, the development of language influences the organization of thinking, which allows representations of reality increasingly abstract and complex than those that are brought about by the sensory perception (see, smell, feel). For example, language allows the construction of the concepts of time and space, with it is possible to refer to distant times and places.

The area of language and communication takes a communicative approach to both the textual and the teaching of the language as a second language. This is because the communicative language enables the exchange between people, or a person with themselves, about the world around them and their inner world. This is because the unity of
the textual language is the part which you work with the written and oral text. The text is a unit of sense because it sends a message, because it has a communicative function in the widest sense of the term and because it responds to a socio-cultural and historical context. For that reason, it is necessary to work on the understanding of different situations and production of different kinds of texts, oral and written, analyzing their characteristics, their variation depending on the type of text and the relevance of the use of either text in accordance with the purposes of the student and with the communicative situation.

In the process of ownership of the writing system, children will use photographs, unconventional to conventional lyrics, working with various combinations and relating to the letters to build words (spelling), gradually learning punctuation and learning to combine words into phrases and sentences.

Languages are spoken and written forms of communication that are complementary and are becoming increasingly interdependent. The spoken language is learned before the written. On the basis of their knowledge of the spoken language, the child is close to the written language. Knowing how things are said and how phrases and sentences are structured and spoken, the child already has an important foundation that the teacher should take advantage of to teach the written language. Also, the child will learn to identify different kinds of texts, to distinguish their supports and the structures which characterize them, and to use the writing system. Both can be used together, for example to build on written text for an oral presentation, or vice versa, and to give an oral explanation to submit a written text.

2.3.1 LANGUAGE TEACHING AND LEARNING

Language teaching has been around for many centuries, and over time the methods have been changing. Various influences have affected language teaching. Reasons for
learning languages have been different at different times. In some periods, languages were mainly taught for the purpose of reading. In others, languages were taught mainly to people who needed to use them orally. These differences influenced how languages were taught during various periods. Also, theories about the nature of language and the nature of learning have changed. However, many of the current issues in language teaching have been considered off and on throughout history.

2.4. THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

The communicative approach in language teaching starts from a theory of language as communication. For Richards\(^6\) the goal of language teaching is to develop communicative competence. Therefore, as Richards suggests, the communicative approach, then could be used by educators and linguists who had grown dissatisfied with the audio lingual and grammar-translation methods of foreign language instruction. These linguists felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in, and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

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

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

• Fluency is an important dimension of communication.
• Authentic and meaningful communication should be the goal of classroom activities.
• Learning is a process of creative construction and involves trial and error.
• Learners learn a language through using it to communicate.
• Communication involves the integration of different language skills.

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

These needs may be in the domains of reading, writing, listening or speaking, each of which can be approached from a communicative perspective. Curriculum or instrumental objectives for a particular course would reflect specific aspects of communicative competence according to the learner’s proficiency level and communicative needs.

2.4.1 COMMUNICATIVE LANGUAGE TEACHING

Communicative language teaching makes use of real-life situations that require communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.
Margie S. Berns\textsuperscript{7} states that language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak).

2.5 FOREIGN LANGUAGE ACQUISITION

There are several factors which are important in the process of learning a foreign language, especially when learners are children. Children have certain characteristics which lead to a greater possibility of learning a native or foreign language. It is also important to analyze the relationship between children and the factors that implies to the level of achievement, those factors are: attitude, aptitude, motivation, personality, learning styles and the influence in the achievement of learners´ second language acquisition. They all are closely associated with achievement in foreign language acquisition.

**Learner styles:** Lightbown and Spada (1999:58)\textsuperscript{8} explain the importance of knowing the learner´s preferences,” the term learning styles´ has been used to describe an individual´s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills”. Identifying learners´ learning styles help educators to understand how people perceive and process information in different ways. Learning styles consist of a combination of engagement, and cognitive processing habits, which influence them in the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to

\textsuperscript{7} Berns, M. S. Functional Approaches to Language Teaching, 1984.  
\textsuperscript{8} Lightbown and Spada pag 58- 1999
produce a significative learning outcome. In this case, it is very important to know the children’s style of learning.⁹

Learner styles are associated with the way in which language is acquired by the brain: Increase input, lowered anxiety, strong integrative motivation and positive environment can help the processes of language acquisition, while language acquisition is ultimately completed and stored in the brain, emotional and environmental factors greatly affect the process by which it is acquired. All these factors studied above are directly related to the acquisition of foreign language.

Over time, different techniques were used to teach the English Language. For this study games are being focused on as a teaching strategy applied to a very specific social group, which is that of four year old children from the C.O.F. (Centro de Orientacion Femenina de Obrajes).

### 2.6 WHAT LANGUAGE AREAS CAN BE SOLVED THROUGH GAMES?

Games are placed in an important role as part of the teaching of English. They will help resolve various aspects. Three main areas have been considered:

First pedagogically, secondly in the affective domain of children learning and lastly the area of managing the class.

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

2.7 GAMES COMMUNICATIVE

A game is an activity with rules, an element of fun, with a goal or aim that is not linguistic. Successful completion of the games will involve the carrying out of a task such as drawing in a route on a map, filling in a chart, or finding two matching pictures, rather than the correct elaboration of a structure. However, in order to carry out this task it will be necessary to use language and, by careful construction of the task, it will be possible to specify in advance how much language will be required.

“There are two kinds of Games: competitive games, in which players or teams race to be the first to reach the goal, and cooperative games, in which players or teams work together towards a common goal”.10

These games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other, as a chance to use language freely and as means to an end rather than an end in itself. They can also serve as a diagnostic tool, and take appropriate remedial action.

10 Hadfield Jil, (1990) Intermediate Communicative Games, Publisher by Tomas Nelson and sons. LTD.
2.7.1 GAME THEORY

In some cases it is also the way of discovering new realities. In the same way, the game can be said to be a valuable means to adapt to the family and social environment. Therefore, it is not wise, at any age, discouraging attempts that seek to accomplish. The game should also be seen as a means of socialization. "Playing the surviving child and other children make friends with them, recognizing their merits, cooperates by the group, respects the rights of others, follow the rules of the game, overcomes difficulties, wins and loses with dignity."\textsuperscript{11} From that perspective the teacher should suggest and participate in the game.

The game, as an educational influence:

- The physical,
- the psychological unfolding,
- socialization
- spiritual development.\textsuperscript{12}

Thanks to the above there have been many definitions. The most widespread are J. Huizina,\textsuperscript{13} who states that "the game is an action or occupation which is free within time limits and space, which is mandatory according to rules freely accepted, whose action has an end in itself, that is accompanied by a feeling of joy, which is another way that life and power that is capable of repetition."

Hansen believes "the game as a form of activity that keeps close relationship with all the

\textsuperscript{11} Educar Jugando Pág. 14 Mavilo Calera Pérez, Editorial San Marcos
\textsuperscript{12} Ibíd. Pág. 16
\textsuperscript{13} Huizina, Johan. Homo Ludens, Emecé Editores, Buenos Aires-Argentina
psychological development of the being.” One of the manifestations of the child’s life. Meanwhile, Carlos Buhler defined it as "any activity which is endowed with functional pleasure, and which is kept in place under this same pleasure, and thanks to this. Whatever its future performance and usefulness of their relations. “14

2.7.2 DEFINITION OF GAME

A definition of the word “game” is difficult to find. All the definitions seem to be descriptions of the most common characteristics of games. It seems that as long as a certain activity is felt to be interesting, amusing or entertaining; it is likely to be referred to as a game. In Macquarie’s Dictionary (1997:871)15 a game is defined as “amusement or pastime; diversion; contest with rules being determined by skills, strength, or chance”, on other hand, The Encyclopaedia Britannic (1986:48)16 states;

“Games are activities involving physical and or mental exercise which people do for fun, health, as a party activity, or just to pass away a rainy day. Games usually have of some kind and some form of winning and losing”17.

Applying these two previous concepts to language- teaching, it can be said that games are feasible techniques that can be used in connection with language learning. Through games students can learn the target language, enjoying and acting them out.

Kids are doers by excellence. It is by means of doing that they learn. Games stimulate children into activities, creativity and curiosity. During game time, kids are active makers, imitators or actors; Children like to make things for themselves. They try things out in their fantasy and imagination. They are also curious, they want to experiment, find out new things. In the language classroom, the teacher can exploit what children do naturally. Activity based and focused on the language skills to be learned. Game activities in language syllabus planning should increase their cognitive and physical skills as well as to develop their target language skills.18

2.7.3 GAMES EVOLUTION

Play is older than culture, It must be understood that games are a need and right that should be respected because children and games maintain a narrow relationship. They have the same ontogenetic during the socio-historical development of a man because of the origins, content, and also because of the meaningfulness, and that is why it is an impossible attempt to separate them.19

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

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

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

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

### 2.7.4 GAME CHARACTERISTICS

It’s important to understand some characteristics of games because it makes for better learning through communicative games.20

1. A game is a free activity. Commands are not a game.
2. A game is not real life. Rather it consists on escaping from it for a temporary period.
3. A game is absolutely independent of the external world, it is eminently subjective.
4. A game transforms the external reality, creating a world of fantasy.
5. A game is disinterested; it is an activity that takes place inside itself and is practiced for the satisfaction it brings.

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6. It is played inside certain limits of time and space, their characteristics are the limitation.

7. A game believes in order. Even a small deviation ruins the whole game, and makes it lose its character and annuls it.

8. A game oppresses and liberates, the game snatches, electrifies, and charms. It is full of two nobler qualities that man can find in the thing and express: rhythm and harmony.

9. A game means solving problems because we consider the children´s capabilities to resolve them.

10. Another characteristic of a game is the easiness with which it is surrounded with mystery; for the children charm of a game increases if they make a secret of it. It is something for us and it doesn´t stop for others.

2.7.5 GAMES IN EDUCATION

The importance of games in Education is big business as it can be compared to the way all of the organs of the body work together to strengthen and exercise. The game is a powerful factor for the development of the social life of the child, you learn solidarity by playing solidarly. Solidarity and builds character and stimulates the creative power, it will interact and socialize.²¹

With regarding individual power, games unfold the language, arouse ingenuity, and develop the spirit of observation, affirming the willingness and patience perfected. It also favours the visual acuity, touch and hearing; lighten the notion of time, space, giving ease, elegance and agility to the body.²²

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²² Ibid
"The implementation of the games makes fruitful development; biological, psychological, social and of the spiritual man. Their importance in education is important and vital"  

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

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

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

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

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23 Calero Mavilo Pérez Educar Jugando Pág 17 Editorial San Marcos
25 Gardner Howard´s Theory Multiple intelligences pag 86 -2000
It is important to explain how those different styles of multiple intelligences can be related with the use of games in a Child’s learning process. There are games for the different learning styles in language learning. Games join children to the multiplicity of intelligences:

- Children improve the kinaesthetic intelligence by playing games that require movements, which is the case of the Total Physical Response approach.
- Children improve the interpersonal intelligence through cooperative games, such as team games, dramatization and performance activities.
- Children improve the intrapersonal intelligence through individual games, such as puzzles and crossword and also doing manual activities.
- Children improve the musical intelligence through games that include music and rhythm activities.
- Children improve the linguistic intelligence by playing with, crossword and mixed word puzzles.
- Children improve their logical and mathematical intelligence by playing word math games, dominoes, ordering objects, categorizing, and finding out facts.
- Children improve the visual and spatial intelligence by playing and responding to picture games, board and card games.26

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

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✓ Games played outside of classroom give children the opportunity to use language outside of class time, encouraging social behaviour and self analysis.
✓ The variety and intensity that games offer may lower anxiety.
✓ Games provide a context for meaningful communication.
✓ Games add interest to what children do not find interesting.
✓ Games help children to participate in actively, with hands and minds, to control and experiment with aspects of the new knowledge they are learning.
✓ Games help children to interact with the material to be learned.
✓ Games make learning an active process.27

2.8. WHY ARE GAMES USEFUL IN AN EFL CLASS?

The principal three aims of games according to Hadfield (1990:v)28 are, first that learners really enjoy them by playing in their classroom. The point is that games generate fun for any academic achievement of a serious goal.

