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**CARRERA DE LINGÜÍSTICA E
IDIOMAS**



TRABAJO DIRIGIDO

**“TEACHING ENGLISH LANGUAGE AT AN ELEMENTARY LEVEL TO SIX
TO TEN YEARS OLD CHILDREN AT CENTRO DE ORIENTACIÓN
FEMENINO DE OBRAJES LA PAZ CITY”**

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*With love to my parents and dedicated to my dear husband and daughter who helped
me to follow my dreams and pursue my goals*

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ABSTRACT

The present Guided Work is oriented to teach English Language at an elementary level to six to ten years old boys and girls, these children live with their mothers, who are confined at the Centro de Orientación Femenino de Obrajes (C.O.F.) This work seeks to support these children in education; that is to teach them elementary English by using different techniques and strategies.

The project is composed of four sections. Section one provides a general introduction or a background in which the project was applied the significance to develop this study, the objectives and delimitation.

The second section contains the theoretical framework, reviewed literature related to children who live with their parents in jails. The education at the Centro de Orientación Femenino de Obrajes, the appropriate age to start to learn a foreign language for a child, benefits of learning a foreign language during childhood, theories of learning, methodologies of teaching and conceptual framework about learning strategies and teaching techniques.

The third section presents the methodology which explain the development of the present work. We mention who participated and who were the beneficiaries from this work. Next we explain the importance of administering a diagnostic evaluation to take into account children's needs, potentialities or limitation. Then, we present the way we evaluated children during the process of teaching and learning. The results that we got through the present project. It also provides the syllabus design for all the English course program, the lesson plans for each unit and the different activities with a detailed description.

Finally we present the general conclusion of the study and the recommendation for future researches are given.

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TEACHING ENGLISH LANGUAGE AT AN ELEMENTARY LEVEL, TO SIX TO TEN YEARS OLD CHILDREN AT CENTRO DE ORIENTACION FEMENINO DE OBRAJES LA PAZ CITY

I. INTRODUCTION

San Andrés University as an Academic Institution of Superior Education has the mission to form professionals in all the areas of the human knowledge, to promote investigation, in the same way to contribute to social, scientific and human development through social interaction. One way to achieve this interaction is starting from real solutions and practices through the modality of graduation “Guided Work” (Trabajo Dirigido).

The present Guided Work is oriented to teach English Language at an elementary level to six to ten years old boys and girls, these children live with their mothers, who are confined at the Centro de Orientacion Feminino de Obrajes (C.O.F.) This work seeks to support these children in education; that is to teach them elementary English by using different techniques and strategies. Moreover, teaching English language encourages them learn this language deeper in a near future.

It is necessary to reflect about the context in which these children are growing up. They are exposed to factors of risk, derived by the incarceration of their mothers. Children have to live in C.O.F. Penitentiary quasi confined, According to “El Centro de Apoyo Integral Carcelario” C.A.I.C (Amanecer, Aldeas Cristo Rey) (1998) ¹, these children live in terrible conditions, they are immersed in the situational environment. They do not have prevention’s state programs, this situation influence decisively on school failure because they face factors of risk in their daily life, as well as, psychological and social problems that alter their personality development. So they require an integral support considering education preventive actions that could help and facilitate them the social reinsertion once fulfilled the sentence of their mothers.

¹ C.A.I.C. AMANECER ALDEA CRISTO REY No encarceles mi Niñez, 1998

In the specific case of boys and girls whose mothers are confined in C.O.F. all physical and intellectual knowledge that children can acquire is very beneficial in order to improve their conditions of life

In this way due to the agreement signed between the San Andres University, Linguistic and Language Department and the Regimen Penitenciario, we support these children to English Language Learning. Through the process of teaching and learning a language, we contribute to their integral formation, as well as, we develop new knowledge of a foreign language using different techniques and strategies such as: using games, songs, communicative activities, and so forth. In this way, we also develop the expression and communicative capacity playing, singing and having fun in English Language at an elementary level.

1.1. JUSTIFICATION

The imprisonment affects children's life in a negative way, they become aggressive due to the fact that they live in a hostile environment. Some children prefer to be isolated from their mothers to avoid their problems. They are exposed to different negative influences, and they could take along all these influences in their own development. Unfortunately, they do not have educative activities; due to this, it is important to give them the opportunity to have educative activities, in this case the opportunity to learn English language.

Language learning is important, in this case English language, The experience of learning English may boost children's confidence and their desire for new discoveries. Language learning sensitizes children to language, instead of just shutting out the hearing of another language as indistinct background noise. Children become careful listeners. Also through the process of teaching and learning, we work on other aspects like: values, habits, responsibility, punctuality, as well as the respect, and cooperation among their partners.

English classes enable children to extend and enrich their restricted childhood experiences. Having fun during class, enjoying the activities in order to develop themselves affectively with other people and intellectually. Besides, it helps children to develop a communicative and

expressive capacity and increase their vocabulary both Spanish and English languages. It also encourages C.O.F. children to follow a different path from one they see around them.

Furthermore, “children have a great motivation, illusion, capacity of absorption and plasticity to get all that is offered.”² Children are like sponges. They have an extraordinary capacity to accumulate new information, Childhood is the stage in which a child lay the foundations of all his knowledge, therefore; through the process of teaching and learning we reinforce children knowledge in Spanish language.

This project aims to benefit children who are six to ten years old at Centro de Orientación Femenino. Children learnt elementary English through different techniques and strategies according to their age like: games, songs, short stories, communicative activities and so forth. The classes had a stimulating environment so children can learn a foreign language without stress or pressure, they developed their imagination, creativity. Children also learn responsibility, punctuality, respect, and cooperation.

1.2. PROBLEM STATEMENT

There are not integrative educative programs which support children in their intellectual, psychic and psychology development. The activities that children make during the day do not help in their intellectual development. During the day children hang around the Center. Some children help with their mothers’ duties.

Children do not develop activities to generate cooperation and collaboration among their partners. Some children argue among them. Children do not receive a good example and stimulus from their mothers.

Do COF ‘s children increase the communicative and expressive capacity through teaching English language at an elemental level.?

² www.eumed.com

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- To make children develop communicative and expressive capacity in English language at an elemental level at the Centro de Orientación Femenino de Obrajes C.O.F. (These children live with their mothers who are confined in the Center)

1.3.2. SPECIFIC OBJECTIVES

- To analyze and select the appropriate communicative methods to teach a foreign language to children.
- To use different techniques and strategies to develop children's communicative and expressive capacity.
- To provide children useful vocabulary to communicate in English Language at an elementary level.
- To encourage children to use basic structures in English in a well-known situation of communication.
- To encourage children's cooperation and collaboration by working in groups.

1.4. DELIMITATION AND REACHES

Temporary delimitation

The guided project started on September 2007 and it concluded on June 2008 during this period first we got contact with the Institution, Regimen Penitenciario. Second we taught six units which were taught in three periods (see appendix A). The classes were given from Monday to Thursday from 14:00 to 17:30 hrs. , and Friday we worked in two shifts, it means in the morning from 09:00 to 12:30 and in the afternoon from 14:00 to 17:00 Hrs. This work

schedule was established according to the availability of classroom, since in the morning children have classes in the nursery. Finally evaluations were carry out after two units, these were observed and supervised by the tutor of the guided work Lic. Wilma Flores. And the Educational Department of The Regimen Penitenciario, Institutional tutor, and coordinators. The attendance was monitored by the secretary and the social department in the C.O.F. The teaching and learning project was carried out in four stages:

STAGES	TIME	ACTIVITIES
1 ST STAGE	From September 10, 2007 to September 28	<ul style="list-style-type: none"> • During this period we got contact with people in charge of the institution and we got our respective documents for the entrance to the Centro de Orientacion Femenino Obrajes. • We visited the C.O.F. and we introduced ourselves with people in charge of the nursery. • We classified the groups according to their age. • The diagnostic evaluation was applied to a group of 15 children of six to ten years old at the C.O.F. To make this diagnosis we took into account children' general knowledge. The diagnosis was made orally. After we made a second evaluation to evaluate English vocabulary knowledge of children.
	From October 1 to December 21,2007	<ul style="list-style-type: none"> • In this stage students had an adaptation period then we taught units 1 and 2 • We administered the first evaluation on 23-11-07, four topics within the units were

2 nd STAGE		<p>evaluated.</p> <ul style="list-style-type: none"> • The second evaluation was carried out on 21-12-07. four topics were evaluated. • We had a general oral evaluation which was observed by the academic and institutional tutors.
3 rd STAGE	From December 26,2007 to March 28,2008	<ul style="list-style-type: none"> • We continued teaching the next units. • The third evaluation of unit three was administered on February 15. • The fourth evaluation was carried out on March 26. • A feedback report was sent to the academic tutor and the direction office of Regimen Penitenciario.
4 th STAGE	From April 1 to 25 June	<ul style="list-style-type: none"> • The teaching of units 5 and 6 were taught • Fifth evaluation was taken on May 9 • We administered a final evaluation on June 20. • Children had a final oral evaluation which was observed by the academic and institutional tutors. • We sent a final report of English accomplishment to the Direction office to Regimen Penitenciario.

At the end of the project we were evaluated by Lic. Wilma Flores , the academic tutor and Lic. Rodriguez, in charge of the education's area in the Regimen Penitenciario, the Institutional tutor.

It is important to mention that there were extra activities that we carried out as part of the Guided Work. There were different activities developed during the time of the project application, which are mentioned below:

- The development of activities at the end of the scholar year 2007. Children performed role plays in English
- The assistance provided to children at Christmas 2007 in C.O.F. . Children received gifts from different Institutions.
- The assistance and activities developed at Children's Day "12 de Abril" and Mothers' Day, 2007.
- The assistance provided to children in an excursion to Cota Cota and Mallasa in two opportunities.

Space delimitation

The project was developed in the nursery school that is close to the Centro de Orientación Femenino de Obrajes (C.O.F.) , this nursery is called "Unidad educativa 12 de Abril". The present work was developed thanks to the agreement signed between the San Andrés University, Linguistics and Languages Department, and the Dirección General del Regimen Penitenciario of La Paz city, in which the main objective is to give C.O.F children the opportunity to learn a foreign language at an elementary level.

To develop the present project we selected children who were attending the nursery. We took into account their ages, because the pace of assimilation of four years old children is different from six years old children. In this way we constituted three groups: the first group was composed by children who were four years old. In the second group, we had children who were five years old and the last group was made up to six to ten years old children. The present project was developed with 15 children who were six to ten years old.

Reaches

One of the challenges of the Regimen Penitenciario is to give the opportunity to children at the Centro de Orientación Femenino de Obrajes to have educative activities, like learning a foreign language, (elementary English language).

To achieve our main goal, we applied games, song, stories, and other communicative activities etc. we also made collages posters, realia and so forth. Through this we captured children's interest and motivation. Although they had a natural motivation to learn.

This group of children learnt simple phrases in English Language. Moreover, children learnt vocabulary related to different topics according to their age. Also they reinforced and learnt some vocabulary related to school subjects for example: geometric shapes, parts of the plant, parts of the body, numbers, and so forth.

One important achievement that we got was that children changed the aggressive attitudes showed at the beginning of the project. Children learnt to communicate, express their feelings and integrate among themselves.

II REFERENTIAL FRAMEWORK

In this section we review literature concerned with children who live with their parents in jails. We also revise literature related with children capacity to learn a language, the benefits of learning a language. As well aspects about learning a language like theories, methods, strategies and techniques.

2.1. CHILDREN WITH INCARCERATED PARENTS

It is important to mention that there are children who live with their parents in jails, because sometimes many people think that only adults who serve sentences live in prison. Besides, we have to be conscious about the emotional problems that children face with the parental imprisonment; therefore we are going to explain this situation.

More women who are mothers live in jails, even more frequent than men. Women are the primary or sometimes the only children caregivers. In some countries when the mother is arrested children can live next to the mother until three years old, later the boy or girl is separated from her mother and he/she is taken by father, grandparents, relatives or they go to live in foster cares.

Children whose parents have been arrested and incarcerated face unique difficulties.

According to Quakeros Association (2007)³, The impact of incarcerated mothers affects many aspects on children's life; not only the relationship with the mother. Children of incarcerated parents have a great tendency to present an aggressive and antisocial behaviour than children in general. So the imprisonment could cause serious consequences, like school failure, emotional withdrawal, some children begin to speak later because they are subjected to the same stimuli. Of course these effects vary depending on their age, the answer of the family and the community, the atmosphere that surrounds them and on their individual character.

³ Quaker Peace & social Witness, *Mujeres en la Cárcel e Hijos de Madres Encarceladas*, Grupo de Proyecto de Mujeres en las Cárcels, 2007.

Children who are away from their detained mother also are affected. Quakeros association⁴ state that this experience is similar to the loss, but with an additional stigma and generally with smaller support from people who are in charge of them. Children experience a range of problems like : depression, hyperactivity, aggressive behavior and dependent behavior, problems to sleep, feeding and delinquency problems, they are irresponsible.

Children who live with their parents or away from them face the same problem. This situation affects children in many aspects as we mentioned before, but it depends on children age, the environment, children character and so forth.

2.1.1. Children with incarcerated parents in Bolivia

Prisons in Bolivia are overcrowded, but not only with adults. According to the BBC Journal (2005)⁵ “More than 1,200 youngsters live in correctional centers while their parents serve their sentences.” Under the country legislation, children under six years are allowed to stay in their parents cells.

However, we could see teenagers living with their mothers because nobody else can care for them. This situation in our country is too alarming since in correctional Centers like San Pedro (male correctional Center)and Obrajes(Female correctional Center), we could observe children living with their parents, none of authorities takes into account the harmful atmosphere for the psychic and physique development which involve the incarceration.

In the specific case of the Centro de Orientación Femenino de Obrajes (.C.O.F.), according to the observation carried out by the Comisión Defensa y Promoción de los Derechos Humanos (2004)⁶ it found out that infants and teenagers live in C.O.F. Children have to live in this Correctional Center quasi confined, this situation influences the emotional development of children; therefore, they need recreational areas and educational services that could help them and facilitate their social reinsertion once fulfilled the sentence of their mothers.

⁴Quaker Peace& social Witness, Op cit

⁵ [Http: //news. bbc.co.uk/3/hi/americas/4415294](http://news.bbc.co.uk/3/hi/americas/4415294)

⁶ Comisión Defensa y Promoción de los Derechos Humanos, *Informe de la situación carcelaria*, La Paz, Bolivia, 2004.

Some written media of communication, as well as, documents published by Red Andina de Información (1999)⁷, state that when the father or mother is arrested, or in many cases both are arrested, they are brought to the city by the police. They lose their income sources, their lands and houses, all these things are abandoned and the only way to survive is living like a familiar nucleus inside the prison. Parents prefer their children living with them inside the prison rather than leaving like “*Chicos de la calle*” (street children), the family unity and integrity are more important for them. The government could do a lot of things to confront and solve this situation, but the government keeps in a position of *estato quo*, it seems impossible to rescue these children from the correctional centers.

2.2. EDUCATION

We took into account education, because it is important in psychic, psychology and physical development of all human being. Through teaching, children develop the capacity to infer, think and integrate. Teachers shape children’s behavior in some way. So education for children who live with their parents in jails is very important since they are living into inadequate environment. Moreover education relates to teaching and learning process in general, in this case, teaching English Language. Now we define education. According to Oxford Dictionary,(1999)⁸ education is “ a system of training and instruction (esp. of children and young people in schools, colleges, etc.) designed to give knowledge and develop skill.” Therefore we can say that education is a process that help people develop their capacities to face and to integrate themselves positively in the society.

Phillips, (1993)⁹ states that “the education in primary are extremely important in children’s intellectual, physical, emotional, and social development. While children acquire progressively skills, they go through a series of stages that are thought necessary by society they live in. Many of these skills are interdependent, if one has not been sufficiently developed, the acquisition of another ability may be impeded.”

⁷ RED ANDINA DE INFORMACIÓN , Los niños de la Ley 1008, 1999.

⁸ Advanced learner’s Dictionary, Oxford, 1999

⁹ Philips Sarah, *Young Learners*, Oxford University, Hong Kong 1993

A skill or an exercise has been developed and understood well in a phase, because it is going to influence the development of other skills. For example, children who are unable to identify the odd shape in a series of figures would have difficulty to differentiating letters like:

p,b and d.

