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FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LINGÜÍSTICA E IDIOMAS



TEACHING ENGLISH LANGUAGE AT AN ELEMENTARY LEVEL  
FROM NINE TO ELEVEN YEAR OLD CHILDREN AND FROM  
SIXTEEN TO EIGHTEEN YEAR OLD TEENAGERS AT LA PAZ  
FOUNDATION “SARANTAÑANI TRABAJADOR” PROGRAM IN LA  
PAZ CITY

Guided Work to obtain the Linguistics and Languages Degree

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## **RESUMEN**

El presente trabajo tiene como objetivo principal el de la enseñanza del idioma inglés en un nivel elemental a niños y adolescentes que trabajan y estudian pertenecientes al programa “Sarantañani” Trabajador de la Fundación La Paz. La mencionada institución, atiende a esta población con cursos de apoyo para que los mismos continúen con sus estudios en sus unidades educativas, a pesar de que la institución no cuenta con suficientes recursos para contratar profesores para todas las materias que requieren los niños y adolescentes.

Por lo tanto, se capacitó con el idioma inglés, en aproximadamente 8 meses, a 2 diferentes grupos: Adolescentes, quienes tienen como materia el idioma inglés en sus colegios y quienes requerían apoyo en la misma. Niños, quienes fueron capacitados a fin de que tengan un conocimiento previo del idioma inglés antes de tener esta materia en sus currículas escolares. Diferentes técnicas, materiales y métodos fueron utilizados a fin de motivar a los alumnos y así obtener un buen aprendizaje por parte de los alumnos.

Los resultados del presente trabajo fueron positivos en cuanto a la capacitación con el idioma inglés. Los niños y adolescentes pertenecientes al programa Sarantañani Trabajador y quienes requerían apoyo en esta materia, ahora son capaces de producir un inglés básico, el cual es generalmente aprendido en distintos colegios públicos de la ciudad de La Paz.

## TABLE OF CONTENTS

Introduction .....	1
<b>CHAPTER.I: INSTITUTION_IDENTITY_AND ORGANIZATION.....</b>	<b>4</b>
1.1 Infrastructure.....	6
1.2 Objectives of the institution .....	7
1.3 Mission .....	7
1.4 Vision.....	8
1.5 Swot Analysis .....	8
1.6 DIAGNOSTIC ANALYSIS.....	10
1.6.1_Data_analysis_and_interpretation.....	10
1.7 SUPPORTING NEEDS.....	15
CHAPTER II: WORK PROPOSAL .....	17
2.1 OBJECTIVES.....	18
2.1.1 General Objective.....	18
2.1.2 Specific Objective .....	18
2.3 JUSTIFICATION .....	19
2.4 DELIMITATION .....	20
2.4.1 Temporary Delimitation.....	20
2.4.2 Space Delimitation .....	20
2.5 ACHIEVEMENTS INDICATORS.....	21
2.6 ACTION PLAN.....	23
2.6.1 Introduction .....	23

2.7 SYLLABUS .....	23
2.7.1 Contents (children’s course).....	26
2.8 METHODOLOGY .....	50
2.9 MATERIAL .....	51

### CHAPTER III: THEORETICAL FOUNDATION

3.1 LEARNING CAPACITY IN CHILDREN .....	54
3.2 MOTIVATION IN LEARNING.....	55
3.3_SUCCESS_IN_LANGUAGE_TEACHING.....	55
3.3.1 Motivation.....	56
3.3.2 Extrinsic Motivation.....	56
3.4 QUALITY OF TEACHING.....	57
3.5 BENEFITS OF LEARNING A FOREIGN LANGUAGE DURING CHILDHOOD .....	57
3.5.1 Personal Benefits .....	58
3.5.2 Cognitive Benefits.....	59
3.5.3 Academic Benefits.....	59
3.6 THEORIES OF LEARNING.....	60
3.6.1 Behaviorism Theory .....	61
3.6.2_Constructivist Theory.....	63
3.7 THE COMMUNICATIVE APPROACH.....	64
3.8 TEACHERS AND LEARNERS’ ROLES WITHIN THE COMMUNICATIVE APPROACH.....	66
3.8.1 The teachers’ role.....	66

3.8.2_The_learners´ role.....	66
3.9 TOTAL PHYSICAL RESPONSE METHOD .....	67
3.10 TECHNIQUES OF TEACHING .....	68
 CHAPTER_IV:_PROPOSAL_DEVELOPMENT.....	 72
4. SEQUENCE OF ACTIVITIES AND ACHIEVEMENTS .....	72
4.1 PARTICIPANTS AND BENEFICIARIES .....	72
4.2 STAGES OF THE GUIDED WORK.....	73
4.2.1 First Stage.....	80
4.2.2 Second Stage.....	80
4.2.3 Third Stage .....	81
4.3.4 Fourth Stage.....	82
5. INITIAL ACHIEVEMENTS.....	83
6. EXPERIENCES .....	85
7. CONCLUSIONS .....	86
8. RECOMMENDATIONS .....	88
9. BIBLIOGRAPHY .....	90
10. APPENDIX	

## **INTRODUCTION**

Although the Bolivian government guarantees education for everyone at its different levels (primary, secondary, and higher ones), many people, especially children and teenagers, have a hard time to attend school regularly. However, there are different institutions around the different cities in Bolivia which help these children and adolescents to receive education. One of these institutions is La Paz Foundation “Sarantañani Trabajador” Program, located in Chuquisaca Street, San Sebastian Area of La Paz, city. This program supported by foreign endowments offers help in education for children, teenagers, and mothers with small children. Similarly, the public university of La Paz, Universidad Mayor de San Andres (UMSA), is committed to contributing with education by giving not only professional education, but also technical education; thus, it carries out outreach programs that interact with the society, particularly with students. In this specific case the Department of Linguistics and Languages which is part of the Universidad Mayor de San Andres (UMSA) in La Paz, Bolivia undertook a project with the “Sarantañani Trabajador” Foundation to teach English to students attending this Foundation in La Paz. Therefore, the present guided work is oriented to the Teaching Area.

It is worth mentioning that children and teenagers in this foundation need a lot of help with their school duties because of different reasons. Despite their age, almost all of them have to work on the streets doing different activities like selling candies or plastic bags, and helping their mothers to wash clothes. Consequently, these children and teenagers do not have time to dedicate full time to their studies. The program provides its students with tutorial classes in different subjects such as mathematics, chemistry, and grammar. It also gives vocational education in different areas, for example, homemaking courses, craftsmanship, etc. Additionally, the program gives them English classes to help them with their school homework.

The purpose of the present work is to support students, children and teenagers, with English classes and homework guidance because the students at “Sarantañani Trabajador

Foundation” needed tutorial in this subject. The project aimed to teach elementary English language to all the children and teenagers who attend this institution. The present guided work lasted eight months to be completed. All the stages and development of the course are explained in detail in chapter four.

Having worked with the diagnosis analysis it is found out that one of the main problems at Sarantañani Trabajador Program is that the number of teachers working in this institution is not enough to fulfill the project’s goals. One of the reasons why the program’s objectives is somehow restricted is the fact that the Program’s budget is not enough to pay the teachers’ wages, so most of the teachers work only in the mornings. But the institution needs people who can work all day. Therefore, the project helped students team in the English language and engaged some of them on it.

The majority of students at the foundation have to work and study at the same time. In consequence, many students fail or drop out of school because they do not have enough time to study. What is worse is that they do not have their parents’ support because they work full time and cannot control or do not know what is happening to their sons or daughters. Most of the children and teenagers belong to broken families where mothers need to sustain their families. There are also teenagers who work during the day and study at night; consequently, these children face responsibilities that elder people face. However, these students are eager to learn in spite of their time limitations. The aspects mentioned before, justify why the project was carried out.

Two groups of people are trained with English language. The first group is made up of 10 children whose ages ranged between 9 to 11 years old and the second group consists of 38 teenagers between 16 to 18 years old. Both groups of students work and study at the same time. Children work doing different activities on the streets such as selling different products: candies, bags, pins and so forth. Some of them help their mothers to wash clothes for other people. The second group of students, work and study at night; they work as housemaids from Monday to Saturday.

The methods, Total Physical Response, The Communicative Approach, the techniques that are used throughout the course turned to be very effective to accomplish our aims and the results of the course are rewarding. Total Physical Response Method was used in the process of teaching action, facial expressions, mimes and gestures are useful in order to make understand the students what they are listening. Moreover, language was given through commands and instructions with require physical answer of class. Berns (1984)<sup>1</sup>. Then, Communicative Approach was used in order to maintain the students' attention. Interaction between the teacher and the students was crucial to reach the present work objectives. Furthermore, materials play an essential role in this English Language training. Also, the techniques such as a variety of games have great relevance in the students' learning.

Finally, the specific objectives the present work had: to develop students abilities to learn English at an elementary level; to motivate eighteen year old teenagers to continue learning English to get higher levels of English; to help students to improve their grades in English subject at their school; to establish basis of the language before students can take English subject in their schools and to develop a syllabus that may be used for future courses. Helped to reach the main objective the guided work had, that was to support "Sarantañani Trabajador" Program of La Paz Foundation in the field of education through an English language course, directed to students who attend the institution.

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<sup>1</sup> Berns, N.S. *Functional Approaches to Language Teaching*, 1984



## **CHAPTER I: INSTITUTION IDENTITY AND ORGANIZATION**

The main problem identified in the institution was the lack of enough teachers who could deal with the assistance to its population, children and teenagers. The Sarantañani Trabajador Program's objective is to offer assistance to students. Because children and teenagers who attend the institution work and study, they do not have time to do homework nor assimilate all the information received at school. One of the subjects that need assistance is English; therefore, students are trained in order not only to obtain better grades in the students' English subject at school, but also acquire English language to communicate, get information and to be prepared for their future development.

The project was carried out in La Paz Foundation "Sarantañani Trabajador" Program. The Foundation's main office is located at 1205 Tito Yupanqui Avenue (Villa Copacabana). In this Foundation there are 4 programs and 3 Projects; they are broadly explained on the table below. The present guided work was carried out in "Sarantañani Trabajador" Program located at 431 Chuquisaca Street, San Sebastian Area of La Paz city. The population who attend this institution is mainly comprised of children, teenagers and adult people, all of them receive assistance in education, food and health. In addition, teachers who work in the institution guide students in their school homework and train them in other areas using different material found in the institutions such as maps, books, posters, painting, etc.

TABLE 1

<b>PROGRAMS</b>	<b>PROJECTS AND ADDRESSES</b>
<p>-Programa Sarantañani Niño de la Calle Independencia No 153 (Zona Central)</p>	<p>-Centro de Capacitación Técnica Sarantañani Av. Burgaleta No. 953 (Villa Copacabana)</p>
<p>-Programa Oqharikuna Calle Laja No. 924 (Zona Central)</p>	<p>-Casa de Patronaje Av. Burgaleta No. 940 (Villa Copacabana)</p>
<p>-Programa Sarantañani Niño Trabajador Calle Chuquisaca No. 431 (Zona Central) Trabaja con el proyecto Tucuyninchi</p>	<p>-Casa de la Mujer Av. Bush No. 1987 casi esq. Diaz Romero (Miraflores)</p>
<p>-Programa Comunitarios Jilañataki, distribuido en 8 Proyectos ubicados en diferentes puntos estratégicos de la ciudad de La Paz: Escobar Uria, San Antonio Alto, Pasaca, Valle Hermoso, Kupini, San Isidro, Villa Armonia, and Barrio Nuevo.</p>	

Table 1: This table shows the 4 programs that La Paz Foundation has, it also has its respective locations. Moreover, Table 1 shows the organization of the 3 projects that the Foundation has with their respective addresses.