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

Besides, children playing games are encouraged to use language skills listening, speaking, reading and writing. Whatever the game is, the skills employed in it are developed and improved through its repetition and their involvement. And the most

27 Ibid
importantly, the players want to improve the skills that are necessary to play a game because they enjoy doing that.

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

2.9 APPROPRIATE METHOD FOR PRE-SCHOOL

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

Communicative methods were taken into account due to the objective of oral communication that this project has in relation to the teaching from the English language from children to 4 year-old.

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

a) AUDIO LINGUAL METHOD

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

b) TOTAL PHYSICAL RESPONSE METHOD (KINESTHETIC)  

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

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

STIMULATE → ANSWERS

c) NATURAL METHOD  

The original concept of the natural method of Terrel (1977) has three main characteristics: “a) The activities of the class are focused toward the acquisition, is to say communication through the content focused in the unconscious absorption of the language.

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29 Alan N. Crawford Et Al. “Communicative Method for acquisition of second language” University of California “Los Angeles” (pp. 3)
with a correction idea, but not with the grammar’s explicit knowledge; b). The oral errors are not directly corrected; c). The students can respond in the second language, in the maternal language or perhaps in a combination of two”30.

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

d) ECLECTIC METHOD

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

2.10. MOTIVATION IN LEARNING

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

30 Terrel 1977 Citado por Crawford. (pp.9)
For Feliciano Gutiérrez, (2007), the motivation in the learning is: “Motivar es proporcionar uno o varios motivos, hacer que el educando sienta determinada necesidad en el aprendizaje. Porque no se produce aprendizaje sin motivación”\(^\text{31}\).

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

Also, “El estímulo en el aprendizaje tiene que estar siempre, ya que sin estímulo no hay actividad y por lo tanto, falta la experiencia”\(^\text{32}\). The stimulus can be derived of necessities or non satisfied demands and it can also come from a given situation.

To learn it is necessary to be motivated, to have interest for an effective learning.

The motivation is a fundamental aspect in the learning.

Monly when referring to the learning process considers that without motivation there is not learning. Therefore, “Todo esfuerzo para conseguir aprendizajes no será posible si el alumno no está motivado. Tiene que haber voluntad de aprender, voluntad de cambio. Es un requisito para que el aprendizaje humano se realice”\(^\text{33}\).

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

\(^{31}\) Feliciano Gutiérrez L. “Aprendizaje, Enseñanza y Currículo” 2007. (pp. 51)
\(^{32}\) Ibid. (pp. 54)
\(^{33}\) Palabras de Monly. Citado por Luis Facundo Antón, “Aprendizaje y Enseñanza” 1990 (pp.90)
2.11 LEARNING

The concept of learning:

"Constructivism, learning is a process through which the child or student, accompanied by the teacher, peers, educational and other circumstances, builds meanings that are integrated into their cognitive structure."\(^{34}\) Building the meanings around something that concerns the student, depending on their personal understanding, to some degree the information, is to be validated and then passed to his memory, where it form the structures of their knowledge.

Variety of concepts exist about learning Platón says: “El que aprende y aprende y no practica lo que sabe es como el que ara, ara y nunca siembra”

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

However,” El aprendizaje es el proceso por el cual se origina o cambia una actividad mediante la reacción a una situación dada, siempre que las características del cambio en curso no puedan ser explicadas con apoyo en tendencias reactivas innatas, en la maduración o por cambios temporales del organismo."\(^{35}\) In that way the learning is a social process that happens in every person like a form of being integrated to its means and its history.

\(^{34}\) Ulcumana Suárez , Charles op cit ( pp16).
\(^{35}\) Luís Facundo Antón ,Aprendizaje y Enseñanza, (1999:24)
2.11.1 THEORIES OF LEARNING

Definition:

"Learning is a necessary universal process in the development of psychological functions, specifically human and cultural organizations. Learning is a social process, not private or individual; therefore it has to precede development, so that development will continue." \(^{37}\)

Richards and Rodgers (1986:16-17)\(^{38}\), identifies three different theoretical views that call on the nature of language learning:

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

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

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\(^{36}\) Palabras de Vigotsky. Citado por Luís Facundo Antón. Ibid (pp.26)
\(^{37}\) Lightbown and Spada Nina (1999) How Languages are Learned Oxford University Press, England
3) The third view or international, consist of a set of interpersonal relations and social transactions among individuals whose main purpose is the creation of opportunities to perform social relations.

From another Brown (1987:6) list in general a number of contemporary and specialized definitions of learning in the following way:

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

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

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

“It’s called constructivism as the process and result of educational practices. In the sense that new learning is incardinan and structured on the earlier of a potentially active

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and creative and not merely cumulative. The process is interactive among all the elements and variables involved in it and attempt to explain the quality of learning”^{40} (Enciclopedia Practica de Pedagogia)

2.11.2 PEDAGOGIC AREA

Pedagogically, Wright, Betteridge and Buckby (1993:1)^{41} affirm that

“…Language learning is hard work. One must make effort to understand, to repeat accurately to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time.”^{42}

Therefore, teachers need to create the conditions for learning to take place. One way to do that is by introducing games for which Wright (1993.1)^{43} and Becker (1996: 52)^{44} says

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^{40} Enciclopedia Práctica de Pedagogia Edición 1999 Impreso Peú.
^{42} Wright, Betteridge and Buckby. Games for Language Learning. Cambridge University press. 1993,1pag Great Britain
^{43} Wright, Betteridge and Buckby. Games for Language Learning. Cambridge University press. 1993,1 Great Britain
^{44} Becker, Jackie and Gavin, Connie Joint Venture, Tesol Journal Autumn 1996,52 pp
“Games help and encourage many learners to sustain their interest and work…. I find that where I get my students to play games they learn without trying. As well as interact with each other”.

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

### 2.12. TEACHING AND LEARNING.

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

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

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

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

- The Psychological Development:

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

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

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46 Ulcumana, Suaréz, Charles op, cit pp 17
2.13. WHY ARE GAMES FITTED TO LANGUAGE LEARNING?

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

“Thanks to games the spirit and the intelligence can grow”

If that is this case that through games teachers can activate children’s intelligence and make their spirit grow, they should also bear in mind that students need to develop their affective language learning in order to succeed.

In order to promote this affective domain, Hutchinson and Water (1993: 46) suggest to us that learners should be considered as any human being who feel, think and act both in a logical and sensitive manner. Besides they explain how learning a particular language can be considered an emotional experience which, in a sense, is related with their cognitive aspect (how they process learning). So both (logical and sensitive process) are interrelated in a form of learning cycle.

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

Learner wants to learn
(Motivation)

Learner sees learning as (or) and enjoyable and satisfying experience

Increased competitiveness enables learner to learn more easily

Learning applies cognitive powers to acquire knowledge

Learning is successful

Learner’s competence develops

As seen in the chart, this cycle shows how motivation plays an important role in activating cognitive powers to learn in an enjoyable setting (classroom) so that their learning competence is developed. Considering this cycle as the basis of implementing the development and application of this research.

Therefore, we can conclude that learning would be better if they are motivated and engaged to solve any academic problem or challenge which can be included in problem solving activities, reaching consensus or playing competitively or co-operatively. This last point can be reached through games because games offer many ways for teaching us.
Selagh Rixon (1988:1) affirms that:49

“There are hundreds of games that can be used in connection with language teaching”50

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

2.14. LEARNING AND GAMES IN THE ENGLISH LANGUAGE

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

The games also help the teacher to create the context in which language is useful and meaningful. The children want a turn to be part of the game, to interact with the group and understand what your partner or friends say, they can express themselves verbally, give their point of view, share information without fear of participating, nor be afraid to make mistakes.51

49 Ibid
50 Selagh Rixon 1988:1
51 Mavilo Calero Pérez, Educar Jugando Editorial San Marcos 1998:49
Through games you can practice the four skills. The fun, so characteristic of the games is not restricted to any age. But much depends on the group, which sometimes is modified according to the reality of the child.

In the primary school, teachers are using games as whole in the teaching-learning process "the game is the original form of capabilities and strengthens the development of the same". The game situations and experiences that help students acquire a better understanding of the world around them and so will discover the concepts that will drive future learning.

The self-esteem must be the highest goal of the educational process and the center of our way of thinking, feeling and acting. We must recognize that self-esteem is the support that conditions motivating learning to unsuspected limits. It favours the attention and concentration. Parents and teachers must be stimulators, we must motivate children. Its powers may be diminished by lack of stimulation or grow their potential if they are encouraged from an early age, which has a huge emotional value component. It is the foundation of all learning, affection is a sense of support. You can not educate mechanically. To educate is to achieve a climate of affection.

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

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52 Mavilo Calero Pérez, Educar Jugando Editorial San Marcos 1998: 49
The teaching should not overlook the contributions of scientific education assistants. In the game we must teach the child not to feel inferior to anyone, despite the games flaws, this should help to compensate for their critical situations, to support their efforts and not be alarmed that it has not been able to achieve certain goals.

2.15 THE ROLE OF A TEACHER IN GAMES DEVELOPMENT

Schools are one of the first places where kid’s behaviour and future educational success is shaped. Teachers are stimulators of either positive or negative behaviour for the students. The reason why the first years of school are so critical is because kids learn the base of their educational life. Teachers played an important role in the development of language teaching because they consolidate what children learned. Teachers must create a warm and protective environment but at the same time be professional. A good teacher needs to think about the following issues: preparing the children for games, language support, strategies for managing the classroom and a system of feedback and evaluation. The children must be prepared linguistically and emotionally to provide them self-confidence to make use of the English language without fears. Vale and Feunteun (1995:27)\textsuperscript{54}, talk about the priorities of children’s teachers:

“A key priority for teachers is to establish a good working relationship with children, and to encourage them to do the same with their classmates. The Teacher’s role is that of parent, teacher, friend, motivator, coordinator, and organiser. The skills for these roles have more to do with understanding children’s development, children’s needs, children’s interests, children themselves- than with EFL methodology alone”\textsuperscript{55}

\textsuperscript{54} Vale and Feunteun (1995: 27)
\textsuperscript{55} Vale and Feunteun (1995:27)
Based on the experience obtained during the project application with the use of games as a resource to teach English language to children at the C:O:F:, one of the most important roles that a teacher had to play was as a facilitator and guide, due to the fact that the success of activities related with games were supported on the basis of a good organization and classroom management. The main aim of the teacher in organizing a game activity was to tell and explain the rules and purposes of the games, also, the teacher needed to be sure that the children have assimilated the new vocabulary, not only the knowledge of the word was important, but also the use of the terms in communicative situations.

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

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

- The teacher had to make the English class as interesting and attractive as possible in order that children wanted to learn.
- The teacher had to set the rules for games time.
- The teacher had to consider the different ways in which children learn better (learning styles), in order to promote interaction among them.
- The teacher had to observe introvert and extrovert children to foster an equivalent learning experience.
- The teacher had to be clear and explicit because children needed to understand the terms of activities very well.
- The teacher had to set some rules of discipline in the classroom in order to maintain order and respect among teacher- students and students- students.
After, some considerations about the role of the teacher in the development of games were made, it was very important to refer to the role of children as learners in the process of learning vocabulary of a foreign language through games.