Also, we take into account the physical side, children need to develop the balance, between their spatial knowledge and their control of muscles we have achieved it developing different activities such as drawing, colouring, as well as making different physical exercise, with the objective to coordinate different movements.

Likewise, on the social side, children need to develop a series of characteristics like cooperation, responsibility, respect and so forth. These allow them to insert into the society they live in. They become aware of themselves in relation to others, to co-operate and share without being aggressive.

There are factors that influence children's psycho-social development. For example, The school stage is fundamental since children are into an unknown world, in which they begin to meet new people they also interact with other children. The success or failure on this period depends partly on skills that children have developed in their six years of previous life. In the school stage children have the opportunity to have free and imaginative games. This situation, we could see like a way to discover the world, also one way to reach a psychic balance.

Biber, (1986)¹⁰ tells us that family relationship, school, and the environment plays a very important role in children's development. As well as, a teacher is fundamentally important in the period of children's development. Teachers have a wider responsibility than just teaching a language. It is important that teachers take into account children education in general, not only teaching an specific thing. Children have the capacity to assimilate and acquire knowledge, habits, experiences which are going to affect their future life.

¹⁰ Biber Barbara *Educacion pre-escolar y desarrollo psicologico* México, D:F: 1986

Children learn through active involvement into society, also through interaction with people, ideas, things in their environment. The process of learning is continuous. Every day we learn something that develop our attitudes, habits and knowledge.

2.2.1. The Education at “Centro de Orientación Femenino de Obrajes”

All children have rights, one of them is the right to education, no matter where children live or do. Also children who live next to their parents in correctional centers have the right to get education. Not all children from Penitentiary Centres have the possibility to have education. As we mention before some children go out to school but others do not, because of their mothers economy or some children drop out school year because they arrive with their mothers to C.O.F. in the middle of year.

Taking into account written reports like BBC News¹¹, we dare to say that not all the Penitentiary Centres in different countries have a nursery or an initial education. For example in Argentina in the “Complejo Penitenciario de la localidad Los Hornos” where there are a great quantity of children. Mothers claim better conditions of life for their children. Mothers claim the access to nursery, schools or initial and primary education outside the complex to avoid the loss of school year.

In Ecuador, the vice-presidency of the Republics is impelling a program, denominated “Ecuador sin niños en la cárcel”¹² (Ecuador without children in jail) the government are going to build a centre, where it could have an early stimulus room for children from one to three years old. Also primary children attend to this centre.

It is fundamental to give education to boys and girls. Education in nurseries helps children to grow and develop themselves in a normal life, since all boys and girls who live in Penitentiary Centres live overcrowded and they do not have suitable spaces of entertainment in order to develop their appropriate cognitive and sport capacities. These nurseries are psycho pedagogical support that contribute in the development of educational competences, in a short or in a long time.

¹¹ [Http://news.bbc.co.uk/3/hi/americas/4415294](http://news.bbc.co.uk/3/hi/americas/4415294)

¹² Niños de las Carceles tendran Guardería 11- Junio-2008 “El Telegrafo” Guayaquil- Ecuador

The *Ley de Ejecución Penal y Supervisión* establishes ” en su artículo 84, que las cárceles “ mínimamente contarán con una guardería para menores de seis años”. (stated in “La Prensa”)¹³

In the specific case of the Centre of Feminine Orientation of Obrajes, (C.O.F.) There is a nursery, called “Unidad Educativa 12de Abril”, according to the Red Andina de Información. “This nursery seems to be in a good condition, making a comparison with other Centres like San Pedro ”. The nursery, receives from 80 to 95 children who live in this orrectional center. It serves, as well as, an official Kinder and Pre-Kinder during the mornings, Four qualified teachers work in this nursery, three during the mornings and one in the afternoon.

Most of children over seven years old have the possibility of attending to public school near to C.O.F. The social Department is in charge of looking for schools to these children, likewise people who work in this Department support confined mothers and their relatives.

Unfortunately, children who live in the correctional center with their mothers have aggressive behavior when they go to schools and interact with other children, they steal and say bad or strong words, which are extremely normal for them due to the atmosphere in which they live day to day.

According to an essay “ Justicia Penal Juvenil ”¹⁴ It has been seen discrimination to children who live in the Penitentiary Centres at schools, even they suffer discrimination by their partners and teachers, as well. Those children are subjected of discrimination just by the fact that they live in correctional facilities, and their parents are prisoner. This stigmatization affects them in their behaviour; however, like in all group, there are excellent students, likewise children who have deficiency in learning.

¹³ “En las Carceles viven 1.436 Niños”12-Abril-2006 “La Prensa”La Paz, Bolivia

¹⁴ justicia Penal Juvenil , 13- marzo-2008. La Paz, Bolivia.

2.3. LEARNING CAPACITY IN CHILDREN

We consider important to mention the appropriate age for a child to start to learn a foreign language. There are many studies that say that childhood is the appropriate age to learn a foreign language.

In the seventies, the belief that during childhood the assimilation of a language was favorable has been reinforced with the biological theory.¹⁵ This theory maintains that difficulty to learn another language is because of cortical lateralization. It means that linguistic functions are located on left hemisphere of the brain, which is atrophying gradually with the age

To support this belief, Penfield and Roberts (1959)¹⁶ explain this phenomenon “ the lateralization does not take place until the nine or ten years, while in childhood both hemispheres participate on linguistic functions”. Therefore we can say that a child until ten years old has a great capacity to assimilate a language.

Experts emphasize that children’s brain is very plastic. Regarding this, Ocampo Aaron¹⁷, professor of the subject “Psicofisiología” de la Universidad Latina de Costa Rica (Psychophysiology of the Latin University of Costa Rica), indicates that

“ (...) en el niño se están formando las conexiones de las neuronas y la estimulación que se dé en esta época va a contribuir en la formación o no de dichas conexiones” cited on the article “Aprendizaje de lenguas extranjeras en niños y niñas.”

During childhood, stimulus is very important because it contributes in the formation of these connections. Children have a learning capacity since they are born; therefore it is important give them stimuli until ten or eleven years old because the rate of cerebral growth is fundamental, the neurons that are not in used are eliminated.

¹⁵ Asher, J. Garcia, G *The optimal age to learn a foreign language*, Modern Language Journal, 1989

¹⁶ Penfield W. Roberts L. , *Speech and Brain Mechanism*, Princenton, Princenton University Press, 1959.

¹⁷ www.eumed .net

Therefore, we can say that neurological maturation of learning is developed from birth until ten years old. During this stage children can learn languages easier than in later years because their understanding is moulding. Besides, Children do not have pressures at social level like fear to be criticized for mistakes in pronunciation or writing.

Carlson (2006)¹⁸ also mention that :

“el cerebro en forma inicial produce un 50% más de células para que formen conexiones sinápticas, pero si ellas no logran establecer esas conexiones, ellas mueren. Esto confirma el hecho de que si en una persona en sus primeros años de vida no es estimulada, las áreas sin motivación no van a lograr realizar una sinapsis, y al no ocurrir, estas neuronas van a morir. Este es un proceso evolutivo muy adecuado, donde las neuronas competirán por realizar estas conexiones. ”

The sooner a children learn a language is better, so in pre-school and basic education children acquire a great percentage of knowledge and their learning capacity is increasing. Therefore, the main task of teachers are to generate neuronal connections as much as possible in this period. It does not mean that, over this age, the human being cannot continue learning new things.

Consequently we can say that learning capacity of children is bigger until ten years old. With this, we do not meant that an adolescent or adult does not have a learning capacity or they can not learn another language, It just that, there is the probability that learning or acquisition of a foreign language could be difficult. Therefore we can say that education or the immersions to another language should begin in childhood in an interesting atmosphere. Children under twelve years can absorb an enormous quantity of information. They can learn so many languages as we teach them.

Titone (1996)¹⁹ considers that approximately until three years old children achieve to develop their native language and from this moment he recommends the learning or the introduction of another language.

¹⁸ Carlson Neil R. Physiology of Behavior, Prentice Hall, 2006.

¹⁹ Titone Renzo, *Metodología Didáctica*, 1996.

2.4. BENEFITS OF LEARNING A FOREIGN LANGUAGE DURING CHILDHOOD

Learning a new language at any age is an experience enormously rewarding in many ways. It also is an enriching experience at any ages. Children gain many things from this wonderful process, especially when children are immersed in another language at early age. As we could see many studies show us that children's intelligence helps to an early development of languages learning. We stand out that people at any ages can learn foreign language, in this case English language.

To learn a foreign language in childhood has many advantages, one of them is neurological type, since there are plasticity and flexibility in children brain. It facilitates the assimilation of new codes. There are also phonological advantages that allow to listen and produce all kind of sounds perfectly, fact that begins to lose after the 11 or 12 years old. This situation would explain that people who begin to study a foreign languages when they are adults find more difficult to speak with fluency than those who learn in childhood.

There are many benefits on Learning a foreign language. Many of these benefits we could summarize them in four categories: Personal, cognitive, academic and economic benefits.

2.4.1. Personal Benefits

Learning a foreign language influences our lives. " It allows to communicate (speak, read, and write) with other people. Likewise it gives children an opportunity to meet people who speak English, children learn and appreciate different cultures and customs. Or just be curious towards English language "²⁰

People who speak a language can communicate through different media, they also know other cultures, customs.

2.4.2. Cognitive Benefits

From cognitive point of view, an early learning is the most appropriate because of the imitation capacity that reinforce the good learning, taking into account language sounds and

²⁰ <http://cal.org/earlylang/>

the good memory that children possess. So children are able to assimilate different oral linguistics structures easily. An early learning allows a bigger maturation at linguistic skills.

According to Centre for Applied Linguistics²¹ “some research suggests that students who receive second or foreign language are more creative and better at solving complex problems than those who do not”. Besides learn English language can help to reinforce the knowledge of the mother tongue , the rules and vocabulary.

2.4.3. Academic Benefits

Knowing another language seems to contribute to high academic achievement. According to reports of the Center for Applied Linguistics “some studies show that children who learn a foreign language score statistically higher on standardized college entrance exams” Also, The Chart of entrance Exam to the University reported that students who had studied four or more years a foreign language scored higher on verbal section of the Scholastic Aptitude Test (SAT) than those who had studied four or more years of any other subject.

2.4.4. *Economic Benefits*

We can say that economic benefits in child is a long term because of the age that a person begins the study or are immersed into a foreign language depend on the knowledge that he reaches. Knowing another language gives people a great number of career opportunities than someone who knows one language.

Moreover the age is an evident advantages that brings a higher cognitive aptitude, a bigger capacity of concentration, previous knowledge related to the grammar.

2.5. **LEARNING A FOREIGN LANGUAGE IN CHILDREN**

This part provides some insights about learning a foreign language in children.

Learning is a process where an ability is acquired in this case, it is the acquisition of knowledge, aptitudes or competences. It is important to recognize that :

²¹ idem

“El aprendizaje es un cambio relativamente permanente en la conducta que resulta de la experiencia. Los seres humanos nacen con la habilidad de aprender; el aprendizaje ocurre solo con la experiencia, la cual puede incluir el estudio, la instrucción la observación, la exploración, la experimentación o la practica” Papalia, (1982:116)²²

Taking in to account teaching a foreign language, we have seen from neurological point a good age to learn another language extends until twelve years. Likewise it is important to stimulate or train the brain with the objective to generate great quantity of neuronal connections. Let us remember Ocampo²³, professor of Psychophysiology of the Latin University of Costa Rica, mentions that during childhood children are trained or formed neuronal connections. The stimulation that we give children during childhood would or would not contribute in the formation to this connections. Besides María Montessori (1982)²⁴ affirms that an excellent period to acquire knowledge is in the first childhood. This period should be taken like an advantage in the education in many ways as it is possible.

In this way we can state that children from three years who begin the school period take an enormous step in their lives. the first thing that children learn is to socialize in school environment, they also have significant advances in many mental aspects like: language, expression, general autonomy, corporal movement, aptitudes to socialize. All these aspects are consolidated with the same treatment among students in class. Therefore, in this period teachers assume a main role, they help children to stimulate the development in all their potentialities, capacities, behaviours as well. Teachers also stimulate habits of social integration, group coexistence, solidarity, cooperation, environmental conservation. Teachers motivate children to develop the creative imagination, personal expression, oral communication and so forth.

Foreign language teachers should not have only an acceptable level of English language, but primarily they should know the world of children, we mean by it, teachers have to know the children psychology, children necessities and interests. Also they have to be patient, firm with the discipline, in the same way they should enjoy English's teaching.²⁵

²² Papalia Diane, *Psicología del Desarrollo Humano*, México, De: Mac Graw Wendksold, O. Sally Hill, 1982

²³ www.eumed.net

²⁴ Montessori Maria, *El Secreto de la Infancia*, Ed. Diana, México, 1982.

²⁵ Flores M. Luz, *Trabajo de apoyo a ala enseñanza del idioma ingles a niños preescolares en la guardería Preschool*, La Paz 2000

Children are enthusiastic and curious, they are interested in learning another language, they enjoy the language with pleasure repeating the pronunciation and the use of words which are not very familiar for them. Students repeat many times a strange word as proving a new experiences. Each new word, each different sound are a curiosity for them and they repeat it a thousand of times until they learn it.

Phillips, (1993)²⁶ tells us that “learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system”. Students of a foreign language respond to the meaning underlying the language used and they do not worry about individual words or sentences. Children do not make analytical links that adults do.

In the present work, the process of teaching was like a means of communication and it was not focus on grammar, although the ability of children to make links and deductions were exploited giving them tasks or examples where they can discover by themselves simple grammar rules, making enjoyable activities. The activity was memorable for children. In this way children develop motivation for further learning. Through this cyclical process we generate a positive attitude toward learning a language, in this case English Language.

Children are quick to learn a language, likewise they forget it quickly, for this reason it is important to review constantly previous lessons or vocabulary. We mean that, it should review topics already taught, so we incentive children to use phrases or vocabulary of previous lessons in sentences. Regarding to writing, it should be used activities sparingly. The activities were based more in oral language, as Phillips²⁷ tells us children from 6 to 7 years old often not yet proficient in the mechanism of writing even in their own language. If we introduce writing activities in English to children who do not have developed the writing skill completely in their own language, we could cause mainly confusion in words that are similar. Finally mention that the mother tongue is a point of reference for teaching a language. We do not have to expect that children learn things, if they are not skillful or experts in their mother

²⁶ Philips Sarah, *Young Learners*, Oxford University, Hong Kong 1993

²⁷ Phillips Op cit 1993

tongue. For example, if children do not know how to read in their own language, we can not be expected that they read in English.

2.6. THEORIES OF LEARNING

The education theories of teaching constitute a complement of necessities to explain or have a scientific basis about teaching and learning process. When we speak about theory of a language, we are referring to general principles about the nature of language and how it can be taught and learned better. Some theoreticians find into the learning the key of nature of each person in the form that how he is shaped, according to this we can say that all behavior is acquired and it is achieved through learning, this development is achieved along the life through a progressive accumulation of knowledge, skills, memory and competences.

In this section we explain about general context of the main theories. The constructivism give a basis to the present work.

2.6.1. Behaviorism Theory

The present theory studies the behavior's changes. For this theory, the pattern of mind behaves like a "black box" where the knowledge is perceived through the behavior, learning is a change in the behavior and in the form how a person interact or act with another.

B.F. Skinner, (1949)²⁸ carried out a valuable investigation about the behavior in which he formulates his own theories about learning and behavior based on laboratory experiments instead of introspective observations. Skinner applied a technique of rewards and punishments, this technique is well-known as operant conditioning. Through this, Skinner realizes that human behavior is controlled by reinforcement.

In this way, learning which is based on this paradigm suggests to measure the effectively in terms of results, it means that final behavior is conditioned by the immediate stimulus faced the student's response, it is made with the objective of providing a feedback or reinforcement to each actions.

²⁸ "Conductismo", *Enciclopedia Microsoft® Encarta® 98* © 1993-1997 Microsoft Corporation.

