TEACHING ENGLISH VOCABULARY THROUGH THE
COMMUNICATIVE APPROACH AT ELEMENTARY LEVEL
USING LITTLE REAL OBJECTS IN THE TÉCNICO
HUMANÍSTICO MARISCAL JOSÉ BALLIVIÁN “A” SCHOOL

Trabajo dirigido para la obtención del Grado de Licenciatura

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ABSTRACT

In this paper we offer a summary of the project application entitled: “Teaching English vocabulary through the communicative approach at elementary level using little real objects in the Técnico Humanístico Mariscal José Ballivián ‘A’ school”. The work is structured into the following chapters:

Chapter one provides the diagnostic section that helped us to have the outline to put into practice the project application. It includes a general introduction to the background, the place of the research, the students of the “Tec. Mcal. José Ballivián ‘A’ school”, the needs analysis, the objectives and the justification. Chapter two is related to the theoretical framework for this research. It contains a general overview of Bolivian education, the communicative approach in which the role of both students and teachers are placed, the natural approach, vocabulary, materials in language teaching in which the classification of materials; authentic materials, materials adaptation, realia, little real objects and material evaluation are introduced. Besides it is concerned with language learning strategies in which strategies classification system as well as direct and indirect strategies are developed. In the third part of the project application, the proposal section is presented. It includes the objectives of the proposal, the place, the time, the methodology and procedures of the proposal. This chapter also offers the syllabus design, the topics, the lesson plans in which both linguistic and functional objectives are presented, the curriculum design, and the different communicative activities. In chapter four we can find the outcomes of the project. Moreover the last and final chapter takes into account the conclusions, the recommendation in which alternatives are presented for future researches, as well as the bibliography.

Finally the appendix section provides the didactic resources and the communicative activities in detail and step by step to develop effectively the English classes. Besides it contains the worksheets, the main activities developed in the English teaching – learning process and the different project certifications that finish the project application.
DEDICATORY

To my father P. Rafael Quispe M. and my mother P. Pilar Collao de Quispe. Who support to me all the time.
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To God: my internal gratitude for his unconditional and immense love. To my parents: P. Rafael Quispe and Pilar Collao, for their long-lasting moral support that encouraged me to finish this project application. To my tutor: Lic. Elizabeth C. Viñolas I. who helped me to carry out this project application. To my brother Froilán Quispe, who gave me all support during the development of the project and who also contributed a number of invaluable ideas. To all these people and many more go all my thanks.
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CHAPTER I

DIAGNOSTIC SECTION

1.1 INTRODUCTION

For a variety of reasons like: technology, industry, and science development; and even though the social and politic situations, English language has gotten its place around the world. Consequently, there is, then, a whole spectrum of requirements for people to learn English language such as; general educational purposes, business, cultural appreciation or many other reasons.

In this regard, too much attention has turned to ways in which English language vocabulary can be introduced in an effective way, so that students can be trained efficiently. It is still unknown scientifically whether presenting and learning English language vocabulary in real-life context is superior to learning words by pairs of translation equivalents, but research in memory suggest that words are stored and remembered in a network of association. In this sense, to introduce English language vocabulary through communicative approach by using little real objects has an important educational value.

The lack of facilities at “Técnico Humanístico Mariscal José Ballivián ‘A’ School” and the English educational system in which it is employed the pair-word translation, influence negatively in learner’s interest and motivation, making students exposed to learn English vocabulary for instrumental purposes rather than for communicative purposes. Considering the school’s difficulties mentioned above, this work is oriented to offer an alternative approach base on interaction to teach English language vocabulary by using little real objects at elementary level.
On the one hand, the communicative approach in which little real objects are used as visual aids and authentic resources provides richer teaching – learning environment opportunities because of its benefits. It uses the language for communication in which grammar is presented unsystematically. That is, language practice is presented in real-life context related to the learner’s own experience so that students learn to communicate. Student’s confidence, motivation, and cooperation enhance in a high level because of pair and group work. On the other hand, to link the verbal with the visual is very useful to language learning because the mind’s storage capacity for visual information exceeds its capacity for verbal material, so that visual aids may be the most potent device to aid recall of verbal material in communicative approach. In this respect, to teach and learn the new English language vocabulary through communicative approach by using the little real objects is more useful and effective.

In this sense, the overall aim of this project application is to provide a methodology to teach English language vocabulary through communicative approach at elementary level by using little real objects to students of the “Técnico Humanístico Mariscal José Ballivián ‘A’ School”.

1.2 PLACE OF THE RESEARCH

The project was carried out at the “Técnico Humanístico Mariscal José Ballivián ‘A’ school”. The educative place, mentioned above, is a public institution where education is free. One of its important characteristics is to be independent of any religion, politics, and race tendencies aspects.

The “Técnico Humanístico Mariscal José Ballivián ‘A’ school” was built on March 12, 1974 at Central José Ballivián village of El Alto city by General Hugo Banzer Suaréz who was Bolivian’s president of those times and Mr. Pascual Alave Turpo who had a futuristic vision for children. Nowadays the “Técnico Humanístico Mariscal José Ballivián ‘A’ School” is located on the 2th section of Ballivián neighborhood between Rene Vargas avenue and Alvarez Plata street, Nº 200 of El Alto City.
According to the school’s background, most of students were enrolled at primary level on its first years of operation, having three years later the first class graduated. In 1984 primary and secondary level were separated due to the rapid growth of students’ population. What this means is that primary level was moved exclusively into the afternoon schedule with its own principal office, staff and service. Furthermore, it is also necessary to mention that humanist section schedule of secondary level was assigned in the mornings and its technical section in the afternoons. And apart from it, this public school has been operating as CEMA at nights.

For more than a decade the “Técnico Humanístico Mariscal José Ballivián ‘A’ school” worked without legal authorization, however in 1985 through Ministerial Resolution No. 1140/85 the operation of secondary level was legalized under the direction of teacher Walter Velásquez Ramirez. Besides not so far from that event, through Ministerial Resolution No. 496/93 the primary level was legalized too. As we already seen, the “Técnico Humanístico Mariscal José Ballivián ‘A’ school” faced many different changes in its educative process however it has been compromised with learners to provide them acceptable educative level.

1.2.1 MISSION OF THE INSTITUTION

The Technical Humanistic "Mariscal José Ballivián” school offers a comprehensive education where students reach technical humanistic training. In this sense, its mission is: “Ofrecer una educación integral, donde estudiantes alcanzan una formación Técnico-Humanístico de calidad forjada en valores; para que sean capaces de buscar su profesionalización en instituciones superiores, mejorando su calidad de vida; con docentes actualizados, comprometidos con la institución”. What is meant here by mission of the institution is that the public school focuses on student’s achievements, so they can improve their quality of life.
1.2.2 VISION OF THE INSTITUTION

The vision of the Technical Humanistic "Mariscal José Ballivián ‘A’ school” is: “Formar a jóvenes y señoritas estudiantes integralmente en un currículum contextualizado, docentes actualizados, fortaleciendo la práctica de valores con el trabajo en equipo de toda la comunidad educativa, promoviendo especialmente el servicio a la sociedad”. In our view, the vision of the institution is to provide group work environment in which student´s cooperation and collaboration can take place.

1.2.3 SCHOOL STRATEGIC OBJECTIVE

According to the internal regulation of José Ballivián school (1980: 17) the school strategic objective is “Cumplir las normas y reglamentos educativos emitidos por el Ministerio de Educación”, this means that the public is school has to fulfill the educational standards and regulations to get improvements in its educative process.