2.16. THE ROLE OF LEARNERS IN GROUP WORK.

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

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

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

Enrique Fontanillo states that “Vocabulary is an order set of terms that belong to a language”\textsuperscript{56}. It is the set of lexical terms that the speaker uses in communication. We can say that vocabulary involves knowledge and it is part of the four language skills (speaking, listening, writing, and reading) and focus on the word as the primary unit.

2.18. VOCABULARY ACQUISITION

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

The teaching-learning of the vocabulary must be governed by designs sustained in the constant evaluation of it self.

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

"The partner-psycho-pedagogic characteristics of the fellows are an essential factor in the work with the teaching-learning of new words, of their knowledge which depends on the effectiveness and efficiency of the work in the classroom and outside of the same"\textsuperscript{57}

\textsuperscript{56} Montanillo, Merino Enrique. “Diccionario de Lingüística” E: G Anaya S. A. Villafranca, 22 Madrid, España 1986
\textsuperscript{57} Penny Ur. “A Course in Language Teaching” 1996:63
Penny Ur in that sense said: "That the following actions help guarantee the vocabulary learning in the foreign languages:

1. **Forms of presenting the meaning of new words.** Concise definition, detailed description, exemplification, illustrations, demonstration, context, synonyms, antonyms, translation, associate ideas.
2. **Practice and consolidation.** Songs and games, semantic field and semantic maps, method of the key word, exercise of words, and review regulate.
3. **To develop lexicon-semantic.** Analytic reading and communicative activities"\(^{58}\).

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

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

### 2.19. VOCABULARY LEARNING AND PRACTICE PROPOSAL

#### 2.19.1 LEARNING WORDS BY PICTURES

According to Nicola Baxter\(^{59}\), small and young students love looking at pictures and naming what they see. It can be even more fun if they share a word note – book with a

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\(^{58}\) Ibib. (pp. 68)

\(^{59}\) Baxter, Nicola First 1000 words, Armadillo Books, Singapore 1999.
lesson notebook. Students will enjoy finding each image in the pictures and they can talk about it gaining confidence.

To this respect, professors Oscar Rodriguez and Claudia Virreira B\textsuperscript{60}. say that there are people who think in images and pictures. These people are often very aware of objects, shapes, colors and patterns in their environment. They like to draw, paint, make interesting designs and work with colored constructions.

Finally we can say that pictures help students to understand the meaning easily. In this case. The teacher can ask student to make a Pictionary, some posters or make sentences about pictures they are looking at the following sheets are examples that teacher can use in order to teach vocabulary by games.

2. 19.2 LEARNING WORDS BY SONG

First, according to Professor Alexander Vargas Middagh\textsuperscript{61}, songs for English language teaching are motivating strategies; they are a real source of English language. They contain formal language, informal language, specific vocabulary, body language, slang, idioms, at the same time the speakers are from different social and economic groups. All these aspects give the students the opportunity to learn a real language. In addition, students can practice English at home and remember easily the meaning of words and pronunciation.

Second, vocabulary needs to be revised again and again, well, what could be better than studying vocabulary by listening to your favorite songs? Read the lyrics first and try to understand them. Students do not have to translate the lyrics word by word; they just have to try to find out what the song is all about. Students can pick some words or phrases from

\textsuperscript{60} Rodriguez, Oscar and Virreira Claudia. Teaching English applying multiple intelligences. 13 th National Convention for English Teachers. Oruro 2008
the song that they would like to learn, and if necessary, look up their exact meaning in a dictionary.

Finally, to learn the vocabulary, all students have to listen to the song again and again; that shouldn’t be a problem if it is one of their favourite songs. According to Gary Anderson\(^2\). It seems that all teenagers are interested in pop songs, so exploit that interest by bringing music and the feeling that can be expressed through songs- into the classroom.

CHAPTER III

PROPOSITIVE SECTION

3.1. PROPOSAL

In the past, there have been several ways to teach English to teenagers and adult learners. Many methods were designed to improve English Foreign language learning in classrooms to develop their abilities in a better and an easier way, but as teachers, we overlooked the children’s skill and potential to learn a foreign language easily. Naturally, an adequate method that reflects children’s needs and preferences helped them to learn. In agreement with this, Vale and Feunteun said (1995:27)63 “in recent years, much of EFL methodology and curricula have been developed for the purpose of teaching highly motivated adults or exam-driven teenagers. In general EFL teachers-training courses, therefore, may not always be relevant to the teaching of children”.

The present proposal wanted to show that Vocabulary and Communicative skills can be learned and developed effectively through the implementation of communicative Games in foreign language teaching due to the role that games play in childhood.

The approach followed in this project was based on the constructivist theory because students were seen as central active individuals who constructed their own learning development. Children learned better through playing, so that they developed intellectual, constructive and cognitive understanding through manipulation, exploration and the practical activities that took place during playing events. On the other hand, teachers

63 Vale & Feunteun 1995:27
monitored, assessed and engaged learners with the activities. They work as facilitators for students’ resolutions and self-regulation during the process of learning a foreign language.

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

After some important factors about the methodology of this project were established, it is important to mention the objectives of the course design. This proposal has been designed for an English course of sixteen lessons focused on four year old children of the “C.O.F.”

3.2. OBJECTIVE

This project proposed several activities and pedagogical resources for the teaching of foreign language vocabulary to children related to the advantages of using Communicative Games, as it was seen in the literature review, i.e. active learning, improve retention, collaborative learning, catering to learning styles, change of the classroom atmosphere, and improved level of motivation and interaction.

However, it is important to underline some benefits that the use of Communicative games provided to the children in the process of learning English Vocabulary. In addition,

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to emphasize the social, emotional and psychological benefits that learners developed, due to the potential significance of games in human beings’ integral development. Therefore, the objectives of our proposal:

1. To increase Children’s English language vocabulary acquisition, because it links the four linguistic skills of listening, speaking, writing and reading all together, in order to communicate well in a foreign language.
2. To create a real communicative context to practice the English language.
3. To encourage children to speak without fear.
4. To build a good teacher-learners confidence.
5. To motivate children to learn English through implementing games in learning a foreign language.
6. To encourage children to consider English as a communicative tool.
7. To offer children the opportunity to experience a new way of learning the English language in a non-threatening environment.
8. To introduce interactivity into the classroom, so children can become actors in the learning process.
9. To foster the child’s imagination through the use of Communicative Games in order to promote communication and creativity.
10. To encourage children’s cooperative work by working in groups.

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

Later, some of those useful teaching techniques used to develop this project to reach the goal were carried out. It is very important to mention the supportive or reinforced tools used to carry out the project effectively.
The class, as a basic form of organization of education must respond to the demands posed by the modern school, so that the goals can not be achieved by extending the time devoted to teaching but primarily through the intensification of work in school, where students comprehensively develop the protagonist of a real active role in classes. One way to achieve this is the use of methods to launch creative processes and foster education in which students are solving problems, organizing ideas, etc., resulting in enjoyable and profound learning.

3.3. DEVELOPMENT

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

The games are divided into:

- Creative Games
- Learning Games
- Professional Games
3.4 REFERENTIAL METHOD

Nowadays, the methodological current that prevails among the theoretical of teaching languages. Is using techniques to develop this project to reach the goal stated. It is very important to mention the most appropriate methods used for teaching English to small children that carry out the project effectively.

3.4.1 AUDIOLINGUAL METHOD

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

3.4.2 KINESTHETIC METHOD

This method helps the children’s reception and action, the children gives orders and orders among them what is to be made, helping children to remember words or phrases meaningfully, children interact with physical objects (toys, recyclable material, nature, etc.). Children discover and create the language by themselves rather than being directly taught by the teacher.
In this method the children listens, and executes before speaking and therefore, the retention increases when the children respond to the feelings of successes physically that facilitate the learning when the children are involved in a competition or game.

3.4.3. NATURAL METHOD

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

3.4.4. SUGGESTOPAEDIA METHOD

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

3.4.5. COMMUNICATIVE GAMES METHOD

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

In this sense, the different methods mentioned contribute and facilitate the process of learning English language vocabulary through Communicative Games because everyone
offers a different technique to use according to the application of the topic, making an interesting class through the games, but it is important to mention the affectivity of learning that occurred during the time the project was executed:
<table>
<thead>
<tr>
<th>Method</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio Lingual Method</td>
<td>Children develop listening, acquired a good pronunciation of the words.</td>
</tr>
<tr>
<td>Kinesthetic Method</td>
<td>Children discovered and created the language by themselves rather than being directly taught by the teacher using communicative games, helping children to remember words or phrases meaningfully, children interact with physical objects (toys, recyclable material, nature, etc.).</td>
</tr>
<tr>
<td>Natural Method</td>
<td>Children learn a language and develop communication with the teacher and with other children.</td>
</tr>
<tr>
<td>Suggestopaedia Method</td>
<td>Children learn a language listening to music, singing and playing, making a comfortable class, setting.</td>
</tr>
<tr>
<td>Communicative Games Method</td>
<td>Children learn motivated all the time increasing the language vocabulary, helping to the children for meaningful communication, children remember words, or phrases becoming active participants. Children develop mobility (moters), spreading to the muscular development, the education of the senses (sensitive), carried out using diverse objects, also the intelligence (intellectual), children experiment the curiosity to learn through games, for example: Puzzles.</td>
</tr>
</tbody>
</table>
3.5 ORGANIZATION OF THE GROUPS

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

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

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

- Children were organized according to the total number of them in the class.
- Children were organized heterogeneous and homogeneous depending on the kind of activity.
- Every group was characterized by a representative object or color to represent the team.
- Children were organized according to their personality; teachers tried to mix introverted and extroverted children to balance to team.

- Each child took turns in order to promote respect in the group.

- Children understood the playing instructions clearly.

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

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

3.6 EVALUATION

Evaluation refers to the procedures for gathering data on the dynamics. Of effectiveness, acceptability, and efficiency of a language program for the purpose of decision-making. Basically, evaluation addresses whether the goals and objectives of a language program are being attained, that is, whether the program is effective.

Evaluation is viewed as an integral part of the professional role of teachers. Evaluation is fundamental of the learning and teaching process. Also, the evaluations of cognitive competences are going to judge the grade in which the objectives were achieved.

Evaluation helped the teacher to get the feedback about the efficacy of the methods in learning and teaching processes, it also provided a wealth of information to use for the
future direction of classroom practice, for the planning of the courses, and for the management of learning task and students.

Taking into account that the populations were children of an early age, it was not appropriated to work with a quantitative evaluation but with a qualitative evaluation, in this sense teachers took the following parameters of evaluation.

**3.6.1. DIAGNOSTIC EVALUATION.**

A diagnostic evaluation was applied at the beginning of the process (see appendix A) It helped to know the four year old child’s General Cognitive background. The purpose was to obtain information about the children’s knowledge background and it helped to identify their needs, potentialities and limitations.

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

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

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

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

Children of this Elementary school are from different Department of Bolivia, but most of them are from nearby rural areas of La Paz City. Also, due the lack in educational, no motivational and familiar areas, according to the age they are restricted in several aspects like these:

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

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

A formative evaluation is a method of determining the worth of a program while the program activities are in process. Formative evaluation helps teachers to collaborate and guide children in the process of learning during the process of teaching. It is established as a permanent proof of the children’s learning level during the educational process, A formative evaluation provides a valuable basis of information with respect to the process of learning.