Skinner²⁹ explains the behavior and learning like a consequence from the environmental stimuli. His theory is based on “rewards” and “reinforcement”. He starts from the fundamental premise that all action that produces satisfaction, it is expected to be repeated and helped. Likewise Skinner was able to model several behaviors through some steps, that is applicable in the motor learning like to any behavior, configuring a method that we schematize next:

- To specify clearly which is the final behavior that we want to introduce.
- To identify the sequence of movements that student should execute to achieve the wanted final behavior.
- To put the organism in activity
- To condition student to answer with a substitute stimulate
- To apply reinforcement all time that student executes movements addressed to the wanted behavior, only in that case.

Let us see some consequences of this theory for teachers:

- The learning processes without reinforcements. Do not lead to the change of wanted behavior.
- The reinforcement has to continue immediately to the good result. The praise that is not said in the appropriate moment could have a negative effect.
- If we want to make disappear an undesirable behavior in a student, Don't give any reward or reinforcement.
- The reinforcements by themselves necessarily do not imply a positive effect in learning process.
- Only behaviours have an effect of positive motivation when they coincide with the students' necessities.³⁰

²⁹ Idem, 1997

³⁰Idem,1997

This theory involves habits formation. It is formed when learners make a connection between stimulus-response, it means that learners responds to the stimuli in the environment and it is reinforced. A habit is a stimulus-response connection or conditioned response.

This theory is not suited for our research because the education is centered on teacher. Teacher takes the role of the “sage on the stage”. Learners become passive in the learning due to the fact that teachers only transmit knowledge to learners.

2.6.2. Constructivist Theory

“Constructivism is based on the premise that cognition (learning) is the result of mental construction”³¹. In other words, students learn by fitting new information together with what they already know; this prior knowledge is called a schema . Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. According to the Constructivists learning is more effective when a student is actively engaged in the construction of knowledge rather than passively receiver.

One of the main representatives of Constructivism is Lev Vygotski, (1934.)³² This author support that a person develops his own knowledge in a social context, through the cultural evolution that takes place in the superior psychological processes (communication, language, reasoning, etc) which are acquired in a social context and then it is internalized. But this internalization is in fact the result of the use of certain cognitive behavior in a social context or in the environment.

Constructivism is constituted like a pedagogic model based on the contributions from the Psychology of Jean Piaget and the Psychology of Lev Vygotsky, whose theory emphasizes on that between the person’s knowledge and object exist a dynamic relationship and non static. The person is active face to real things and the information is interpreted from the environment.

To build knowledge it is not enough with being active face to the environment. The process of construction is a reconstruction process, in which all new knowledge is generated from other previous ones.

³¹ <http://en.Wikipedia.org/wiki/>

³² Vygotsky (1934) cited in AlanN Crawford et al “métodos comunicativos para la adquisición de una 2da lengua” Universidad de California, Los Ángeles.

Therefore the constructivism is the theoretical base of our syllabuses in the present work. students learn how to learn by giving them the training to take initiative for their own learning experiences, this theory supports our work plan since learners are actively involved in learning English. The activities are interactive centered on students. We only facilitates a process of learning in which students are encouraged to be responsible and autonomous. We only design or give situations where students are in contact with what students want to learn, so they achieve or build their own knowledge and it is not necessary to leave alone the student or it is just a situation what they build his knowledge.

In Education it is necessary to distinguish between what student is able to make and learn by himself and what is able to learn with the help of other people. Teachers should help in activities that student is not still able to develop by himself but he can solve through an appropriate pedagogic help. Teachers become to be a facilitator, a guide for students.

2.7. METHODOLOGIES OF TEACHING

The method is a fundamental base to carry out the teaching of a language. The creation of the methods in the acquisition of the language are based on concepts, theories and hypothesis that converge around the interaction of the constructive notions about the meaning.

2.7.1. The communicative method

The communicative method or communicative teaching of language was proposed by The linguist D. A. Wilkins in 1972. It is basically an analysis of the communicative meaning that a language learner needs to understand and express. This method takes into account teaching languages, it gives great importance to interaction like means and as a final objective in learning a language.

In the introduction of the following paper "*Syllabuses for Primary School*", says "Communicative purposes may be of different kinds. What is essential in all of them is that at

least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention” Richards (1996)³³

Communicative language teaching makes use of real-life situations that necessitate communication. Teacher sets up a situation where students are likely to encounter in real life. Communicative approach can leave students in suspense as to the outcome of a class exercise, which 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.

The communicative method is characterized for being a broad approach to teaching rather than as a teaching method with a clearly defined set of classroom practices. It is defined through a list of principles or features. One of the most recognized of these lists is David Nunan's (1989)³⁴ features.

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom.

Most of the communicative approach activities are centered on tasks. It is part of the classroom work which requires the student comprehension, manipulation, production or interaction in the target language.

For example, in a communicative classroom for beginners, we used a puppet. The teacher then proceeds to model an exchange of introductions in the target language: Hello, What's your

³³ Richards Jack, Theodore S. Rodgers “Approaches and Method in Language Teaching” Cambridge University Press, 1986

³⁴ Nunan David, *Designing Task for the Communicative Classroom*, Cambridge University Press, 1989

name? Reply: "Tiger," . Using a combination of the target language and gestures, teacher conveys the task at hand, and gets students to introduce themselves and ask their classmates for information. Students answer in English to a question in English, they do not know the answers beforehand, here we can see an authentic exchange of information.

Later during the class, as a reinforcement teacher explains, in English, the differences among English greetings in various social situations.

According to Larsen-Freeman, (1986)³⁵ teachers in communicative classrooms find themselves talking less and listening more-becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor.

We chose this method due to the objective of oral communication that the present work has in relation to teaching a language to children.

2.7.2. Total physical response

The Total physical response method was developed by James Asher, under two characteristics of language acquisition. The child mind is filled with a lot of comprehensible input before the child begins to produce verbal response and there is a lot of physical manipulation from child in response to what the people around say, that consist mainly on commands. "This method contains comprehensible input, a period of silence and an approach in the appropriate content instead of grammar or forms". Crawford (1981)³⁶

The main objective of this method in teaching a language is based on the belief that the listening skill should be developed totally before any oral participation (speaking skill) on behalf of the students, in the same way it happens with small children when they learn their mother tongue. Asher, James. (1982).³⁷

In his theory Asher draws on three rather influential learning hypothesis:

³⁵ Larsen, Freeman, *Techniques and Principles in Language Teaching*, Oxford, Oxford University Press. 1986

³⁶ Crawford, *Metodos Comunicativos para la Enseñanza de una Segunda Lengua*, Universidad California, Los Angeles, 1981

³⁷ Asher, James. *Principles and Practice in Second Language Acquisition.*, New York: Pergamon Press, 1982

1. There exists a specific innate bio-program for language learning which defines an optimum path for first and second language development.
2. Brain lateralization defines different learning functions in the left and right brain hemispheres.
3. Stress intervenes between the act of learning and what is to be learned; the lower the stress the greater the learning.

According to Asher³⁸, " Total Physical response method is based on the premise that the human brain has a biological program for acquiring any natural language on earth." The process is visible when we observe how infants internalize their first language. The communication between parents and children combine verbal and motor abilities. Children respond physically to verbal commands to the father. In the classroom, teacher and the student take similar roles respectively like father and child. Students should respond physically to the teacher's words. The activity can be simple. For instance, the game "Simón says" the imperative form it is one of the main tools of this method. This way of teaching is illustrated with activities and movements that motivate students to carry out more activities and learn the English language.

Teachers use some interesting activities to give some rather funny commands. For example, after telling students to put their left hand in the air, he has them put both hands in the air, then follows up by asking students to put both feet in the air and so forth.

Moreover we can use other verbs, combine the verbs with nouns in lots of interesting ways. All this have to be accompanied by gesture and movements. Besides we can make some combinations, for example "give the chalk to me", "go back to your chair", "take out a piece of paper", "write your name at the top", "fold your paper", "come to the blackboard", "pick up a marker" etc. and when students come to the blackboard You can even ask them to draw pictures of any vocabulary you want to teach. To add some fun, we can divide the board into two or three sections so that one student from each row can come to the board. The person who can write or draw the fastest earns one point for his or her row.

³⁸ Idem, James 1982

This method helps us to teach some simple structures, vocabulary without translating. We only use movements, gestures and we play using some commands.

2.8. LEARNING STRATEGIES

Children in this stage need to learn how to learn. It means children education and learning should not be decreased only to the limits of their classroom, books and teachers. We should help children to acquire abilities and independence. It allows pupils to continue the learning outside of the classroom. It means that we should form good habits. It depends on lesson plans, the strategies selection.

During teaching-learning process it has been taken into account many aspects, one of these aspects are learning strategies. so we want to refer to actions, steps that were applied in the present work to obtain significant learning. Wenden and Rubin (1987:19)³⁹ defines learning strategies as “any sets of operations, steps, plans, routines used by learner to facilitate the obtaining, storage, retrieval, and use of information. According to Stern (1992)⁴⁰ "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners attempts to find the quickest or easiest way to do what is required.⁴¹

For this reason we tried out different strategies. So students can chose for themselves what strategy they would feel good or would suit best their learning style.

³⁹ Wenden A. & Rubin J. *Learner Strategies in Language Learning*, Prentice Hall, New Jersey, 1987.

⁴⁰ Stern HH. *Issues and Options in Language Teaching*, Oxford: OUP, 1992

⁴¹ House Susan, *An introduction to Teaching English to children*, Richmond Publishing, Spain, 1997

Comprehension

Comprehension is the acquisition of new knowledge about something in this case English language. According to House (1997)⁴² “comprehension is a learning strategy for structural language, it usually involves students doing some sort of activity which displays comprehension of the grammar rules involved.”

After to explaining the grammar rules showing some examples in some sentences, we can not expect that children do not make mistakes once they understood, as a teacher we have to correct them. The complexity of the activity depends on the age of the children. The younger the children are, the simpler the activity should be.

Memorizing

This strategy is very useful to learn vocabulary. To make the classroom funny. It could be used in games. Some useful resource for this kind of activities are pictures and word flashcards. A good way for learning vocabulary is making sure that children see and hear the words as much as possible.

House⁴³ gives some ideas for helping children to learn vocabulary and structure:

Students only remember words that they use, so we have to teach words that are going to be useful for students

The vocabulary must be interest for students, it is much easier for them to learn interesting topics. Limit the amount of vocabulary in two stages. The first stage is to learn the meaning and how to use it. The second one involves learning how to write the words.

Children learn quickly, also they forget quickly, therefore it is important to review the vocabulary in subsequent lessons, in this way they can learn faster. Moreover recycling is an important building activity.

⁴² Idem, House, 1997

⁴³ Idem, House, 1997

Storing vocabulary

Storing the vocabulary is very useful for using in the future. Some techniques for storing are using flashcard, wall dictionary and develop games with word families. The techniques depends on the ability of students and their ages.

Flashcards

This is an ideal strategy for children in order to present the vocabulary and writing. It permits us to give the meaning of the words without using the mother tongue Moreover it is useful for games or to introduce contrasting language items at the same time and the word flash helps us for labeling classroom objects.

Wall dictionary

It is a good way to offer students a visual stimuli in order to learn vocabulary and writing. It consists of drawing an outline of a picture, it must be according to the students' age. For example the picture of a train. Each class students labels the new vocabulary in each wagon according to the word families.

Storing structure

This strategy is more difficult than storing vocabulary. It will be easier if we look at this area as "whole language" rather than just structures. The need to store structure base to the language. One way of storing structures is through picture and words maps

2.9. TEACHING TECHNIQUES

Teaching techniques that we used during the process of teaching had great relevance in students' learning. In the process of teaching we used a variety of techniques such as games, role-play with puppets since children are motivated with things that is interested, for instance, songs and others. Ashworth and Wakefield (1994)⁴⁴state that: "Children learn best through play, games, make-believe, storytelling and songs. Both the context and the content of the activities need to be varied, holding the children's interest and giving them the opportunity to

⁴⁴ Ashworth, M. & Wakefield, H.P. (1994) Teaching the world's children: ESL for ages three to seven. Markham, Ontario: Pippin

participates you at their own level". Children educational stage have some characteristics and different necessities that should be assisted in a special way. We mention in previous lines, school stage is a key for future in all knowledge that a child acquires. above all when something is strange for child and it is so far from his daily life, like it is a foreign language.

Game

"El juego nunca deja de ser una ocupación de principal importancia durante la niñez" Calero (1998)⁴⁵. Children life is playing and playing, the nature establishes strong inclinations to game in all normal child. Children play by instinct, by an internal force which make them to move, to manipulate, to stand up and so on. Children play moved by an interior necessity, not by an order or external obligation.

The importance of the game in education is big. Game is a powerful element for the preparation of children's social life. Through game, children learn solidarity. It shapes and consolidates the character and stimulates the creative power. Moreover, through game the observation's spirit is developed. It develops also the visual, tactile and auditory sense and it gives agility to body.

Among games there are many kinds of games. There are ones which pupils can play using their senses. Also there are games that consist on repetition and coordination of movements. An important point to take into account is that games have the purpose of grouping, cooperation, sense of grupal responsibility game allows children to communicate and share with other children. The game is one of the biggest forces to socialize. When children play, they arise the social sensibility and they learn how to behave in groups.

Song

Song is considered like game by a child, so we can take advantages of it transforming in an attractive teaching technique to provide knowledge in a foreign language, through this technique we can expand student's vocabulary. Also we can teach students simple structures. Besides, song helps student to improve listening skill, it also improves in the correct pronunciation. Song has to be related with the students' age.

⁴⁵ Calero Perez, *Educación Jugando*, Editorial San Marcos, Peru, 1998.

Songs are a good resource for English Teaching. They are funny. They promote mimics, gestures, etc. associated to the meaning. A song gives us the opportunity to repeat the same words or structural items many times without risk of boredom. Repetitions become part of an activity, so they are not boring. Songs allow no time for translation, so children do not try to translate everything, they guess the meaning of most words, and expressions.

The most popular themes are animals, parts of the body or familiar daily activities. Almost all children love singing and it is an attractive for children even if they do not want to learn English. It encourages children to know that they can do in English something they do in their own language. Each rhyme or song were thought as an enjoyable piece of verse in its own right. The learner's attention should be spontaneously drawn to the use of language in them and to its expressiveness.

Stories

Stories are particularly important in the lives of children, they help them to understand their world and share with others. Also they are motivating. Through stories children develop their imagination. Children always be willing to listen or read some stories.

The bodily and facial movements are very important when we tell a story, because we capture more interest in children and they do not get bored. Also they can imagine the characters as Zaro and Salaberri (1995)⁴⁶ tell us “it is probably true that we communicate as much or more through our bodily and facial movement than we do by the words we use.”

Ellis and Brewster (1991)⁴⁷ give several reasons why teachers should use storybooks.

- Storybooks can enrich the pupils' learning experience. Stories are motivating and fun and can help develop positive attitudes towards the foreign language.
- Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world.
- Listening to stories in class is a shared social experience.

⁴⁶. Zaro Juan J and Salaberri Sagrario “Story Telling” Heinemann Publisher, Oxford, 1995

⁴⁷ Ellis G. and J. Brewster “The story telling handbook for primary teachers”. Harmondsworth, Penguin,1991

- Children enjoy listening to stories over and over gain. This repetition allows language items to be acquired and reinforced.
- Listening to stories develops the child's listening and concentrating skills.

So activities with stories stimulate the students' interest in communicating in a meaningful way.

Those techniques and strategies were very useful in our project since students assimilate the lessons well. The most important thing of using these techniques was that students experiment different kind of learning making an enjoyable learning. Through game, song, short stories we captured the students' interest for learning English language. Students were very motivated in the process of learning.

III DIAGNOSIS

In this section we explain how we developed the diagnostic evaluation the population, sample and the results that we got.

3.1. Diagnostic evaluation

First of all we are going to define evaluation,” it is the process of determining significance or worth, usually by careful appraisal and study. It is the estimation of learning and teaching process”⁴⁸. In this case a diagnostic evaluation was develop at the beginning of the process. This evaluation determined students knowledge in a specific area.

The population who assisted to the nursery was 56 children, there were 17 children who are six to ten years old. The evaluation was applied to 15 children (9 girls and 6 boys). We made this evaluation to know the pupils’ knowledge taking in to account some areas in order to have an idea about children knowledge background. Children potentialities, needs or limitations.