1.2.4 LEGAL FRAMEWORK

Recently, attention has turned to ways in which learners can be trained to take more responsibility for how and what they learn, in this regard Bolivian authorities of educative area approved the new educative law named “Avelino Siñani Elizardo Pérez” which is taken into account as part of new state constitution. For this reason, it is extremely important to mention that “Técnico Humanístico Mariscal José Ballivián ‘A’ school” falls under the New State Constitution which provides opportunities for everybody in regard to different cultures of Bolivian society. According to the internal regulation of José Ballivián school (1980: 17) the new law “Avelino Siñani-Elizardo Perez” states:

“La institución bajo los alineamientos de formación integral y equitativamente a mujeres y hombres en función de sus necesidades, particularidades y expectativas, mediante el desarrollo armónico de todas sus potencialidades y capacidades, valorando y respetando sus diferencias y semejanzas, así como garantizando el ejercicio pleno de
In the previous paragraphs, we examined in very general terms the most important aspects of “Técnico Humanístico Mariscal José Ballivián ‘A’ school” emphasizing the period of its background when changes took place. Nevertheless, it is also necessary to talk about its infrastructure, in the sense that it was enlarged many times until 2009. According to the school history, the infrastructure of “Técnico Humanístico Mariscal José Ballivián ‘A’ school” had to be enlarged many times because of students population, however nowadays the school infrastructure is 7763 (m2) which was stated in the Folio Real Nº 2.01.4.01.0032186 of 1974, and it was distributed as follow:

- The constructed area: 3130,20 m2
- The spreading area: 2199,87 m2
- No constructed area: 2432,93 m2

The Technical Humanistic "Mariscal José Ballivián ‘A’ school” is not only considered one of the biggest public school around “16 de Julio” neighborhood, but also is considered one of the best school because of its implementations, both humanistic and technical education based on internal regulation (see appendix F). However it is neither appropriate nor possible to hide the school’s social and economical problems due to the lack of assistance of the Ministry of Education. Nevertheless Non-governmental institutions like CEDES and CEMSE support both areas health and education.

1.2.5 STUDENTS OF THE “TEC. HUM. MCAL. JOSÉ BALLIVIÁN ‘A’ SCHOOL”

In order to understand the population, in which the project was applied, it is appropriate and important to know some relevant students’ characteristics.

Students at the “Técnico Humanístico Mariscal José Ballivián ‘A’ school” are between twelve and eighteen years old, most of them finish their studies at school early, however a higher percent of students do not continue studying at university. One reason to enroll
students at school at early ages is because they need to help their parents on working because of economic necessities. Here, then, we can deduce from the economic situation of El Alto city that almost all students’ relatives are low economically in their generality. Although most of student’s parents have been working as builders, carriers, artisans, public employees among others in which the payment is not enough to support their families, they make efforts to keep their kids at school.

1.3 NEEDS ANALYSIS

Here, we took as our point of departure a diagnostic evaluation before the English teaching – learning process took place. Through this evaluation we were able to know the needs, lacks and wants of students.

First of all, the diagnosis was carried out during the second and third week of July, 2011. The information was achieved through test questionnaire (see appendix A.1), and through personal and group interviews which were carried out orally.

The test questionnaire was applied to 26 (100%) students between thirteen and fifteen years old at the “Técnico Humanístico Mariscal José Ballivián ‘A’ School” (15 girls and 11 boys). According to the questionnaire, students’ awareness of the importance of English language around the world gets them to learn the language not only for instrumental purposes but also for communicative purposes. Consequently, from this group of students, we could obtain the next information.

On the one hand, questions one to five were designed to get student’s attitude toward the way of how the teacher focuses the classes. What this means is that students were told to give a general description of their English classes.

- All students take English classes, because they know its importance around the world very well, but their attitude toward English learning process is not the same since some of them learn the language for entertainment and some others
for educational purposes because of school general curricular or future opportunities.

- 57.6% of students stated that interaction among students through group activities is rarely present into the teaching – learning process. 26.9% of students said that they do not have the opportunity to work in pairs or group work, and just 15.3% of the students made group activities. Thus, we can deduce from the diagnostic that the teaching method which is used by the teacher does not include too many group activities. In other words, students do not have the change to interact with their classmates frequently because group activities are not constant.

- On the one hand, only 19.2% of the students have the opportunity to do presentations developed by themselves. On the other hand, 42.3% of the students do not have the opportunity to participate orally in the target language, and just 38.4% of the students rarely make presentations in front of the class.

- 73% of students said to learn English language through English – Spanish translation. 15.3% of students mentioned to learn English language through written exercises. Showing that only 11.5% of the students know some other practical and enjoyable way to learn English, that is, they were hardly ever introduced to other kinds of methods, approaches, strategies among others or they do not know how to use them.

- A bit more than 57.6% of the students surveyed have a strong desire. That is, getting English classes in an entertaining way. 19.2% of students like participative classes and 23% of students like collaborative classes. With this kind of result we can infer that their English class is not enough active, collaborative and enjoyable but more passive.

On the second part of questionnaire, questions one to three were designed to get general information about teacher’s class development.

- According to 53.8% of the students surveyed, the teacher rarely uses real objects (realia) into the teaching – learning process. A 23% of students affirmed that
(realia) is not used by teacher and the other little group of students said that the teacher only uses the objects which are in the classroom.

- In classes, a high percent of surveyed students (57.6%) use bilingual English dictionary, other 30.7% of students use dictionary in some opportunities, and 11.5% of students do not use it. In this case most of students applied the well known resource in order to know a meaning of a word that is, the dictionary. So it means that students do not use other kind of materials, resources, among others.

- 46.1% of students assert that the blackboard is used to make drawings. 23% of the students surveyed assert that the blackboard is mainly used to write words but not for drawings and 30.7% of students affirmed that the teacher rarely draws on the blackboard.

Finally, on the third part of questionnaire, questions one to three were designed in order to get student’s materials preference.

- Because of general knowledge about real objects and their restlessness on how to use them in teaching – learning process, 65.3% of students would like to use real object (realia) in English classes. A 30.7% of students would like pictures and 3.8% of students prefer exercises instead of pictures and realia.

- Although most of the students apply and think to learn better English language through English – Spanish translation, 46.1% of students would like to learn English language through conversation which is based on interaction. 26.9% of students prefer cartoons. 15.3% of students selected songs and 11.5% of students would prefer to use other type of materials.

- 46.1% of students just use the objects which are around the classroom to do presentations such as: chairs, tables, and the blackboard. Although 30.7% of students prefer to use other kinds of materials, 19.2% of students use audiovisual material that have to be gotten by themselves because the institution does not
have the audiovisual equipments. Besides 3.8% of students use conceptual maps when they have to present oral expositions.

As a conclusion, after doing a quantitative analysis of each answer, we can deduce from the diagnostic evaluation that group activities are rarely presented into the English classroom. It means that most of the time, all the students are taken in one homogenous group work where there is not student-student interaction. In other words, student’s participation is limited. For example, students do not make oral presentation or hardly ever do some oral presentations; consequently students are restricted to play an active role. That is, students are limited to participate actively. Nevertheless most of the students would like to learn English through interaction so pair and group work can take place.

Another important point that the results showed us is the use of dictionaries. English – Spanish translation is always present in the English teaching – learning process. Most of the students think they learn better through translation by using bilingual dictionaries where the memorization is present. Here we can notice that most of students depend on their native language L1 (Spanish) for any type of activity.

Finally, when students sometimes have the opportunity to make oral presentation, they use common classroom materials like for example: blackboard, tables, and chairs. However, the students sometimes use TV which is gotten by themselves because the place where they study is public school. Based on needs analysis most of the students would like to use real classroom materials and they would also like to be trained in real places such as: the playground of the school and at museums. In this respect our objectives are:
1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

• To teach English language vocabulary at elementary level through communicative approach by using little real objects at the “Técnico Humanístico Mariscal José Ballivián ‘A’ school”.

1.4.2 SPECIFIC OBJECTIVES

• To present an alternative way for teaching-learning English language vocabulary through communicative approach by using little real objects.
• To introduce English language vocabulary through principles of communicative approach by using little real objects as visual aids and authentic resources.
• To teach English language vocabulary in a realistic language practice.
• To supply little real objects in communicative functional activities for developing suitable Basic English classes.
• To develop extra hand-made material to make English classes more dynamic through communicative.