During the project development, the teacher had to accomplish formative evaluation all the time, due to the characteristics of the methodology in this project; it means that each game was considered as an opportunity to know the level of the child’s apprehension. It was done through individual and group observation during game development.

Another way to make a formative evaluation was through the outcomes and scores that children obtained after each game, it means that children had a good apprehension if they usually won a game. This showed that children were internalizing the input.

A formative evaluation was done:

- At the end of the class day.
- At the end of the week.
- At the end of the lesson.
- At the end of the stage.
- At the end of the project.
The teacher had to follow an adequate process of continuous evaluation to perceive the weak areas of the children’s learning. On the other hand, the teacher had to reinforce the children’s good achievement at learning English vocabulary through interactive activities such as role plays, conversations, songs and audio-visual material.

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

Next, it is very important to explain the length of the project, schedules, days, times and the extra activities done during the project application.

3.6.3. LENGTH OF THE PROJECT

The length of the project was 11 months and 9 days. It is important to mention the activities developed before the English course application.

There was a period of organization during the first week of July to plan the way to carry out all the activities that were going to be developed during this program according to the children’s needs. Next, the diagnostic evaluation was applied to 13 four-year-old children of the C.O.F. (8 girls and 5 boys) during the second and third week of the same month, due to the specific characteristics these children have, the diagnostic was applied about their general knowledge in skill (see Appendix A).
After the diagnostic evaluation and meetings with the children’s mothers in which it was explained the purpose and objectives of the project, there was a period of Pedagogic Adaptation in which the children and teacher interacted and to introduce them to the program of the course.

The English course for 4 year old children of the C.O.F. consisted of 16 basic lessons (see Appendix C) designed according to their needs. The course application lasted 10 months and 9 days, from August 16, 2006 to May 29, 2007, in the afternoons from 2:00 to 5:00 pm; it means 3 hours per session, the teacher’s attendance was monitored by the secretary of the C.O.F.), without taking into account the time used for other extra – activities.

It is important to mention that during the second and part of the third stage of the project, the teacher worked every Friday in two shifts, it means in the morning from 8:45 to 12:30 and in the afternoon from 2:00 to 5:00 pm, due to the agreement signed between the Linguistic and Languages Department and the Government department through the Regimen Penitenciario, and volunteer work with children and teachers of the Nursery School “12 de Abril”.

About the extra activities carried out as part of the work of voluntary service, there were different activities developed during the time of the agreement application, which is mentioned below.

1. The assistance given to children for travelling to Copacabana during two days, as part of the volunteer work and the activities planned with the “Pastoral Penitenciaria Católica Boliviana”
2. Activities developed at the end of the school year of 2006, the children made a presentation in which they sang and did role plays in English.

3. Activities on Christmas, of 2006 in “San Pedro Prison.” (male correctional facility), children received gifts and were given refreshments.

4. Activities on Christmas, of 2006 at the C.O.F., teachers held a party for the children and they received gifts.

5. Surveys made to fathers from “San Pedro Prison” during 1 month, (from Monday to Friday from 9:00 to 12:00), to provide Id’s to children in order to know how many children lived in San Pedro.

6. Activities developed on Children’s day “12 de Abril”.

7. Activities carried out on Mother’s day 2007.

It is also important to explain how the teaching stages took place during more than 10 months from August to May. The course was divided in three periods: Initial, Middle and Final stage. After each stage there were evaluations of the lessons taught supervised by the tutor of the project Lic. Teresa Soliz, the Educational department of the Regimen Penitenciario, teachers, coordinators and tutorial personal of the C.O.F.

Another important aspect to mention is the evaluation of the didactic material, visual aids, charts, audio-visual material, material used for each activity detailed in the lesson plans, and class decoration for the teaching of the different lessons made by the tutor. Because of the importance of working with children and the impact that all these resources had in the children’s process of learning. It is necessary to say that the planning and the appropriate use of all the pedagogical resources mentioned above helped to the efficient development of the English Course.
3.6.4. SELECTION OF THE STUDENTS.

The students who participated in this project were 4 year old children of the C.O.F. They never had studied English before. The reason for selecting this group of people was to apply the use of communicative games to teach the English language at early ages and to motivate them to learn by doing and enjoying.

- It is important to explain the number of learners during the entire application of the project:

- In the first period of the project there were 13 children, 8 girls and 5 boys who accomplished the 6 lessons of the Initial Stage.

- In the second period of the project there were 11 children (of the initial group), 9 girls and 3 boys who finished the 4 lessons of the Middle Stage.

- In the third period of the project there were 9 children, 6 girls and 3 boys who finished lesson 6 of the Final Stage.

As it can be seen above, there was a number of dropouts during the English course application, it was due to several factors, for instance: some children were sent to live in San Pedro Prison with their fathers, other children were sent to live with close relatives, and some children’s mothers completed the retention time. But, as it is also observed, more than the 75% of the children who began the project application, finished the English course.

NOTA: La escala de observación elaborada por mi persona contempla los siguientes rangos de calificación. Si el estudiante logrará alcanzar los cinco indicadores de forma
adecuada obtendrá **Excelente**, habiéndose logrado un aprendizaje satisfactorio. Si el estudiante logra sólo alcanzar cuatro indicadores, su nota será **Muy buena**, debido a que logró aprender cuatro de cinco indicadores. En el caso de que un estudiante lograra responder a tres indicadores de evaluación, la nota que obtendrá será **Buena**, puesto a que ha cubierto la mayoría de los indicadores a evaluar. Si el estudiante obtuviera, sólo dos marcas de observación, será evidente que su aprendizaje es más lento y obtendrá la nota **En Proceso**.

Tomando en cuenta que todos los estudiantes son de un mismo grupo de edad; si existiera algún estudiante que solamente logra cubrir satisfactoriamente un indicador de observación obtendrá la nota de **Necesita Mejorar**.

A continuación detallo lo explicado en el párrafo anterior

\[
\begin{align*}
5 \ (X) &= \text{Excelente} \\
4 \ (X) &= \text{M B.} \\
3 \ (X) &= \text{B.} \\
2 \ (X) &= \text{E. P.} \\
1 \ (X) &= \text{N A.}
\end{align*}
\]
Hoja de observación de resultados 1

Tema: Vocales                      Nivel: Inicial Primera sección
Objetivo: Identificar las vocales    Fecha de observación: Agosto 16

5(X) = Excelente.   4 (X) = Muy Bien.   3 (X) =Bien.   2 (X)= En Proceso.   1(X)=Necesita Apoyo

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<th>Nº</th>
<th>STUDENT</th>
<th>Expresión oral</th>
<th>Escuchar</th>
<th>Identificar</th>
<th>Observar</th>
<th>Elegir</th>
<th>RESULTADO</th>
</tr>
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<tbody>
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<td>x</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>Muy bueno</td>
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<tr>
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<td>-</td>
<td>-</td>
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<td>x</td>
<td>Excelente</td>
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<td>Identificar</td>
<td>Observar</td>
<td>Elegir</td>
<td>Resultado</td>
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<td>X</td>
<td>_</td>
<td>Muy bueno</td>
</tr>
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<td>X</td>
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<td>X</td>
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<td>Muy bueno</td>
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</tr>
<tr>
<td>9</td>
<td>MAMANI LAURA JOSUÉ ALBERTO</td>
<td>X</td>
<td>X</td>
<td>_</td>
<td>X</td>
<td>X</td>
<td>Muy bueno</td>
</tr>
</tbody>
</table>
Hoja de Observación de Resultado 3

Tema : Los Colores                     Nivel: Inicial Primera Sección

Objetivo: Aprender los colores         Fecha de observación: 21 Septiembre

5(X) = Excelente.     4(X) = Muy Bien.     3(X) =Bien.     2(X)= En Proceso.       1(X)=Necesita Apoyo

<table>
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<tr>
<th>Nº</th>
<th>STUDENT</th>
<th>Expresion oral</th>
<th>Escuchar</th>
<th>Identificar</th>
<th>Observar</th>
<th>Elegir</th>
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Hoja de Observación de Resultado 4

Tema: Figuras Geométricas
Nivel: Inicial Primera Sección

Objetivo: Aprender la Figuras Geométricas
Fecha de observación: 4 Octubre

5(X) = Excelente. 4 (X) = Muy Bien. 3 (X) = Bien. 2 (X) = En Proceso. 1(X) = Necesita Apoyo

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### Hoja de Observación de Resultado 5

**Tema:** Los Números  
**Nivel:** Inicial Primera Sección

**Objetivo:** Aprender los números  
**Fecha de observación:** 18 Octubre

5(X) = Excelente.  4 (X) = Muy Bien.  3 (X) = Bien.  2 (X) = En Proceso.  1(X) = Necesita Apoyo

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Hoja de Observación de Resultado 6

Tema : Los Días de la Semana  
Nivel: Inicial Primera Sección

Objetivo: Aprender los días de la Semana  
Fecha de observación: 1 Noviembre

5(X) = Excelente.  4 (X) = Muy Bien.  3 (X) = Bien.  2 (X)= En Proceso.  1(X)=Necesita Apoyo

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Hoja de Observación de Resultado 7

Tema: Las 4 Estaciones del Año                       Nivel: Inicial Primera Sección

Objetivo: Aprender las 4 estaciones del año         Fecha de observación: 15 Noviembre

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Hoja de Observación de Resultado 8
Tema : Los Animales                        Nivel: Inicial Primera Sección
Objetivo: Aprender los Animales            Fecha de observación: 29 Noviembre

5(X) = Excelente.   4 (X) = Muy Bien.   3 (X) =Bien.   2 (X)= En Proceso.   1(X)=Necesita Apoyo

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Hoja de Observación de Resultado 9

Tema: La familia  Nivel: Inicial Primera Sección

Objetivo: Aprender la Familia  Fecha de observación: 20 Diciembre

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Hoja de Observación de Resultado 10

Tema: Los Sentimientos                      Nivel: Inicial Primera Sección

Objetivo: Aprender los sentimientos        Fecha de observación: 27 Diciembre

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Hoja de Observación de Resultado 11

Tema: Las Partes del Cuerpo
Nivel: Inicial Primera Sección

Objetivo: Aprender las partes del cuerpo
Fecha de observación: 11 Enero

5(X) = Excelente. 4 (X) = Muy Bien. 3 (X) = Bien. 2 (X) = En Proceso. 1(X) = Necesita Apoyo

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Hoja de Observación de Resultado 12

Tema: Los 5 Sentidos Nivel: Inicial Primera Sección

Objetivo: Aprender los 5 sentidos Fecha de observación: 1 Febrero

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Hoja de Observación de Resultado 13

Tema: La Ropa  
Nivel: Inicial Primera Sección

Objetivo: Aprender la Ropa  
Fecha de observación: 22 febrero

5(X) = Excelente.  4(X) = Muy Bien.  3(X) =Bien.  2(X) = En Proceso.  1(X) = Necesita Apoyo

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# Hoja de Observación de Resultado 14

Tema: Los Verbos de Movimiento  
Nivel: Inicial Primera Sección

Objetivo: Aprender los verbos de movimiento  
Fecha de observación: 15 Marzo

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Hoja de Observación de Resultado 16

Tema: Los Vegetales  
Nivel: Inicial Primera Sección

Objetivo: Aprender los vegetales  
Fecha de observación: 10 Mayo

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RESULTADOS PRIMER TRIMESTRE

CASCO AGUAYO JORGE LUIS   Excelente
CHOQUE QUISPE ALISON     Bueno
ESPEJO GUAYWA NELLY      Bueno
HUAYCHOCHOQUETARQUI LADY Muy Bueno
LIMA COLQUE GABRIEL       Excelente
LUNA CHUQUIMIA DAVID     Bueno
MALLCU CALANI JIRO FERNANDO Muy Bueno
MAMANI QUISPE MAGALLY    Excelente
MAMANI LAURA JOSUÉ ALBERTO Muy Bueno
RESULTADOS SEGUNDO CUATRIMESTRE

CASCO AGUAYO JORGE LUIS   Muy Bueno
CHOQUE QUISPE ALISON  Bueno
ESPEJO GUAYWA NELLY  Bueno
HUAYCHOCHOQUETARQUI LADY Excelente
LIMA COLQUE  GABRIEL  Muy Bueno
LUNA CHUQUIMIA DAVID Excelente
MALLCU CALANI JIRO FERNANDO  Excelente
MAMANI QUISPE MAGALLY   Bueno
MAMANI  LAURA JOSUÉ ALBERTO Muy Bueno
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RESULTS (IV)
Final Evolution Results

Resultados Finales

Casco Aguayo  Choque Quispe  Espejo Guaywa
Huaychoque Quetarqui  Lima Colque  Luna Chuquimia
Mallcu Calani  Mamani Quispe  Mamani Laura
3.7. SYLLABUS

This section presents the syllabus content of topics covered in this English course. The teacher had the responsibility of planning and applying adequate educational programs to assess children’s learning, as well as to assess the course and syllabus development.