AREAS OF EVALUATION

WAY OF EVALUATION

1. Writing and control of muscular movements

We asked students to write their names and some objects. Also we exercised with them in order to know the control of their movements (see appendix B)

2. Language

We asked children some personal questions like what is your name?, How old are you?, etc (see appendix B)

⁴⁸ Advanced learner’s Dictionary, Oxford, 1999

3. General knowledge

This area was evaluated through oral questions related to clothes, professions, transportations, colors, numbers, geometric shapes, animals, etc. (see appendix B)

4. Sociability and Behavior

In different activities, we observed children behavior, with out over reacting. During the observation, we took into account, if child asked for something saying “please” and “thanks”. If child greeted by himself. if he / she was alone, if he /she collaborated in different situations. If he / she mixed with other children.

5. English knowledge

We made individual questions related to clothes, professions, transportations, colors, numbers, geometric shapes animals. (see appendix B)

3.2. Diagnostic Evaluation Results

1. Writing and control of muscular movements

On writing area one question (could you write your name?)from three shows us that 40% of children (see appendix B chart 1,) did not write their names. It means that children did not know how to write in Spanish language. 53% of children wrote their names and 7% did not answer. Taking into account control of muscular movements area, 80% of children (see appendix B chart 1b) coordinate their movements, it means that children hop. 18% of children did not carry out this action and 2% did not know hopping

2. Language

It was clear that most children who are six and seven years old were absent – minded, because children did not feel comfortable with the direct interview. Children were shy

anyway; they expressed themselves clearly, some questions that show this aspect is that 90% of children (see appendix B, chart 2) answered question like: What is your name?. 10% of children did not answer. Related to question “How old are you ?” 59% of children answer correctly 21% did not answer the question and 20% did not know their ages. In the question “ What did you do yesterday? ” we do not have a chart, because it is an open question, more than a half of children use past tense correctly and the other confused the use of past tense, for example children talked: “ayer ire donde mi papa”

3. General knowledge

Some indicators show us that children did not have a general cognitive background or knowledge background than any children. 68 % of children (see appendix B, chart 3) answered to question “what colors do you know?”. Most of children recognized the primary colors like: red, blue, green, white and so on. 32% of children did not answer this question. Also 58% of children answered and recognized the shapes. 42% of children did not recognize the shapes. In the section to identify some objects we do not show a chart, we describe it qualitatively. Children knew some farm animals, such as: the duck, dog, cat, cow. They also knew the usual clothes, the plant, and some fruits.

3. Sociability and Behavior

Sociability and behavior in C.O.F. children who are 6 to 10 years old were quite aggressive. There were children who did not talk to other groups. Children did not like to share materials. They did not talk easy with other child. It seems to be because among their mothers some problems exists. Children did not ask something saying “please” or “thanks”.

4. English knowledge

With reference of English knowledge, children did not know the target language; a sign that shows us this aspect is that 61% of children (see appendix B chart 4) did not know how to say “hola” in English, 25 % of children did not answer this question and 14% of children knew how to say “hola ” in English language. In the question “Could you count in English?”. 74% of children did not know how to count in English. 15% of children counted in English, but in disorder and 11% of children did not answer.

Conclusion

A sample of the problems that children face when living in prison is the lack of children's knowledge development. Children do not receive stimulus to attend to the school. They do not have an adequate example from their mothers. Children receive the same stimulus in prison, due to this children did not know some basic knowledge in Spanish language. Children are aggressive with their partners. It seems to be by the situational environment in which they are growing up. Talking about English knowledge, children did not know the target language, although they know that English Language is a foreign language due to the help that the institution receives from foreign organization, ONGs. This situation made more interesting for children to learn English language.

IV. PROGRAMME

4.1. Introduction

This work supports six to ten years old children's education, these children live with their mother at Centro de Orientación Femenino de Obrajes. They need an integral support taking into account education, socio-emotional areas. Beside, Through this project we give knowledge in English language, we collaborate in other aspect like collaboration, cooperation and self confidence in children.

Through use of songs, communicative games and short stories, we motivate children to have an active participation in the process of teaching and learning,. The idea is give children an active teaching where they participate, they develop their imagination and creativity, they learn vocabulary and simple structures, then they apply them in a lesson.

This project proposes to teach English at an elemental level to children using songs, communicative games, short stories and so forth. Through these techniques, we capture children's interest for learning English language. In this way, we motivate children in the process of learning. In the syllabus, we have six unit which are developed according to children's needs. The Project was developed for 9 months, since September 2007 to June 2008 from 14:00 to 17:00 pm. It means about three hours per session, from Monday to Thursday. It is important to mention that on Fridays we worked all day. English classes were given from 9:00 to 12:00 during mornings, and from 14:00 to 17:00 during afternoons.

4.2. General Objective

- To provide basic knowledge in English language, beginning with oral communication using listening and speaking language.

4.3. Specific objectives

- **To make children understand and use the verb “to be” in basic structures.**

- **To listen and understand English instructions using, basic structures.**
- **To understand the article “a” “an ” , the demonstratives pronouns, the personal pronouns and apply them in short sentences.**
- **To develop dynamic classes to motivate children in the process of teaching and learning.**

4.4. Syllabus

This section presents the content of topics which were covered in English course through the present project. The teacher had the duty and the responsibility to apply the adequate educational program to follow and assess children’s learning, at the same time the syllabus development.

The syllabus proposal is a *content-based syllabus*, in this type of syllabus each topic is exploited systematically within a framework leading to the production of language teaching.

The topics were selected according to the children’s basic knowledge in Spanish Language, interests taking into account the age of children in order to have more benefits in the process of teaching and the most important aspect that we took into account to select the topics was the Bolivian syllabus in order to carry out a sequential learning of First and Foreign Language.

The syllabus design presented six units which were subdivided in topics in order to make more systematic the lesson.

4.4.1. Content

CONTENTS	OBJECTIVES	COMPETENCES	ACTIVITIES	STRATEGIES
<p>Unit 1 This is me</p> <p>Meeting our partners</p> <p>I am a girl / I am a boy ?</p> <p>This is my body</p> <p>My clothes</p>	<ul style="list-style-type: none"> • To introduce oneself. • To know their partners • To practice some commands • To reinforce feelings (happy, sad, bored, surprised, etc.) • To identify and name parts of the body • To understand the plural nouns. • To understand question like: What is this?. • To identify and name the daily clothes. • To use the possessive “my” 	<ul style="list-style-type: none"> • Greet and introduce yourself with others. • Apply words related to greetings • Discriminate the intonations of questions and answers • Recognize some feelings. • Grammar: use the plural nouns, the possessive “my” • Recognize parts of the face. • Recognize body parts • Recognize the daily clothes. 	<ul style="list-style-type: none"> • Conversation with puppets • Asking for information • Identifying feelings • A chant • Game “Show me” • Classroom commands (sit down, stand up, raise your hand, etc.) • Repetition exercise. • Body parts’ discrimination • Song with action. • Game “La pegatina” • Repetition exercise and presentation of the topic • Clothes identification • Game “The roulette” 	<p>Use prior knowledge; Listen to language model; repeat words and sentences; play games; use mime, gesture, songs ; use visual and auditory cues. Use of realia.</p>

CONTENT	OBJECTIVES	COMPETENCES	ACTIVITIES	STRATEGIES
<p>Unit 2 In the school</p> <p>My classroom</p> <p>Colors and numbers</p> <p>Shapes</p> <p>Musical instrument</p>	<ul style="list-style-type: none"> • To identify classroom object • To make polite request • To understand the article “a” “an” • To know and write the numbers from zero to twenty. • To know and write the colors. • To identify shapes. • To use adjectives • To identify musical instruments 	<ul style="list-style-type: none"> • Ask question related to classroom objects. • Name and write the numbers from 0 to 20. • Recognize colors. • Mix some colors to have another color • Recognize shapes. • Make simple sentences using big and small • Recognize and name the musical instrument. 	<ul style="list-style-type: none"> • What is this ? • Song • Memory game • Matching activity • Colors’ and numbers’ presentation • Game “the dice”. • Puzzle • Shapes’ presentation • Game “What is in the bag”. • Song. • Painting activity • Repetition exercise and presentation of the topic. • Conversation. • Game “Show me” 	<p>Use prior knowledge, repeat words and sentences; listen to language models; give physical responses ; use mime, gestures, songs use flashcards, realia, play games.</p>

CONTENT	OBJECTIVES	COMPETENCES	ACTIVITIES	STRATEGIES
<p>Unit 3 Home, sweet home</p> <p>The family</p> <p>In the house</p> <p>Lunch time</p>	<ul style="list-style-type: none"> • To identify and name the members of the family • Make comparisons between “young / old” • To identify and name rooms in the house • To use prepositions (in, on, out of, in front, etc) • To identify foods and fruits • To express likes and dislikes • To use negative forms (like, don’t like). 	<ul style="list-style-type: none"> • Recognize the members of the family. • Use the adjectives young and old. • Recognize the different rooms of a house. • Use in simple sentences the prepositions • Use simple present in order to name fruits. • Semantics: Classify vegetables and fruits 	<ul style="list-style-type: none"> • Recognizing the family members • Phone conversation • Song • Matching • Song • A short conversation • Craft • Matching • Information question • Song • Game “Where is……?” 	<p>Use prior knowledge; listen to and follow directions; listen to language model; categorize food; play games ; use mime, gestures chants, songs; use flashcards and realia; role play.</p>

CONTENT	OBJECTIVES	COMPETENCES	ACTIVITIES	STRATEGIES
<p>Unit 4 Life in the nature</p> <p>The animals</p> <p>The plant</p>	<ul style="list-style-type: none"> • To identify and name animal of the farm, zoo, sea and insect. • To understand the use of size “big / small”. • To identify the parts of the plant. • To become familiar with growing terms 	<ul style="list-style-type: none"> • Semantics: Classify farm, zoo ,insect and sea animals. • Make simple sentences using previous vocabulary • Recognize the parts of the plant. 	<ul style="list-style-type: none"> • Song. • Ordering the scramble words. • Game. • Information questions. • Song • Short story with picture • Craft 	<p>Use prior knowledge; listen to language model; use mime, song; sequence of events; use flashcards.</p>

CONTENT	OBJECTIVES	COMPETENCES	ACTIVITIES	STRATEGIES
<p>Unit 5 In my community</p> <p>Occupations</p> <p>Transportations</p> <p>Communications</p>	<ul style="list-style-type: none"> • To identify and know the different occupations • To use personal nouns. • To identify the way of transports. • To use demonstrative pronouns • To identify and name the communication. • To reinforce the demonstrative pronouns. 	<ul style="list-style-type: none"> • Recognize some occupations. • Identify a person according to sex using the personal pronouns. • Grammar: Use the demonstrative pronouns. • Recognize the media 	<ul style="list-style-type: none"> • Short conversation. • Mimic game • Memory game • Painting • Song. • Short conversation • Memory Game • short conversation. • Game “Casino” • Game “yes / no” 	<p>Listen to language model; categorize objects; use mime, gestures, songs; role-play games; use flashcards and toys.</p>

CONTENT	OBJECTIVES	COMPETENCES	ACTIVITIES	STRATEGIES
<p>Unit 6 Our environment</p> <p>Cleaning up</p> <p>Reviewing previous lessons.</p>	<ul style="list-style-type: none"> • To become familiar with clean up terms. • To use contractions (Let's.....) • To review and reinforce simple structures of previous lessons. 	<ul style="list-style-type: none"> • Understand and use different terms related to cleaning up. • Produce orally simple sentences using the verb TO BE . 	<ul style="list-style-type: none"> • Chant recycling. • Craft. • Information questions • Communicative situation • Create some situation of conversation • Information questions • Play games Matching. 	<p>Listen and follow direction; repeat words and sentences; combine movement with language learning; use mime; play game; use flashcards.</p>

4.5. Methodology

During the project application we worked in *small groups*, it was very useful to make communicative activities, project work, and so on. We formed groups according to children personality, outgoing and easygoing children. Each group was characterized by a name that represent the team. Also each member of the group had an specific role, like the leader, the spoke person, and so on.

Moreover we worked in pairs. It was very useful to role-play, guided dialogues. In this kind of activity all children had the opportunity to talk.

During the process of teaching and learning we used different lessons plans. You can see there the materials. (see appendix C).

Moreover, we used different worksheets to support the lessons. You can see them on appendix E.

We know that children are hyperactive; therefore we used *Total Physical Response Method* and *Communicative Method* in order to get and maintain children attention. With these methods children enjoyed the process of teaching and learning.

Through Total Physical Response method language is given through commands and instructions, which require a physic answer of class. This method was very useful in the process of teaching because we did not translate a word, we used action, facial expressions and gestures in order that students understood the meaning of what they were listening.

For example, we played the game "*Simón says*" We chose two boys and two girls in the class and we practice some commands with them. (*Stand up, sit down, raise your hand and put your hands down, run, hop and jump*) We made sure all the whole class understand the commands. Then, we practiced them with the class. Moreover, we played with funny commands everybody were stand up walk around the class then students ask among them *show me your happy face, show me your angry face What is your name?, How are you, today?* and so forth

Furthermore, we used verbs, we *combined the verbs with nouns* in lots of interesting ways. these were accompanied by gesture and movements. For example, during the process of teaching, we gave some instruction like: "come here", "go back to your chair", "take out a piece of paper", "write your name at the top", "fold your paper", "come to the blackboard", "pick up a marker" "be quiet" etc. and sometimes when we asked students to come to the blackboard, we asked them to draw pictures of any vocabulary that we already had been taught.

To add some fun, we played some *funny games*. Students guessed who is the member of the family that student imitate Also the game Yes/No chair (see appendix C). Moreover, we used gestures and corporal movements in all songs and chants. Through these kind of activities we motivated students to carry out more activities and learn English language.

Moreover, we used the communicative method due to the characteristic of the present project which is to make children develop communicative and expressive capacity in English language. Through this method we set up a situation in which these children are likely to encounter in their life. For example, *role playing* with simple sentences. Students practiced short conversations related to different topics, students asked questions like: the color of clothes, the size of clothes.

Sometimes, we gave an specific situation then in pairs children had to make a *short conversation* with simple sentences or phrases. For example. The situation was : (students are in the park and they are eating fruits, sandwiches, ice cream and so forth)then students develop short conversations such as:

A: What is it?

B: It is an ice cream, it is delicious

A: What color is the apple?

B: it is red.

A: Do you like the apple?

B: Yes.

We also develop *communicative games* where students asked different questions in English. Games like " the roulette " , "What is in the bag" and so on.

The lessons were taught through different activities. The activities were developed according to the students interest. The lessons were reviewed at the end of the unit, children played, sang a song, made different activities like matching, filling a puzzle, painting and so forth. To have a guide during the process of teaching and learning, we elaborated a lesson plan.

Lesson Planning

The planning of six thematic units presented was a guide to follow the development of the present work. Since time was very important during the classes, we developed lesson plans (see appendix C) which contained different activities in order to develop the communication and expression ability in children. Lessons were developed for units and into the units there are lessons that are like sets. Lessons were a guide to perform or carry out a determined topic. However, a lesson plan was not restrictive, it helped us to prevent some problems of units.

For example, not all the students worked at the same pace, some students finished activities very quickly, while others needed more time. Therefore, it was important to give students enough time. In order that all pupils finished the work, we overcame this aspect, we gave other activities for those students who finished quickly. The development of the lesson plan depended on the capacity of students to assimilate a lesson.

In the next section we present lesson plans N° 1 developed during the classes in the process of teaching a language.

LESSON PLAN N° 1

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: This is me

I. Functional Objective:

- To introduce oneself and exchange greetings.
- To give information: boy/girl.
- To identify parts of the body and clothes.

II. Linguistics objectives:

- To ask and answer questions : What's your name? My name is.... How are you? I'm fine thanks.
- To understand the verb "to be" for third person "it" . What is this? It is a_____.
- To understand the demonstrative pronoun: *this, that*

III. Materials - Scissors - Puppets
- Glue - Flashcards
- Colors. - Support photocopies
- Markers

IV. Warm up

Time: 10 m

SONG

HELLO, WHAT'S YOUR NAME

Hello, what's your name?
How are you today ?
Fine thanks. My name is Pato
Would you like to play!