TABLE 2

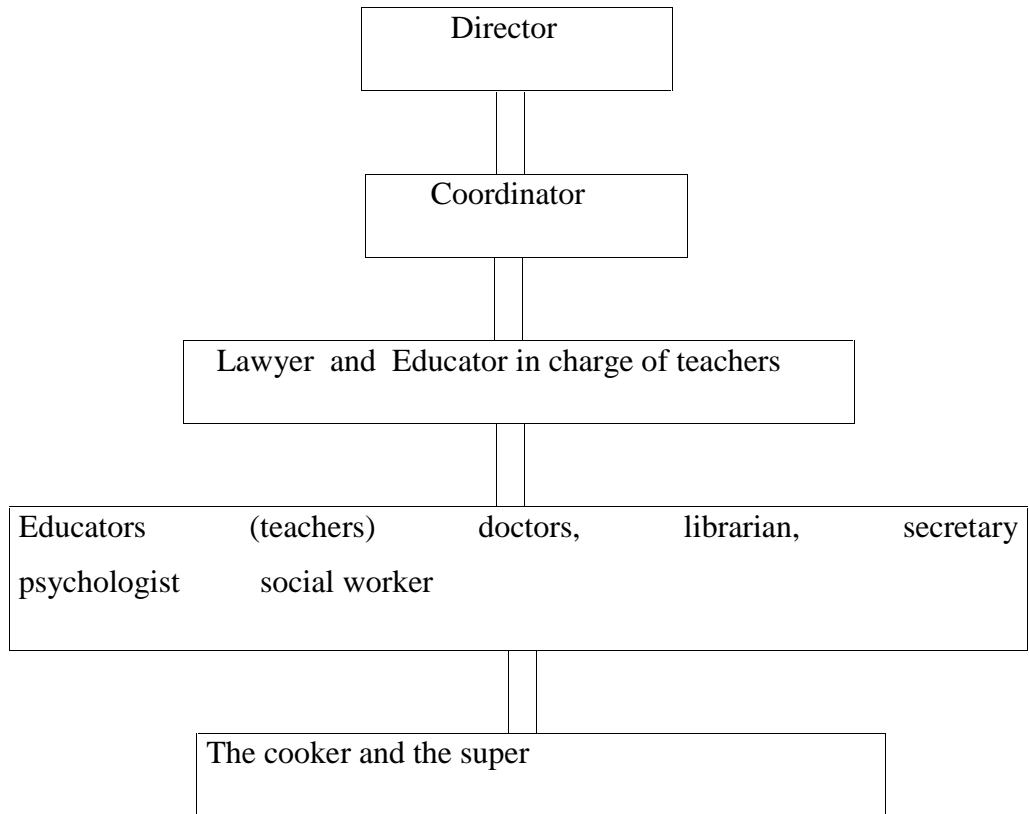


Table 2: It shows the way Sarantañani Trabajador Program is organized.

**1.1. INFRASTRUCTURE**

Below there is a description of the physical environment this guided work took place. The building has 4 floors. On the first floor there is a yard which is used as a sport field and the kitchen, the dentist’s office, the lunchroom, and the bathrooms are placed around the field. On the second floor there are 3 rooms: the biggest one is the nursery and there are two small classrooms, Then, on the third floor there are 3 rooms: the doctor’s office, a small library and a classroom. Finally, on the fourth floor next to a recording studio is the coordinator’s office.

## **1.2 OBJECTIVES OF THE INSTITUTION**

The objectives of La Paz Foundation through the two areas are: Socio-educative and Women's Promotion. The Foundation gives people with low incomes better opportunities to reach a better lifestyle. In order to attain the objectives, the Foundation generates different educative assistance to improve children and teenagers' education.

Since most of the population study in schools, they need assistance in their school studies. That is why the institution encourages students to continue with their studies helping and guiding them in their school homework such as: math, physics, chemistry, literature, grammar, English, history, etc. The institution also trains students in other areas in order to encourage them to have a complete education or avoid school desertion, for example: students learn to play instruments, they learn to dance folk dances, to learn to cook, to make chocolates, etc.

## **1.3 MISSION**

The mission stated by the Foundation reads the following: "La Fundación La Paz para el desarrollo y la participación está dedicado a promover y fortalecer movimientos sociales mediante procesos de organización, participación y prestación de servicios orientados a mejorar las condiciones y calidad de vida de la población"

Supporting the foundation's children and teenagers in their studies, the program Saranañani Trabajador, encourages them to continue studying and to finish their school studies in order to avoid the population's school desertion. Moreover, through different trainings addressed to the institutions' population such as cooking, for example, most of the students acquire abilities that are going to make them to be more efficient in their jobs or are going to help them to get a better job.

## 1.4 VISION

“La visión de Fundación La Paz es la de ser líder en la incidencia de los procesos de significación social orientada a sectores excluidos”<sup>2</sup>. The vision of La Paz Foundation is to be a leader providing aid for the community’s social welfare.

## 1.5 SWOT ANALYSIS

Swot is an acronym for Strengths, Weaknesses, Opportunities, and Threats.

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"><li>-There are specialists who are able to work in order to face all the institutional challenges and achievements.</li><li>-There is a good coordination into the Women’s Promotion and Socio-educative Areas.</li><li>-There is a fluent, permanent and dynamic communication between the two areas mentioned before.</li><li>-The institution has been consolidated as an institution with experience and obligation about the defense and human rights promotion.</li><li>-There is assistance assigned to all the students in different school</li></ul>	<ul style="list-style-type: none"><li>-The foundation does not have enough educators in quantity to deal with the population. For example, teachers in English language who could contribute in training the students who have English subject at their schools.</li><li>-Lack of materials such as: paper, pencils, markers, chalk and others are limited.</li><li>-Electrical appliances like computers, radios, televisions are not in good conditions, most of them are old and do not allow to work in an effective way.</li><li>-Students do not have enough time to receive all the trainings that the institution provides to them, due to they need to work as much as time they can</li></ul>

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<sup>2</sup> A whole detail of the institution goals and background can be obtained from the agreement between La Paz Foundation and the Linguistics and Language Department at the end of this document

<p>subjects, in food, health, psychological, etc.</p> <p>-There are trainings in cooking, music, dancing, carpentry, seminaries, English language.</p> <p>-There are 4 programs allocated to children, teenagers and adult people. (These 4 programs are explained before on table 1)</p>	<p>-To help their families and themselves in the maintenance.</p>
<p><b>THREATS</b></p>	<p><b>OPPORTUNITIES</b></p>
<p>-The students' different ages makes a little difficult the distribution of students to some classes because it demands more human resources such as teachers who could deal with the assistance to students in each school subject.</p> <p>-As the population requires working to sustain themselves, some of them cannot attend everyday to the institution because of their lack of time.</p> <p>-Most of the Foundation's workers work half time and the population who attend to the foundation may not receive good support, and as a result this situation may cause students desertion.</p>	<p>-Agreements with different institutions of the civil society.</p> <p>-Agreements with La Paz's Government where children and teenagers have benefits and grants for food, transportation for students and work as "zebras".</p> <p>-Caritas Suiza provides the foundation part of the budget.</p> <p>-The institution has developed important relationships and coordination with La Paz Town Council, Law Ministry and Education Ministry</p> <p>-People from different parts of the world such as Germany, France, Russia, etc. provide their knowledge to help the institution and the students.</p>

## **1.6 DIAGNOSTIC ANALYSIS**

This section is going to explain the way how the diagnostic evaluation (see appendix B) was developed, the population and at the end the findings are also shown. The evaluation, that was a questionnaire with 8 questions, was applied to 7 members of the institution authorities: the coordinator, the institution's lawyer, 2 educators, a psychologist, the librarian and the social worker. A questionnaire was applied at the beginning of the process and it helped to know the institution's needs in education assistance and at the same time the students' needs about English training, the current level of the students and some information about other classes that the institution's population had. Additionally, through the information obtained from the coordinator, it was aware the nature of the students.

The information helped to build up an appropriate content to be developed within the institution's needs to enhance the students' background of English Language knowledge. The diagnostic evaluation, applied to the institution's authorities, had 8 relevant questions with open-ended and close ones (See appendix B). The data analysis and interpretation of the diagnostic evaluation are explained below.

### **1.6.1 DATA ANALYSIS AND INTERPRETATION**

The following analysis explains in detail the results of a questionnaire that is the diagnostic evaluation, surveyed to 7 authorities of the institution among men and women. The description of the data was based on the following questions:

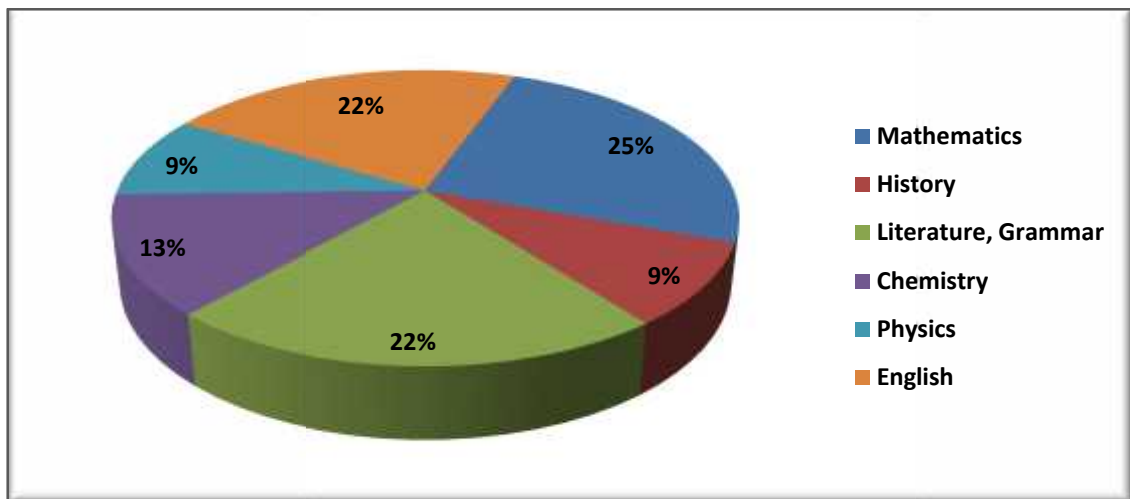
#### **1. What kind of education assistance does the institution give to its population?**

This question was asked to know the different supporting areas that the institution offers to its population, also to know if English was into this education assistance. According to the results, students receive help in: pedagogical support, in other words help in different subjects of their schools; psychological; food; culture; health; supporting laws,

if they need to solve problems related to the laws; training in other areas such as: carpentry, cooking, etc.

## **2. Which school subjects, as pedagogical support are the most required by the students?**

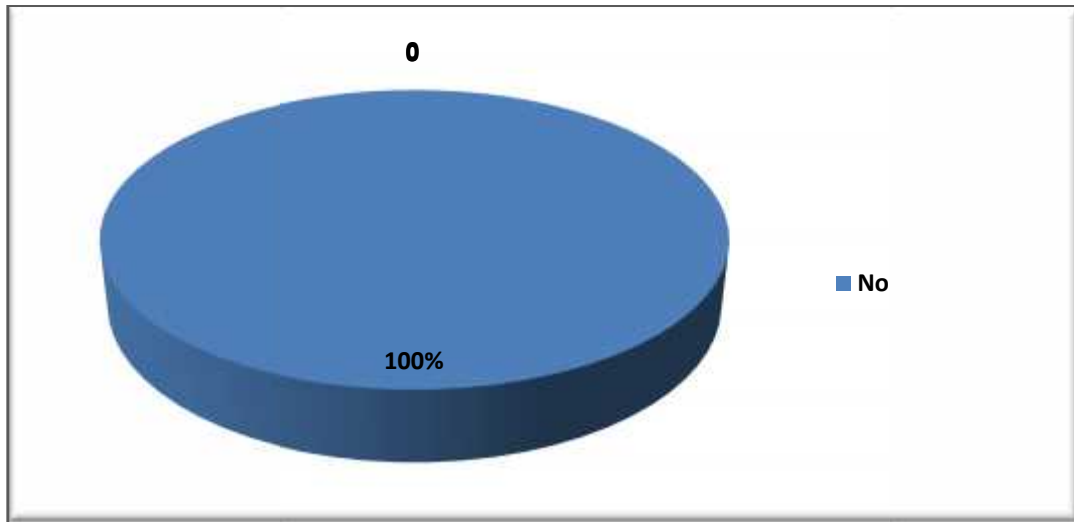
Here, we wanted to know if English was among the most required subjects in supporting due to, at school, students do not have more than one hour of English subject per week. The results were: Mathematics 25%, History 9%, Literature, Grammar 22%, Chemistry 13% Physics 9% and English 22%. These results showed us that English courses would be really necessary for students, as observed in the pie chart.



## **3. Is there an educator for each subject that could require a pedagogical support?**

The purpose of asking this question was to know if the institution had enough teachers for each subject, especially English ones. In this Yes /No question all the respondents answered “No” (100%), as observed in the pie chart. Therefore, the lack of educators in different subjects is evident and it becomes an important need.