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

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

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

Initial Stage. The initial stage comprised the first part of the project, including six lessons:
1. The Vowels
2. The alphabet.
3. The Colors.
5. The numbers.
6. The Days of the Week.

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

7. Seasons of the year.
8. The Animals.
10. Feelings.

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

11. Parts of the body.
12. The Five Senses.
13. The Clothes.
15. Fruits.
### 3.7.1. SYLLABUS DESIGN.

**SUBJECT:** English  
**LEVEL:** Elementary  
**GRADE:** FIRST SECTION OF THE C.O.F.  
**TIME:** From Monday to Friday.  
**DURATION:** 10 months and 9 days.

#### GENERAL OBJECTIVE:

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

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<tr>
<td><strong>1º Initial Stage</strong></td>
<td><strong>1º Evaluation</strong></td>
<td><strong>Lessons</strong></td>
</tr>
<tr>
<td></td>
<td>➢ Alphabet</td>
<td>➢ Geometric Shapes</td>
</tr>
<tr>
<td></td>
<td>➢ Vowels</td>
<td>➢ Numbers</td>
</tr>
<tr>
<td></td>
<td>➢ Colours</td>
<td>➢ Days of the Week</td>
</tr>
<tr>
<td><strong>2º Middle Stage</strong></td>
<td><strong>2º Evaluation</strong></td>
<td><strong>Lessons</strong></td>
</tr>
<tr>
<td></td>
<td>➢ Seasons</td>
<td>➢ Family</td>
</tr>
<tr>
<td></td>
<td>➢ Animals</td>
<td>➢ Feelings</td>
</tr>
<tr>
<td><strong>3 Final Stage</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.8. LESSON PLAN

The planning of the 16 units presented here is meant to guide the steps to be followed in the development of the corresponding units, which contextualize the use of drawings proposed, that is how lessons should be carried out; however, a lesson plan should not be restrictive rather it should prevent disruptions of the units since the time assigned to each activity is not set, some activities might take longer than expected. The larger the class the more important it becomes to maximize each student’s opportunity to speak.

We do not mention the way pronunciation is going to be taught because pronunciation will be acquired throughout the units.

The lesson plans were a systematic guide for the teacher’s class development, because it contained a deep description and instruction to carry out the lesson.

Lesson plans shared some common characteristics:

- Children had a number of opportunities to learn new English vocabulary through the diversity of communicative games proposed.
- Children had plenty of time for practicing oral communication.
- Children learned some socio-emotional abilities due to the cooperative and collaborative characteristics of games.
Children did not feel bored in this kind of class development due to the characteristics of lesson plans.

These lesson plan formats were student centered in the learning process.

The lesson plans corresponding to the sixteen units proposed in this project are going to guide the steps to be followed on the process of teaching English language vocabulary to four year old children of the C.O.F. through Communicative games. It is important to mention that each lesson has at least two games as main activities in each lesson, taking into account that there were other resources used, but all related to the games development, as it is explained in all the lesson plans.

Each lesson plan presents the linguistic and communicative objectives, all the different communicative games for each lesson, the materials used during game implementation and also, the description of the visual aids, educational graphs, posters, videos, picture books, used to help students acquire language, as well as the place in which the game was carried out, the group dynamics and the procedure followed to succeed in game performance in order to reach to the lesson objectives.

As part of a complementary resource in English classroom development, the use of videos and songs, were proposed to motivate children as well as to help them reinforce what they learned through this educational resource, but all focused on the use of the communicative games.
Lesson Plan N # 1

Level: Nursery.

School: “12 de Abril”

Lesson: The Vowels

Time: 60 min.

I. Objectives.

1.I. Linguistic Objectives:

- To identify the vowels

- To learn the use of the vowels with new English words.

1.II. Functional / Communicative Objectives:

- To use vowels with new English words.

- To develop children oral Expression.

- To motivate children to learn through games and interaction.

Warm Up.

Time: 15 min

- To Teach a children the greeting like:

  “good afternoon boys”

  “good afternoon girls”

First activity, teacher teaches the vowels pronunciation, and shows the five vowels in different shapes, and materials.
Material.

- Cards with vowels.
- Whiteboard
- Markers
- Puzzle

Procedure:

Time 15 min. (First Activity)

Show the five vowels, in cards with their pronunciations. After that, children spell the vowels.

Teacher said: This is the vowel “A”   ei

Let’s repeat everybody: “A” ei

Children said: “A”

Second activity

Time 10 min.

Teacher Draw the vowels in the whiteboard and children have to identify which vowel is it? In untidy form.

III Follow Up.

Time: 20 min.

Finally every child has a Puzzle and has to find up hidden vowels and color it.

Game: Puzzle (hidden vowels)

After the Game, every child has to say which vowel are colors
Lesson Plan  N # 2

Level: Nursery

School: “12 de Abril”

Lesson: The Alphabet.

Time: 60 min.

I Objectives

1.1. Linguistics objectives.

- To learn the Alphabet letters fluently

- To Emphasise English Alphabet pronunciation.

1.2. Functional / Communicative Objectives

- To motivate and interact children to learn English Alphabet through the Game

- To know the alphabet in English language

- To develop children oral Expression

II. Warm Up.

Time: 10 min.

- Greeting.

  - Teacher teaches the alphabet letter through the cards and shows it.

Materials:

Cards with Alphabet letters

Worksheet colors.
Whiteboard.

Markers.

Ball market with letters.

Box Bottles.

Procedure:

First activity.

Time 10 min.

-To show all the letters of the alphabet through cards and learn the pronunciation.

Second activity.

Time 10 min.

Children sing the sing name: Alphabet

A ei , B bi ,C si , D di, E i, F ef, G dzi,

Third Activity.

Time: 10 min

Children colour the worksheet with every alphabet letter and their objects, learning their pronunciation.

A apple B ball........

III Follow Up.

Time: 20 min

Carryout a game “Bowling with Alphabet letters”
- spell the Alphabet letters.

Teacher: said children to choose a ball marked with a letters of the alphabet into the box.

Children: choose a ball and say which letter the ball has rushing that is toward the bottles.
4. CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

This research has been done to offer new ideas for helping Bolivian children who are submitted in socio-economical and socio-cultural special conditions. In this sense the purpose of this project was to investigate the effects of the use of communicative games as a pedagogical resource for teaching English vocabulary to children at the early ages, as we mentioned in the theoretical review, vocabulary knowledge enables language use and it links the four linguistics skills of listening, speaking, writing and reading all together. We also wanted to explore the effects on children’s motivation and the classroom environment.

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

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

Communicative games improved children’s language use, as well as the knowledge of the words in different contexts. In this sense, the main objective which was to implement communicative games to teach English Vocabulary to children was accomplished. The traditional way of teaching, not only children but also adults usually feel bored in learning vocabulary lessons because they were seen as passive learners who received teacher’s
explanations, they just know how to use the vocabulary in specific contexts, but they do not know how to use it in different situations of real life communication.

Moreover, this group of children not only learned English vocabulary, but they also, reinforced and learned important basic knowledge about their mother tongue, for example.

- Children learned to discriminate the English Spanish alphabet phonemes and named each one.
- Children learned to count in Spanish and English (ascendant and descendent way).
- Children learned to name and recognized the colors in both languages; they also learned to mix colors to obtain others ones.
- Children learned the names of the different geometric shapes in both languages; they also learned to draw and recognize them.
- Children learned to recognize the days of the week and place themselves in time and spaces.
- Children learned to name more than 50 names of animals in English.
- Children learned the different feelings in English; they also recognized and talked about them.
- Children learned to name the parts of the body in English.
- Children learned to name the five senses in English, and they recognized the functions they have in human being’s lives.
- Children also learned vocabulary related with verbs of movement and they followed and gave instruction in English.
- Children learned English vocabulary related with fruits and vegetables.

Communicative games helped, also had great implication in social emotional areas of four years old children. They changed the aggressive attitudes showed at the beginning of the Project application. They learned to communicate, share and work in groups without problems due to the co-operative and collaborative characteristics of games.
Four years old children of C.O.F. (Centro de Orientacion Femenina de Obrajes) followed a systematic process of learning and they learned new English Vocabulary on the sixteen different lessons developed in the Syllabus Design of the course. For each lesson it was used, innovative communicative games according to the children’s needs.

Another important aspect to highlight is the significative learning in the socio-emotional area that children developed in language classes due to the high level of motivation; they enjoyed working together, helping and supporting each other due to the cooperative nature of most communicative games which encouraged children’s interaction in the classroom. It is important to mention the time shared among children and teacher, as a personnel experience.

As result of the evaluations made not only by the teacher, but also the tutor, educational personnel of the C.O.F., It is a great satisfaction to verify the achievement of the general and specific objectives proposed at the beginning of the project application.

4.2 RECOMMENDATIONS.

The main objective of this Project was to propose Communicative Games as a teaching alternative for language teaching in the future. In this sense we would like to give some important reasons for making further research in this area and not only for children but also for teenagers and adults learners. We hope teachers can use games as a pedagogical resource in their classroom.

One of the disadvantages in this project was the limitation in which we worked, taking into account the extent areas that language concerns, due to that, this study was focused just on Vocabulary teaching, but as linguists, we know the importance to develop the other
language skills such as: Listening, Writing, Speaking, Reading. That is why to think on the importance to develop future studies focused on the other this area of language.

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

The last reason is that syllabus designers or teachers ought to consider integrating more communicative activities, including games into their language teaching programs when working with different groups of learners.

Finally, this project can be a starting point for further activities to be developed in different groups of students and to help them enhance their language learning.

Games are fun; fun is a serious goal
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"If you give a man a fish it feeds hunger for one day, if you teach them to fish, so for all its nourishes life." (Lao Tse).
Appendix A1

Lugar de Realización del Trabajo
LUGAR DE REALIZACIÓN DEL TRABAJO.

El presente trabajo se desarrolló en el Centro de Orientación Femenino de la ciudad de La Paz.