Hello, what's your name?
How are you today ?
Fine thanks. My name is Patty
Would you like to play !

Hello, what's your name?
How are you today ?
Fine thanks. My name is _____
Would you like to play!

V. Procedure

SET 1

Time: 40 minutes

ACTIVITY 1

We use puppets, we address towards students and we make to talk the puppets.

Tiger: Hello, students
My name is Tigre

After that, we introduce ourselves, then each students introduce himself. Next we provide them a piece of paper with their names (name tag), students have to paint it. This is very useful to remember the students' names.

ACTIVITY 2

Time: 15 m.

We give a model of conversation for introducing oneself with puppets in order to arise the students' interest . We put names to puppets "tiger" and "squirrel".

Tiger: Hello, What's your name?
Squirrel: My name is squirrel
Tiger: Good bye
Squirrel: Bye – bye

We form groups to practice the conversation, then students let us to know the name of the person that they had been met. Next we ask for some voluntaries to practice the conversation in front of the class.

ACTIVITY 3

Time: 15 m

We give another conversation's model for asking information and identifying feelings.

Tiger: Hello
Teacher: Hello
Tiger: How are you, today?
Teacher: Fine, Thanks (I am happy , I am sad, etc)
Tiger : Good bye
Teacher: Good bye

In pairs, students practice the conversation, in order to motivate them we give some rewards.

SET 2

Time: 30 minutes

ACTIVITY 1

Time: 10m

This is a boy, point to the boy

This is a girl, point to the girl
This is a happy boy, show me the happy boy.
This is a sad girl, show me the sad girl.

To develop this poem everybody hold a boy and girl drawings . We practice the poem with movements.

ACTIVITY 2

Time: 20m.

- We provide some photocopies for painting and drawing a happy and sad face of a boy or girl. Later we ask “*show me the girl*” or “*show me a happy face*” then students raise the girl’s drawing and student have to say “*It is a girl*” if the answer is correct, we give him or her one point. The students who have more points get a sticker..
- We choose two boys and two girls in the class and we practice some commands with them. (*Stand up, sit down, raise your hand and put your hands down.*) We made sure all the whole class understand the commands. then we practice with the whole class.

T: Boys and girls, stand up. Boys and girls raise your hands.

Girls put your hands down. Boys sit down. Boys put your hands down.

Girls sit down.

We repeat the commands two times.

SET 3

Time 40 minutes

ACTIVITY 1

Time:10 m

This is an arm - these are arms

This an ear - these are ears

This is a foot - these are feet

During the presentation of the topic with flashcards, students repeat the sentences. *This is a head (everybody touch your head), this is a body, this is an arm, these are arm, this is hand* and so on.

ACTIVITY 2

Time: 15

We present a conversation. Students practice the conversation in pairs, after they present the conversation in front of the class. Students have the possibility to change the conversation.

Teacher: Is this a hand or an arm?

Student: It is a hand

Teacher: Yes, that’s right

ACTIVITY 3

Time: 15 m

Song

Head, Legs, Body, Foot

Arms, hands

Head, Legs, Body, Foot

Arms, hands

This song is accompanied with movements

Moreover, we provide some photocopies for coloring, cutting out and sticking a robot's parts (see appendix E)

ACTIVITY 4

TIME 15m

We form two groups. Each member of the two groups receives a flashcard of the body or sense. Students have to mention the part of the body and stick it on the appropriate place. The member of the group which name the part of the body correctly get a point for the group.

SET 4

Time 55 minutes

ACTIVITY 1

Time: 15 m.

Presentation with flashcards

This is a skirt – It is a long skirt

These are shoes– these are pants

This is a small shirt – these are short

We provide students flashcards to identify the drawing and participate. After, we exchange the flashcards, so everybody participate in this activity.

ACTIVITY 2

Time: 35 m.

Clothes' identification.

Teacher: Is this a skirt or a dress?

Students: It is a dress.

Teacher: Yes, that's right.

With the help of flashcards, we ask some questions to identify the clothes, then students practice this conversation in pairs.

Moreover, we make a fashion show with different clothes. In this activity, we ask students:

T: What is he / she wearing?
S: He / she is wearing a cap, a shirt,...

Also, we provide some photocopies with different clothes. Students have to cut the clothes and wear to a boy or girl with clothes that they knew in English, next they named the clothes of the boy or girl. (see appendix E)

ACTIVITY 3

Time: 10min

Game : “The roulette

On a big card we draw some clothes. We form a circle, we put the roulette in the middle. A students make to spin the roulette, the hand of the roulette points out two people. One person ask a question and the other answer.



A: What are these?
B: These are sandals.

The students that ask or answer correctly get a point.

VI. Follow up

Time: 10 m.

Game

We divide the class in two groups. Group one carry out a question to other group, then groups exchange the roles.

The group that has more points are the winner.

Group 1: (point a student) What's your name?

Group 2: My name is_____.

Group 2: (point a student) What is this?

Group 1: It is a leg.

We play the game, “The roulette

4.5. Formative Evaluation

Unit three	15%
Fourth evaluation Unit four	15%
Fifth evaluation Unit five	20%
Sixth evaluation Unit six	20%
	100%

Moreover, we reviewed at the end of the class. We made questions during 15 minutes before finished the class day. We asked two different questions to each student. For example in the topic “Meeting our partners “ we asked “What’s your name?, How are you, today ?, etc” The questions were formulated according to the topic taught. Students who answered correctly went out. This reviewing helped us a lot, because student paid attention during the class.

Also at the end of the lesson, we reviewed about an specific lesson through oral questions, songs, games and short conversations. We also reviewed students knowledge through the score that students got in a game. If a child usually won, it meant that he/she had a good apprehension of lesson. Moreover some short conversations or just sing a song was very useful to evaluate students.

4.7. EVALUATION RESULTS

It is important to have tangible results to make more real the present project; therefore, we applied tests at the end of each unit. As we mentioned before we had a permanent evaluation. We reviewed the lesson of the day at the end of the class and at the end of the lesson. At the beginning of the project, children did not answer correctly. It seems to be because children did not feel confident or did not paid attention in class. The following days children improved, they answered question correctly. They felt more confident and motivated for learning more .

First evaluation

In the first evaluation results, chart 1 (see appendix D) shows us that 64% of students answered the question right. We have about 20% of children who had wrong answer, and 16% of children do not answer some question it seems to be because children did not feel confident.

In general, we had good learning process. We reached our objectives. Children introduce themselves, they greet with out problems, they identify and name the parts of the body. Children also develop some command .

Second evaluation

Chart 2 (see appendix D) shows us that 57% of students answer the question of unit two in a good way, it means that children had a good apprehension of unit II. 21% of children make mistakes on their answers, and 22% of students do not answer the questions.

According to student answers we indicate that students identify classroom object, shapes, musical instruments, colors and numbers.

Third evaluation

In third evaluation results, chart 3, (see appendix D) students assimilate in a correct way the prepositions, likes and dislikes, also students learn vocabulary related to family, food, and fruits. Students identify the rooms of a house, therefore; according to the chart 61% of students answered well. 27% of students did not answer well, 12% of students did not answer.

Fourth evaluation

In the fourth evaluation results, the chart 4, (see appendix D) shows us that 70% of students did not make mistakes in the answers of unit four. 14% of students did not answer the questions and 16% of students answered the questions in a wrong way.

Fifth evaluation

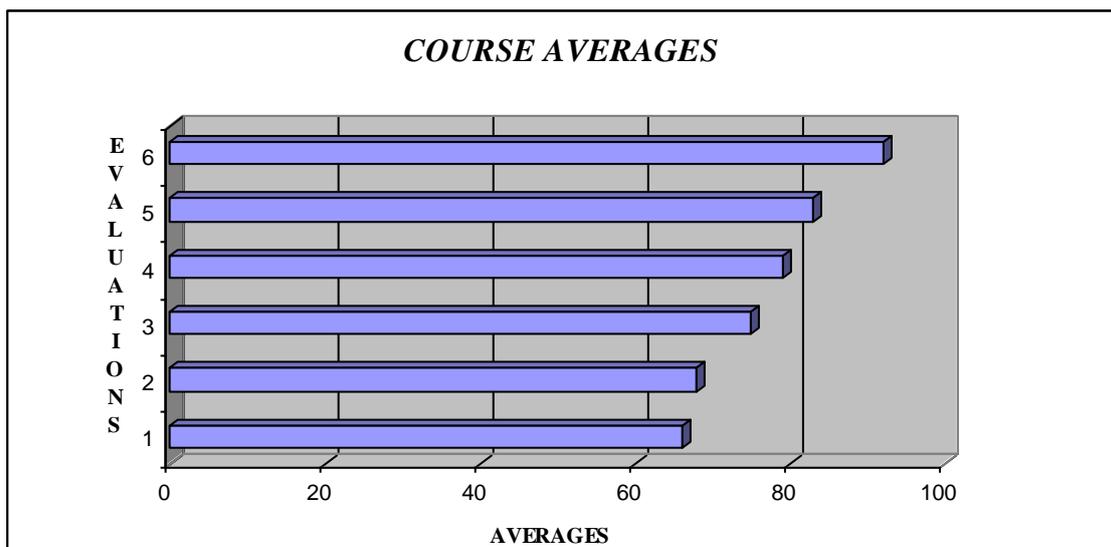
Chart 5, (see appendix D) shows us that more than 60% of students identify the different occupation, way of transport and communication. Children use the personal

nouns. The 14% of students had to reinforce the lesson of unit five because they answered in a wrong way and 26% of students did not answer.

Sixth evaluation

In the final evaluation more than 70% answered questions well. Children learned terms of cleaning in English, likewise they assimilated the importance of recycling garbage. Children can communicate with simple phrases using adjectives, children identify some terms of “cleaning up”, children use some commands. Only 19% of students made mistakes on their answers, the rest of them, 11% did not answer the question.

In general terms we had a good knowledge apprehension in English Language during the process of teaching.. According to the chart below, we could see that the averages of children evaluations increased. In the first evaluation the average was 66 and in the last evaluation was 92.



At the end of the project children learnt:

- Learnt to greet in a formal and informal way.
- Learnt to ask personal questions like What is your name? How are you today? What fruits do you like? What animals do you like? .
- Learnt and applied some commands.

- Learnt and applied simple questions and requests like: May I go to the bathroom?; Can you lend me an eraser, please? Give me an eraser, please?, Who is she?, etc.
- Learnt to write numbers in English language from zero to twenty, some students also learned to count in Spanish.
- Learnt to ask questions like: what is she wearing?. Also students identified the different clothes.
- Learnt and identified the way of transport and communication.
- Learnt terms of cleanup in English, likewise they assimilated the importance of recycling garbage.
- Learnt to use the demonstrative pronouns.
- Learnt to use the article “a” and “an”.
- Learnt and understood the comparisons between “young and old”.
- Learnt and used prepositions in, on, out of, in front of. in simple sentences.
- Expressed likes and dislikes in English language through simple sentences.
- Learnt some adjectives like big, little,
- Learnt and used personal pronouns, also they speak with simple sentences.
- Learnt English vocabulary related with clothes, object of the class, fruits, vegetables, animals, etc.

Moreover, children had a significant learning in the socio-emotional area due to the motivation and the different strategies used in classes. Children enjoyed the classes, they enjoyed working together, helping each other since the classes had a cooperative atmosphere. It helped children to express and to communicate in simple phrases in English.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

This work has been done as a preventive action focus on improving children's condition of living, children who live with their mothers who are confined in Center. Also through the present work we offered children the opportunity to learn English language instead that they hung around the C.O.F. learning bad words and bad actions. In this sense the purpose of this project was to make children develop a communicative and expressive capacity in English language at an elementary level taking into account different strategies and techniques like: songs, games short stories and so forth these techniques were chosen according to children's interest.

According to the outcomes that we got we can say that children developed a communicative capacity in English at an elementary level . It was done through different strategies and techniques that encouraged students to participate in classes. The activities were made according to students' age, interest with the objective that they enjoy learning English through games songs, short stories, and so forth. All these techniques were taken into account because children learn easily doing what they like to do, they provided children a positive atmosphere making them active learners. Children were more willing to participate in classes among their partners. Also these activities enhance children's interaction in the classroom.

It is important to mention that some children; not only learnt English language at an elementary level, but they also discriminated and learnt some basic knowledge about their mother tongue. for example: Children learnt the numbers, the geometric shapes, the parts of the plant in Spanish and English language.

An important aspect to mention is that through the present work children learned to share and work with their partners in group with out problems. They cooperated each other. They were not so aggressive like in the beginning of the

work. They began to behave better. They developed affection to us that helped us to have a better communication with them to reach our objectives.

Finally we can affirm that the objectives that we proposed at the beginning of the Guided Work were reached, since children developed communicative and expressive capacity in English at an elementary level. Also the work was highly beneficial for children of the C.O.F. They learnt elemental English language and they also learned to socialize and interact with their partners.

5.2. RECOMMENDATION

The main objective of this project was to make children develop a communicative and expressive capacity in English language at an elemental level, also encourage children cooperation and collaboration using different strategies and techniques. In this sense we could give some important reasons to continue the project.

One important point to highlight is that the project related to teaching English to children of C.O.F. must continue because it helped children in different areas and the most important is that they have a change in the socio- emotional area. Children enjoy working together, there are more interaction among them.

Another important point to mention is that teachers must consider the use of songs, games and short stories, group work into their syllabuses when teachers work with children since all these techniques enhance children perception in the process of learning.

Finally, the lessons plans and the syllabuses developed in the present project could serve as a didactic instrument for university students or they will be a point of reference for future activities to be developed with children.

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APPENDIX A

Activities' plan

FIRST PERIOD

Unit one

This is me

- Meeting our partners
- I am a girl / I am a boy
- This is my body
- My Clothes

Unit two

In the School

- My classroom
- Colors and numbers
- Shapes
- Musical Instruments

SECOND PERIOD

Unit three

Home sweet home

- The family
- In the House
- Lunch time

Unit four

Life in the nature

- The animals
- The plant

THIRD PERIOD

Unit five

In My community

- Occupations
- Transportation
- Communication

Unit six

Our environment

- Cleaning up
- Reviewing

ACTIVITIES 2007

September

10 - 14	We got contact with people in charge of the institution
17 - 18	We got the documents for the entrance
19	We visited the C.O.F.
24 - 28	Diagnostic evaluation

October

1 - 5	Organization of the group
8 - 18	Adaptation period
22	First period execution
23 ; 24	Greetings
25 ; 26	Meeting our partners
29	Practice some commands
30 ; 31	Boy / girl

November

1 ; 2	Happy / sad
5 - 8	The face and sense
9	Review
12 - 15	My body
16	Review
19 - 22	My clothes
23	First evaluation (see appendix A)
26 - 29	Object of the class
30	Review

December

3 - 7	Colors and numbers
10 - 13	Shapes
14	Review
17 -19	Musical instruments
20	Review
21	Second evaluation
24 ; 25	Christmas extra activities
26	Second period execution
27 ; 28	The family I
31	Young / old

ACTIVITIES 2008

January

2 - 4	My family II
7 - 10	The house
11	Review
14 - 17	Common preposition
18	Review

21 – 25	Foods
28 – 31	Fruits

February

1	Review
4 – 7	Vegetables
11 – 13	Likes / dislikes
14	Review
15	Third evaluation
18 – 21	Farm animals
22	Review
25 – 29	Sea animals

March

3 – 6	Zoo animals
7	Review
10 ; 13	Insects
14	Review
17 – 21	The plant
24 – 25	Review
26	Fourth evaluation

April

1 – 4	The occupations
7 – 9	The occupations II
11	Review
14 – 18	Personal nouns
21 – 24	Reinforcement
25; 29 ; 30	Transportation

May

2	Demonstrative pronouns
5 – 8	Review
9	Fifth evaluation
12 – 15	Communication
16	Review
19 – 21	Reinforcement
26 – 30	Cleaning up

June

2 – 5	Cleaning up II
6 ; 9 – 11	Review
12;13, 16 - 18	Review demonstrative pronouns
23 ; 24	Reinforcement
25	Final evaluation

APPENDIX B

Diagnostic evaluation

Diagnostic evaluation results

DIAGNÓSTICO

Nombre.....