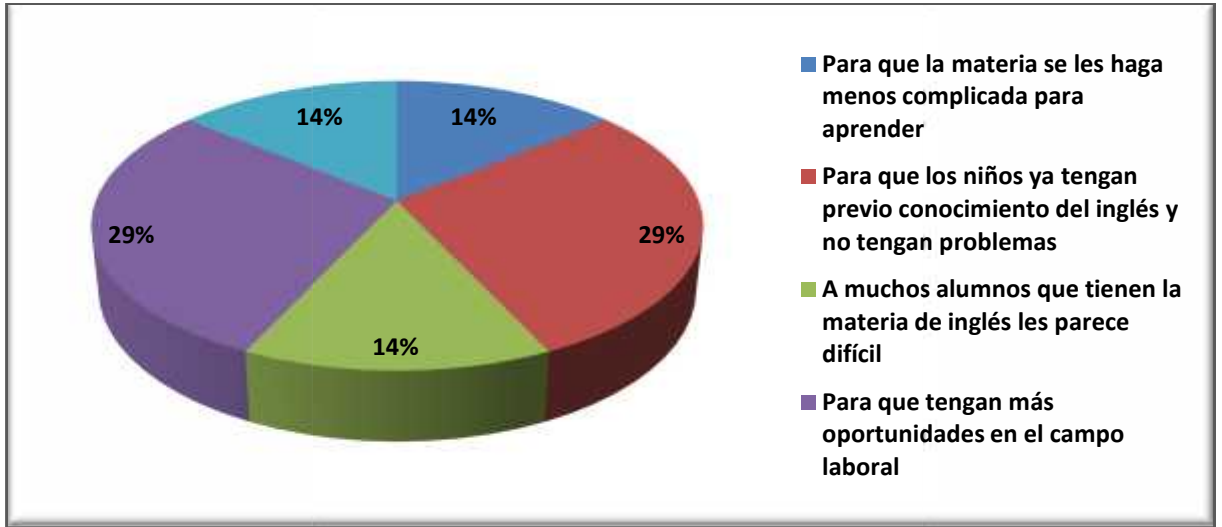


#### **4. What other kind of training do the students obtain?**

This question was asked on the assumption that the institution offers to students different trainings apart from English training, also because it was necessary to have the students' enough time availability. According to the results, the institution's population receives training in different areas such as: cooking, dancing, music, computing, other seminars, and carpentry. The foundation tries to give them a lot of opportunities.

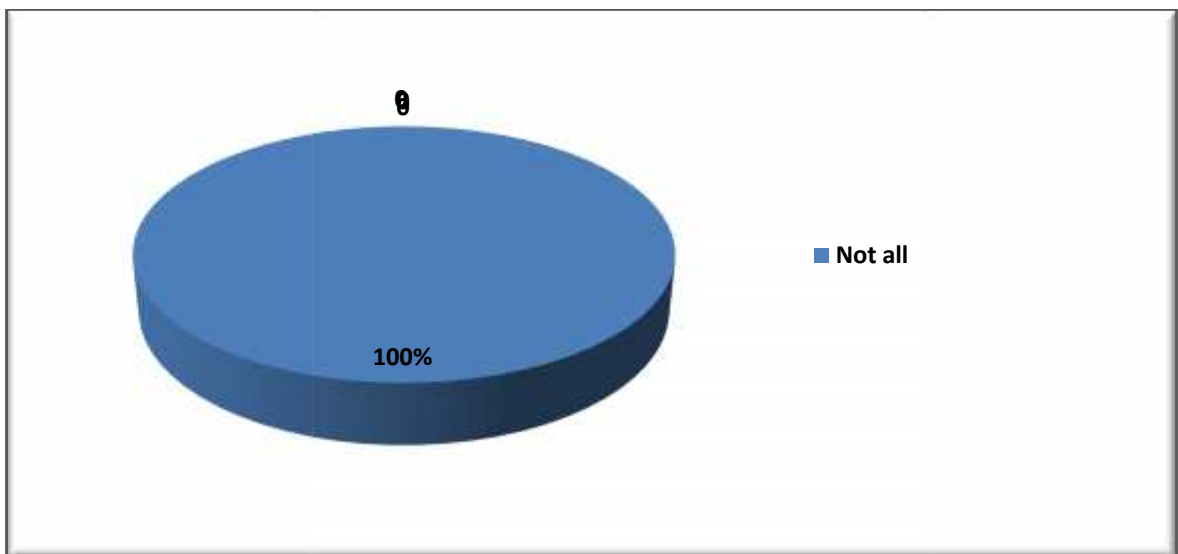
#### **5. Why does the institution require the English language training?**

The fifth question was asked to find out the reasons why the institution needed English training for their students. The 7 interviewees responded: 14% "Para que la materia se les haga menos complicada para aprender", 29% answered: "para que los niños ya tengan previo conocimiento del inglés y no tengan problemas posteriores", 14% answered: "A muchos alumnos que tienen la materia de inglés les parece difícil", 29% "Para que tengan más oportunidades en el campo laboral", 14% "Para que mejoren sus notas en la materia de inglés". As observed in the pie chart.



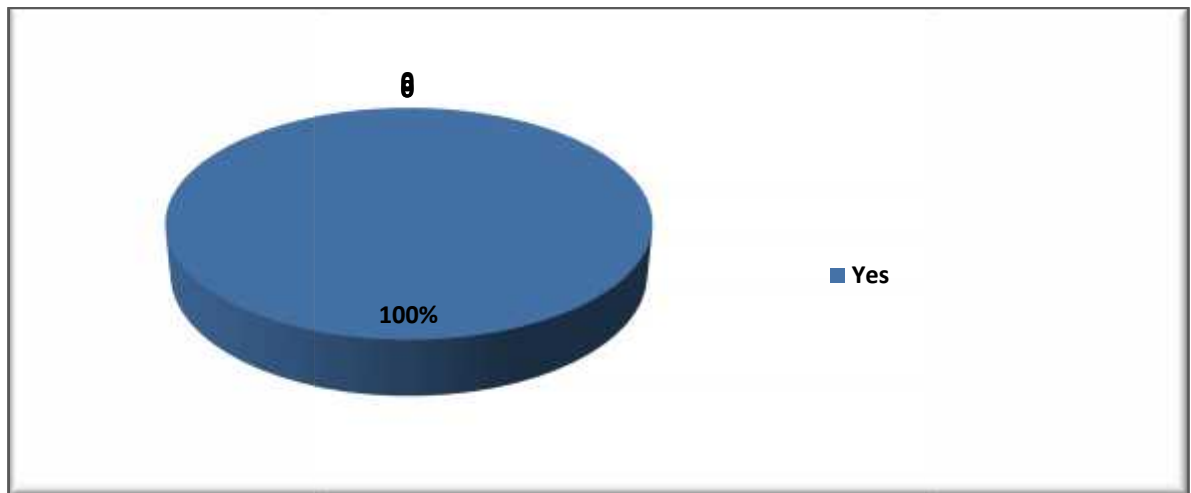
**6. Do all the students have English as a subject at their schools?**

Through this question we wanted to know the possible previous knowledge of English language in our future students and 100% of our 7 respondents answered “not all of them”.



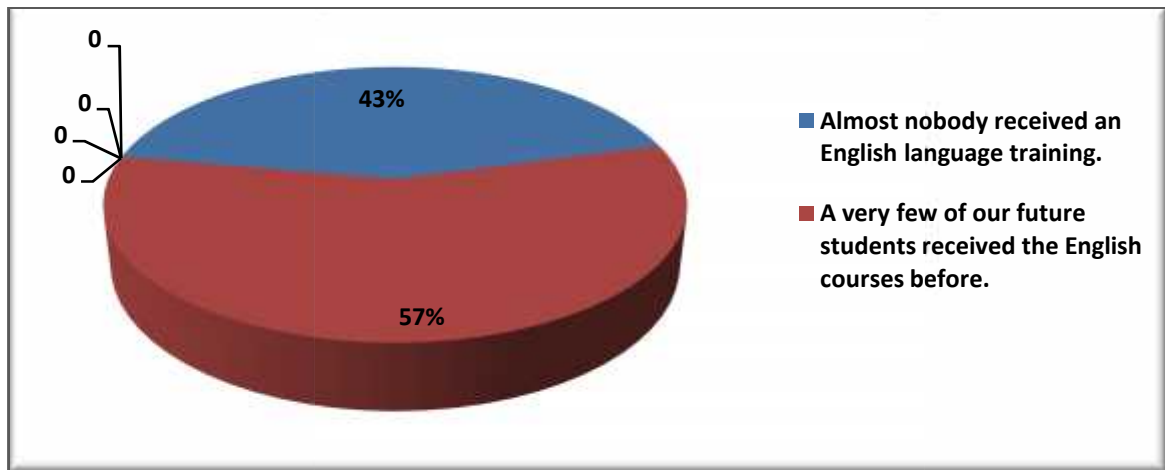
**7. Were there other people who made projects related to English training before in the Foundation?**

Through this question we wanted to have an idea about the possible English level that some students from the institution had. The 100% of our interviewees answered “Yes”, as observed in the chart.



**8. If there was... Was the population we will work with the same as the ones who received English training?**

Here we wanted to have an idea about a possible previous English knowledge in our future students and also it could give us a guideline to propose the content of our work. 43% of our interviewees answered that almost nobody had received an English language training; 57% answered that a very few or our future students had received the English courses before. See the pie chart below.



## 1.7 SUPPORTING NEEDS

The foundation has been helping people who need support in their studies and life conditions for more than 30 years. La Paz Foundation was founded in 1971 bearing the name of San Gabriel Foundation. Later it was divided in two areas: The first area is nowadays called San Gabriel and it works with the Health Area. The other area is called La Paz foundation, it works with the promotion and socio-educative areas. These 2 areas are addressed to women, children, teenagers and young people.

The population who attends the program, in this case the socio-educative area, receives assistance in education such as: computing, cooking, dancing, music, theater, English language, as well as assistance in their school homework. Moreover, children and teenagers have seminars about different topics such as: health, first aids, sex education, etc. The Institution also welcomes volunteers who attend the institution from different parts of the world like Germany, France, Russia, it is important to mention that “Caritas Bolivia” finances the Foundation.

La Paz foundation has been recognized by other institutions and organizations from Bolivia and other foreign institutions for their work and assistance to people through programs such as “Saranañani” Niño de la Calle Program, Oqharikuna Program and

“Sarantañani” Niño Trabajador Program, Jilañataki Program and so on. This foundation has always worked defending children, teenagers and women’s rights to improve the population’s life quality.

In addition, the institution has developed important relationships and coordination working with La Paz Town Council, La Paz Prefecture, Law Ministry and Education Ministry. La Paz Foundation has the intention to continue working to contribute to the social development.

“Sarantañani Trabajador” Program offers opportunities to children and teenagers who work and study at the same time. Because of the high cost of living in the city, most of children and teenagers have to work in order to help their families economically. These children work making different activities such as: selling candies on streets, markets; collecting plastic bottles and recyclable paper; cooking and building or cleaning, helping to wash clothes, as well as urban educators (zebras). Children and teenagers do not have enough time to study or do the homework; therefore, the foundation supports them in their studies at this program.

As English is part of the curricula at school, teenagers have difficulties with the subject because most of them, as they complained, do not understand well the English language. These students find English language difficult to learn and in other cases they consider learning it boring. Therefore, with the proposed English course, we expect teenagers will get better grades and children, who are not taking English at school yet, will learn it at an elementary level and have the possibility to go to their classes with a previous knowledge of English. Moreover, most children who have not taken English subject in their curricula yet will have advantages in learning the English subject.

## CHAPTER II: **WORK PROPOSAL**

The proposal of the present work was to assist Sarantañani Trabajador Program of La Paz Foundation in the field of education with an English language training directed to students who attend the institution, children and teenagers. It is important to state that the population consisted of 10 children from 9 to 11 years old and 38 teenagers from 16 to 18 years old between girls and boys. The first group, children, had 3 periods of classes from Monday to Friday and from 9:00 to 12:00. Besides, the teenagers' group had 2 periods of classes, once a week, on Sundays, from 3:30 p.m. to 4:30 p.m. The schedule was established according to the students' availability of time.

The teaching of English language was based on the use of different materials such as: posters, toys, paper balls, markers of different colors, cards with words and numbers, chalk, ribbons of words, a big dice, gloves, worksheets (see appendix E), crosswords, pieces of construction paper, boxes with words, photos, flashcards, drawings and others. Communicative activities were applied in order to make English interesting and fun to learn for students.

The results of the diagnosis questionnaire showed that not all of the students have English as a subject, especially children. So, basis of English language will be established before children can have it as a subject in their school curricula. Even though, a few children had a previous knowledge of English, they will have advantages when they take the English subject at school. The results of the questionnaire also, allowed to make sure and consolidate the decision regarding: the contents, the design, the objectives, the activities and the materials to be carried out within the English Language course in an organized and effective way.

During the process of teaching and learning, evaluations were applied in order to know the students' progress in the English Language. Therefore, one evaluation will be administrated (see appendix D) after finishing each module to children and teenagers course, too. Oral evaluations will be administrated every day.

Afterwards, oral questions will be asked to students, during 20 minutes, before finishing each class. The questions will be applied according to the lesson learnt in that day. Our purpose is to reinforce the students' knowledge and to know whether they assimilated the lesson or not. We will also see the teaching effectiveness. Likewise, children's notebooks will be checked to be sure they got a good content of the lesson. This aspect, will help the teacher to know if the students paid attention during the class day. The students who had taken notes on their notebooks will go out, and those who not have to finish taking notes before leaving classes.