1.5 JUSTIFICATION

Nowadays students are still given a long glossary of new words to memorize in which input words are presented with various kinds of definitions and explanation, or words and translation equivalents in the learner’s L1, obtaining as a result on the one hand that learners gain great knowledge about the English language words, but they can not use the English language for communication in real – life context, and on the other students are unmotivated because of traditional learning experiences. For the sake of the reason mentioned above, I felt encouraged to carry out this research project, so that students can feel motivated.

First of all, it is clearly evident that teaching English language vocabulary through communicative approach by using little real objects presents language practice in real-
life context, consequently students are trained in a more comprehensible way because both communicative approach and little real objects are related to the learner’s own experience. In this sense, learners have more opportunities to learn to communicate. Besides using little real objects in communicative activities make students interact all the time, that is, learners play an active role. In this respect, student’s motivation as well as student’s interest enhance in high level. So, through communicative activities in which little real objects are used, students have more opportunities to enhance the cooperation and collaboration among them because of group work.

The application of communicative approach in which little real objects are used as visual aids and authentic resources provides learners an invaluable context to which they may relate the spoken form. It is easier and quicker for a student learn English language words in specific situations seeing and recognizing little real objects because, on the one hand, the mind’s storage capacity for visual information exceeds its capacity for verbal material, and on the other hand, visual images may be the most potent device to aid to recall of verbal material.

Finally, the present project application seeks to demonstrate how understandable, interesting and enjoyable can be teaching-learning English language vocabulary through communicative approach by using little real objects as visual aids and authentic resources. So that teachers ought to consider using little real objects not only in communicative approach but also in many other approaches. In this sense this project application aims to provide a useful way to teach English language vocabulary through communicative approach by using little real objects so that student’s and teacher’s needs can be satisfied.
CHAPTER II

THEORETICAL FRAMEWORK

2.1 EDUCATION IN BOLIVIA

2.1.1 HISTORICAL REVIEW

According to Peñaranda (1984:7) “Education is a wide, complex, difficult and passionate topic for everybody”. The point of view of this author is that Bolivia is considered as underdeveloped country because there have been many kinds of crisis like economic, politic, social, among others. In this sense, Bolivia is considered a developing country. For example, one of the most important crises that Bolivia has been facing for many years is on the Education area, although this crisis is universal. Many could be the causes for that effect such as: lack of activity methods (professional teachers who are still using traditional methods in many different educational disciplines), the lack of materials and recourses (the infrastructure, the educative places, the furniture, the didactic recourses, among others.), and the basic wage (salaries) which receive the teachers is not enough for them to get improvements on their studies, that is, on pedagogic area which is the science of education, and also in their social life.

Along way from the republican history of Bolivia, there has been proposed and emitted many kinds of educative rules, plans, programs, and status which are considered as educative reforms in Bolivia. Peñaranda (1984: 35) said that in the “National education was produced many kinds of reformations and counter-reformations”. Here we can mention some of the most important ones. On the one hand, “The Frías Status” of 1845, on the other hand, “The Second Educational Status” commanded by Mr. Daniel Calvo through the ministry of instruction on January 15, 1874. After that, it was established “The General Regulation” in 1908 on the first decade of the present century (XX). Then, the “Educational Autonomy” was introduced by D.L. on July 25, 1930 through the establishment of “Daniel Sánchez Bustamante” Status, however not so faraway that event the “Daniel Sánchez Bustamante” Status was canceled by Colonel Gualberto
Villarroel in 1945. After that action, for ten years, the National Education was not well established and was going without any kind of direction and horizon. In this first part, we must also assure that National Education also suffered some other changes, for instance, on January 20, 1955 it was dictated the Education Code of Bolivia. Then, on February 1, 1973 it was established the Education law of Bolivia and the Educative System Evaluation. Finally, on March 17, 1976 by R.M. No. 294 it was produced another reform with the (Concejo de Racionalización Administrativa CRA). Until here the development we have briefly sketched can be summarized according to Peñaranda (1984) that no one of the status, the regulations, and the reforms were evaluated; and handled with any kind of scientific criterion. However there were some transcendent educative changes, as a matter of fact, they were the first carriers of positive educative changes. For example, an educational reform was produced in Potosí in 1886, this reform was just focused on primary instruction which was carried by Doctor Modesto Omiste Tinajero and collaborated by doctors Misael Saracho and Federico Bustillos. Through the bases of this reform, it was gotten the promulgation of “Free Teaching Law” on November 22, 1872. Furthermore it was dictated the First Indigenous Education Law on November 11, 1905. It is very important to mention that the code project of Educative Reform as Bolivian Education Code was put into operation as Republic Law on January 20, 1955. Although Bolivia, as developing country, faced many troubles in which nothing was in its proper place, that is, there were reforms and counter-reforms; it is necessary and important to mention that there were some important people who helped to develop National Education. Let’s see some of them.

2.1.2 PIONEERS OF BOLIVIAN EDUCATION

Many people have been contributing on the progress and on the developing of National Education, but the ones who are considered the biggest and the outstanding pioneers who really pushed the Bolivian Education are: on the one hand, Doctor Modesto Omiste Tinajeros, who was Potosí department councilor. He, as inspector of Potosí Departmental Instruction used to give conferences to all Villa Imperial teachers
everyday; besides, he was the one who promoted the creation of “Normal Schools”. On the other hand, the General and Doctor Ismael Montes, who was a president of Bolivia, gave a powerful impulse to the National Education in 1904. He was helped through the Ministry of Education which was commanded by Doctor Juan Misael Saracho, so both took into reality many educational projects which were just considered as initiative ones. Another important pioneer of Education in Bolivia was Doctor Daniel Sánchez Bustamante, who also elaborated a General Plan of Education which was approved in the legislature in 1908, and he, as Minister of Instruction and many other important people of the government, created the first “Normal School Teachers in Bolivia”. Finally, George Rouma as doctor and teacher, was the leader of the “Belga Mission” and the founder of the “Normal de Maestros” in Sucre and the “Instituto Normal Superior” in La Paz, 1917.

2.1.3 LANGUAGES USE FORMS OF BOLIVIA

Bolivia, which is considered as developing country, has many languages such as Spanish, Aymara, Quechua, Guaraní, Mojeño, among others, that help it to be considered as “Plural-lingual Country”, name that was established through a government law. Due to the linguistic diversity situations which exists in our country, it is adopted the use of the next language modalities in the bilingual and trilingual education. First, in the rural area, where communities are monolingual and the source language is predominant, the source language is considered as native language (L1) and the Spanish as Second Language (L2). Second, in communities or monolingual populations where Spanish is predominant, Spanish is the native language (L1) and the source language is the second language (L2). Third, to choice the source language in the trilingual or multilingual communities or regions, it is applied the (territorialidad and transterritorialidad) criterions. Finally it was established linguistics policies of development to recover those languages which are in danger of extinction with the direct participation of native speakers, linguistics and pedagogical strategies.
In the Urban area, Spanish language is the native language (L1) and any source language is the second language (L2), for that decision, it is taken into account the \textit{(territorialidad and transterritorial)} criterions of educative community. Furthermore the foreign language teaching in our country begins since first years at school until all levels of National Educative System. It means that foreign language takes place in a gradual teaching – learning process. Beside the Educative community takes into a count the practice criterions, the international relationship of the foreign language and the methodologies to teach a foreign language.