1. Escritura y Control Muscular

- ¿Escribí tu nombre?
- ¿Escribí amarillo?
- ¿Escribí manzana?
- ¿Levanta la mano derecha?
- ¿Salta de un pie?
- ¿Salta con una mano arriba?

2. Lenguaje

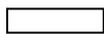
- ¿Cual es tu nombre?
- ¿Cuantos años tienes?
- ¿Estas yendo al colegio?
- ¿Cuales son los nombres de tus hermanos?
- ¿Qué has hecho ayer?

3. Conocimiento General

- ¿Qué colores conoces ?
- ¿Qué figuras geométricas son?
- ¿Relaciona la figura con las palabras?



circulo



cuadrado



triangulo



rectángulo

4. Conocimiento en Ingles

- ¿Sabes decir hola en Inglés?
- ¿Sabes algún color en Inglés?
- ¿Sabes contar en Ingles?
- Se pide identificar los dibujos anteriores en Ingles

Chart1

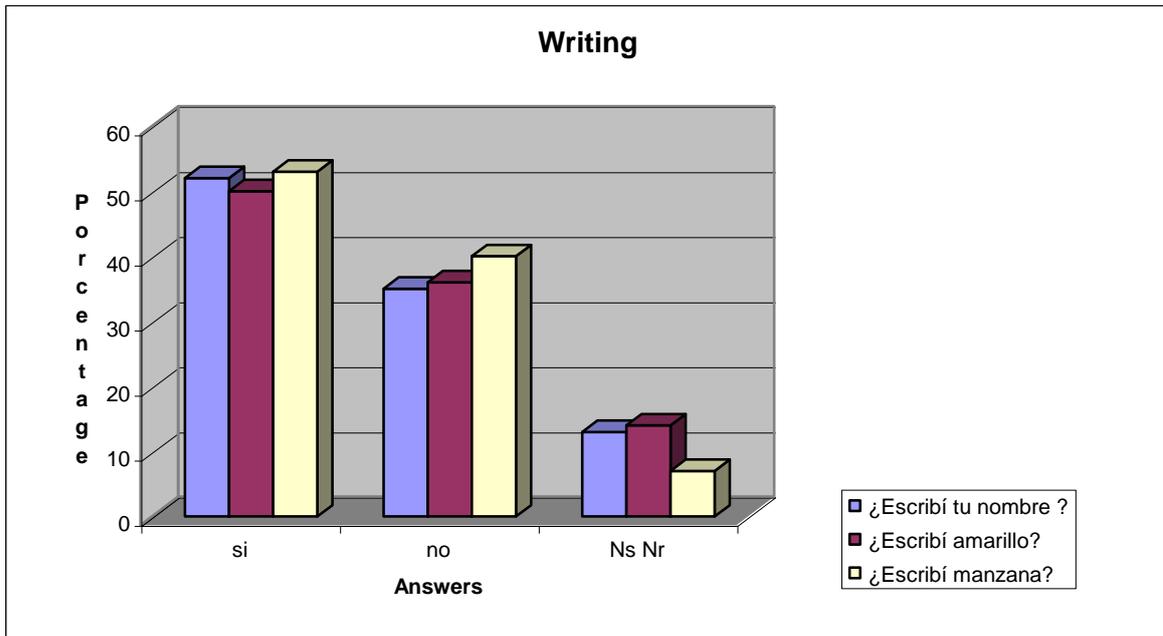


Chart 1^a

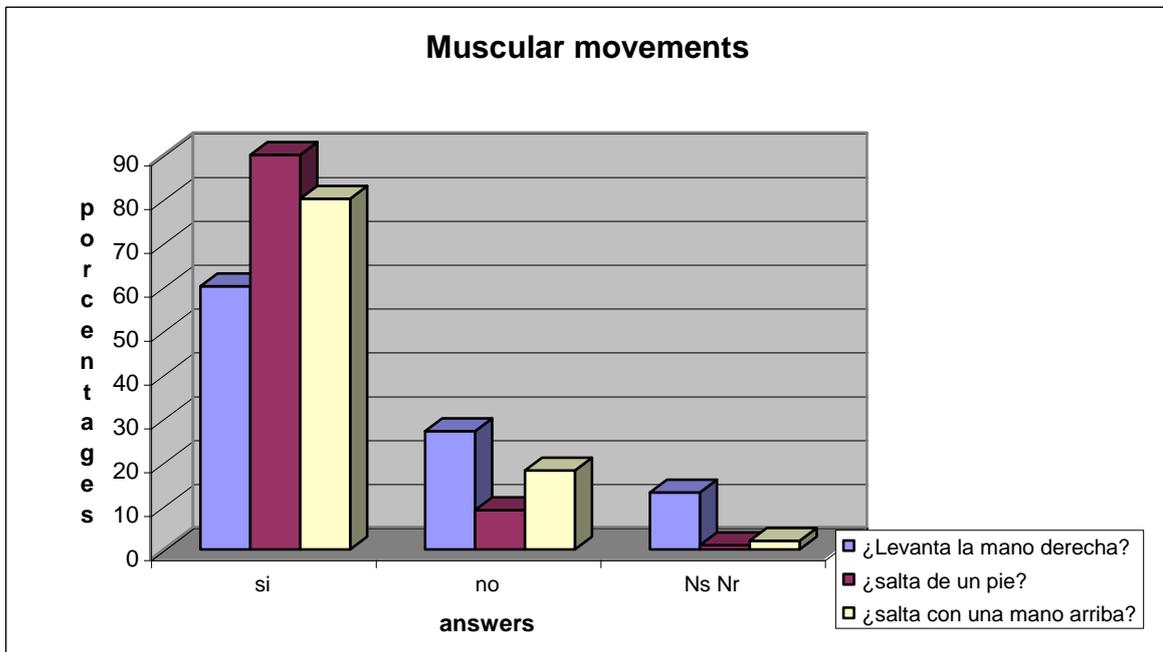


Chart 2

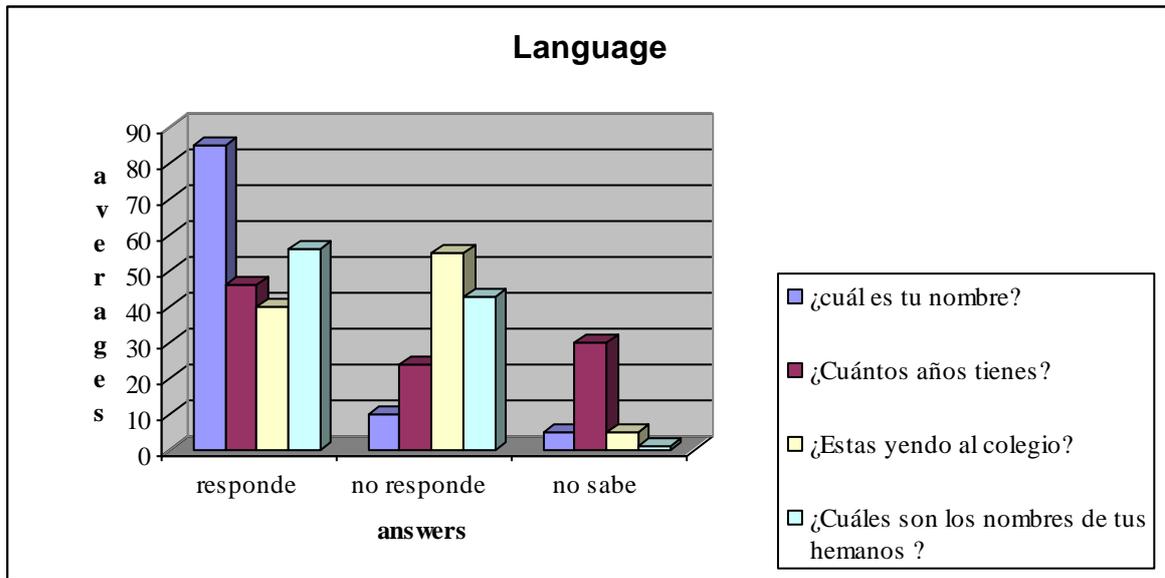


Chart 3

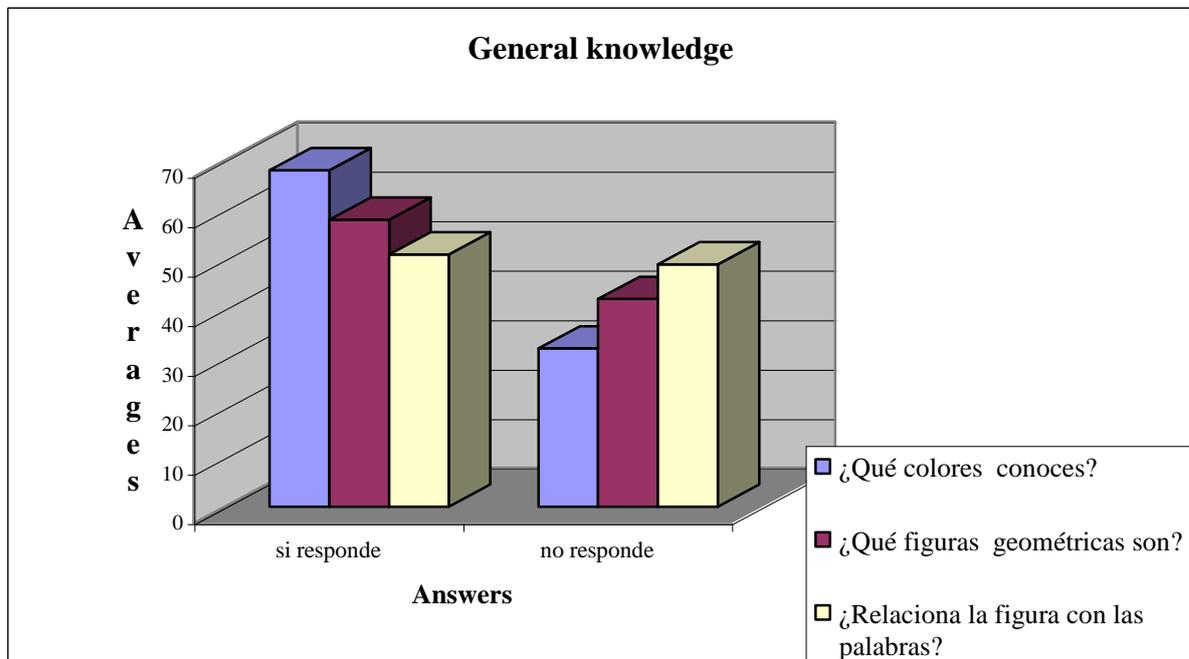
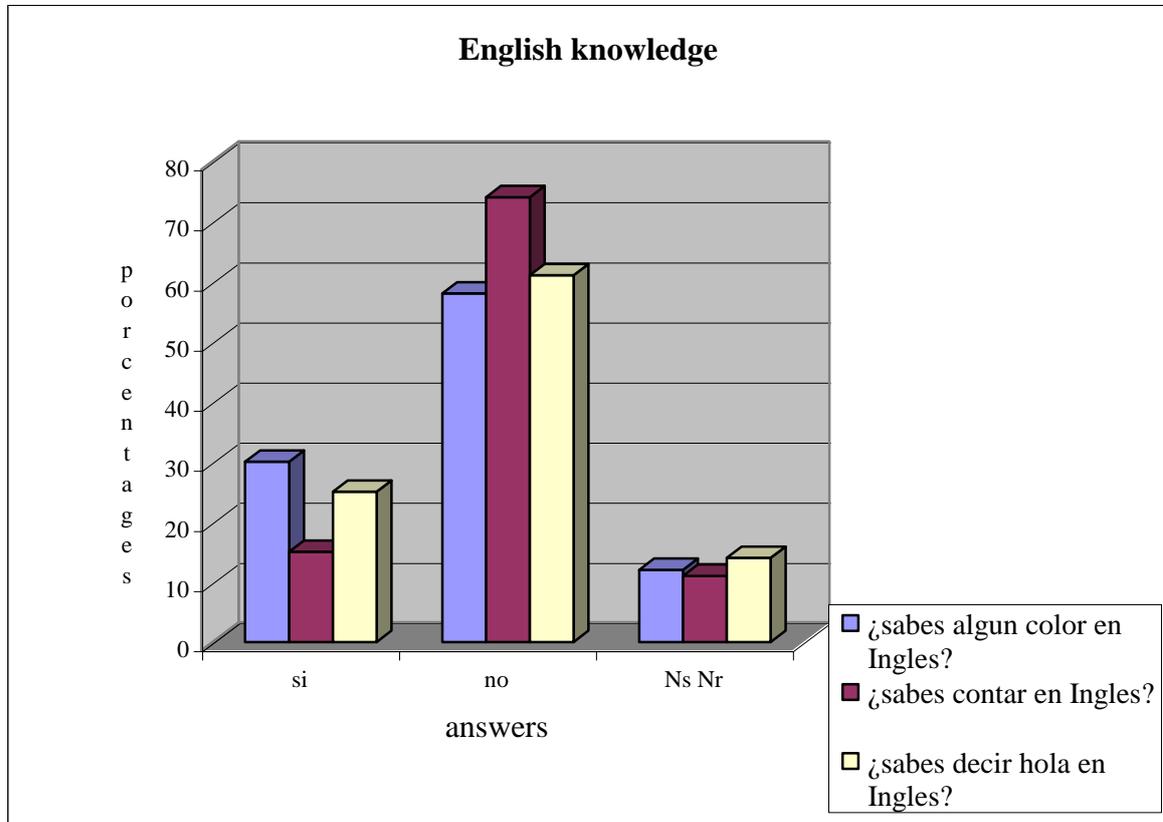


Chart 4



APPENDIX C

Lesson plans

LESSON PLAN N° 1

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: This is me

I. Functional Objective:

- To introduce oneself and exchange greetings.
- To give information: boy/girl.
- To identify parts of the body and clothes.

II. Linguistics objectives:

- To ask and answer questions : What's your name? My name is.... How are you? I'm fine thanks.
- To understand the verb "to be" for third person "it" . What is this? It is a_____.
- To understand the demonstrative pronoun: *this, that*

III. Materials

- | | |
|------------|-----------------------|
| - Scissors | - Puppets |
| - Glue | - Flashcards |
| - Colors. | - Support photocopies |
| - Markers | |

IV. Warm up

Time: 10 m

SONG

HELLO, WHAT'S YOUR NAME

Hello, what's your name?
How are you today ?
Fine thanks. My name is Pato
Would you like to play!

Hello, what's your name?
How are you today ?
Fine thanks. My name is Patty
Would you like to play !

Hello, what's your name?
How are you today ?
Fine thanks. My name is _____
Would you like to play!

V. Procedure

SET 1

Time: 40 minutes

ACTIVITY 1

We use puppets, we address towards students and we make to talk the puppets.

Tiger: Hello, students
My name is Tigre

After that, we introduce ourselves, then each students introduce himself. Next we provide them a piece of paper with their names (name tag), students have to paint it. This is very useful to remember the students' names.

ACTIVITY 2

Time: 15 m.

We give a model of conversation for introducing oneself with puppets in order to arise the students' interest . We put names to puppets "tiger" and "squirrel".

Tiger: Hello, What's your name?
Teacher: My name is squirrel
Tiger: Good bye
Teacher: Bye – bye

We form groups to practice the conversation, then students let us to know the name of the person that they had been met. Next we ask for some voluntaries to practice the conversation in front of the class.

ACTIVITY 3

Time: 15 m

We give another conversation's model for asking information and identifying feelings.

Tiger: Hello
Teacher: Hello
Tiger: How are you, today?
Teacher: Fine, Thanks (I am happy , I am sad, etc)
Tiger : Good bye
Teacher: Good bye

In pairs, students practice the conversation, in order to motivate them we give some rewards.

SET 2

Time: 30 minutes

ACTIVITY 1

Time: 10m

This is a boy, point to the boy
This is a girl, point to the girl
This is a happy boy, show me the happy boy.
This is a sad girl, show me the sad girl.

To develop this poem everybody hold a boy and girl drawings . We practice the poem with movements.

ACTIVITY 2

Time: 20m.