Then songs and video sessions will be very useful to evaluate students' vocabulary knowledge and listening development. Evaluations will be applied to know the students performance, to have an idea about the results of the techniques and methods used in this project. In addition evaluations will be taken to students after finishing each stage.

## **2.1 OBJECTIVES**

### **2.1.1 GENERAL OBJECTIVE**

\* To support "Sarantañani Trabajador" Program of La Paz Foundation in the field of education through an English language courses, directed to students who attend the institution.

### **2.1.2 SPECIFIC OBJECTIVES**

- \* To develop students' abilities to learn English at an elementary level.
- \* To motivate eighteen years old teenagers to continue learning English to get higher levels of English.
- \* To help students to improve their grades in English subject at their schools.
- \* To establish basis of the language before students can take English subject in their schools.

\* To develop a syllabus that may be used for future courses.

### **2.3. JUSTIFICATION**

Nowadays in Bolivia there are around 850.000 working children and teenagers. Part of these working children belong to “UNATS” which stands for “Union de Niños, Niñas y Adolescentes Trabajadores de Bolivia”. They outlined an important point “Bosses are forced to give children and teenagers the necessary time to allow them to study until they finish their primary and secondary courses. Children and teenagers need to have access to schools and to pursue a profession without negative bosses’ intervention”<sup>3</sup>

La Paz Foundation has the mission to provide assistance to disadvantaged people, mainly children and teenagers who come from disintegrated families. Most of these children and teenagers belong, in a high percentage, to UNATS. These children and teenagers, also have rights and desires as any other people in Bolivia, but to support them we need more people who could deal with children and teenagers who attend the institution. However, there is not enough budget to hire more “educators”, for that reason we gave the support to the institution taking into account that the students did not have enough time for their studies, so they need support and all the attention possible from the educators.

Finally, as the institution is always registering new children and teenagers, the institution considers continuing supporting the future new population with English training. So, the syllabus we developed may be used by future teachers in the institution, because most of the content of the syllabus is related to the lessons that teachers teach in public schools.

### **2.4. DELIMITATION**

#### **2.4.1 Temporary Delimitation**

According to the graduation regulations of the Department of Linguistics and Languages of “Universidad Mayor de San Andrés”, teachers (graduate students) should accomplish

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<sup>3</sup> <http://www.aporrea.org/ddhh/a123018,htm/>



1000 working hours, therefore the chronogram of English activities plan for this English course was elaborated in order to have an efficiently training. (see appendix A)

The present Guided Work was started on February 2010 and it was concluded on December 19<sup>th</sup>, 2010. It was carried out in 8 months. Children's course was established from Monday to Friday from 9:00 a.m. to 12:00 hrs. Then, teenagers' course was established once a week, on Sundays, from 2:30 to 4:30 p.m. It is worth mentioning that for the 2 groups students had extra hours of classes after finishing English training. To finish, the schedules were established according to the students availability of time, because all the students work and study at the same time.

#### **2.4.2 Space Delimitation**

The project was developed in one of La Paz Foundation's branches, called Sarantañani Trabajador Program, addressed at 431 Chuquisaca Street. In this environment there are classrooms where students receive guidance in different subjects and also they receive training in different areas such as English classes. In this case children and teenagers' English classes were given in two different classrooms. The project was developed thanks to the agreement between San Andrés University, Linguistics and Languages Department, and La Paz Foundation, who seek to give children and teenagers who work, the opportunity to receive training in English Language at an elementary level.

#### **2.5. ACHIEVEMENT INDICATORS**

There are clear signs that helped to identify the achievements of the project's objectives mentioned before. The foundation helps student in their studies, providing them with pedagogical support through teachers who help children and teenagers in different subjects. In this case, the project of teaching English to the students at the Foundation was English training.

Teenagers and children expressed the importance of the assistance in English subject that is why the tutors of the institution and the coordinator asked us to continue with

future students who will attend to the program. Therefore, a syllabus was developed that may be used for future courses and future teachers who will teach English at schools, because most of the contents of the lessons were developed according to the students' school curriculums. The English training was helpful for students because the English subject in their schools did not turn difficult and students got better grades.

Through the results of the 3 tests applied during the three stages (See appendix D), the objectives were achieved because 40% of children, who were the majority, obtained scores around 71-85 over 100 on the first test. On the second test also 40% of children obtained marks around 71-85 over 100 which shows a very good knowledge according to the formative evaluation we took. On the last test 60% of children obtained around 86-100 marks which meant excellent knowledge of English. Similarly, In the group of teenagers, the objectives were also achieved successfully because on the first test 50% of students obtained around 51-70 marks, that meant good results; on the second test 40% of people obtained marks around 51-70, that meant good knowledge of English; and finally, on the final test 50% of our students obtained good marks ranging around 71-85 which also meant very good knowledge of the subject (See appendix D).

At the end of the project, the children's course had achieved the following:

- Learnt greetings in a formal and informal way.
- Learnt to know the difference among the 8 Personal Pronouns.
- Learnt to use the verb To Be in affirmative and negative sentences, also questions and short answers.
- Learnt to use the apostrophes.
- Learnt to identify and name numbers in English language from zero to one hundred.
- Learnt to identify and name the 26 letters of the alphabet and to spell short and very long words.

- Learnt to use the Present Progressive Tense in affirmative and negative sentences, also questions and short answers.
- Learnt to identify and name Days of the week, Months of the year and Seasons of the year.
- Learnt to use the Simple Present Tense in simple affirmative sentences.
- Learnt to use the auxiliary Do-Does in short simple questions and answers.
- Learnt to express abilities and lack of them in simple sentences.
- Learnt to use There is –There are in affirmative and negative sentences.
- Learnt to describe locations using the prepositions.
- Learnt English vocabulary related to occupations, family, feelings, verbs, colors and parts of the body.

At the end of the course teenagers' group:

- Learnt to exchange greetings and introductions.
- Learnt to know how to use the 8 Personal Pronouns.
- Learnt the use of the verb To Be in affirmative, negative sentences and question with short answers.
- Learnt to use the apostrophes.
- Learnt identify and name the numbers.
- Learnt to name and identify the alphabet, and to spell short and very long words.
- Learnt to use the Present Progressive Tense in affirmative, negative sentences and questions with short answers as well.
- Learnt to identify and name the Days of the week, Months of the year and Seasons of the year.
- Learnt to express abilities and lack of abilities of people.
- Learnt to use the verb There is-There are in affirmative and negative sentences.
- Learnt vocabulary of: occupations, family members, feelings and verbs in the Simple Present Tense.

## **2.6. ACTION PLAN**

### **2.6.1. INTRODUCTION**

The present project sought to teach English at an elementary level to children and teenagers, developing 21 lessons for children in 8 months since March 8<sup>th</sup> to December 17<sup>th</sup>, 2010, from 9:00 a.m. to 12:00 p.m. 3 hours per day, from Monday to Friday. And 14 lessons were taught in 8 months, since March 14<sup>th</sup> to December 19<sup>th</sup>, 2010, from 2:30 to 4:30 on Sundays for teenagers. It is important to mention that in some cases extra classes are given to students who could not attend to the English training and some students have to be guided in their school English homework.

## **2.7. SYLLABUS**

This section presents the content of the topics which were covered in the English course through this project. A teacher must have the duty and the responsibility to apply the adequate educational program to follow and assess in this case, children and teenagers' learning.

Traditionally, the term syllabus has been used to refer to the form in which linguistic content is specified in a course or method. Inevitably, the term has been more closely associated with methods that are product-centered rather than those that are process-centered. Syllabuses and syllabus principles for Audiolingual, Structural-Situational, and Notional-Functional methods, as well as in ESP approaches to language program design, can be readily identified. The syllabus underlying the Situational and Audiolingual methods consists of a list of grammatical items and constructions, often together with an associated list of vocabulary items (Fries and Fries 1961; Alexander, Allan, Close, and O'Neill 1975). Notional-Functional syllabuses specify the communicative content of a course in terms of functions, notions, topics, grammar, and vocabulary. Such syllabuses

are usually determined in advance of teaching and for this reason have been referred to as “a priori syllabuses.” Richards (2005)<sup>4</sup>

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 are selected according to the children and teenagers’ learning school needs. The topics used in this project were also related to the students’ school curricula, taking into account the age of the 2 groups of students, children and teenagers, in order to have more benefits in the process of teaching.

The syllabus design presents 21 unit topics that reflect the content of the lessons which will be covered during several classes, they are addressed to children. It is important to state that 14 of the unit topics mentioned before are addressed to teenagers’ course, the functional objectives and linguistic objectives are the same as children’s course, the difference is the use of some songs and some activities.

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<sup>4</sup> Richards Jack C., *Approaches and Methods in Language Teaching*, Cambridge University Press, 2005

**This photography shows the children's course and the teacher.**



**2.7.1. CONTENTS (Children’s Course)**

<b>UNIT TOPIC</b>	<b>FUNCTIONAL OBJECTIVES</b>	<b>LINGUISTIC OBJECTIVES</b>	<b>INTERACTION</b>  (t= teacher ss=students)	<b>AIDS</b>	<b>ACTIVITIES</b>	<b>EVALUATION</b>
<b>FIRST STAGE</b> 1.Greetings	-To exchange greetings and introductions. -To greet and say goodbye. -To obtain more information from others	Greetings	t-ss  t-ss  ss-ss  ss-ss	Puppets, cards with famous people’s names, flashcards (the moon, the sun, stars, mountains with the sun), posters with famous singers, actors actresses	-Conversations with puppets -Repeating words and sentences -Individual introductions -Pair work	Students are able to greet among themselves and comprehend how to get information from their classmates.

<p>2. Who is who?</p>	<p>To know the difference among the 8 Personal Pronouns</p>	<p>Personal Pronouns</p>	<p>t-ss  ss-ss ss t-ss  ss-ss</p>	<p>Posters with animals, a paper ball, a video, a worksheet</p>	<p>-Mime (pointing the correct Pronoun) -Matching game -A video session -Recognizing people, animals, using Personal Pronouns -Matching activity</p>	<p>Students use, understand and identify the 8 Personal Pronouns</p>
<p>3.I am a happy student</p>	<p>-To use the verb TO BE, each verb to its appropriate Personal Pronoun</p>	<p>Simple Present Tense Verb TO BE</p>	<p>t-ss  t-ss ss-ss</p>	<p>Photos A worksheet Cards Pictures of famous people</p>	<p>-Repetition exercise -Pair work -Constructing the verb To Be</p>	<p>Students understand and use the verb To Be with its correspond Pronoun</p>



	-To use the Apostrophes	Apostrophes	t-ss ss-ss	Cards of different occupations A worksheet Drawings of students' families	-Repetition exercise -Competition in pairs	Students are able to use the apostrophes.
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	<p>-To identify and name different occupations (members of the family and feelings).</p>	<p>Vocabulary -Occupations -My Family -Feelings</p>	<p>t-ss  ss-ss  t-ss  ss-ss  t-ss  ss-ss</p>	<p>Drawings of gestures (sad, happy, scared, etc)  A paper ball</p>	<p>-Playing with mimics -Role play -Introducing the family members -A crossword game in pairs -Making oral sentences using the cards with faces -Mental Speed Game dividing the course in 2 groups</p>	<p>Students assimilate to identify and name different occupations, family members and feelings</p>
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<p>4. She is a secretary.</p>	<p>-To use Affirmative Sentences of verb To Be</p>	<p>Affirmative Sentences of Verb To Be</p>	<p>ss-ss</p>	<p>Cards with words Toys with different occupations</p>	<p>-Constructing affirmative sentences in groups of 3 -A conversation using toys</p>	<p>Students comprehend how to use affirmative sentences</p>
<p>5. She is not a secretary</p>	<p>-To use Negative Sentences</p>	<p>Negative Sentences of Verb To Be</p>	<p>t-ss  ss-ss</p>	<p>Cards with words Cards with words A game A big dice</p>	<p>-Constructing negative sentences in groups of 3</p>	<p>Students assimilate to use negative sentences and also to obtain and give more information using the verb To Be.</p>
<p>6. Yes I am. I am</p>	<p>-To Obtain and give more</p>	<p>Yes/No Questions and</p>	<p>ss-ss</p>	<p>A worksheet Cards with words</p>	<p>-Constructing questions and</p>	<p>Students are able to ask and</p>

<p>a hungry girl</p>	<p>information</p>	<p>Answers with Verb To Be</p>	<p>t-ss    t-ss  ss-ss  ss</p>		<p>answers in groups of 3</p> <p>-A game, throwing the dice to make what the dice says (affirmative or negative sentences, questions, answers, vocabulary, etc)</p> <p>-Mental Speed Game</p> <p>-Competence in groups of 3</p> <p>-Writing activity (worksheet)</p>	<p>answer questions using the verb To Be</p>
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7. The numbers	-To identify and name numbers	Numbers 0-100	t-ss  t-ss	Big cards with numbers A toy telephone Small cards with numbers	-Repetition Exercise -Dictation of telephone numbers -A game (competence of constructing numbers in groups)	Students are able to identify and know numbers from 0 to 100.
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	<p>-To check and practice all the lessons of first stage</p>	<p>Review</p>	<p>t-ss  t-ss   ss-ss       t-ss t-ss       ss-ss</p>	<p>Cards with famous people's names Flashcards Posters of famous people A paper ball Photos Toys  A big dice Cards with words A photocopy</p>	<p>-Conversation in pairs -Repetition of words and sentences -Introducing famous people guessing who is the person  -Memory game -A game (throwing the dice to say sentences, questions, answers, vocabulary) -In groups, form sentences</p>	<p>Students check and practice all the lessons of the first stage</p>
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	-To measure the students' knowledge	Evaluation	t-ss	A photocopy		Students assimilate the first 7 units from the first stage.
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UNIT TOPIC	FUNCTIONAL OBJECTIVES	LINGUISTIC OBJECTIVES	INTERACTION	AIDS	ACTIVITIES	EVALUATION
<b>SECOND STAGE</b> 8. Spell the word	-To identify and name the 26 letters of the alphabet	The alphabet	t-ss  t-ss  t-ss	A photocopy A board Markers of 2 different colors	-The alphabet song -Repetition Exercise -A game (listen, run and circle the word you	Students spell and recognize the 26 letters of the alphabet.