2.1.4 TALKING ABOUT LANGUAGE TEACHING

Because of science, industry and technology, which are reflected most of the time by jobs requirements, travel abroad, speak with a foreign person or to understand a foreign book and for many other reasons, most of people require and need to learn English as Foreign Language. When it is talked about Language Teaching, most of the time, it is interpreted as “A set of activities designed to bring about the gradual shift of reliance from one systematic resource to another for the achievements of indexical purposes” cited by Widdowson (1990: 111). Apart from that point of view and according to Stern (1983: 21) “language teaching is more widely interpreted than instructing a language class”. What this means is that language teaching involves more than formal instruction, methods of training, the use of media, such as radio, television supporting activities like preparation of the teaching, material, teaching grammar, or dictionaries, or the training of teachers, as well as making the necessary administrative provision inside or outside of the educational system. In Tomlinson (1998: 3) words “The term teaching is used to refer to anything done by material developers or teachers to facilitate the learning of the language”. In other words, language teaching is seen as the overt presentation of information by teachers to learners. Language teaching, says Widdowson (1990: 125), “can be characterized not by a novel concern for communication but by a different conception of the nature of communication from that which prevailed in the preceding era”. As we have already seen, for some people, language teaching takes into account
different characteristics. So in this section as part of this project, language teaching is understood as all activities which are intended to bring about language learning. Besides it is extremely important to mention that teaching can be direct (in that it transmits information overtly to the learners) or it can be indirect (in that it helps the learners to discover teaching as the most effective way of facilitating the learning of a language. So teaching language is planned for the purpose of language learning. Furthermore, according to Stern (1983: 21) “it would be pedantic always to speak of ‘teaching and learning’. Therefore if subsequently we only mention the one, it is useful to remember that in the right context is understood”. In other words, when we talk about language teaching, learning in the right context is understood. It means that the term learning is implicit. Besides, what is necessary to add in the present context is a reminder as part of teaching language, the distinction between Second language and Foreign Language which both terms are considered relevant and very important in our country.

2.1.4.1 SECOND LANGUAGE

At one extreme, experts have defined second language in different concepts, for example in Tomlinson (1998: xii) words “The term Second Language is used to refer to a language which is not a mother tongue but it is used for certain communicative functions in a society”. For Marckward (1963) cited by Stern (1983: 16) “it may be the language needed for education”. According to Oxford (1990: 6) “A second language has social and communicative functions within the community where it is learned”. Or as Paulston (1974) cited by Stern (1983: 16) mentioned “The second Language is frequently the official language or one of the two or more recognized languages, it is needed for full participation in the political and economic life of the nation”. Although all those points of view have been stated in different words, they share a main idea. So, it means that a second language is an official language of a country which has communicative functions. For example, in multilingual countries like Bolivia, people need more than one language for social, economic, and professional reasons. Furthermore because it is used within the country, the Second Language is usually learned with much more
environmental support than a foreign language whose speech community may be thousands of miles away. In this respect and in the rest of the project, second language will be understood as one or more official languages which have communicative functions in a society.

2.1.4.2 FOREIGN LANGUAGE

Another term which requires comment is foreign language. This term has been given a special meaning in contrast to second language. According to Stern (1983: 16) “Foreign Language is often undertaken with a variety of different purposes in mind, for example travel abroad, communication with native speakers, reading foreign literature, or reading of foreign scientific and technical works”. In Oxford (1990: 6) Words “A foreign language does not have immediate social and communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere”. Tomlinson (1998: x) describes the term foreign language as “a language which is not normally used for communication in a particular society”. So according to what was stated up, in this project, we interpret foreign language as “non–national” language, a language which has no legal status within the nation. It means that a foreign language is not an official language of a country; however it is learned for personal purposes. For instance, one might learn Russian in the USA, English in France, or German in Australia for requirement of jobs, studies, communication, etc. According to experts, foreign language usually requires more formal instruction and other measures compensating for the lack of environmental support. In this sense, the development we have briefly sketched about second language and foreign language can be summarized in the following paragraph.

To sum up, it is neither appropriate nor possible to be unknowing about the meaning of both terms because they have long been an integral part of language teaching – learning process, that is, the classroom procedure. The “Second Language” usually has official status or a recognized function within a country which a “Foreign language” has not. Both Second and Foreign language learning imply a specified speech community or
communities as a territorial reference or contact group. However it is convenient to mention that according to Tomlinson (1998: xi) “The term L2 is used to refer to both foreign and second languages”.

Other discussing terms which are of critical importance in this part is the distinction between learning and acquisition which consists on the two kinds of learning.

2.1.4.3 ‘LEARNING’ AND ‘ACQUISITION’

Recently, attention has turned to the ‘Monitor Model’ of Stephen Krashen. According to Littlewood (1992: 63) “This model solves the question of integration by assuming that we possess two sets of language – learning mechanisms which operate separately from each other”.

On the one hand, learning and on the other hand, acquisition. So, in order to understand both models of learning, it is important to establish clearly what is meant by the term learning and acquisition.

Different authors in different books wrote concepts about learning and acquisition in different ways. For example, Krashen (1978, 1981) cited by Stern (1983: 20) “uses the term ‘acquisition’ to describe second language learning which is analogous to the way in which a child acquires his first language, that is ‘naturally’, without focus on linguistic form, and ‘learning’ as conscious language development particularly in formal school-like settings”. From the point of view of Ellis (1985: 6) “The term ‘acquisition’ is used to refer to picking up second language through exposure, whereas the term ‘learning’ is used to refer to the conscious study of a second language”. According to Oxford (1990: 4) “Learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instructions. Acquisition on the other hand, occurs unconsciously and spontaneously, does lead to conversational fluency, and arises from naturalistic language use”. Another point of view about acquisition is what Yule (1998: 201) said “La lengua que aprende un niño no la hereda genéticamente, sino que la adquiere en un contexto de uso del lenguaje determinado. So, it is clearly evident
that the differences between learning and acquisition are real, and that these differences occasionally have implication in language area. So while the distinction between ‘learning and acquisition’ has a certain justification, in our view, this terminological distinction is very important for this project. In this sense and in the rest of this project, we employ, on the one hand, the term learning as one set of mechanisms that enables us to learn in a conscious way; that is, in a conscious process. For example to learn rules, memorize vocabulary, benefit from drills and so on. And at the other, it is used the term ‘acquisition’ to learn something in a natural way; that is, in subconscious process (subconscious way). It is argue by Krashen that it is the system of language that we acquire by natural process that underlines our ability to communicate. The system which we consciously learn plays only a subordinate role, it enable us to ‘monitor’ what we produce and increase its accuracy. So language teachers should devote most of the available classroom time to creating situation in which natural acquisition can take place, in other words, situation in which the learners can use the language for communication.

2.2 COMMUNICATIVE APPROACH

“Although many of the changes that have taken place in language teaching have been motivated by developments in linguistics, the changes have paradoxically taken place in the methods rather than the content of teaching” Brumfit and Johnson (1979: 82).

As we know there has been many kings of approaches which were proposed in order to improve the English teaching learning process, some of them have been just focus on grammatical system (rules) and others just on repetition and exercises or drills. But one alternative approach which is an attractive one, providing a richer teaching and learning environment is the communicative approach. Most of the time the communicative approach is usually called ‘communicative’, and although other labels, particularly ‘functional – notional’, are sometimes taken as synonyms, furthermore what is necessary to add in this little background is that the communicative approach is essentially a manifestation of the 1970s. The communicative approach has been proposed as the most
suitable and manageable that not only combines both models of methodologies but also uses the language for communication, because language function and language form do not operate in isolation but as part of a network in interconnected factors. Brumfit and Johnson (1979: 117) said that “The communicative approach combines situational presentation with structural practice” that is, the communicative approach is neither pure theory, nor pure practice, but links the two. So teaching oral communication as a methodological framework integrates both ideas from various sources and orients the teacher to particular kinds of action. It is a kind of conceptual map of classroom reality.