Nombre: Guardería “12 de Abril”
Dirección: Calle 7 de Obrajes
Local: Infraestructura realizada por la ayuda Canadiense

Encargada de la Guardería: Sra. Litma Urtaza

CARACTERÍSTICAS DEL ESTABLECIMIENTO

FORTALEZAS Y OPORTUNIDADES:

Infraestructura adecuada.
Salones amplios y bien equipados.
Buena ventilación.
Matricula y asistencia positiva.
Programas de alimentación.
Programas de salud: medición y nutrición.
Cuerpo docente adecuado.
Personal integrado, Formación de equipos de trabajos sólidos, activos, participativos.
Claridad u convencimiento de las tareas emprendidas.

TIEMPO DE REALIZACIÓN DEL TRABAJO DIRIGIDO.

VISION:

“Permanecer en el tiempo,… constituyendo para las madres locales, una alternativa válida, real, motivadora, la escuela que incentiva la Afectividad, Autonomía y Autoestima de sus hijos, niños y niñas de 4 a 6 años; que promueve valores y actitudes positivas en un ambiente grato y seguro; que involucra e integra a la familia al que hacer educativo y que hace suyos los desafíos de una Educación de Calidad para todos”.

PROPOSITO:

“Atender eficientemente las necesidades Educativas - Formativas, de Aprendizaje de niños y niñas de 4 a 6 años bajo un marco amplio de libertad y respeto por las individualidades. Fomentar en nuestros niños y en lo posible en sus familias la practica de actitudes positivas contundentes a la internalización de valores como respeto, solidaridad, confianza, integración responsable, aceptación del otro etc.

Concretar nuestro Proyecto Educativo con un alto nivel de excelencia pedagógica, donde el aprender a aprender de los niños y niñas, sea lo más significativo, de acuerdo a la actual Reforma Educativa y las bases curriculares de la Educación Parvularia”.

IDEARIO:

“Niños y niñas, personas, sujeto a derecho, con necesidades de ejemplos de vida de válidos para su formación valórica: respeto solidaridad, justicia, integración participación, responsabilidad, además de las destrezas de orden cognitivo, intelectuales, habilidades y destrezas.

Escuela abierta, inspira un qué hacer en los derechos de los niños y niñas, y en principios humanitarios y democráticos.
Appendix A

Diagnostic Evaluation

Diagnostic Evaluation
<table>
<thead>
<tr>
<th>Áreas de Evaluación</th>
<th>Actividades realizadas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Área de Motricidad Gruesa</strong>&lt;br&gt;<strong>Que vas a evaluar</strong>&lt;br&gt;Lanzar la pelota</td>
<td><strong>Que debe hacer el niño</strong>&lt;br&gt;Es importante que el niño tire la pelota con las 2 manos a la dirección que tú le indiques y que también lo agarre sin hacerla caer por lo menos 2 veces.</td>
</tr>
<tr>
<td>Ponte a una distancia de dos metros del niño y enseñarle como tirar y agarrar la pelota con las dos manos.</td>
<td></td>
</tr>
<tr>
<td><strong>Saltar tres o más veces en un solo pie.</strong>&lt;br&gt;Enseña el niño como saltar en un solo pie y dile que haga el mismo ejercicio.</td>
<td><strong>Es importante que el inicio salte en un solo pie por lo menos 3 veces seguidas sin perder el equilibrio.</strong></td>
</tr>
<tr>
<td><strong>Rebota y agarra la pelota</strong>&lt;br&gt;Enseña al niño como hacer rebotar la pelota contra el suelo y agarrar la en el rebote, el niño puede repetir el ejercicio.</td>
<td><strong>El niño imita al adulto o agente y hace rebotar y agarra la pelota, por lo menos dos veces seguidas.</strong></td>
</tr>
<tr>
<td>Muéstrele al niño el modelo de la construcción, dale el material necesario y pédale que haga la misma construcción que se le mostro.</td>
<td><strong>El niño debe hacer la construcción en buena coordinación de las manos y dedos.</strong></td>
</tr>
<tr>
<td><strong>Abre y cierra manos alternadamente.</strong>&lt;br&gt;Dile al niño que estire los brazos hacia adelante con la palma de su mano hacia abajo. Dile que cierra la mano derecha y cuando le digas que cambie, debe cerrar la mano izquierda y abrir la mano derecha, este juego le debe realizar varias veces.</td>
<td><strong>El niño debe realizar este juego de abrir y cerrar alternadamente las manos, por lo menos tres veces (cada movimiento de abrir y cerrar es contado como uno)</strong></td>
</tr>
<tr>
<td><strong>Area Motricidad Fina</strong></td>
<td><strong>Que debe hacer el niño</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Que vas a evaluar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Agrupa por color y forma</strong></td>
<td>El niño debe agrupar las figuras que combinen color y forma al mismo tiempo. Ejemplo: triángulos rojos, cuadrados rojos, círculos rojos, etc.</td>
</tr>
<tr>
<td>Por las figurar geométricas en forma desordenada, sobre la mesa, pide al niño que forma grupos con los que más se parecen. Si por ejemplo pone un grupo de todos los de un solo color, dile: ¿podrías hacer otro grupo para que más ordenados? ¿podrías hacer de otra forma?.. Es importante que el niño forme los grupos correspondientes sin utilizar las palabras forma, color, tamaño.</td>
<td></td>
</tr>
<tr>
<td><strong>Dibuja una escalera</strong></td>
<td>El niño debe dibujar la escalera con líneas rectas y claras, lo importante es la forma y que la escalera esté en posición vertical.</td>
</tr>
<tr>
<td>Enseña al niño cómo dibujar con dos líneas verticales paralelas y por lo menos cuatro travesaños. Pide al niño que copie el dibujo.</td>
<td></td>
</tr>
<tr>
<td><strong>Hacer gradas de diez cubos</strong></td>
<td>El niño debe construir correctamente las gradas con los diez cubos.</td>
</tr>
<tr>
<td>Muéstrele al niño el modelo de las gradas construidas y dile: “mira bien esta grada, le voy a desarmar y tú deberás hacer de nuevo.”</td>
<td></td>
</tr>
<tr>
<td><strong>Escribe letras y/o números</strong></td>
<td>El niño debe escribir por lo menos diez letras y/o números que se reconozcan, aunque no sean perfectos: las letras y/o números deben ser diferentes.</td>
</tr>
<tr>
<td>Pide al niño que escriba en una hoja de papel letras o números que conozca.</td>
<td></td>
</tr>
<tr>
<td><strong>Colorea una figura</strong></td>
<td>El niño debe pintar la figurar sin salirse de la línea, puede equivocarse solamente dos veces.</td>
</tr>
<tr>
<td>Muéstrale al niño la figurar para colorear, pídele que pinte sin salirse de la línea.</td>
<td></td>
</tr>
<tr>
<td><strong>Recorta curvas y círculos</strong></td>
<td>El niño debe recortar cada uno de los dibujos, puede equivocarse solo dos veces.</td>
</tr>
<tr>
<td>Entrega al niño las hojas con las figurar para recortar, pídele que recorte cada uno de los dibujos.</td>
<td></td>
</tr>
<tr>
<td><strong>Area Audición y Lenguaje:</strong></td>
<td><strong>Que debe hacer el niño</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Que vas a evaluar</strong></td>
<td></td>
</tr>
<tr>
<td>Muéstrale el niño un dibujo paisaje que tenga varias cosas, personas etc.: pídele que te cuente que hay en el dibujo o paisaje. Puede hacer una historia o un cuento.</td>
<td>El niño tiene que contar una historia o cuanto nombrando las personas y todo lo que hay en el dibujo o paisaje.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pidele al niño que cuente los dedos de sus manos.</strong></th>
<th>El niño debe contar correctamente los dedos de sus dos manos o los diez cubos.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puedes pedirle también que cuente diez cubos.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nombra cuatro o cinco colores</strong></th>
<th>El niño tiene que nombrar por lo menos cinco colores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usa colores para mostrar al niño el: blanco, rojo, azul, amarillo, verdes, etc.</td>
<td></td>
</tr>
<tr>
<td>Pregunta al niño ¿Qué color es éste? y éste...? y éste..?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conoce izquierda y derecha</strong></th>
<th>El niño debe señalar de acuerdo a todas las preguntas que le haces y correctamente.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dile al niño muéstrame tu mano derecha, tu ojo izquierdo, tu pie derecho, tu mano izquierda, tu oreja derecha.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conoce en orden los días de la semana.</strong></th>
<th>El niño debe decir correctamente los días de la semana empezando por el lunes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregunta al niño si conoce los días de la semana, pídele que les diga en orden empeñando por el lunes.</td>
<td></td>
</tr>
<tr>
<td><strong>Área Personal y Social</strong></td>
<td><strong>Que debe hacer el niño</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Que vas a evaluar</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hace mandados</strong></td>
<td></td>
</tr>
<tr>
<td>Pregunta al niño si ayuda a hacer mandados dentro o fuera de su casa.</td>
<td>El niño cuenta que ayuda a hacer los mandados en su casa, por ejemplo trae agua, barre su casa.</td>
</tr>
<tr>
<td><strong>Organiza juegos</strong></td>
<td></td>
</tr>
<tr>
<td>Pregunta al niño ¿a qué juegos con tus amigos?</td>
<td>Es importante que el niño tome iniciativa para organizar los juegos, por ejemplo: que invite a sus amigos a jugar a la pelota o que los anime a jugar con los carritos, etc.</td>
</tr>
<tr>
<td><strong>Habla de su familia, vida familiar</strong></td>
<td></td>
</tr>
<tr>
<td>Pídele al niño que cuente de su familia, sus padres, hermanos y otros familiares ¿Qué hacen sus hermanos? ¿Qué le gusta comer a su mamá?, etc.</td>
<td>El niño debe contar lo que hace su familia, hablar de sus hermanos, padres, abuelos o contar alguna experiencia y ha tenido con su familia.</td>
</tr>
<tr>
<td><strong>Participa en actividades</strong></td>
<td></td>
</tr>
<tr>
<td>Pregunta al niño si participa en actividades que realizan en su familia, en el centro, en la comunidad, pídele que te cuente en que participa y que hace.</td>
<td>El niño tiene que contar en que forma participa en su comunidad, en su casa, en el centro, etc.</td>
</tr>
<tr>
<td><strong>Relaciona el tiempo con las actividades diarias.</strong></td>
<td></td>
</tr>
<tr>
<td>Pregunta al niño que hace todos los días desde la mañana hasta la noche.</td>
<td>El niño debe contar las actividades que realiza durante todo el día. Profesor o promotor, se debe mantener atento. Si las actividades pertenecen a la mañana o tarde o noche</td>
</tr>
</tbody>
</table>
Appendix B

Diagnostic Test

Diagnostic Test
## ORGANIZATION CHART

### ACTIVITIES

<table>
<thead>
<tr>
<th>JULY</th>
<th>AUGUST</th>
<th>SEPTEMBER</th>
<th>OCTOBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of the Group</strong></td>
<td><strong>Adaptation period</strong></td>
<td><strong>Initial Stage Application</strong></td>
<td><strong>Initial Stage Application</strong></td>
<td><strong>Initial Stage Application</strong></td>
<td><strong>Initial Stage Application</strong></td>
</tr>
<tr>
<td><strong>Meetings</strong></td>
<td><strong>Execution Period Initial Stage Application</strong></td>
<td><strong>Teaching English using communicative Games</strong></td>
<td><strong>Teaching English using communicative Games</strong></td>
<td><strong>Teaching English using communicative Games</strong></td>
<td><strong>Christmas extra activities were carried out</strong></td>
</tr>
<tr>
<td><strong>Diagnostic Evaluation</strong></td>
<td><strong>(see syllabus design)</strong></td>
<td><strong>(Formative Evaluation was applied)</strong></td>
<td><strong>(Formative Evaluation was applied)</strong></td>
<td><strong>(Formative Evaluation was applied)</strong></td>
<td><strong>Fist Oral Evaluation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(6 lessons was evaluated)</td>
</tr>
<tr>
<td>JANUARY</td>
<td>FEBRUARY</td>
<td>MARCH</td>
<td>APRIL</td>
<td>MAY</td>
<td>JUNE</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Execution</td>
<td>Middle Stage Application</td>
<td>Second Oral Evaluation</td>
<td>Evaluative informs were sent to the</td>
<td>Third Oral Evaluation</td>
<td>Reinforcement period and</td>
</tr>
<tr>
<td>Period</td>
<td>Teaching English using</td>
<td>(4 lessons was evaluated)</td>
<td>Linguistics and Languages Department and</td>
<td>(6 lessons was evaluated)</td>
<td>voluntary services work.</td>
</tr>
<tr>
<td></td>
<td>communicative games</td>
<td></td>
<td>the Direction office to Regimen Penitenciario</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Formative Evaluation was</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>applied during this period)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Execution Period</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Final Stage Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see syllabus design)</td>
<td></td>
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<td>Final Evaluative inform were sent to the</td>
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<td>Linguistics and Language Department and</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>the Direction office to Regimen Penitenciario</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MARCH**

Evaluative informs were sent to the Linguistics and Languages Department and the Direction office to Regimen Penitenciario.
Lesson Plan # 3

Level: Nursery.
School: “12 de Abril”.
Lesson: Colours.
Time: 60 min.