	-To spell words		ss ss	Cards with words	listen) -Spelling words -Spelling names and full names	
	-To know and name new verbs	Vocabulary of new verbs in the Simple Present Tense	t-ss t-ss	Cards with words (verbs in the Present Tense A board A marker	-Repetition exercise A game (the Hung Man)	Oral and written expression, pronunciation and auditory



<p>9. She is dancing salsa music</p>	<p>-To use the Present Progressive Tense -To describe someone or something actions</p>	<p>Present Progressive Tense: Affirmative Sentences</p>	<p>ss-ss  t-ss  t-ss</p>	<p>Cards with verbs A paper ball</p>	<p>-Mime (guess the action) In groups -What is the teacher doing? Guessing game Correcting the teacher saying the correct sentence</p>	<p>Students understand the use of the Present Progressive Tense in Affirmative Sentences</p>
<p>10. Peter is not playing the guitar</p>	<p>-To use Negative Sentences in the Present Progressive Tense</p>	<p>Present Progressive Tense: Negative Sentences</p>	<p>t-ss  t-ss</p>	<p>Flashcards Cards with words</p>	<p>-Construction of sentences looking at the flashcards -Creating long negative sentences</p>	<p>Students are able to use Negative Sentences in the Present Progressive Tense</p>

<p>11. Are you reading a book?</p>	<p>-To ask and answer questions in the Present Progressive Tense</p>	<p>Present Progressive Tense: Yes/No questions and answers</p>	<p>t-ss  t-ss  t-ss</p>	<p>A film (Ratatouille) Flashcards A worksheet A DVD A DVD player</p>	<p>-Correcting what is the teacher saying about the flashcards -Describing what is people doing -Video session (asking and telling What is something or someone doing)</p>	<p>Students are able to ask and answer questions in the Present Progressive Tense</p>
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<p>12. What day is today?</p>	<p>-To identify and name Days of the Week</p> <p>-To identify and name new verbs in the Simple Present Tense</p>	<p>Days of the Week</p> <p>Verbs in the Simple Present Tense</p>	<p>t-ss</p> <p>ss</p> <p>t-ss</p> <p>t-ss</p>	<p>A big calendar</p> <p>A marker</p> <p>A calendar made by each student</p> <p>A pair of white gloves</p>	<p>-Repetition exercise</p> <p>-Schedule</p> <p>-Mime game</p> <p>-Repetition exercise</p>	<p>Students learnt to identify and name Days of the Week</p> <p>Students are able to identify and name new verbs in the Simple Present Tense.</p>
<p>13. When is your birthday?</p>	<p>-To identify and name Months of the Year</p>	<p>Months of the Year</p>	<p>t-ss</p> <p>t-ss</p> <p>ss-ss</p>	<p>A big calendar made by the teacher</p> <p>A crossword game</p>	<p>-Filling in the calendar with different holidays and students' birthdays</p> <p>-Repetition exercise</p>	<p>Students are able to identify and name Months of the Year.</p>

					-Filling in a crossword (Competence in groups)	
14 .What is your favorite season?	-To identify and name the 4 Seasons of the year	-Seasons of the Year	t-ss ss-ss ss-ss	Flashcards Pieces of construction paper A big dice A worksheet	-Repetition exercise -Drawing seasons - recognizing the seasons looking at partners' drawings	Students are able to identify and name the 4 Seasons of the Year.

	<p>-To check and practice the content of the 2<sup>nd</sup> Stage</p>	Review	ss-ss	Cards with long words	-Spelling of long words	Students assimilate checking and practicing the content of the units.
	<p>-To measure the students' knowledge</p>	Evaluation	t-ss	photocopy		Students assimilate the next 7 units of the 2 <sup>nd</sup> Stage.

UNIT TOPIC	FUNCTIONAL OBJECTIVES	LINGUISTIC OBJECTIVES	INTERAC TION	AIDS	ACTIVITIES	EVALUATION
<b>THIRD STAGE</b>	<p>-To identify, know and name Vocabulary of: colors, parts of the body</p>	<p>Vocabulary: Colors and Parts of the Body</p>	<p>t-ss t-ss t-ss t-ss ss</p>	<p>Cards with different colors A CD with a song “Head, Shoulders, Knees and Toes...) A photocopy of the song A crossword</p>	<p>-Touching game -Memory game -Repetition exercise -Sing and touch -Fill in the crossword in pairs</p>	<p>Students are able to identify, to know and name vocabulary of colors and parts of the body.</p>



16. Mary studies in the afternoon	-To use the Simple Present Tense (Affirmative Sentences)	Simple Present Tense: Affirmative Sentences	t-ss t-ss ss-ss ss	Flashcards Cards of words Pieces of construction paper	-Repetition exercise -Constructing sentences using the cards of words -Individual competence writing sentences -Construction of students' schedule	Students are able the Simple Present Tense in Affirmative Sentences
	-To identify and name animals of the farm	Vocabulary of Animals	t-ss t-ss	Toy animals Flashcards Posters of animals Colors and pieces of paper	-Guessing game (Animal sounds, analogies) -A game	Students learn vocabulary of animals



			ss-ss  ss t-ss		<p>“Follow the leader”</p> <p>-Identifying animals from a poster</p> <p>-Art activity</p> <p>-Pair work (circling the correct animal)</p>	
17. My favorite super hero	-To use the auxiliary Do-Does in short questions and answers	Auxiliary Do-Does: Short questions and answers	t-ss ss-ss t-ss ss-ss	<p>Two toys called Super Heroes (Mr.Do, Mr.Does)</p> <p>Cards of words</p> <p>A worksheet</p> <p>Cards of verbs</p>	<p>-Choosing the right auxiliary</p> <p>-Constructing questions</p> <p>-Dictation</p> <p>-Pair work</p>	Students are able to use the auxiliary Do-Does in short questions and answer.

	-To know and write more verbs in the Simple Present Tense	New verbs in the Simple Present Tense	t-ss ss	A worksheet A big crossword of verbs	-Repetition exercise -Recognizing the verbs circling the correct verb on a crossword	Students know and write more verbs in the Simple Present Tense
18. I can speak English!	<b>To express abilities and lack of people's abilities</b>	<b>Verb Can-Can't: Affirmative and Negative Sentences</b>	t-ss ss-ss ss-ss	<b>A pair of white gloves</b> <b>A task</b> <b>Flashcards</b>	<b>-Mime activity (guessing the mime)</b> <b>-Group work</b> <b>-Recognizing abilities</b>	<b>Students learnt to express abilities and lack of people's abilities</b>

<p>19. There are girls and boys in the classroom</p>	<p>-To use the verb There is – There are in Affirmative Sentences</p>	<p>Verb There is – There are in Affirmative Sentences</p>	<p>t-ss  ss-t  ss-ss</p>	<p>Objects found in the classroom Objects out of the classroom A poster</p>	<p>-Pointing and counting the objects in the classroom -Listing the objects founded outside the classroom -Competence in groups</p>	<p>Students comprehend the use of the verb There is/ There are in Affirmative Sentences</p>
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<p>20. There aren't shoes in the box</p>	<p>-To use the verb There is- There are in Negative Sentences</p>	<p>Verb There is – There are in Negative Sentences</p>	<p>ss-ss  ss-ss  t-ss ss-ss t-ss</p>	<p>A bag with objects A box with words  (affirmative and negative sentences) A worksheet A poster</p>	<p>-Describing the poster in groups -Describing the lack of some objects in a bag -Game of luck -Pair work -Description of the poster</p>	<p>Students are able to use the verb There is/There are in Negative Sentences</p>
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<p>21. The book is on the table</p>	<p>-To describe locations of people, animals and objects</p> <p>-To distinguish among prepositions</p> <p>-To check and practice the content of the Stage 3</p> <p>-To measure the students'</p>	<p>Prepositions</p> <p>General Review</p>	<p>t-ss</p> <p>t-ss</p> <p>ss-ss</p>	<p>Toy food</p> <p>A box</p> <p>A chair</p> <p>A table</p> <p>A worksheet</p>	<p>-Find the object</p> <p>-Hide the object</p> <p>-Pair work exchanging the tasks and checking the mistakes</p>	<p>Students assimilate to describe locations of people, animals and objects.</p> <p>Students are able to distinguish among prepositions.</p> <p>Students reinforce their knowledge.</p>
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	knowledge, from the 3 Stages	Final Evaluation	ss	A photocopy		Students assimilate what they have learnt in this stage
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## 2.8. METHODOLOGY

In the project, the Communicative Approach was used to maintain students' attention. In the interaction, students need to understand and express what they have learnt. Moreover, the present approach gives great importance to interaction between the student and the teacher, which is the final objective in learning a language. In Total Physical Response Method, language was given through commands and instructions which required physical answers from the students during the activities. Berns (1984)<sup>5</sup>. This method was very useful in the process of teaching because of action, facial expressions, mimes, and gestures that were used in order to make understand students what they were listening.

Then, from the beginning instructions were given to students in the classroom routines in English, using gestures and mimes. Immediately, students started to use the instructions also in English. Moreover, it was used to talk to the students in Spanish, at the beginning and little by little they started to speak in English. Phillips (1993)<sup>6</sup>. Students used to imitate sentences or commands used during classes.

Students always worked in groups and with different partners. Each group choose their own name of the team, they choose a " secretary" who represents the group. Working in groups has been new to the children and at first, they find it difficult, so they need some time to develop the ability to take responsibilities and work without supervision. Phillips (1993)<sup>7</sup> In this case, it demanded a lot of time for children and teenagers before they could work in groups without trouble.

In the process of teaching different lesson plans were used because, as it is known, the effectiveness of a teacher in the classroom can be decisively influenced by the preparation of the classes, beyond the collection or production of appropriate materials and aids, such as: worksheets that were used to support the lessons. Here, students used

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<sup>5</sup>Berns, ;S. Functional Approaches to Language Teaching, 1984.

<sup>6</sup>Phillips Sarah, *Young Learners*, Oxford University, Hong Kong, 1993.

<sup>7</sup>Phillips Sarah, *Young Learners*, Oxford University, Hong Kong, 1993

to practice what they learnt. Most of students enjoyed working in worksheets (see appendix C).

Flashcards of words were used in most of the activities we had. They were really useful because students enjoyed learning more having materials on their hands. Furthermore, these materials helped students to learn new vocabulary and to learn basic structures of English language. The same happened with the games and songs that were enjoyed by children and teenagers. For each group, we chose different songs. Gestures and corporal movements were applied in all songs and games.

Finally, one of a very important part of the teaching learning process was the evaluation. Students' performance was assessed every day in order to see their progress and in order to practice what they had learnt before. It is important to mention that after finishing each stage a review session of the contents was applied before having the evaluations.

## **2.9 MATERIAL**

Some of the material used in the class activities was supplied by the institution such as: the television, the DVD player and the board. Materials were an essential part to reach the objectives and they were gotten the following ones: markers, paper balls, compact discs, cards with words and numbers, chalk, ribbons of words, a big dice, a pair of white gloves, photocopies of worksheets (see appendix E), crosswords, pieces of construction paper, pieces of chalk, a box with words, real toys, photos of famous singers, actors, actresses, and other famous people.

To teach vocabulary, cards of words, toys, flashcards, crosswords, posters, drawings, and songs were used. The materials were very useful for the activities because they always called the students' attention, they made students to pay attention in classes and become more interested in the English language.