For the sake of its extensive and general expansion during the process of development, according to McDonough and Shaw (1993: 26) “The literature of the communicative approach is very large, and draws on several theoretical areas of debate”, consequently a considerable disagreement amongst researchers about grammatical system as an important part of communicative approach is inevitable; however it is neither appropriate nor possible to exclude grammatical system as irrelevant part of communicative approach because as McDonough and Shaw (1993: 26) said “The communicative focus means that grammar is presented unsystematically”. That is, through communicative approach, the notion, form, structures or rules are going to be introduced unsystematically but in functions. According to McDonough and Shaw (1993: 27) “Functional refers to the practical uses to which we put language, most usually in interaction with other people”. So the most significant contribution of the communicative approach is that it has brought about a more comprehensive view of teaching and learning English language. That is, all the language practice is presented in real – life contexts and related to the learner’s own experience.

But far from it, to come back to the past, where the main measure of competence in a foreign language was required to manipulate grammatical forms accurately by language learners, made students as passive language learners. According to Johnson (1981) cited by McDonough and Shaw (1993: 21) “Through structural design criteria” this kind of teaching produced ‘structurally competent’ students who were often ‘communicatively
incompetent”. The ability to control grammatical structure is necessary but not sufficient because the student’s needs is interested in using the appropriate language for communicating in real life. The tendency to polarize functions versus grammar is a very unbalanced perspective it is entirely incorrect because they are not in opposition; on the contrary both operate as part of a network of interconnected factors. That is, “The communicative approach not only consolidate a two-tier arrangement (functions and structures), but also opened up the possibility of the principled inclusion of other ‘layers’ of organization (functions, structures, roles, skills, topics, situations)” mentioned by McDonough and Shaw (1993: 46).

Nowadays the aim of language courses which has been seeing as a structural system is to teach language for communication, because its primary function of language is to enable communication to take place. According to cf. Bruner; and Halliday (1975) cited by W. Littlewood (1992: 9) “It is the urge to communicate that stimulates language to grow in children and for adults, too. Furthermore the most important function of language is to facilitate communication with others”. Consequently the language which is considered as an instrument for doing things in social settings not only led us to communicate with other people, but also affects how we understand and reflect on the world around us. So it is clear and evident that communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature.

What is necessary to add as an important element of communicative approach is the role that interaction plays in it. According to Sharwood-Smith (1981) cited by Tomlinson (1998: 15) “Communicative interaction can provide opportunities for picking up language from the new input generated, as well as opportunities for learner output to become an informative source of input”. That is, through interaction, students learn to communicate, students get the main idea quickly because as it is already known the interaction plays the most crucial role in enabling learning and acquisition to take place, that is, interaction is the product of collaboration and negotiation in which students, teachers and materials are involved in the three vertices of communicative triangle,
because the communicative interaction is a process of triangulation. So, in the English teaching learning process, the interaction will happen between students and teacher. As Brumfit and Johnson (1979: 76) mentioned “The interactional function is that of getting along with others the “me and him” function …” or as Cariaga (2008: 56) said “The communicative approach is based in functional use (intentions) interaction between students (and teacher.)”. There will be forms of interaction such as writing a letter which is considered as weak form of interaction and also there is the oral interaction which is a more characteristic form of interaction represented by face to face and which involves modification of expression and content. What is important to mention in this part, is that, interaction are not only words, but also signals. It is said that signals are important in communication since they show how much people participate in conversations, even though the ones who are not speaking. Besides during the interaction two speakers often build up utterances together over a number of turns, so that the learner is helped to construct sentences which were previously outside his or her capability. Consequently according to c.f Hatch (1978) cited by Littlewood (1992: 55) “This process of scaffolding may be an important help to the learner in internalizing the structure of the language”.

So far as we can tell that: exposure to the language and interaction with other people are important condition to let natural language learning takes place. Besides it in necessary the provision of adequate learning opportunities in which learners participates actively. However it depends too much on learner’s motivation. There are two kinds of motivation, on the one hand, integrative where students want to learn the language to communicate with native people, and on the other hand, instrumental where students want to learn the language for some other, for instance to pass an examination test. “Many studies have found that this so-called “integrative” orientation towards the other community is one of the most powerful factors in successful learning” see Gardner (1985), Skehan (1989) cited by Littlewood (1992: 56). So for a variety of reasons mentioned above the impact of communicative approach into the teaching – learning
language process is considered as the most suitable and attractive one. However some communicative implications can be summarized in the following section.

2.2.1 IMPLICATIONS OF THE COMMUNICATIVE APPROACH FOR TEACHING PURPOSES

As it was review on the literature of communication, the communicative approach has some important implications for teaching purposes. According to McDonough and C. Shaw (1993: 26) here we have some of the most important ones.

1. ‘Communicative’ implies ‘semantic’, a concern with the meaning potential of language.
2. There is a complex relationship between language form and language function.
3. Form and function operate as part of a wider network of factors.
4. Appropriacy of language use has to be considered alongside accuracy. This has implications for attitudes to error.
5. ‘Communicative’ is relevant to all four language skills.
6. The concept of communication takes us beyond the level of the sentence.
7. ‘Communicative can refer both to the properties of language and to behavior.

The first implication refers to the concept of being communicative which has to do with what a language has the potential to mean, as well as with its formal grammatical properties. Besides in this first implication, two categories of communicative meaning are proposed: the ‘notional’ (or ‘semantic-grammatical’) and ‘functional’. The second implication is closely linked to the first. That is, a grammatical structure can in principle perform a number of different communicate functions, in other words a single function can be expressed in a number of different ways. Then, the real-world language in use does not operate in a vacuum, it means that language function and language form do not operate in isolation but as part of a network of interconnected factors, this is the third implication of communicative approach where some other dimensions of communication are involved like topics, context or setting, and roles of people. The
implication four here is that we should concern ourselves not only with accuracy of form, but also with appropriacy in relation to the context. It is important to realize the fifth implication because the ‘communicative revolution’ was sometimes assumed mistakenly that the approach was only really valid for teaching the spoken language, when learners need to make conversation in English, however ‘communicative can in fact refer to all four language skills. That is, the four skills can be divided into ‘productive’ (speaking and writing) and ‘receptive’ (listening and reading) and practice them separately. It is possible to do this successfully from a communicative perspective. The implication six refers to the concept of communication which does not have to be based on sentence-level criteria, and it can allow language to be described, and language learning to take place, over longer stretches. In principle it can handle whole conversations, or paragraphs, or even longer texts. Finally the implication seven has to do with term communicative. The concept can refer to a view of the nature of language, leading to the procedures that have been detailed for a ‘functional’ analysis of language. In other words, language is seen to have inherent communicative as well as grammatical properties. Furthermore a communicative approach also implies a concern with behavior, with patterns of interaction as well as linguistic content.

The reason why I decided to use this kind of approach is because its foremost focus is to use language for Communication as it was explained above. Besides it not only takes into account the learning language as a part – skill practice but also language learning as a whole practice where simultaneously takes place the natural learning process. It is true when it is said that in conversational interactions the purpose of communicating is to convey factual information, a doubt (information to change). However as Littlewood (1992: 83) said “The ultimate criterion for judging the usefulness of language activity in the classroom is not whether it is communication but whether it helps people to learn to communicate”. Learning to communicate means internalizing a set of “cognitive plans”, which learners can use in order to convey and receive meanings in specific situations. That’s why that all communicative activities of this project were focused on real-life practice, that is on realistic way. Besides through the implementation of visual authentic
resources like little real objects in communicative activities students are helped to learn to communicate.

2.2.2 LEARNER´S ROLES

In those past years, students were considered as simple processors of information who, when they enter to the classroom, leave the deeper layers of their identity outside. In other words, in the past although students were real people who bring with them a whole array of personal attributes and feelings, students were seen as passive recipients of pre-arranged mechanical activities. That is, students did not have opportunities to express themselves in the English environment classroom because of traditional methods that let them to play a passive role into the teaching – learning language process.