- We provide some photocopies for painting and drawing a happy and sad face of a boy or girl. Later we ask “*show me the girl*” or “*show me a happy face*” then students raise the girl’s drawing , then student have to say “*It is a girl*” if the answer is correct, we give him or her one point. The students that have more points get a stiker. After that students had to mimic a happy or a sad face, it was made according to the teacher instructions.
- We choose two boys and two girls in the class and we practice some commands with them. (*Stand up, sit down, raise your hand and put your hands down.*) We made sure all the whole class understand the commands. then we practice with the whole class.

T: Boys and girls, stand up. Boys and girls raise your hands.
Girls put your hands down. Boys sit down. Boys put your hands down.
Girls sit down.

We repeat the commands two times.

SET 3

Time 40 minutes

ACTIVITY 1

Time:10 m

This is an arm - these are arms
This an ear - these are ears
This is a foot - these are feet

During the presentation of the topic with flashcards, students repeat the sentences. *This is a head (everybody touch your head), this is a body, this is an arm, these are arm, this is hand* and so on.

ACTIVITY 2

Time: 15

We present a conversation. Students practice the conversation in pairs, after they present the conversation in front of the class. Students have the possibility to change the conversation.

Teacher: Is this a hand or an arm?

Student: It is a hand

Teacher: Yes, that's right

ACTIVITY 3

Time: 15 m

Song

Head, Legs, Body, Foot

Arms, hands

Head, Legs, Body, Foot

Arms, hands

This song is accompanied with movements

Moreover, we provide some photocopies for coloring, cutting out and sticking a robot's parts (see appendix E)

ACTIVITY 4

TIME 15m

We form two groups. Each member of the two groups receives a flashcard of the body or sense. Students have to mention the part of the body and stick it on the appropriate place. The member of the group which name the part of the body correctly get a point for the group.

SET 4

Time 55 minutes

ACTIVITY 1

Time: 15 m.

Presentation with flashcards

This is a skirt – It is a long skirt

These are shoes– these are pants

This is a small shirt – these are short

We provide students flashcards to identify the drawing and participate. After, we exchange the flashcards, so everybody participate in this activity.

ACTIVITY 2

Time: 35 m.

Clothes' identification.

Teacher: Is this a skirt or a dress?

Students: It is a dress.

Teacher: Yes, that's right.

With the help of flashcards, we ask some questions to identify the clothes, then students practice this conversation in pairs.

Moreover, we make a fashion show with different clothes. In this activity, we ask students:

T: What is he / she wearing?

S: He / she is wearing a cap, a shirt,...

Also, we provide some photocopies with different clothes. Students have to cut the clothes and wear to a boy or girl with clothes that they knew in English, next they named the clothes of the boy or girl. (see appendix E)

ACTIVITY 3

Time: 10min

Game : “The roulette

On a big card we draw some clothes. We form a circle, we put the roulette in the middle. A students make to spin the roulette, the hand of the roulette points out two people. One person ask a question and the other answer.



A: What are these?

B: These are sandals.

The students that ask or answer correctly get a point.

VI. Follow up

Time: 10 m.

Game

We divide the class in two groups. The group one carry out a question to the other group, after the other group ask another question.

The group that has more points are the winner.

Group 1: (point a student) What's your name?

Group 2: My name is_____.

Group 2: (point a student) What is this?

Group 1: It is a leg.

We play the game, “The roulette

LESSON PLAN N° 2

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: My school and classroom

I. Functional Objectives:

- To make polite request (May I _____, please?)
- To understand commands
- To identify classroom objects, colors, numbers , shapes and musical instruments.

II. Linguistic Objectives:

- To answer questions (Yes / No, It is a _____.)
- To understand expressions in the present tense.
- To reinforce the plural noun in English .
- To make size comparisons: *big/ small*.
- To use the possessive “my”
- To understand the article “a” – “an”

III. Materials

- | | |
|--------------------------|-----------------------|
| - Real Classroom objects | - Puppets |
| - Pencils | - Flashcards |
| - Colors | - Support photocopies |
| - Markers | - A color dice |

IV. Warm up

Time: 10 m.

As an initial activity we show objects of the class and flashcards. we ask students to listen and repeat: *This is a pencil. These are pencils. This is a Paper. This is a glue.*

V. Procedure

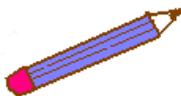
SET 1

Time: 40m.

ACTIVITY 1

Time: 10 m.

We present the topic showing the objects then students repeat after us. In pair group we practice a short conversation.



A: What is this?

B: This is a pencil

Students make polite request “*May I go to the bathroom, please?*” “*Give me an eraser, please*”. Every time that somebody needs something, he has to ask in English.

ACTIVITY 2

Time: 15 m

Song

We sing a song, accompanied with corporal movements

With my pencil, I can write my name.
With my ruler, I can make lines.
With my glue, I can stick.
With my scissors, I can cut

We provide some photocopies for reinforce the lesson. (see appendix E)

ACTIVITY 3

Time: 15 m

Game “Memory”

We provide children twelve couples of cards. Students have to find two cards with the same picture to make a pair, they only turn over two cards. If they make pair, students have to say “*It is a pencil*” (according to the picture) and they have another turn, If they do not, they miss a turn. The person that gets more pairs is the winner.

SET 2

Time: 30 m

ACTIVITY 1

Time: 15 m

We use different colors papers for the presentation. *It's yellow, It's blue. It's red, etc.* students repeat it, after we ask students to show us the color red and we encourage to say *It's red, etc.*

Students draw and paint objects of the class according to the numbers that we learn, in that way we reinforce the previous lesson. Moreover, we give some support photocopies to practice writing skill.(see appendix E)

ACTIVITY 2

Time: 15 m.

Game. “The dice”



We make a dice with faces of different colors. Students play in pairs, by turn students throw the dice and he/she has to say the color and count the dots of the dice. The student who gets more correct answers wins candies.

We provide some photocopies to paint, connect and fill in a puzzle. (see appendix E).

SET 3

Time: 35 m.

ACTIVITY 1

Time: 10m.

Shapes' presentation.

We use shapes of different colors for the presentation. *It is a circle. It is a rectangle. It is a triangle*, etc. Students repeat the sentence .

We provide each child different shape, they have to place the shapes in front of them on the table, face up. Later we ask student to show us the triangle. Children must to find the triangle as quickly as they can and they have to say the shape in English.

ACTIVITY 2

Time: 15m.

Game: What' s in the bag?.

The game is played in groups of two. Several shapes are into a bag and two member of each group come to us. Students have to take out the shape and say the size of the shape and the color. The student who is right on the answer get a point for his team.



A: What shape is it?

B: It is a blue square

It's small

ACTIVITY 3

Time: 10m.

The song is accompanied with movements.

Circle, circle. Never ending. Just like Mother's stack of mending.
Triangle, triangle. Has three sides, in the corner she always hides.
Rectangle, rectangle. Two short, two long, remember this rule and you will not go.

SET 4

Time: 25 m.

ACTIVITY 1

Time: 10 m.

We use musical instrument of cardboard for the presentation. *It is a guitar. It is a drum. It is a piano*, etc. After, we give students musical instruments of cardboard to make students perform the mimic, the other ones guess what instrument she or he is playing "*she plays the guitar*" we encourage students to repeat each sentence.

ACTIVITY 2

Time: 15 m.

In pairs students practice the conversation and perform in front of the class.

P: Can you play the guitar ?

T: Yes, I can

P: and you

T: No, I can not.

ACTIVITY 3

Time: 15m.

Game: "Show me"

We cut different musical instruments from a magazine, subsequently we stick on the class wall. Then we start to play in groups of three. One member of the group came to the front, and we ask "*show me the guitar*" each boy has to be locate in a place where there is a guitar and say what instrument it is? . The group that get more points is the winner.

VI. Follow - up

Time: 10 m.

We make and play with the snapdragon.

- It is moved the snapdragon with your fingers. Let your partner see the colors on the snapdragon.
T: *What color do you want ?*
S: *Yellow.*
T: *Yellow.* (It is moved the snapdragon twice, once on each syllable of yellow)
- After that, teacher ask:
T: *What number do you want?*
S: *Six.*
- Teacher counts while she makes the snapdragon move with each number. then it is opened up the snapdragon to show the triangle behind, for example, number six. There is a picture of a small ruler so teacher ask "*what is it ?*" and the student answers according to the picture. (See appendix E)

LESSON PLAN N° 3

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: Home, Sweet Home

I. Functional Objectives:

- To identify the members of the family, the different fruits.
- To name rooms in a house.
- To express likes and dislikes

II. Linguistics Objectives:

- To understand questions with Who is _____? Where is the _____? and answer.
- To make comparisons between “*young / old.*”
- To understand prepositions (*in, on, out of, in front of*)

III. Materials

- | | |
|------------------------|-----------------------|
| - Big picture | - Puppets |
| - Pencils | - Flashcards |
| - Colors | - Support photocopies |
| - Markers | - Telephone toys |
| - Corrugated cardboard | - Real fruits |
| - Scissors | - Glue |

IV. Warm up

Time: 10 m.

- With a big picture we introduce “*home, sweet home*”. We ask to describe what students can see in the picture, after that we explain in English *it is a house, they are the members of the family, he is the grandfather, she is the grandmother, he is the father, she is the mother, etc.* . We encourage students to repeat each sentence after us.

V. Procedure.

SET 1

Time: 35 m.

ACTIVITY 1

Time:10 m.

Phone conversation

A: (phone ringing) (Answer phone) Hello.

Who is this ?

B: This is Grandmother.

A: Hello, Grandmother.

B: Hello, Marco.

- Students paint the members of the family and identify them, after we stick them in a chronological order.

ACTIVITY 2

Time: 10 m.

Students sing “the family” song related to the topic, using corporal movements and gestures. Each student has to perform to one member of the family.

Where is father?

Where is father?

Here I am

Here I am

How are you today?

Very well, I thank you

Say good bye

Say good bye.

Where is Mother?

Where is Mother?

Here, I am

Here, I am

How are you today?.....

The song continues with all the members of the family.

- Students perform and mimic to some member of the family , then the others students have to guess who was the person imitated.

ACTIVITY 3

Time:15 m.

Students identify the members of the family and they make a comparison between *young / old*.

A: Hello

B: Hi

A: Who is this?

B: This is the brother.

The brother is young.

- Like an assessment we provide some photocopies to students, they have to match the picture with the appropriate word. . (see appendix E)

SET 2

Time: 55 m.

ACTIVITY 1

Time: 15 m.

We present the rooms of the house through flashcards. Students drew and paint the parts of the house and identify them.

- We teach this chant with gestures

My head is like a house
My eyes are like windows.
The door is my mouth
When I touch my nose,
The bell goes dong-dong.

Students practice this chant and draw the face of a person like a house

ACTIVITY 2

Time: 15m.

We give some examples about the prepositions with some pictures.

T: Where is the father?

S: The father is *out of* the house.

T: Say good bye to the father.

S: Good- bye.

We ask students give their owns examples. Example: *The pencil is in the box. The notebook is on the table, etc.*

ACTIVITY 3

Time: 20 m.

- We develop a house poster that have the different rooms of the house with different materials. Then students identify the rooms that they made.
- To test students, we give some photocopies for matching. Students have to match the drawing or picture with the appropriate word.

SET 3

Time: 35 m.

ACTIVITY 1

Time: 10 m.

We show real fruits and flashcards. Students repeat after us “*It is an apple*”. Then, we give them some photocopies to paint the fruits and write it.

ACTIVITY 2

Time: 15 m.

Each student draws fruits and foods that they like, then teacher asks students some questions about their likes and dislikes.

A: Hello

B: Hi

A: What fruit do you like?

B: I like the banana, the apple, etc

We give a situation (you are in the park eating different fruits, sandwiches, etc) students develop a short conversation in front of the class.

ACTIVITY 3

Time: 10 m.

We sang a song.

I like, pears I like apple
I like orange. I like banana
Pears, apple, orange, banana, are fruits
so I eat I eat pears, apple, banana, orange,
They are fruits,
pears apple, banana, orange, are fruits.

- We play a game to practice foods’ vocabulary. It is consisted on make a big cardboard with drawings of fruits and foods. We put it on the floor, one pupil of the two groups come to the front and stand in front of the cardboard. We say *where is the apple?*. Students have to situate on the *apple*. The first that situate on this place get a point for his team.

VI. Follow - up

Time: 10 m.

- Teacher asks to put in chronological order the picture of the family and identifying them.
- We ask for information:

T: Evelin, What colour is the banana?

E: It's yellow.

T: That's very good.

T: Marco, Where is the mother?

M: The mother is in the kitchen.

T: Very good.

- We sing the previous songs in groups

LESSON PLAN N° 4

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: Life In The Nature

I. Functional Objectives:

- To identify the different animals.
- To name sea, farm, zoo animals.
- Explain the concept of growing.
- Giving descriptions in terms of number.

II. Linguistics Objectives:

- To use adjectives *big / little*.
- To use *there is... / there are....How many_____?*
- To express wants (*I want a _____.*)

III. Materials

- | | |
|----------------|-----------------------|
| - Big picture. | - Animals puppets |
| - Pencils | - Flashcards |
| - Colors | - Support photocopies |
| - Markers | - Glue |
| - Yarn | |

IV. Warm up

Time: 10 m.

We present the lesson with flashcards then we provide some flashcards to each students, we ask “*show me the horse*”. Students have to show the card and say *it is a horse, it's brown*. Furthermore, we provide some animals' photocopies to paint.

V. Procedure.

SET 1

Time: 40m

ACTIVITY 1

Time: 10 m.

We provide some flashcards to each students, we say *show me the horse*. Students have to show the card and they said *it is a horse, it's brown*.

ACTIVITY 2

Time: 15 m.

We sing a song handing different animals and it is accompanied with corporal movements.

Come to our class and see our pets e-i-e-i-o!
In our class we have a dog e-i-e-i-o!
With a bau-bau here and a bau-bau there,
Here a bau, there a bau, everywhere a bau-bau!
Come to our class and see our pets

Come to our class and see our pet e-i-e-i-o!
In a class we have a cat e-i-e-i-o!
With a miau-miau here and a miau-miau there,
Here a miau, there amiau, everywhere a miau-miau!
Come to our class and see our pets

The song continues with the following animals and sounds bird(chip); Hamster(squick); fish(blord); duck(quack).

ACTIVITY 3

Time 15m

Game “What’s in the bag”

We put in a bag several animals. Student introduce his hand into the bag with out looking. He has to felt the object and say what is it, also they have to say the size. For instance, “*It is a duck and it’s little*”. Then student takes the object out of the bag and see, if he has guessed correctly.

We ask students to point out animals of the farm, zoo, sea, and insects in the picture.

T: Tell us the animal of the **farm**

S: The horse, the cow, etc.

SET 2

Time: 35 m.

ACTIVITY 1

Time: 10 m.

With a real plant, we present the topic, each student says the parts of the plant. *It is a root. It is a flower. It is a stem.*

ACTIVITY 2

Time:10 m.

We sing a song with corporal movements.

We are planting.
We are planting.
Little seeds
Little seeds
Put it in a hole
Cover then with soil
Water then, water then.

- We make a craft of the plant and flower.

ACTIVITY 3

Time: 15 m.

- We tell a story: “*The Beans Story*” The story is told using flashcards. (see appendix E). Children make a sequence of story using flashcards. Then, they paint the flashcards.

Sister planted a bean
Jimbeen jumbeen
We’ll all have beans

Brother watered the bean
Jimbeen jumbeen
We’ll all have beans

Mother picked the beans
Jimbeen jumbeen
We’ll all have beans

Father cooked the beans

Jimbeen jumbeen

We’ll all have beans

VI. Follow - up

Time: 10 m.

- Students make a wall dictionary with picture of different animal.
- We sang the song “*We are planting*”

LESSON PLAN N° 5

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: In my community

I. Functional Objectives:

- To identify the different occupations.
- To name the transportation.
- Giving descriptions of the clothes.

II. Linguistic Objectives:

- To use the pronouns *He / She / They*.
- To use the wh- question *Who is he?* .
- To explain the role of the different professions.
- To use the demonstrative pronouns *that / those*

III. Materials

- | | |
|------------|-----------------------|
| - Pencils | - Flashcards |
| - Colors | - Support photocopies |
| - Markers | - Eva rubber |
| - Scissors | - Glue |

IV. Warm up

Time: 10 m.