## **CHAPTER III: THEORETICAL FOUNDATION**

In the present section it is revised literature concerned with the benefits of learning a foreign language during childhood and adolescence. Additionally, there are aspects related to learning language like theories, methods, strategies and techniques we applied in our guided work.

### **3.1 LEARNING CAPACITY IN CHILDREN**

The appropriate age to start to learn a foreign language is childhood. There are many studies that say that childhood is the appropriate age to learn a foreign language. Penfield and Roberts (1959)<sup>8</sup> explain this phenomenon “The lateralization does not take place until the nine or ten years, while in childhood both also improves in the correct pronunciation.

The sooner a child learns 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 tasks of the 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 they are ten years old. It does not mean that an adolescent or adult does not have a learning capacity or they cannot learn another language, it is just that, there is the probability that learning or acquisition of a foreign language could be more difficult. Children under twelve years can absorb an enormous quantity of information. They can learn so many languages as we teach them. Carlson (2006)<sup>9</sup>

Songs are an important source for teaching. Another important aspect is that songs have to be related with the student`s age Calero Perez (1998)<sup>10</sup>. Children have learnt more

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<sup>8</sup> Penfield W. Roberts :, *Speech and Brain Mechanism*, Princenton, Princenton University Press, 1959.

<sup>9</sup> Carlson Neil R. *Physiology of Behavior*, Prentice Hall, 2006.

<sup>10</sup> Calero Perez, *Educar Jugando*, Editorial San Marcon, Perú, 1998

vocabulary and improved their pronunciation with the use of some songs. Children enjoy not just singing, they like dancing, watching videos and clapping. Besides, teenagers like singing and above all knowing the meaning of the lyrics. These aspects were marked when we had the activity of the songs with our students.

### **3.2 MOTIVATION IN LEARNING**

According to Nerici (1973)<sup>11</sup> motivation consists of providing the students a situation that could guide them to an intentional effort, to an activity addressed to certain results. Motivation is a decisive factor in the learning process and could not exist, from the teacher learning direction if the student is not motivated or it is not prepared to waste efforts.

Students in this project were motivated to learn English through techniques and methods that allowed being in constant contact to them. Also it was relevant to pay attention to the students' interests and needs about English language, they were focused on obtaining a previous English language learning, in the case of children, before having English as a subject in their school curricula. Besides, teenagers were focused in getting better grades in English language subject in their schools.

Students from La Paz Foundation were motivated in different situations, circumstances and external influences. First, students wanted to learn English language in order to obtain better grades in their school English subject, that is the case of teenagers; Then, Children's attention were called by activities as games, songs and different aids used to teach the language.

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<sup>11</sup>Nerici, Imideo, *Hacia la Didáctica General Dinámica*, Kapeluz, S.A., Argentina, 1973.

### **3.3 SUCCESS IN LANGUAGE TEACHING**

There are some aspects that could determine the success in language teaching, those can be:

#### **3.3.1 Motivation**

Harmer (1990) <sup>12</sup> A student who really wants to learn will succeed whatever the circumstances are under the studies. It is also true that students learn in unfavorable conditions and they succeed using methods that experts have considered unsatisfactory. Lack of time in many of our students was a very unfavorable factor, especially to teenagers course, due to they just had one day per week of English classes, but their motivation was stronger. At the end, they were awarded for their effort with good school marks. Therefore, motivation is some kind of internal drive that encourages somebody to pursue a course of action. There are types of motivation:

#### **3.3.2 Extrinsic Motivation**

Students study because they have some goal which they wish to reach. For instance, some students in the project, apart from getting better grades in English language subject, they were interested in continuing learning this language in order to get a better job or using the language as a work tool such as teaching English, etc.

There are two main types of goals, they are:

##### a) Interactive Motivation

The student wants to integrate himself into another culture because is attracted by it. Young people, specially, are attracted by English culture, for instance: music, fashion and so far. Music is one of the most attractive for teenagers, who are the students in the project. These students really wanted to know the content of the songs' lyrics given

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<sup>12</sup> Harmer, Jeremy, *The Practice of English Language Teaching*. Longman, New York, 1990.

during the English courses. The students also suggested some songs to be sang, furthermore, teenagers´ course expressed to like so much English romantic genre.

#### b) Instrumental Motivation

The student believes that language will be instrumental in getting him a better job or position. This kind of instrumental motivation was present in most of teenagers who wanted to learn English language. It is true that some students, during our project, expressed to know cases where some of their partners at school lost or almost lost their jobs because of the lack of English knowledge. That was the special case of a boy who belonged to the group of teenagers. He commented to have the opportunity to work in a travel agency with a good salary, but he needed to have English language knowledge, at the end he lost the job. This case motivated more the rest of the students to learn this foreign language.

### **3.4 QUALITY OF TEACHING**

Nerici ( 1973)<sup>13</sup>states the most admirable qualities of a teacher as justice, kindness, calm, patience, control of oneself, a good sense of humor, intelligence, warmth, punctuality and didactic capacity. Apart from these qualities this author also expresses discipline. The author was right about the qualities because students in La Paz Foundation feel better and trust more in us when they perceive some qualities that Nerici mentioned. The project´s pupils also wanted to learn more day by day. Moreover they felt confident to ask wherever and whenever their doubts about English language.

### **3.5 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 age. Children gain many things from this wonderful process, especially when students are immersed in another language. To

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<sup>13</sup>Nerici, Imideo, *Hacia la Didáctica General Dinámica*, Kapeluz, S.A., Argentina, 1973.

learn a foreign language in childhood has many advantages, one of them is neurological type, since there are plasticity and flexibility in children's brains. This aspect facilitates the assimilation of new codes. There are also phonological advantages that allow children to listen and to produce all kinds of sounds perfectly, fact that begins to lose after children are 11 or 12 years old. The situation explained before would explain that people who begin to study a foreign language when they are adults find more difficult to speak with fluency than those who learn in childhood.<sup>14</sup>

There are many benefits on learning a foreign language. Many of these benefits could be summarized in four categories: Personal, cognitive, academic and economic benefits. These benefits are taken into account by the students of Sarantañani Program, especially by teenagers, who continue learning English in order to have a higher level of this language.

### **3.5.1 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 and students learn and appreciate different cultures and customs."<sup>15</sup> Students in Sarantañani Trabajador Program, wanted to know more about American culture and customs and this fact also contributes to motivate them to learn more English. People who speak a language can communicate through different media; they also know other cultures, customs, etc. The same influence received teenagers while they learn a foreign language.

As children as teenagers in the program expressed to would like to get in contact to foreign people, English speakers from other countries, especially from the United States through internet. Also children and teenagers expressed to consider very interesting to

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<sup>14</sup><http://cal.org/earlylang/>

<sup>15</sup> <http://cal.org/earlylang/>

get a “chat” to one or more foreign people in order to get “American friends” to know more about their technology, culture and lifestyle.

### **3.5.2 Cognitive Benefits**

From the 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 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. It was interesting to see the children’s assimilation in the vocabulary part and in simple structures they learnt during the teaching learning process in the foundation.

It is important to state that imitation is very common in children because their learning is almost centered in the imitation. Since we are babies we imitate to learn different things such as eating, drinking, dancing, etc. In the case of language, children also imitate repeating words, phrases or sentences after they acquire the language by forming phrases or complete sentences. These aspects make children easier to get a foreign language, in this case English language. Moreover these students count on a big advantage it is their good memory that was evident during the classes in the foundation.

### **3.5.3 Academic Benefits**

Learning another language seems to contribute to high academic achievements. 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”. With the English training, students obtain English knowledge, so they get better grades in their school English subject. Apart from getting better grades, students could extend their way to see the life because they could have a better job and as a result to have a good lifestyle.



### 3.6 THEORIES OF LEARNING

The education theories of teaching constitute a complement of needs to explain or having 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 in learning the key of nature of each person in the form that how it is shaped. According to this, we can say that all behavior is acquired and it its achieved through learning, this development is achieved along the life through a progressive accumulation of knowledge, skills, memory and competences.

The present section will explain about general context of the main theories. The basis of the present project is the Constructivism. “Constructivism Theory is based on the premise that cognition (learning) is the result of mental construction”<sup>16</sup>. In other words students learn by fittings new information together with what they already know; this prior knowledge is called a schema. Then, 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.

The main constructivism representative is Lev Vygotski. (1934)<sup>17</sup> This author states 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.

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<sup>16</sup><http://en.Wikipedia.org/wiki>

<sup>17</sup> Vygotsky (1934) cited in Alan N Crawford et al “métodos comunicativos para la adquisición de una 2da lengua” Universidad de California, Los Angeles.

Constructivism is constituted like a pedagogic model based on the contributions from the Psychology of Jean Piaget and the Psychology of Lev Vygotsky. The constructivism emphasizes on that between the person's knowledge and object exist a dynamic relationship and non static. The person is an 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. Our students learn how to learn by giving them the training to take initiative for their own learning experiences and they are actively involved in learning English. The activities are interactive centered on students. Teachers are a kind of guides that facilitate a process of learning in which students, children and teenagers, are encouraged to be responsible and autonomous. As teachers, they only design or give situations where students are in contact with what they want to learn, so they can achieve or build their own knowledge.

### **3.6.1 Behaviorism Theory**

The present theory studies the behavior 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 way a person interacts with others.

B.F. Skinner, (1943)<sup>18</sup> 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 punishment, 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 effectiveness in terms of results. It means that final behavior is conditioned by the

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<sup>18</sup> "Conductivism", *Enciclopedia Microsoft Encarta 98 1993-1997* Microsoft Corporation.

immediate stimulus faced to the student's response, it is made with the objective of providing a feedback or reinforcement to each action.

Skinner explains the behavior and learning like a consequence from the environmental stimuli. His theory is based on "rewards" and "reinforcement". Skinner starts from the fundamental premise that every 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 any behavior, configuring a method that we schematize:

- To specify clearly which is the final behavior we want to introduce.
- To identify the sequence of movements that students should execute to achieve the wanted final behavior in order to put the organism in activity.
- To condition student to answer with a substitute stimulate.
- To apply reinforcement all the time that a 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 food result. The praise that is not said in the appropriate moment could produce a negative effect.
- If we want to make disappear an undesirable behavior in a student, do not give any reward or reinforcement.
- The reinforcement by themselves necessarily does not imply a positive effect in the learning process.
- Only behaviors have an effect of positive motivation when they coincide with the students' necessities.

This theory involves habits formation. It is developed when learners make a connection between stimulus-response, it means that learners respond to the stimuli in the environment and it is reinforced. A habit is a stimulus-response connection or conditioned response. The education is centered on teacher. According to the Constructivism Theory (1997)<sup>19</sup>, the teacher takes the role of the “sage on the stage”. Learners become passive in the learning duo to the fact that teachers only transmit knowledge to learners. For that reason, this theory is not suited for our project.

### 3.6.2 Constructivist Theory

“Constructivism is based on the premise that cognition (learning) is the result of mental construction”<sup>20</sup>. In other words, students learn by fitting new information together with what they already know; This prior knowledge is called 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)<sup>21</sup> 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 area 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 of 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 Vygotski (1934)<sup>22</sup>, whose

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<sup>19</sup> “Conductivism”, Enciclopedia Microsoft Encarta 98 1993-1997 Microsoft Corporation.

<sup>20</sup> <http://e..Wikipedia.org/wiki/>

<sup>21</sup> Vygotsky (1934)cited in Alan N Crawford et al “*Métodos comunicativos para la adquisición de una 2da lengua*” Universidad de California, Los Angeles.

<sup>22</sup> Vygotsky (1934)cited in Alan N Crawford et al “*Métodos comunicativos para la adquisición de una 2da lengua*” Universidad de California, Los Angeles.

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. Teachers become to be facilitators, guides for students. 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 also, should help in activities that a student is not still able to develop by himself, but he can solve through an appropriate pedagogic help. Teachers could facilitate of guide the students.

### **3.7 THE COMMUNICATIVE APPROACH**

The communicative approach 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 approach takes into account teaching languages; it gives great importance to interaction like means and as final objective in learning a language.

Communicative language teaching makes use of real-life situations that needs communication. Teacher sets up a situation where students are likely to encounter in real life. The 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 simulation changes every day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

The communicative approach 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 of features. One of the most recognized of these lists is David Nunan (1989)<sup>23</sup> features, they are the following:

1. An emphasis on learning to communicate through interaction in the target language.

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<sup>23</sup>Nunan David, *Designing Task for the Communicative Classroom*, Cambridge University Press, 1989.

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 learners' 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. According to Larsen Freeman (1986)<sup>24</sup> 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 a referee or monitor.

This approach was used in almost all the classes given. The use of tasks in classes also took an important part to make students practice what they have learnt, so it allowed students to comprehend, manipulate, produce and interact in the target language.

### **3.8 TEACHERS AND LEARNERS' ROLES WITHIN THE COMMUNICATIVE APPROACH**

There are certain aspects in the teachers and learners' roles within the communicative approach that are important to take into account during the process of learning.