However as it was mention in the first section of chapter II, the communicative approach is based on interaction which is getting along with others, between students and teacher, that´s why learners themselves must play an active role during learning process, because as Littlewood (1992: 106) said “Both the internalization of cognitive skills through conscious learning and the creative constructions of a mental system through subconscious acquisition depend crucially on the active processing that is carried out by the learners themselves”. Play an active role implies that the learners make choices and decisions which affect their own learning activity, since using language involves making choices in any case. Furthermore although the teacher determines the activities to perform, the students are the ones who have the control over the interaction and the information.

So the learner´s role within activities is not to perform passive role, according to Littlewood (1992: 106) “This emphasis on active learner involvement lies at the heart of “learner – centred” approaches to foreign language teaching”, moreover most of the activities are concerned on the learners´ needs. “Language learners´ needs are clearly not determined by a linguistic grammar but by their differing communicative needs” mentioned by Brumfit and Johnson (1979: 78).

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2.2.3 TEACHER’S ROLES

For many years traditional teacher used to apply instructions in the classroom as a result learners could not communicate easily in real life situation. But with communicative it already shifted. Nowadays according to cf. Spaventa (1980) cited by Littlewood (1992: 98) “One of the fundamental tasks of the teacher as a facilitator of learning is ‘to make space for the learner’ in the classroom”. Making space for the learner is not to threaten by forces outside his or her control, is to reduce the dominance of the teacher, and of course learners should not feel that his or her social identity is submerged anonymously within the class. Besides the teacher aims is to invent environments in the classroom, where learners can use the language to communicate. According to Stephen Krashen (1981, 1985) cited by Littlewood (1992: 63) “Language teacher should devote most of the available classroom time to creating situations in which natural acquisition can take place in other words, situations in which the learners can use the language for communication”. Littlewood (1992: 107) argues that “At the lowest scale the teacher is the person who still determines what activities perform and what their roles should be within it however the learners have the control over the interaction and the information”. So once the activity is in progress the participation of the teacher in the classroom should be restrict in order to let students involve themselves in those activities, the teacher does not intervene unless the interaction can not proceed without help.

Relationship between teacher and learners; and students themselves is equally important since it provides a network of human relationship where all learners feel accepted, supported and encouraged by each other. Furthermore as Littlewood (1992: 98) said “The teacher must signal through his or her way of acting and being, that the classroom is a human environment in which all members are listened to positively and accepted as co – contributors to the events”.

Another important teacher’s role according to Brumfit and K. Johnson (1979) is to give learners some opportunity of using his own choice of words, once he has achieved control over the structural patterns of the paragraph. The student has even more freedom
of choice, since only a few words are retained from the original. So we as teachers have to be aware that not only provided opportunities to students in order to practice is sufficient but also as S. Cariaga (2008: 63) said “What is important is to encourage students to think, give own opinions when discussing, take notes and report their ideas clearly”.

To get the classroom more dynamic and interactive is one teacher’s roles during the English teaching - learning process. So the teacher has to use strategies, techniques material, resources and so on, in order to, on the one hand, create context where learning can take place through natural communication; and to let students involve themselves in those activities who are considered the principal actors on the other.

2.3 NATURAL APPROACH

Even now after so many years, many methods, approaches and methodologies have long been an integral part of classroom procedure, especially in English language teaching – learning process. Over the recent years, a lot of attention has been paid to the development of language learning as a natural process into the classroom procedure. However many different points of viewed about language learning as a natural process through natural approach is inevitable. According to Tomlinson (1998) one obvious and evident problem is that there is considerable disagreement amongst researchers about some of the main issues relevant to the teaching and learning of languages. Some argue that the main prerequisite for language acquisition is comprehensible input (i.e. being exposed to language you can understand); others argue that the main prerequisite is opportunity for output (i.e. situations in which you have to actually use the language). Some researchers argue that the best way to acquire a language is to do so naturally without formal lessons or conscious study of language; others argue that conscious attention to distinctive features of the language is necessary for successful language learning.
It is neither appropriate nor possible to confirm that any of those prerequisites for language acquisition are the best ones in the classroom procedure. However, it is important to review the natural approach background to get the correct ones. According to Littlewood (1992: 49) “The conception of language learning as a natural process has its starting point not in the classroom but in the natural environment, where learning occurs without formal instruction”. The Natural Approach was developed in the early eighties based on Krashen theories about second language acquisition. According to Krashen (1978, 1981) cited by Stern (1983) the term ‘acquisition’ which is closer to the subconscious process, is used to describe second language learning which is analogous to the way in which a child acquires his first language, that is ‘naturally’, without focus on linguistic form, and ‘learning’ as conscious language development particularly in formal school-like settings. Krashen’s acquisition/learning has become very popular in discussions on second language learning as a way of describing the intuitively known ways of language growth.

For the sake of how a child acquires his/her first language, Littlewood (1992: 49) argues that “The initial impetus for looking at language learning as a process of natural growth comes from studies of how children acquire their mother tongue”. Some theorists like psychologists viewed the process of language acquisition as a biological process of growth and maturation rather than as one of social learning (through experience, environmental influence) or deliberate teaching. Stern (1983: 19) said that “Psychologists are accustomed to using such terms as ‘growth’, ‘development’, and ‘learning’ in order to describe the interplay between genetic or biological factors and environmental or experiential influence”. So Language learning as a natural process has been supported on give the language as we do to our babies without any king of instruction, that’s in the same case that any person is able to acquire a second language or a foreign language like English. To this point Littlewood (1992: 34) mentioned that “Language learning is now seen as a form of natural growth. This perspective derives from watching how children learn their mother tongue and how some people learn a
second language naturally, as a result of being exposed to it in communication situations”.

According to Krashen and Terrel (1983) cited by Littlewood (1992: 62) “The natural approach consists almost exclusively of techniques for simulating communication, in this approach there is little or no controlled practice, or correction: learners are left to ‘acquire’ the foreign language in the same way as they have acquired their mother tongue”. That is, through natural approach, (L2) should be acquired in the same way as (L1) was acquired because natural language learning is a process of ‘creative construction’. “It is a system that learners develop for themselves, as they use their own powers of observation and generalization to make sense of the language they experience” mentioned by Littlewood (1992: 49). So it means that it can not be directly influence by formal instruction or any type of grammatical practice or explanation.

In Tomlinson’s words (1998: 16) “Acquisition results from the gradual and dynamic process of internal generalization rather than from instant adjustment to the learner’s internal grammar”. Language learning as a natural process is not concern on grammatical system (rules) or formal instruction, that’s why the mistakes can take place in people who acquire the language naturally since it does not take place in the classroom but in the context. So those errors such us: transferring rules from the mother tongue into foreign language, creating rules on the basis of what they hear and observe; and the over generalization, are natural elements which are present similarly in both, in the acquisition of the first language in a natural setting as well as learning a second language or foreign language in the classroom. In order to get natural learning takes place, here we have some important conditions to fulfill in the classroom procedure.

2.3.1 CONDITIONS FOR NATURAL LANGUAGE LEARNING

Many are the conditions in order to provide natural learning process through natural approach into the English teaching – learning process, however here we have some of the most important ones according to some authors.
1. If natural learning – processes operate in classrooms (whether we want them to or not), it would obviously be better to try to make them work for our teaching rather than against it.

2. The language does not have to be presented in a graded sequence such as we usually find in schools. The learners are exposed to natural samples of the language.

3. There is no need for the learners to practice actually producing every language item. They develop their linguistic competence by processing internally the language they hear.

4. There is no need to correct the language that the learners produce. Their grammar develops spontaneously in the direction of the native-speaker system.

According to Littlewood (1992) the development we have briefly sketched can be summarized into three conditions of natural learning, first exposure to the language, second interaction with other people (which may include interaction through the written language), and finally the need to communicate.

Not only this author showed us this three conditions for natural learning, but also Carter and Carthy (1988: 67) said that “The subject’s interaction with the environment is a major factor in language acquisition, for this relationship provides the associations and requires the mental activity necessary for language learning”. Besides, according to Oxford (1990: 45) “The natural learning could happen through practicing the new language in natural, realistic settings, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language”. So it is an important condition for natural learning to discover ways of both harnessing people’s skill learning capacities, and re-creating natural environment in the classrooms.