- We ask students what professions and transportations they knew. According to this, we present the topic: *It is a computer, She is a police officer*, etc. After a while, we give students flashcards of transport, media and professions. Students have to identify the cards and say according to the drawings: *What is it? It is a computer. He is a dentist*.
- We divide the class in two groups and we ask to show some flashcards and sometimes two. Students have to show and answer according to the picture.

V. Procedure.

SET 1

Time: 30 m.

ACTIVITY 1

Time: 15 m.

We introduce instruments of different professions in a box for example: a red cross that belong to a " doctor "; a golden foil, belong to a " policeman "; and a rope that we recognize as a hose, we give it to a " fireman ". an envelope that belong to a postman, and so on. We ask for volunteers. Each student takes one object and he has to make a

mimic of the character. The other students have to say who is the character using the pronouns *she, he or they* . At the end of the game we choose the best mimic and we give a toy to him / her.

Moreover we provide some photocopies to make some exercises. Students had to recognize the strange element of some pictures. (see appendix E).

ACTIVITY 2

Time: 15 m.

Students practice a short conversation in pairs:

A: Who's she?

B: She is a doctor.

A: What's she wearing?

B: She is wearing a white overall.

- Students play the game "Memory"
To review the clothes of the occupations.

SET 2

Time: 30 m.

ACTIVITY 1

Time: 10 m.

- We show the transportation and communication toys or flashcards in English. Students have to repeat the name of transportation and communication in English. After, we encourage students to repeat it.
- We provide some photocopies of the transportation and communication in order to paint and write the appropriate word according to the picture.

ACTIVITY 2

Time: 10 m.

Through pictures, we practice some conversation using the demonstrative pronouns



A: What's this?
B: This is a plane



A: What's that?
B: That is a computer.

ACTIVITY 3

Time: 10 m.

We sing a song accompanied with corporal movements.

The Wheels on the Bus

The wheels on the bus go round and round.
round and round.
round and round.
The wheels on the bus go round and round,
all through the town!
The people on the bus go up and down...
The horn on the bus goes beep, beep, beep...
The wipers on the bus go swish, swish, swish...
The signals on the bus go blink, blink, blink....
The motor on the bus goes zoom, zoom, zoom...

- We play a game called “ *yes/ no chairs*”. We place two chairs in front of the board. Then we ask students to stand in to lines, facing the board. Later, with the help of a picture “ *this is a train!*”. The first student in each line have to run and try to sit on the “ *yes* ” chair (if we really point at a train, or the “ *no*” if we do not point to the train. The first child on the right chair get a point for his team.

VI. *Follow – up*

- Students play the game “Casino” we make 50 cards with ten different figures. Teacher distributes five cards for each student and puts five cards on the table. In turns students play, they have to take all the similar cards that are on the table and accumulate a lot of cards, before to take the card student had to say “ it is a telephone ”. it depends according to the picture.
- We review the songs and ask some questions.

LESSON PLAN N° 6

Course: English for young children

Place of teaching: Penitentiary Centre

Topic: Our environment

I. Functional Objectives:

- To identify terms of cleaning .
- To name the transportation.
- To give descriptions of the clothes.

II. Linguistics Objectives:

- To become familiar with clean up terms.
- To understand commands.
- To use contraction (*let's _____!*).
- To review *there is _____ there are _____*

III. Materials

- | | |
|---------------|-----------------------|
| - Pencils | - Flashcards |
| - Colors | - Support photocopies |
| - Markers | - Little boxes |
| - Water paint | - Yarn |
| - Glue | - Colored paper |

IV. Warm up

Time: 10 m.

- Teacher presents the new vocabulary through flashcards and real objects; *It's a banana peel. It's a basket. It's a broom. They are bottle caps, etc.* through actions teacher showed *cleaning, putting away and picking up.*
- With a big picture, we ask students to point some object that the teacher mentions. After that, we describe the picture; *How many _____ are there? There are _____.*

V. Procedure.

Time: 30 m.

ACTIVITY 1

Time: 15 m.

- We teach the recycling chant and students practice it with gestures for each action.

Let's pick up. (Pantomime picking something up.)

Let's clean up. (Pantomime sponging a table.)

Let's put away. (Pantomime putting something on the shelf.)

- We provide some support photocopies for painting and identify some actions and objects

ACTIVITY 2

Time: 15 m.

We create a communicative situation in order that students understand some commands (put away, pick up, clean up, etc.) indirectly. Then we practice this conversation in pairs and with actions

T: Let's clean up! Help me, please.

S: OK

T: Put away the crayons. (Pick up the paper.)

S: OK.

T: Thank you.

VI. *Follow - up*

Time: 10 m.

- We develop a "Recycled Art", Teacher provides children with recyclable materials. In groups, students create a robot and a pet, then students name the objects that they had been used to create it.
- We review the terms of cleaning up, making questions.

APPENDIX D

Tests

Formative evaluation results

1st EVALUATION

Name: _____

1. What is your name? Right Wrong Incomplete

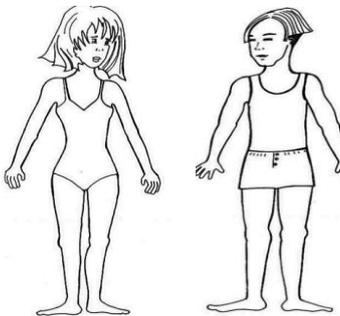
2. How are you today?

3. What are these?

4. Is this a cap or a dress?



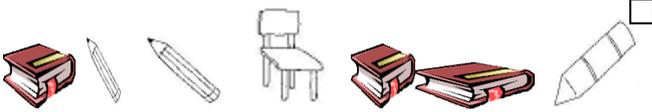
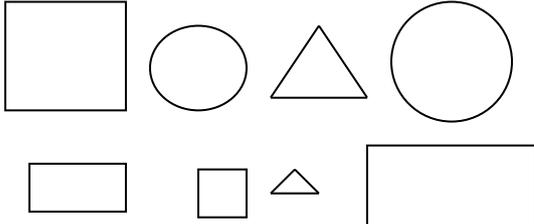
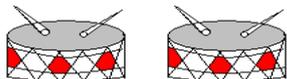
5. Point the girl



6. Please raise your hands

2nd EVALUATION

Name _____

	Right	Wrong	Incomplete
1. Paint the books color blue.			
	<input type="checkbox"/>	<input type="checkbox"/>	
2. Paint the square color yellow.			
	<input type="checkbox"/>	<input type="checkbox"/>	
3. Paint the triangles color pink.			
	<input type="checkbox"/>	<input type="checkbox"/>	
4. Count the number from 1 to 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What are these objects?			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3rd EVALUATION

Name _____

Right Wrong Incomplete

1. Match the word with the appropriate picture

mother

grandparents

baby

sister

brother

2. Who is he?

3. Where is the brother?



4. Where is the pencil?

5. What is it?

6. What fruit do you like?

4th EVALUATION

Name _____

1. Circle the big animals

Right

Wrong

Incomplete

2. What is it?

3. Tell me 3 animals of the farm

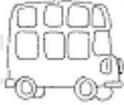
4. What color is the duck?

5. What are these?



5th EVALUATION

Name _____

- | | Right | Wrong | Incomplete |
|---|--------------------------|--------------------------|--------------------------|
| 1. Who is she/he? | | | |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. What is he wearing? | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. What is that? | | | |
| →  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. What are these ? | | | |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. What are those? | | | |
| →  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6th EVALUATION

Name_____

	Right	Wrong	Incomplete
1. What is it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Please, pick up the papers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Please, put away the puzzle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How many cups of bottle are there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How many apples are there?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION RESULTS

Chart 1

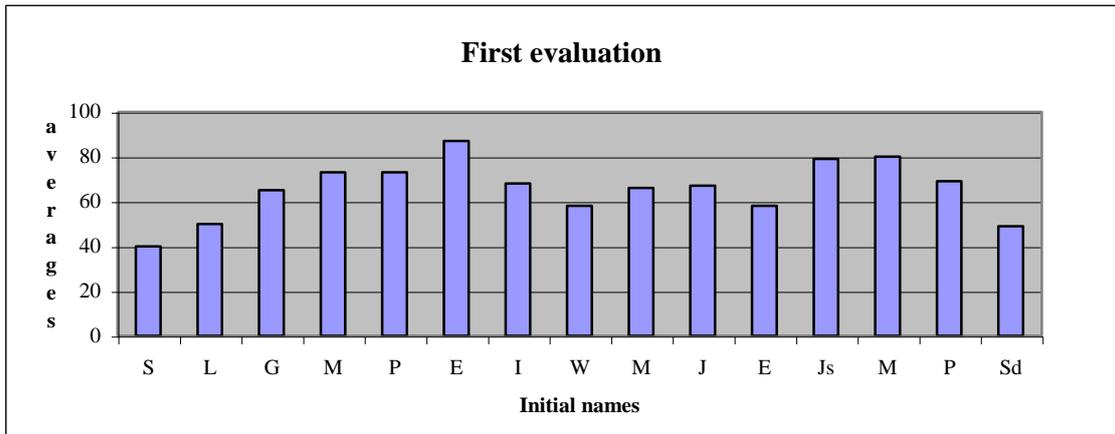


Chart 2

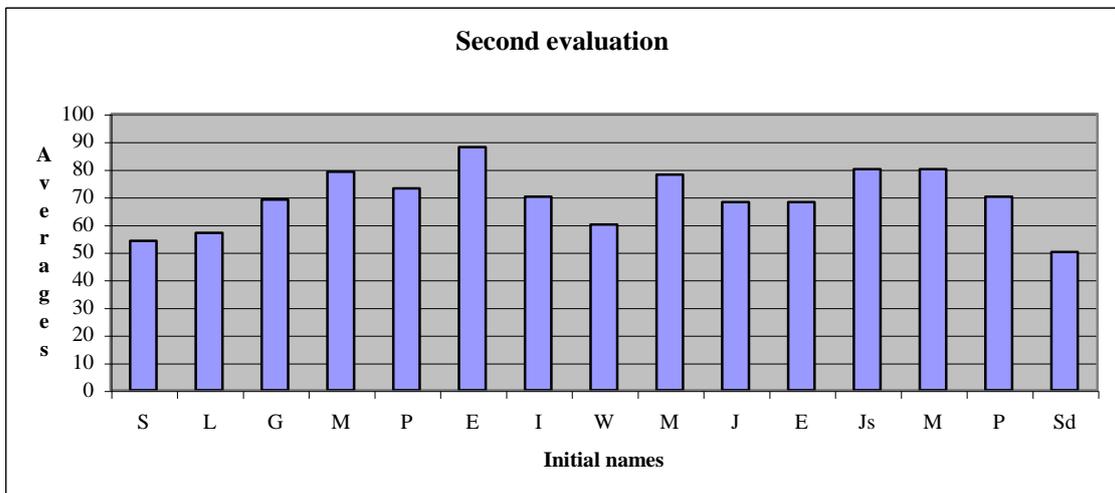


Chart3

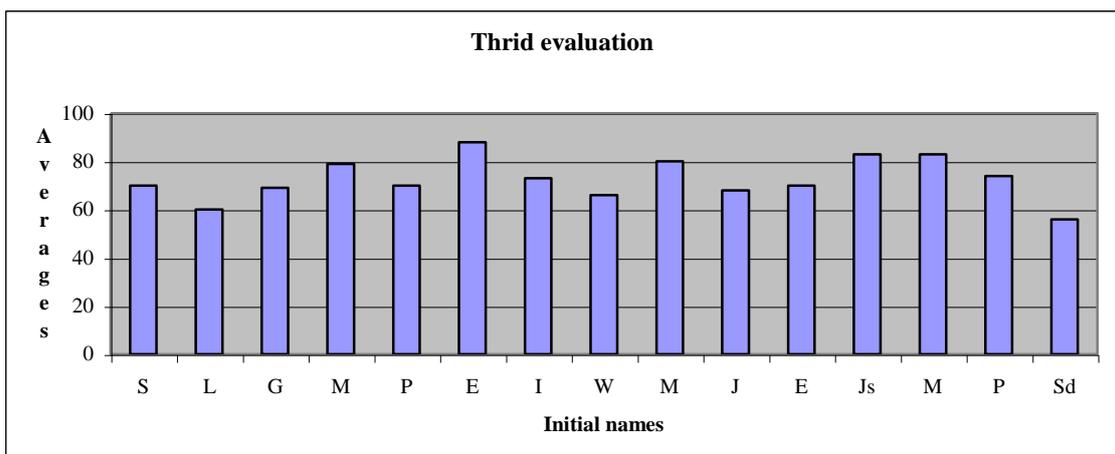


Chart 4

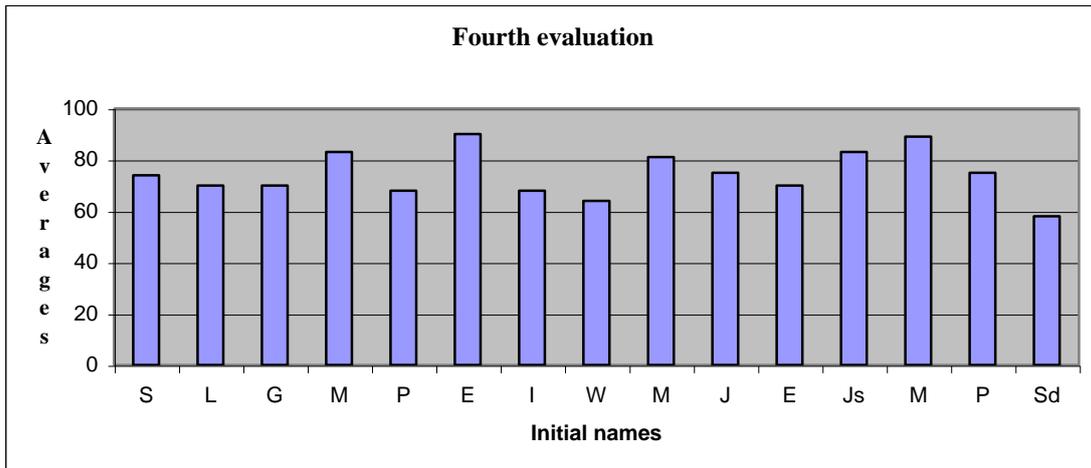


Chart 5

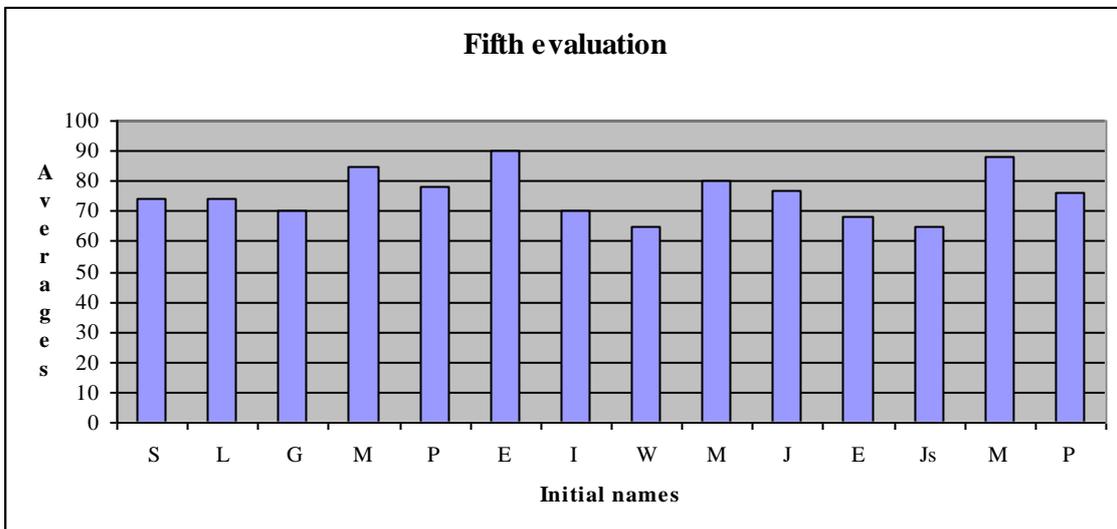


Chart 6