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<sup>24</sup> Larsen, Freeman, *Techniques and Principles in Language Teaching*, Oxford, Oxford University Press, 1986.

### **3.8.1 The Teachers' role**

In the process of learning, there are numerous things that play a significant role towards it is a smooth, pleasurable and constructive process. First of all, the teachers are those who set the tone for a great learning environment. That is really important because a good environment stimulates students to learn better. It is an extremely complex and challenging of rules and principles, which nevertheless children and young people acquire.

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; First, as an organizer of resources and as a resource himself; Second, as a guide within the classroom procedures and activities; A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. Madsen (1983)<sup>25</sup>

### **3.8.2 The learners' role**

The students are the active part in learning process. It is highly important to think about ways in which we can help out their enhancement and growth of their educational training. Nunan (1991)<sup>26</sup>. Students generally are the result of a way of teaching, so teachers need to plan effective ways to motivate the students during their training.

Breen and Candlin describe the learner's role within Communicative Language Teaching in the following terms: The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of

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<sup>25</sup> Madsen, H. *Techniques in testing*, Oxford University Press, Inc., 1983.

<sup>26</sup> Nunan, D. *Communicative Tasks and the Language Curriculum*, TESOL, 1991.

joint negotiator within the group undertakes. “The implication for the learner is that he should contribute as much as he gains, and thereby he learns in an interdependent way” (1980: 110). Madsen (1983)<sup>27</sup>

### **3.9 TOTAL PHYSICAL RESPONSE METHOD**

Total physical Response method was developed by Asher (1982)<sup>28</sup> who stated 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 lot of physical manipulation from child in response to what the people around say that consists mainly on commands. “This method contains comprehensible input, a period of silence and approach in the appropriate content instead of grammar forms “ Crawford (1981)<sup>29</sup>

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)<sup>30</sup>

In this theory Asher draws on three rather influential learning hypotheses:

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 stress the grater the learning.

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<sup>27</sup> Madsen, H. *Techniques in testing*, Oxford University Press, Inc.1983.

<sup>28</sup> Asher J. Garcia G. *The Optimal Age to Learn a Foreign Language*, Modern language journal, 1982

<sup>29</sup> Crawford, *Métodos Comunicativos para la Enseñanza de una Segunda Lengua*, Universidad California, Los Angeles, 1981.

<sup>30</sup> Asher, James, *Principles and Practice in Second Language Acquisition.*, New York: Pergamon Press, 1982.



Through this method some simple structures and vocabulary were taught without translating. As children as teenagers enjoyed learning English using movements and gestures. Also the use of flashcards played a very important role during the training in Sarantañani Trabajador program.

### **3.10 TECHNIQUES OF TEACHING**

The techniques used in this Guided Work have great relevance in students' learning. In the process of teaching we used a variety of techniques such as games, role play, repetition, and so forth. These techniques motivated students to learn and to enjoy the classes, and not only to children because the same sources are used to adolescents. Asworth and Wakefield (1994)<sup>31</sup> State: "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 participate you at their own level".

In the following part are explained some of the techniques used in order to motivate children and teenagers to participate during the classes:

#### *Pair Work*

This technique gives students a chance to communicate in English and allows students to learn better from one another. Many language tasks were addressed to the two groups of students, for instance: asking and answering questions about a picture, writing and performing a short conversation or dialogue, playing a game, sorting, matching, making list, etc.

Pairs of students can work together to write a story, make up a dialogue, write captions for pictures, interview each other, etc. The role of the teacher is the monitor, circulating among the groups to make sure they are staying on task and speaking in English. The

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<sup>31</sup>Asworth M. &Wakefield, H.P. (1994) *Teaching the world's children: ESL for ages three to seven*. Markham, Ontario: Pippin.

teacher should offer help the students when they need, also the teacher should make note the students their mistakes in grammar and pronunciation for later drill and practice, but avoiding not interrupting them at the moment to make corrections. Balla (1989)<sup>32</sup>

### *Group Work*

There are five pedagogical arguments for group work according to Long (1985:104-12):

1. Group work increases language practice opportunities; they have more chance to participate, too.
2. Group work improves the quality of students talk. Also, they engage in information exchanges which resemble communication outside the classroom.
3. Group work helps individuals' instruction.
4. Group work promotes a positive affective climate: Students feel they are in a relatively intimate setting and more supportive environment.
5. Group work motivates learners; they use richer and varied language forms. Furthermore, students are individual involved in lessons, most of the time and at a more personal level.

### *Games*

Children's life is to play, the nature establishes strong inclination to game in all normal child. Children play by instinct, by an internal force which makes them move, manipulate, stand and so on. Children play moved by an interior necessity, not by an order or external obligation. Calero (1998)<sup>33</sup> confirms: "El juego nunca deja de ser una ocupación de principal importancia durante la niñez". Game is a powerful element for the preparation of children's social life. Through games children learn solidarity. Also

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<sup>32</sup>Balla, Cervellino, Mohootian, Veramendy, *Hooray for English*, Scott Foresman and Company, 1989.

<sup>33</sup> Calero Perez, *Educar Jugando*, Editorial San Marcos, Perú, 1998.

the observation's spirit is developed and the visual, tactile and auditory senses are developed and it gives agility to body.

Among games there are many kinds of games. There are ones which pupils can play using their sense. 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 group responsibility. Game, allows children to communicate and share with other children. The game is one of the biggest forces to socialize. When students play, they arise the social sensibility and they learn how to behave in groups.

Some of the games played during the courses were the hang man, competences in recognizing and ordering letters on the board, forming sentences using cards, role play and so forth. Through these games students socialized and showed solidarity among them.

### *Songs*

Songs are also considered like games. Through this technique students expand their vocabulary, and learn simple structures. Besides, songs help students to improve listening skill. It also improves the correct pronunciation. Then, songs are a good resource for English Teaching. They are interesting and funny. Students promote mimics, gestures, etc., especially children. A song gives us to 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.

It is important to mention that teenagers were really interested to know the meaning of the lyrics content, also they enjoyed singing and listening the songs. There were other benefits that songs brought to the students such as expanding their vocabulary, improving their listening skills and making a correct pronunciation.

### *Role Play*

Puppets, for instance, can be a great tool for prompting children to speak. Even the shyest child can feel confident when speaking through a puppet because it seems that it is the puppet who is talking. Students also respond well when a puppet speaks to them. They are eager to talk to the puppet, to answer questions and to ask them Balla (1989)<sup>34</sup>. The puppets used during the training needed not to be elaborated or professionally made. A sock was slipped over the hand, two buttons were glued for the puppet eyes. Then, using a puppet is an ideal means of pre-teaching. Children will be eager to understand what the puppet is saying, to repeat the puppet's language, and to follow the puppet's commands. Also puppets can be used to demonstrate dialogues, to sing songs and say rhymes, and to play games. Many teachers find it helpful to use two puppets to demonstrate dialogues. Here the children name the puppets and become familiar with them as standard characters in the classroom. The teacher may also give each puppet a personality to have more fun.

## **CHAPTER IV: PROPOSAL DEVELOPMENT**

The project was started on February 8<sup>th</sup>, 2010 and was concluded on December 19<sup>th</sup>, 2010. The two groups of students, children and teenagers, had 4 stages in their activities. These stages are explained in detail in the present chapter.

### **4. SEQUENCE OF ACTIVITIES AND ACHIEVEMENTS**

The present chapter shows in detail the characteristics of the participants, the stages of the guided work, the initial achievements and the experiences reached along the project.

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<sup>34</sup>Balla, Cervellino, Mohootian, Veramendy, *Hooray for English*, ShottForesman and Company, 1989.

#### **4.1 PARTICIPANTS / BENEFICIARIES**

The ages of the children participants were between 9 to 11 years old and teenagers between 16 to 18 years old. The first group in Sarantañani Trabajador Program (children) was comprised by 10 students and the second group (teenagers) was comprised by 38 students. Children had a quite negative attitude toward participation and working in groups at the beginning, but during the training, they changed their negative to a positive attitude. Then, teenagers attended only on Sundays to the institution that is way they attended almost all classes. As it was stated before, the two groups of students, children and teenagers, work and study at the same time due to factors that force them to work on the streets.

Also, some of our participants do not have their parents' support, so most of Children and teenagers do not have economical support for studying and they need to work and study to support their families. Most of the students who attend the institution do not have help in their homework or they do not have the necessary time to do it. That is why the foundation gives the students assistance in their different school subjects in order to make students to continue studying or getting good grades. English language is one of the school subjects that need assistance.

#### 4.2 STAGES OF THE GUIDED WORK (Children and Teenagers courses)

STAGE	STARTING DATE/ CONCLUSION	OBJECTIVES	EVALUATION	OBSERVATIONS	OUTCOMES
1 <sup>st</sup> Stage	From February 8 <sup>th</sup> to February 22 <sup>nd</sup> , 2010 (children and teenagers)	<ul style="list-style-type: none"> <li>-To get in contact with the institution</li> <li>-To present our project for the entrance to La Paz Foundation</li> <li>-To talk to the institution's population</li> <li>-To classify the groups according to their age</li> </ul>	<p>Students were classified according to their age and pupils also chose the schedule.</p> <p>The diagnosis evaluation was taken to the institution's authorities gave us a previous idea about students' English knowledge and needs about this foreign language.</p>	<p>Before starting this first stage, we had already taught English to another group of teenagers from November To December 2009, but we had to start again with another groups due to this first group could not back again because of their age over 18.</p>	<p>We were accepted by the foundation for an English training and we obtained important information through the diagnosis taken to the institution's</p>

		-To apply the diagnosis evaluation to the institution's authorities				authorities.
<b>STAGE</b>	<b>STARTING DATE/ CONCLUSION</b>	<b>OBJECTIVES</b>	<b>TOTAL HOURS</b>	<b>EVALUATION</b>	<b>OBSERVATIONS</b>	<b>OUTCOMES</b>
2 <sup>nd</sup> Stage	From March 8 <sup>th</sup> to May 8 <sup>th</sup> , 2010 (children group)  From March	To have the students adaptation period. To teach the first 7 lessons to the children's group.  To teach the first 4 lessons	143 hours of classes in the institution with children and 143 hours of classes of preparation	Students felt comfortable in the classes.  Students assimilated the content of the 7 lessons	We had 8 extra hours supporting children in their homework  In the group of teenagers we stayed in the institution 4 extra hours because some of our students who had	A good students' adaptation was observed.  The 4 lessons were

	<p>14<sup>th</sup> to May 9<sup>th</sup>, 2010 (teenagers group)</p>	<p>To administer the first evaluation to the 2 groups in different days -To send out first report to the institution and our tutor</p>	<p>at home 22 hours of classes with teenagers in the institution and 22 hours of preparation 12 extra hours in the institution</p>	<p>Students learnt the content of the next 7 lessons Most of students are able to solve the evaluation</p>	<p>English language in their schools needed to be guided in their homework and to be prepared for their school evaluations</p>	<p>assimilated by the students through the first evaluation.</p>
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STAGE	STARTING DATE/ CONCLUSION	OBJECTIVES	TOTAL HOURS	EVALUATION	OBSERVATIONS	OUTCOMES
3 <sup>rd</sup> Stage	<p>From May 10<sup>th</sup> to October 11<sup>th</sup> (Children's course)</p> <p>From May 16<sup>th</sup> to October 17<sup>th</sup> (Teenagers' course)</p>	<p>-To teach the next 7 lessons to children.</p> <p>-To teach lessons 5,6,7,8,9,10, and 11 to the teenagers' group.</p> <p>-To administer the second evaluations to the 2 groups in different days.</p> <p>-To send the second report to the</p>	<p>177 hours of classes in the institution</p> <p>with children and 177 hours of classes of preparation at home</p> <p>28 hours of classes with teenagers in the institution and 28</p>	<p>Students assimilated what we taught</p> <p>Students understood the lessons we taught</p>	<p>In this stage we had a stop from June 1<sup>st</sup> to August 14<sup>th</sup> due to the birth of my baby.</p> <p>During this period, new courses were opened to teenagers group and some students took these courses and they could not take English classes anymore, due to teenagers had time to be in the institution just Sundays.</p> <p>We had 2 extra hours supporting children in their</p>	<p>The taught lessons addressed to students were assembled, even though we stopped classes for a period of time, students continued assimilating what we</p>

		institution and to our tutor.	hours of preparation 14 extra hours in the institution		homework and 12 extra hours helping teenagers in their homework due to students needed support in English for their near English school evaluations	taught.
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STAGE	STARTING DATE/ CONCLUSION	OBJECTIVES	TOTAL HOURS	EVALUATION	OBSERVATIONS	OUTCOMES
4 <sup>th</sup> Stage	From October 12 <sup>th</sup> to December 17 <sup>th</sup> (Children's course)  From October 24 <sup>th</sup> to December 19 <sup>th</sup> (Teenagers' course)	-To teach the last seven lessons to children.  -To teach the last three lessons to teenagers group  -To have the final evaluation in order to know the students'	<b>150</b> hours of classes in the institution with children and <b>150</b> hours of classes of preparation at home  <b>24</b> hours of classes with teenagers in the institution and <b>24</b> hours of preparation  <b>12</b> extra hours	Students are able to manage an elemental knowledge of English and reinforced their knowledge of the language	In this stage, we also worked extra hours supporting students of the institution in their homework and 12 extra hours helping teenagers in their homework. In total 12 hours, 6 to children and 6 to teenagers	In this last stage, we saw that the students received the necessary support in the English language learning, specially students those who had English language as subject in their schools. Then, we saw that children who will have English language as a subject won't have problems during their future English classes, because they have previous knowledge of it.

	course)	knowledge  -To send the final report to the institution and tutors	in the Institution			
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**The total of hours we worked in this guided work were: 1126 (see appendix A)**

#### **4.2.1 FIRST STAGE**

At this first stage we got in contact with the institution on February. After having a meeting with the institution's authorities, the coordinator of Sarantañani Trabajador Program assigned to the present project 2 tutors Gladys Paredes and Gladys Condori, one for each course. Then, on February 21<sup>st</sup> the diagnostic questionnaire was applied to the main institution's authorities. After that, the tutors classified the students in two different groups: 10 children and 38 teenagers. Afterwards, the tutors assigned the schedules for the courses. The project's tutors and the coordinator of Sarantañani Trabajador Program collaborated to the project and made us feel very welcomed in the institution.