2.3.2 LEARNER’S ROLES

For the sake of natural approach, one of the most important learner’s roles during the teaching – language process, is to be in silent until they feel to be ready to speak, in
other words, the first role or step that student has to fulfill is only listening, then as soon as student feels sure to speak or to be communicate, he can do it without being worry about errors, because as it was mentioned above, making errors are considered as part of natural learning. Besides what is necessary to add in the learner’s role is that through natural approach students are not let to use their mother tongue during the English classroom development that is, during the English teaching – learning process. However it can vary according to the student’s level.

2.3.3 TEACHER’S ROLES

Through natural approach teacher’s roles is to create comfortable, fresh, and original friendly classroom atmosphere to learners. Furthermore one of the most important teacher’s roles in using natural approach is to provide comprehensible input. That is, activities where students can perform actions without making too much effort to understand English language. Besides the teacher does not have to be focus on student’s errors, in other words the teacher does not have to correct learning errors or mistakes.

2.4 VOCABULARY

In present day, according to McDonough and Shaw (1993: 51) “One area that has recently received considerable attention is vocabulary or lexis”. For the sake of its complexity, vocabulary is not only considered a very large topic but also the biggest and single component of any language course, as Lord cited by Oxford (1990: 39) said “Vocabulary is by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue because of tens of thousands of different meanings”. So because of its important role into the teaching – learning process, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way.

According to McCarthy (1990) vocabulary consists of several hundred thousand words, this author mentioned that it is convenient to think of words as freestanding items of language that have meaning, so a word must consist of at least one potentially
freestanding morpheme, although some words may consist of several morphemes. According to McCarthy (1990: 10) “The view that vocabulary study is only concerned with single words is inadequate”. In this sense, recognizing the composition of words is important because studying how words are formed offers one way of classifying vocabulary for teaching and learning purposes. However the various organizing principles like: word-formation (basic roots, derived words, compounds), multi-word units (type of fixed form ‘idioms’), lexical relations, collocation, sense relations, semantic fields, homonymy and polysemy, metaphor, componential analysis among others are a broad view of vocabulary which help for teaching production as well as for teaching comprehension. Nevertheless because vocabulary is very large topic which has a strongest effect, we shall restrict ourselves here to commenting briefly on some close relate terms with vocabulary.

2.4.1 VOCABULARY AND MEMORY

As it is already known there are some characteristics of relationship between vocabulary and memory, according to Carter and Carthy (1988: 64) “The second fact about vocabulary and memory is that form may be more important than meaning in remembering a vocabulary item”. We rely on the form of a word to lead us to its meaning, for we see or hear a particular ‘shape’ and try then to remember what that shape means”.

As regards memory and comprehension according to Burling (1982) cited by Carter and Carthy (1988: 64) the most effective distinction among vocabulary items may not be between content and function words, but may lie among the different types of content words. Function words can be committed to memory rather quickly, simple because there are few of them and because they reoccur frequently, just as there should be little problem in storing concrete nouns, since this words carry with them a definite image. Most problems will occur with those content words that are not easily pictured, i.e. those nouns, verbs, adjectives and adverbs that stand for abstract concepts. Those words can not be ignored for they
carry sufficient content to be necessary for proper understanding of a text, but they are too abstract and occur infrequently to be easily remembered. Most vocabulary problems will centre around these.

So, as part of vocabulary acquisition and language performance the distinction between comprehension and production should be made because the object of a vocabulary lesson is one of enhancing the different strategies for comprehension and production, that is, not only the difference between comprehension and production will be made but also some current trends in vocabulary teaching.

2.4.2 COMPREHENSION

According to Carter and Carthy (1988: 62) “Comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory”. What this means is that comprehension of vocabulary depends on strategies which are used by both teachers and learners during the teaching – learning process. Here we have some basic process and tasks that let comprehension takes place.

2.4.2.1 ENHANCE UNDERSTANDING

Many are the tasks to enhance understanding, for example the first task is helping students understand what unfamiliar words mean. For instance at the beginning, assure students that they do not have to know all the words of a passage before they can understand its meaning since it will not prevent the comprehension. Understanding the text will be their greatest aid in deciphering those difficult words. According to Carter and Carthy (1988: 62) “Native speaker usually settle for a hazier definition”, that’s why students should be assured that they can be content knowing a general meaning of a passage, that is, assure students they need not know all the meanings of any particular word because it is only after experiencing a word in its many context that one approaches a complete understanding of its meaning. Furthermore students should be convinced that instead of looking up every word in a dictionary, they should rely on the kinds of techniques for discovering the meaning.
Here we have some of the most frequent common ways to discover the meaning of new words. For example, according to Carter and Carthy (1988) at one extreme, guessing vocabulary from the context, that is, look for a variety of clues where our guesses are guided by three context clues. First by the topic which in conversation is involved from the type of social interaction and which in reading may be signaled by an abstract or outline of what we are about to read, second by other words in discourse which are clues for understanding new vocabulary. Finally by grammatical structures as well as intonation in speech and punctuation. And at the other extreme the word morphology which also offers clues for determining word meaning.

2.4.2.2 ENHANCE STORAGE IN MEMORY

Help students store word in memory is the second task in teaching comprehension. Here we have some of the various strategies that aid to store.

For instance, Although there is a great deal of resistance in many countries towards introducing mnemonic techniques in the classroom, students everywhere seem to use Mnemonic devices (memory techniques). Another best-known memory device according to Carter and Carthy (1988) is Loci which are based on the fact that we operate by ‘cognitive maps’, which are familiar sequences of visual images that can be recalled easily. Pair associates is a familiar direct method which often attempts to associate a visual image with a new word or two words of similar sounds, etc. The Key words are concrete words which one can easily form an image of seem to work best.

2.4.2.3 PERCEPTION AND ACTION

According to Tulving and Thomson (1973) cited by Carter and Carthy (1988) both perception and action are basic process that affect language acquisition. “The subject’s interaction with the environment is a major factor in language acquisition, for this relationship provides the associations and requires the mental activity necessary for language learning”. One technique, for example, that makes use of such interaction is Asher’s Total Physical Response (TPR), the association of vocabulary with physical
action have a dramatic effect on memory because students must commit themselves to the learning task by performing appropriate actions. Through (TPR) the foreign language is introduced as a series of imperatives which link the language with various kinds of overt action that the student can perform in the classroom.

2.4.3 PRODUCTION

For production, on the one hand, according to Carter and Carthy (1988: 72) “It is the meaning that guides us to an appropriate form for a particular situation”. Most of our production has to do with searching for an appropriate meaning to fit the particular occasion. Consequently production concerns on strategies that activate one’s storage by retrieving these words from memory, and by using them in appropriate situations.

2.4.3.1 VOCABULARY IN USE

As it already known, not only vocabulary is employed by different users in different context, but also vocabulary helps to structure longer stretches of language as coherent discourse.

For some students, to participate in conversations with some degree of fluency it is more important than control the precise vocabulary or perfect grammar. That is, students want to use the newly stored language as quickly as possible. So there are some ways to promote fluency like encouraging the use of Pidginization where students put language together the best they can and avoid the self-monitoring that would inhibit its use.

2.4.3.2 VOCABULARY RETRIEVAL

According to Carter and Carthy (1988: 71-72) techniques that enhance production will have to be centered on the meanings of words rather than their forms”. So the store of information does not guarantee its retrieval. However there are some ways to retrieval vocabulary like for example, the situational sets where words are associated to a particular situation. The semantic sets where words can be grouped as: synonyms,
antonyms, coordinates, super ordinates, subordinates, among others. The metaphor sets, the collocations, etc.