I Objectives.

1.1. Linguistic Objective
- To Learn Colours
- To Emphasise English Colours pronunciation.

1.2. Functional / Communicative Objective.
- To motivate and interact children to learn English colour through the game.
- To know the colours in English language.
- To develop children oral expression.

II. Warm up.
Time 10 min.
- Greeting.
- Teachers teach the colours through the cards and show it.

Materials:
Cards with colors
Worksheet colors
Whiteboard
Markers

Procedure:
First Activity:
Time 15 min.
- To show all the colours in a big card in different shapes of colours with a rhythm of different names like yellow- banana, silver –key……

Second activity:
Time min:
Children play the game

Third Activity:
Time 15 min
Children colours the worksheet with every colour, that instruction has.

III Follow Up.
Time: 20min.
Carryout a game: “What thing can you find that are these colours”
- Say - the colours
Teacher: tell children to choose a colour into magazines.
Children: choose colours and say witch colour is it.

Lesson Plan # 4

Level: Nursery
School: “12 de Abril”.
Lesson: Geometric shapes.
Time: 60 min.

I Objective.

1.1. Linguistic Objectives.
- To Learn Geometric Shapes.
- To Emphasise English Geometric shapes.

1.2. Functional / Communicative Objectives.
- To motivate and interaction children to learn Geometric shapes through o the Game.
- To know the geometric shapes into English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teacher teaches the geometric shapes through the card geometric shapes and shows it.

Materials:
- Cards with geometric shapes,
- Worksheet,
- Colors,
- Whiteboard,
- Markers,
- Geometric shapes into Pieces of wood

Procedure:
First Activity:
Time 15 min.
- To show all geometric shapes in cards.

Second Activity:
Time 10 min:
- Children play the game

Third Activity:
Time 15 min:
- Children color the worksheet with geometric shapes.
- Children find the geometric shapes into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game” What does your shape do”
- Say the Geometric shapes.

Teacher: tell children to choose a geometric shape into room.
Children: choose geometric shapes and say witch geometric shape is it.

Lesson Plan # 5

Level: Nursery
School: “12 de Abril”.
Lesson: The Numbers.
Time: 60 min:

I Objective.
1.1 Linguistic Objectives.
- To Learn Numbers.
- To Emphasise English numbers.

1. 2. Functional / Communicative Objectives.
- To motivate and interact children to learn numbers through the game.
- To know the Numbers in English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teacher teaches the Numbers through the card and extra activities show it.

Materials:
- Cards with numbers,
Worksheet,
Colors,
Whiteboard,
Markers,
Puzzles.
Procedure:
First Activity:
Time 15 min.
  - To show all numbers in cards.

Second Activity:
Time 10 min:
  Children play the game

Third Activity:
Time 15 min:
  - Children color the worksheet with numbers
  - Children find the numbers into a magazine.

III. Follow Up.
Time 20 min.
  - Carry out a Game “Guess and touch and said”
  - Say the Numbers.
Teacher: tell children to choose a numbers into room.
Children: choose numbers and say witch numbers is it.

Lesson Plan # 6
Level : Nursery.
School: “12 de Abril”.
Lesson: The 4 seasons.
Time: 60 min:
I  Objective.
  1.1 Linguistic Objectives.
    - To Learn the 4 seasons.
    - To Emphasise English the 4 seasons.
  1. 2. Functional / Communicative Objectives
To motivate and interaction children to learn the 4 seasons through o the Game.
  • To know the 4 seasons into English language.
  • To develop children oral expression.

II. Warm Up.
Time 10 min.
  1. Greeting.
  2. Teacher teach the 4 seasons through the card and extra activities then show it.
Materials:
Cards with activities related with the seasons,
Worksheet,
Colors,
Whiteboard,
Markers,
Sing a song
Procedure:
First Activity:
Time 15 min.
  1. To show all cards each one.
Second Activity:
Time 10 min:
  Children play the game
Third Activity:
Time 15 min:
1. Children color the worksheet with activities related of the
Children find the 4 seasons into a magazine.

III. Follow Up.
Time 20 min.
11. Carry out a game”What happen in each seasons”
12. Say the 4 seasons.
Teacher: tell children to choose the 4 season and sing a song.
Children: choose the one card and say witch season is it.

Lesson Plan #7

Level: Nursery
School: “12 de Abril”.
Lesson: The days of the week.
Time: 60 min:

I. Objective.
1.1 Linguistic Objectives.
- To Learn the days of the week.
- To Emphasise English the days of the week.
1.2 Functional/Communicative Objectives.
- To motivate and interact children to learn the days of the week through o the Game.
- To know the days of the week in English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teacher teaches the days of the week through the card, and shows it.

Materials:
Cards with activity of days of the week,
Worksheet,
Colors,
Whiteboard,
Markers,

Procedure:
First Activity:
Time 15 min.
- To show all days of the week in cards.
Second Activity:
Time 10 min:
Children play the game

Third Activity:
Time 15 min:
- Children color the worksheet with activities the days of the week.
- Children find the days of the week into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game”The game of the houses”
- Say the days of the week.
Teacher: tell children to choose the days of the week into box.
Children: choose the days of the week and say witch days is it.
Lesson Plan # 8

Level: Nursery.
School: “12 de Abril”.
Lesson: The animals.
Time: 60 min:

I Objective.

1.1 Linguistic Objectives.
- To learn the animals.
- To Emphasise English The animals.

1.2. Functional / Communicative Objectives.
- To motivate and interact children to learn the animals through the Game.
- To know the animals into English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
  - Teacher teach the animals through the card and show it.

Materials:
- Cards with animals,
- Worksheet,
- Colors,
- Whiteboard,
- Markers,

Procedure:
First Activity:
Time 15 min.
  - To show all activity of animals in cards.
Second Activity:
Time 10 min:
  Children play the game

Third Activity:
Time 15 min:
  - Children color the worksheet with animals.
  - Children find the animals into a magazine.

III. Follow Up.
Time 20 min.
  - Carry out a Game” Noe’s animal mixed”
  - Say the Geometric shapes.

Teacher: tell children to choose an animal into bag.
Children: choose an animal and say witch animal is it.

Lesson Plan # 9

Level: Nursery.
School: “12 de Abril”.
Lesson: The Family.
Time: 60 min:

I Objective.

1.1 Linguistic Objectives.
- To Learn The Family.
- To Emphasise English The Family.

1.2. Functional / Communicative Objectives.
- To motivate and interact children to learn The Family through the Game.
- To know the Family into English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teachers teach the Family through the card and show it.

Materials:
Cards with geometric shapes,
Worksheet,
Colors,
Whiteboard,
Markers,
Sing a song

Procedure:
First Activity:
Time 15 min.
- To show all activity the family in cards.

Second Activity:
Time 10 min:
Children play the game

Third Activity:
Time 15 min:
- Children color the worksheet with the Family.
- Children find the family into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game” Family memory cards”
- Say the Geometric shapes.
Teacher: tell children to choose partners into box.
Children: choose partners and say witch family is it.

Lesson Plan # 10

Level: Nursery
School: “12 de Abril”.
Lesson: The feeling.
Time: 60 min:

I Objective.
1.1 Linguistic Objectives.
- To Learn The Feeling.
- To Emphasise English the Feeling.

1.2. Functional / Communicative Objectives.
- To motivate and interact children to learn The Feeling through o the Game.
- To know the feeling into English language.
- To develop children oral expression.

II. Warm Up.
- Time 10 min.
- Greeting
- Teachers teach through the card the Feeling and show it.

Materials:
Cards with happy face,
Worksheet,
Colors,
Whiteboard,
Markers,

Procedure:
First Activity:
Time 15 min.
- To show all happy face in cards.

Second Activity:
Lesson Plan # 11

Level: Nursery
School: “12 de Abril”.
Lesson: Human Body.
Time: 60 min:

I. Objective.
1.1 Linguistic Objectives.
- To Learn Human Body.
- To Emphasise English Human Body.
1.2. Functional / Communicative Objectives.
- To motivate and interact children to learn Human Body through the Game.
- To know the Human Body into English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teachers teach the Human Body through the card, and show it.

Materials:
Cards with Human Body,
Worksheet,
Colors,
Whiteboard,
Markers,

Procedure:
First Activity:
Time 15 min.
- To show all activity in dolls.

Second Activity:
Time 10 min:

Third Activity:
Time 15 min:
- Children color the worksheet with human Body.
- Children find the Human Body into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game’’ As speedy as a Rabbit’’
- Say the Human Body.
Teacher: tell children to choose a Human Body into box.
Children: choose human Body and say witch is it.
Lesson Plan # 12

Level: Nursery
School: “12 de Abril”.
Lesson: the five senses.
Time: 60 min:
I Objective.
1.1 Linguistic Objectives.
- To Learn The Five Sense.
- To Emphasise English The Five Sense.
1.2 Functional / Communicative Objectives.
- To motivate and interact children to learn The Five Sense through the Game.
- To know the Five Sense into English language.
- To develop children oral expression.
II. Warm Up.
Time 10 min.
- Greeting.
- Teacher teaches the five senses through the card, and shows it.
Materials:
Cards with The Five Sense,
Worksheet,
Colors,
Whiteboard,
Markers,
Procedure:
First Activity:
Time 15 min.
- To show all activity in dolls.
Second Activity:
Time 10 min:
Children play the game
Third Activity:
Time 15 min:
- Children color the worksheet with a doll.
- Children find the sense into a magazine.
III. Follow Up.
Time 20 min.
- Carry out a Game” The route of the Five Sense”
- Say the Five Senses.
Teacher: tell children to choose a five sense into box.
Children: choose Five Sense and say witch is it.