#### **4.2.2 SECOND STAGE**

It was the adaptation period where students met one to another and activities were applied to the 2 groups (children and teenagers) making them work in pairs and in groups. At the beginning students showed shyness, but after a short time of adaptation period, most of them preferred to work in pairs or in groups.

The objectives of teaching the 7 first lessons to children were: To greet people, to introduce themselves and others using Personal Pronouns; vocabulary such as: occupations, members of the family and feelings; Verb To Be in affirmative, negative and interrogative form and finally, numbers. Teenager's course learnt 4 lessons: greetings, Personal Pronouns, vocabulary and affirmative sentences of the verb To Be. In order to measure the students' knowledge an evaluation was administrated after finishing this second stage.

The Total Physical Response Method and the Communicative Approach were applied in this stage to the two groups, because there was interaction between the students and the teacher using the different resources in the activities. It is important to mention that the institution provided a TV and a DVD player to the English course development, the rest of the materials were designed by the English teacher.

This stage had positive and negative aspects. In the positive ones students changed their attitude toward working in pairs or in groups. It was an important aspect because, in most of the proposed activities, Students had to work in pairs or in groups. One of the negative aspects during the first weeks was to repeat the lessons due to the new students who were still registering for the course. Another negative experience was that some children did not attend all the first classes. Day by day this attitude was changing and it was evident the students' interest in learning English because children started to attend every class.

Then, at the beginning, classes were given in different classrooms and those students who arrived late, had to look for English classroom. Here, time was spent because of the topic that had to be repeated. After some days a specific English classroom was assigned for English trainings where there were a television, DVD and a big board. To finish, apart from training the students in English language it was used to help them in their school English homework, so the English teacher's assistance to the institution helped the institution not only in training their students in English language, but also in the students' school homework.

#### **4.2.3 THIRD STAGE**

Seven lessons were taught to children at this stage. This group started in May and finished them in October. The teenagers group learnt 7 lessons which were started in May and were finished in October. Then, the children's course had the following objectives: to identify and name the 26 letters of the alphabet, to spell words, to know and name new verbs, the use of the Present Progressive Tense. Then, teenager's course had the next objectives: to use negative sentences of the Verb To Be, name the letters of the alphabet, to spell words, to use the Present Progressive Tense in affirmative, negative and questions form.

In both groups, a review part was applied before taking the next evaluation. Then, in both groups, children and teenagers, the Communicative Approach was used, always

focused on the learners understanding in order to obtain good results. Moreover, Total Physical Response Method was used because in many activities students responded physically to the teacher's words, always enjoying the activities using the different resources as: cards, chalk ribbons of words, flashcards, posters, etc. Regarding the materials used in this work, a positive reaction was evident in the students, because most of them stated they had never learnt English like this before.

In general terms, after the teaching and learning process good results were obtained. 40% from 10 children obtained very good results; 20% excellent results: 20% good results and 20% needed reinforcement (see chart appendix D). In this stage fewer students needed improvement because children reacted positively to the applied activities during the teaching.

The teenagers' evaluation results (see chart appendix D) showed that 40% of students obtained good results; 20% very good results; 20% needed improvement; 10% excellent results. With this group it was truly concerned about the students who needed reinforcement; consequently, the teacher worked harder to avoid a low percentage in the students' learning results.

#### **4.2.4 FOURTH STAGE**

In this last third module the children's course started on October 12<sup>th</sup> and finished on December 17. Also, the teenagers' course started on October and finished in December. The objectives in the children's group were: to expand vocabulary, to use the Possessive Adjectives, to use the Simple Present Tense, the use of the auxiliary Do Does, to express abilities and lack of them, the use of There is -There are, and Prepositions. At the same time, the teenagers' course had the following objectives: To identify and name days of the week, months of the year and seasons of the year, to expand vocabulary in verbs, to express abilities and lack of people's abilities and the use of the verb There is-There are.

In both groups, children and teenagers' knowledge were measured after checking and practicing the units. It is important to add that in the children's course it was covered 7

lessons and in the teenagers' group they were covered 3 lessons. Memory games, songs, crosswords, description of the objects, oral presentations, pair work, group work, cards of words, construction of sentences, guessing games, ordering scramble words, songs, description of posters and so far, helped us to obtain good results in the students' learning and the materials that were provided by ourselves were good tools to reach our objectives. Also, the use of Communicative Approach and Total Physical Response Method played a very important role during the learning and teaching process.

To finish, according to the 10 children's evaluation 60% obtained excellent results and 40% obtained very good results (see chart D), none of the children obtained less than 71 points over 100 points, so we had a good learning process result. Similarly, the teenagers group showed that 50% obtained very good results, 30% good results, 10% needed improvement and 10% obtained excellent results. In general students had good learning results, so the objectives of the research were reached.

## **5. INITIAL ACHIEVEMENTS**

During the process of teaching and learning interesting changes were seen in the 2 groups, children and teenagers. One of these changes happened in the group of children. Starting the classes some children seemed a little envious and some a little aggressive when they started to work in groups. This behavior made difficult the group work at the beginning. After some sessions, while children were enjoying the activities, they were becoming friendlier. Also, in each session the members were mixed of the group and soon afterwards the negative behavior of children had previously changed positively.

At the beginning, it was noted that the teenagers group seemed to be a little shy and unlikely to work in groups, but on a very short time, it was perceived that they preferred working in groups, because they enjoyed more the class activities sharing with their partners.

Starting the first class the mother tongue was used, because it was often considered less frustrating for students. Then, gestures and a little translation of words that could not be



explained were used with movements or gestures. During the activities in the classroom, students soon became to use and understand the instructions in English given. Also, it was noted that students copied the same gestures, movements applied to explain something when they had to explain something similar.

With the use of toys, flashcards, mimes, songs and specially cards, students could work with basic structures of English language. For example, learning verb To Be, was not almost “impossible” anymore as they had thought before, especially for some teenagers who expressed to “hate” it and used to consider it boring learning it.

Besides, children learnt the verb To Be without many difficulties, because the applied activities and the materials helped a lot. Teenagers consider learning English language “interesting, fun and not very difficult”. It was always tried to make jokes during the classes in order to create an enjoyable and participative environment where students enjoy and feel confident in the classroom to reach a good participation.

The vocabulary learning was enjoyable for students, because they liked the activities applied to teach English language. As a result, students learnt useful vocabulary to communicate in English at an elementary level.

## **6. EXPERIENCES**

During the project there were positive and negative experiences. First, to get children’s confidence was difficult because as children work on the streets they suffer discrimination against and bad or negative attitudes by some people. They did not trust in the teacher easily; it was a little hard during the first stage of the project, but later children felt more confident. It was inferred that teaching English to children is tremendously rewarding because they responded to the efforts, and when they receive attention and love children respond better.

It was a pity that a child, one of the students, did not want to do anything, speaking, writing nor playing. He used to evade from all the institution’s supporting classes.

According to the reports gotten from the institution, it was found that this child also had problems at school. Psychologist, teachers, doctors and the coordinator worked together to help this child, talking to his mother and so on, but his behavior never changed. Seldom, this student participated in English classes, his behavior was really hard to deal with.

With regards to teenagers, it was a hardworking group because they always did homework and did all the activities they had. Classes were given only once a week for 2 hours. Since this group of students work all the week as housemaids, they could attend the program just on Sundays and they took different classes such as: computing, cooking, dance and English during the mornings until the afternoons. There was a big predicament though because these students were motivated, but they were limited in time.

Teenagers enjoyed attending to English classes, because most of them expressed that they had never learnt English having fun. Moreover, apart from having classes, we had the opportunity to have different activities such as going to picnic, sharing some snacks during the classes, we became friends. Everything we exposed before helped us to infer that being a friend of the students make them to work, to learn better and to feel more confident.

There is an important point that the tutors from the institution stated. When they went to invite teenagers' schools to receive Sarantañani Program's benefits, they offered English training, so many students registered to the training. Then, talking about the attendance to English classes, children were the group who had more absences, because they had to sell candies, wash clothes of other people with their mothers, and sometimes they did not have enough time to attend to English classes every day. In many cases it was necessary to repeat and explain the lessons again or had extra hours of classes. The institution cannot impose a compulsory attendance because children help their families economically.

During the classes children did not bring any notebooks, pencils or pens; therefore, they were provided with sheets of paper and pens. Later, it was decided to give notebooks to them. Children liked the idea to receive this material and when they took their materials to their houses, most of them did not bring them again. Therefore, children were asked to bring the notebooks and when children brought them they were asked them to leave the material in the institution's office after each class.

During the classes, the students were encouraged to participate and they were used to be congratulated when they participate doing correct exercises or had a good participation. During the process of learning students continued improving their participation.

## **7. CONCLUSIONS**

Based on the findings of the present work we can conclude that:

The English training helped students to improve their grades in English subject at their schools; Children reached a basis of the language before they can take English subject in their schools, so they have advantages that will help them to avoid possible "difficulties" in English subject; Most of the teenagers were motivated to continue their English training because they want to get a higher level. These students realized that learning English can be easy and could bring job opportunities and study advantages to them.

During the project it was selected the most appropriate teaching aids and teaching learning methods, in order to motivate students to learn English language. Therefore, we might suggest using the same materials and methods in the future. Students showed enormous satisfaction after learning English language because it fulfilled their expectations and their needs, so the present guided work's objectives were reached.

Throughout the project the institution received support in its main problem, the lack of human resources. Two groups of students were assisted not only in their school English homework, but also in training and motivating them to learn the language in higher

levels. Now the institution is looking for teachers who could continue training their population, because they realized that there are more students that they thought before who require to learn English language.

It is important also to state that children and teenagers work better when they are motivated through different materials, techniques and activities, and to become friends and gain their confidence provide teachers better learning results. This important experience was present in the present project, because children, who were a little unfriendly when classes started, turned friendlier and the best students at the end of the training. Moreover, some teenagers, “cholitas” were shy and also they got afraid of “speaking in public” at the beginning, but later on most of them eagerly participated in class.

## **8. RECOMMENDATIONS**

Learning a foreign language seemed to be very difficult for students. They do not have enough time to practice, review, do their English homework or strengthen learning; therefore, teachers should offer students dynamic classes. It implies to make students enjoy learning and to make interesting and not very difficult classes. Also, teachers should motivate students to participate making them working in groups and making them sit in different classroom places. Moreover, communicative teaching has become an important part of the classroom, because the interaction between the teacher and students helped Sarantañani Program’s children and teenagers to have a good learning environment.

Another important point is that a teacher should try to be a friend of students. If teachers do so, students will not be afraid of participating or committing mistakes and they feel

more confident. Also, they learn better than others who are passive students. Those aspects must be considered by teachers who want to have good results of learning.

Some problems were faced during the development of the present work concerning the students' time availability; it was understandable since they needed to work. However, hopefully, students fulfilled their English language learning expectations. The lessons plans and the syllabuses developed in the present project could be used as a didactic material for university students, for future activities to be developed in the field of teaching English language.

Finally, temporary teachers in the foundation could bring enormous support to the institution since it has a big population. Moreover, teachers could come up with new ideas and knowledge that may support and give more opportunities to the foundation's population.

The present picture shows an extra activity with teenagers' course (going to a picnic)



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