Lesson Plan # 13

Level: Nursery
School: “12 de Abril”.
Lesson: The Clothes.
Time: 60 min:
I Objective.
1.1 Linguistic Objectives.
- To Learn The Clothes.
- To Emphasise The Clothes in English.
1.2 Functional / Communicative Objectives.
- To motivate and interact children to learn The Clothes through the Game.
- To know the Clothes into English language.
- To develop children oral expression.
II. Warm Up.
Time 10 min.
- Greeting.
  - Teacher teaches the clothes through the card, and shows it.
Materials:
Cards with the Clothes,
Worksheet,
Colors,
Whiteboard,
Markers,
Procedure:
First Activity:
Time 15 min.
  - To show all activity in dolls.
Second Activity:
Time 10 min:
  - Children play the game
Third Activity:
Time 15 min:
  - Children color the worksheet with a doll.
  - Children find the clothes into a magazine.
III. Follow Up.
Time 20 min.
- Carry out a Game” Dressing your Doll”
- Say the Clothes.
Teacher: tell children to choose clothes into box.
Children: choose clothes and say witch is it.

Lesson Plan # 14

Level: Nursery  
School: “12 de Abril”.
Lesson: The Verbs of Movements.
Time: 60 min:

I Objective.
1.1 Linguistic Objectives.
  - To Learn Action Verbs.
  - To Emphasise The Five Senses in English.
1.2 Functional / Communicative Objectives.
  - To motivate and interact children to learn The Action Verbs through Games.
  - To know the Action Verbs the English language.
  - To develop children oral expression.
II. Warm Up.
Time 10 min.
- Greeting.
  - Teacher teaches the Verbs of Movements through the card, and shows it.
Materials:
Cards with the Verbs of Movements,
Worksheet,
Colors,
Whiteboard,
Markers,
Procedure:
First Activity:
Time 15 min.
  - To show all activity in dolls.
Second Activity:
Time 10 min:
- Children play the game

Third Activity:
Time 15 min:
- Children color the worksheet with a doll.
- Children find the actions verbs into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game” Stand up and Sit down”
- Say the verbs of movements.
Teacher: tell children to choose a card of verbs of movements into box.
Children: choose a card and say witch is it.

Lesson Plan # 15
Level: Nursery
School: “12 de Abril”.
Lesson: Fruits.
Time: 60 min:

I. Objective.
1.1 Linguistic Objectives.
- To Learn Vocabulary related to Fruits.
- To Emphasise English fruits.
1.2 Functional / Communicative Objectives.
- To motivate and interact children to learn vocabulary related to Fruits through the Game.
- To know vocabulary related to Fruits into English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teacher teaches the Fruits through cards, and show I them.

Materials:
Cards with Fruits,
Worksheet,
Colors,
Whiteboard,
Markers,
Puzzle

Procedure:
First Activity:
Time 15 min.
- To show all activity in cards.
Second Activity:
Time 10 min:
- Children play the game
Third Activity:
Time 15 min:
- Children color the worksheet with Fruits.
- Children find the Fruits into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game” The nest of the fruits”
- Say the name of fruits.
Teacher: tell children to choose a Fruit from box.
Children: choose a Fruit and say it is.
Lesson Plan # 16

Level: Nursery
School: “12 de Abril”.
Lesson: Vegetables.
Time: 60 min.

I. Objective.

1.1 Linguistic Objectives.
- To Learn Vegetables.
- To Emphasise English Vegetables.

1.2 Functional / Communicative Objectives.
- To motivate and interact children to learn Vegetables through the Game.
- To know the Vegetables into English language.
- To develop children oral expression.

II. Warm Up.
Time 10 min.
- Greeting.
- Teacher teaches the Vegetables through the card, and shows it.

Materials:
Cards with Vegetables,
Worksheet,
Colors,
Whiteboard,
Markers,

Procedure:
First Activity:
Time 15 min.
- To show all activity

Second Activity:
Time 10 min:
Children play the game

Third Activity:
Time 15 min:
- Children color the worksheet with Vegetables.
- Children find the Vegetables into a magazine.

III. Follow Up.
Time 20 min.
- Carry out a Game” Buying Vegetables”
- Say the Name of Vegetables.
Teacher: tell children to choose a vegetable into bag.
Children: choose Vegetables and say witch is it.
Appendix D

Worksheets

Worksheets
A B CATERPILLAR

What letters are missing?
Fill them in.

c a b c e f
d e f

n o r u y

Z W

Extra Fun!
Draw your own caterpillar. Write the uppercase letters of the alphabet on it.
TWO
THREE
5

FIVE
6
SIX
10
TEN
Color the shapes!!!

My name is

Purple

brown

black

Pink
Color the Shapes!!!

My name is

blue sky

orange

white

grey
Lesson 17

Home, Sweet Home!

2 Color by number.

Color Key:
1 = pink
2 = purple
3 = yellow
4 = black
5 = brown
6 = green
7 = blue
8 = gray

Home, Sweet Home!
1. Listen, number and write.

New Words

It is _______.

It is _______.

2. Listen, look and tick.

1. □ It is in the tree.
   □ It is behind the tree.

2. □ It is yellow and blue.
   □ It is blue and red.

3. □ He is playing.
   □ He is walking.

4. □ They are blue.
   □ They are green.

5. □ She is on the umbrella.
   □ She is under the umbrella.

6. □ He is waiting for the bus.
   □ He is running.
Winter is Here!

The air turns chilly and it may even begin to snow. It’s time for winter! Circle the 3 things that remind you of winter.
WHAT’S THE SEASON?

For which season is each child ready?
Write the number in the box.

Color the tallest animal.

1 2 3 4

Extra Fun!

Make your own snowflake. Fold a piece of paper or a coffee filter in half, and then in half again. Cut designs from the folded paper or filter. Unfold to see your winter scene!
TALL AND SHORT

Color the shortest animal 🌿
Color the tallest animal 🌾

How many animals are taller than the 🕰️?

How many animals are shorter than the 🕰️?

Extra Fun!
Act like an animal! Act like a very tall animal. Then act like a very short animal.
PETTING ZOO

Count how many of each animal. Write the number in each box.

Extra Fun!

How many animals have spots? How many children are there? What else can you count?
FIND THE SHAPES
How many of each shape?

Count. Then write the number in the shapes below.

circle  square  triangle  rectangle  diamond

Extra Fun! Be a shape detective. Choose one shape. Take a walk in your home or outside. How many things that shape can you find?
<table>
<thead>
<tr>
<th>Square</th>
<th>Circle</th>
<th>Star</th>
<th>Heart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond</td>
<td>Oval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rectangle</td>
<td>Hexagon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice tracing the shape. Draw the shape beside it. Good job!
Color the family!

Color father, mother, brother, sister and baby!
Color the family pictures

father

mother

baby
My name is ____________

Draw the Faces!!!

Happy

Sleepy

Sad

Angry
dress
trousers
dress
mittens
sweater
hat
Clothes

shorts
socks
T-shirt
vest
skirt
hat
boots

scarf

tie

shoes

raincoat

shirt
My name is __________________________

Color the fruit

melon
lemon
pineapple
bananas
strawberry
grapes
apple
orange

lemons
cherries
grapes
Fruits

bananas
apples
peaches
lemons
oranges
cherries
grapes
Vegetables

onion
tomato
cucumber
carrot
green pepper
potato
pepper
mushrooms
Vegetables

cabbage
zucchini
garlic
pumpkin
corn
eggplant
peas
sweet potato
Appendix

Extra Material

Extra Material
1. Look and sing.

The alphabet song
abcde
fghijkl
mnop

Now I know my ABCs
Next time won't you sing with me?

2. Label and number in alphabetical order.

- Apple
- Clock
- Dog
- Elephant
- Doctor
- Firefighter

- 
- 
- 

1. Listen, point and sing.

- one
- two
- three
- four
- five
- six
- seven
- eight
- nine
- ten

2. Listen and circle.

<table>
<thead>
<tr>
<th>1</th>
<th>7</th>
<th>5</th>
<th>2</th>
</tr>
</thead>
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<table>
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</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>
1. Listen and place.

2. Song: Today is Monday

(Handwritten lyrics:)

Today is Monday,
Today is Monday,
Monday, music,
All you boys and girls,
Come and have some fun.
Use the code to color the picture.

1 = yellow
2 = dark blue
3 = pink
4 = green
5 = powder blue
6 = white
1. Look and ask.

- What does a dolphin eat? (A dolphin eats fish.)
- Where does a tiger live? (A tiger lives in the jungle.)

2. Make an animal card.

- Name: ___________________
- Eats: ___________________
- Lives: ___________________
- Can: ___________________
- Can’t: ___________________
1. Game: Catch
   Can you swim?
   No, I can't.
   Yes, I can.

2. Listen and draw.

   - swim
   - skate
   - play the guitar
   - ride a bike

   Mike
   My Friend
   Me
Look and write.

nose  eyes  arms  ears  teeth  head  tail  legs

The Wolf

head

[Diagram of a wolf with parts labeled]
1. Play a game.

Start

Finish
1 Game: Shopping

2 Make your own list.

- 1 small onion
- bread
- milk
- 5 big tomatoes
- Spaghetti

start
1. Listen and point.
   What are these?
   They're shoes.
   What's this?
   It's a jacket.

2. Listen and color.
1 Song: Get Dressed, Children!

2 Dress the dolls.
Project:

A perfect body

Cut out, paste and put together.
1 Game: Shopping

2 Make your own list.

1 small onion
bread
milk
5 big tomatoes
spaghetti
1. Game: Going Home

2. A Picture Dictionary

Hello!

Good-bye!

Bb book

Pp pencil
“The Animals”
“The Seasons of the year”
"The Fruits"

"The Vegetables"

LAS FRUTAS
"The Vegetables"
El juego más divertido para agilizar la memoria
“The Animals”
"The Vegetables"
“The Fruits”

“The Vegetables”
“The Vegetables”
Appendix F

Songs

Songs
In this Chapter we can read and learn the song that the children learned singing according to the some topics.

**Song** I. “The Alphabet Song”


Source: www.Kiddles.com

**Song** II. “The Numbers Song”.

One, two, three,
four, five, six,
seven, eight, nine and ten
Every body let’s play and learn.
The numbers rock, the numbers rock
come on class, let’s going to sing.
Source: English I, Editorial and dance this rock.

Don Bosco, 2000.

**Song** III “Old Mac Donald”

Old Mac Donald had a farm

E- I- E- I- O

And on this farm he had a cow

E- I- E- I- O

With a moo-moo here
And a moo-moo there
Here a moo, there a moo
Every where a moo-moo
Old Mac Donald had a farm
E-I-E-I-O

Source: English I, Editorial Don Bosco 2000(app.51)

Song IV: “The Baby is in a Hand of Child”

The baby is in a hand
In a hand of a child
And who doesn’t guess
Will be a donkey
(continue the sing the song with the others members of the family)

Song V: “Head to toes”

Head, shoulders,
Knees and toes, knees and toes
Head, shoulders,
Knees and toes
And nose and mouth
Nose and mouth
and eyes and ears,
Head, shoulders, Knees and Toes.

Song VI: “The Five Senses”

Chick chick out, I can see.
Chick chick out, I can smell
Chick chick out, I can hear
Chick chick out, I can taste
Chick chick out, I can touch
Into this song, children have to clapper
Hands in the five senses)

Song VII: “Who is Wearing Hat Today”

Who is wearing a pants and shirt?
A hat today a pants today
Who is wearing a pants today
Who, who, who,……..?

Song VIII: “The Fruit and Vegetables”

Orange, bananas, potatoes, and apples
Carrots, and tomatoes
All them help me to grow up
All them help me to grow up
Pears, onions, grapes
Lettuce and beans,
I love all the vegetables
And the fruits too,
And the fruits too.

Source: English I., Editorial

Don Bosco 2000, (pp.78).