2.4.4 LEXICAL PHRASES

2.4.4.1 PREFABRICATED SPEECH

The theoretical justification for teaching lexical phrases is because they are practical ones. According to Carter and Carthy (1988: 77-78) one method for teaching lexical phrases is to get students use them as the same way that first-language learners do, that is, by starting with few basic fixed phrases, which they then analyze as smaller, increasingly variable pieces, finally breaking them apart into individual words, and thus finding their own way to the regular rules of syntax. Besides these phrases provide raw material for later analysis and segmentation, such phrases will likewise enable students not to violate certain lexical restrictions, nor produce as many incongruities of register. Perhaps most importantly, these phrases will lead to fluency in speaking and writing, for they relieve the learner of concentrating on each individual word as it is used by allowing them to focus attention on the larger structure of the discourse and on the social aspects of the interaction.

Furthermore Bolinger (1975) cited by Carter and Carthy (1988: 75) said that:

Vocabulary is stored redundantly, not only as individual morphemes, but also as parts of phrases, or even as longer memorized chunks of speech, and that it is oftentimes retrieved from memory as these preassembled chunks. The advantage of prefabricated speech has both the more efficient retrieval, and of permitting speakers to direct attention to the larger structure of the discourse, rather than keeping it focused narrowly on individual words as they are produced.

2.4.4.2 COMMUNICATION WITH FIXED ITEMS

There are many situations in which people communicate with single words but not because this is the most effective way, it happens because they have not yet learnt
enough about language to communicate. According to Littlewood (1992: 83) “The ultimate criterion for judging the usefulness of language activity in the classroom is not whether it is communication but whether it helps people to learn to communicate”. So in this case communication with fixed items help students to learn to communicate.

As it is already known fixed items are single words or whole phrases that make up a simple kind of communication. Wong-Fillmore (1979) cited by Carter and Carthy (1988: 76) said that “These they call ‘semi-fixed patterns’, which have alternatively, and more helpfully, been described as formulaic frames with analyzed slots”.

2.4.5 PRESENTING VOCABULARY IN CONTEXT IN THE CLASSROOM

From the point of view of Tapia (1999: 50) “In the past the only way to introduce vocabulary was by giving the students a long glossary of new words to memorize”, nowadays and apart from it, many are the ways to introduce vocabulary, for example according to McCarty (1990: 36) “Language teachers could, and in many cases do, input words in the form of word-lists with various kinds of definitions and explanation, and words and translation equivalents in the learner’s L1, or else embed our input in contexts. All three methods work in some way, but none is without its problems”. Nevertheless the new pedagogical conception to teach vocabulary in a context that will help students to put them in real situations is considered the most effective way to introduce vocabulary in the classroom. Here, then McCarty (1990: 36) stated that:

    Research is frustratingly inconclusive as to whether presenting and learning words in context is superior to learning words by pairs of translation equivalents, but most language teachers feel that contextualized input is vital, even from the earliest stages; arguably, learners do not get any real grasp of a word any way until they have performed some sort of mental contextualization upon it.

So, introducing vocabulary in context will help students to improve their communicative skill.

research in memory suggest that words are stored and remembered in a network of association” the research explanation is that words in our mental lexicon, for example, are tied to each other not only by meaning, form and sound, but also by sight – we link similar shapes in our mind’s eye – and by other parts of the contexts in which we have learned or experienced them. To know the meaning of a word becomes the task of knowing its association with other words. So to introduce vocabulary in context is most effectively if teachers present it in a network of associations, that is, in context.

So for the sake of what was explained above, according to Stevick (1976) cited by Carter and Carthy (1988: 67) “Vocabulary is easier to learn in context than in isolated words lists”, he believes that the reason for this is that such meaningful contexts permit this more complex and deeper processing. So it is feel that people learn best from language in which they have strong personal stake or investment.

Besides, Craik and Lockhart (1972) cited by Carter and Carthy (1988: 65) said that “Mental activity has a powerful effect on memory, that there is a tight relationship between ‘cognitive depth’ and retention. What this means is that the more we actively work out a solution to a problem (the more commitment we make to the task of learning something that is), then the more likely we are of storing this information permanently”.

2.4.6 PRESENTING VOCABULARY THROUGH LITTLE REAL OBJECTS

As it is already known Beginners are often introduced to new vocabulary in a heavy way, that’s why the use of English-Spanish translation is well known. What this means is that students seem to use always a dictionary to look up every word. According to Carter and Carthy (1988: 63) “The dictionary means security for many, of course, so this can not be a prohibition, only an encouragement; but we should advise that the dictionary be used only as a last resort”. So although not all learners are equally good at maximizing their strategic resources, learners should adopt other number of strategies
for coping with new vocabulary. In other words, Carter and Carthy (1988: 63) said “Convince students that instead of looking up every word in a dictionary, they should rely on the kinds of techniques for discovering the meaning”.

In the classroom, for example according to McCarty (1990: 121) “The teacher has to present meaning in a way that is comprehensible to learners, and learners have to relate new meanings to ones already known”. In other words the teacher should consider possible ways to help students develop their inference skills by activities, that is, the teacher should proceed to look for activities to explain the meanings of words in a way that, on the one hand, he solves the immediate problems of comprehension for the learners and on the other hand, he enables them to relate the new word to words already known.

One of the most versatile resources used for introducing new words are pictures, according to McCarty (1990: 115) “A picture is a way of representing the denotation of the word; often it will only be possible to fully explain words through their sense relations with other words”. That is, pictures as initial and visual stimulus often does the job and saves much laborious explanation because real-life objects can not be brought into the classroom. Nevertheless not only pictures can be used as versatile resource to introduce new words, but also the little real objects. Because of its size, a little real object can be brought into the classroom as visual stimulus. They are considered authentic resources because they are part of Bolivian culture and Bolivian places. In this sense, teaching vocabulary through little real objects at elementary level is enjoyable interesting and understandable.

Besides what is necessary to mention in this part is that the success in the vocabulary lesson crucially depends on the interaction between teacher and learners because according to McCarty (1990: 121) “Vocabulary class is a place where meaning is negotiated between teacher and learner, on some occasions more successfully than others”. Besides the success of vocabulary lesson not only depends on the interaction
between students and teachers but also on the work that learners themselves put into the assimilation and practicing of new words.

2.4.7 SELECTING WHAT TO TEACH

According to Allen (1983) cited by McCarty (1990: 87) “Predicting what learners will need in the way of vocabulary is important in selecting what to teach; equally important is ‘creating a sense of need for a word’, and recognizing that learner perceptions of need may conflict with the teacher’s perceptions”. In this regard, selecting what to teach can be influenced by three principal ways.

1. - teachers’ course book and writers’ predictions.

2. - A sense of need in the learner, fostered by the teacher.

3. - The learners’ own sense of their needs, which may conflict with the teachers’ perceptions.

Besides it seems self-evident that the most frequent words in any language will be the most useful ones for learners in target language. In this sense, teacher should give learners a basic set of tools for communication, that is, survival language. So according to the author mentioned above, it is recognized the need to equip the learner with the basic core of the language (the most common grammatical and lexical words) and a survival vocabulary. However it will much depend on the student’s needs, level or degree. Besides what is necessary to add in this part is what McCarty (1990: 79) said “The most frequent words in the language must be presented in the early stages of language teaching, and this is a sensible decision, because they offer the learner a survival-level repertoire for comprehension and production”.

2.5 MATERIALS IN LANGUAGE TEACHING

Teachers of English area not only use materials to help their students to achieve a good learning but they also use materials to provide motivation, interaction and enjoyment in
the classroom, because learners must feel motivated to engage with the specific experiences and materials which we offer them.

According to Birkman (1988) cited by Tapia (1999: 66) “The value of materials lies in the fact that they can be used to stimulated start the process of interaction thought which language learning seems to take place in real life”. So through any kind of materials, we as teachers, have to motivate our student’s interest from the time that they are in our classroom, that is, during the English teaching – learning process. When we talk about materials we will find many points of views, concepts, criterions, agreement, disagreements and opinions relate to this topic. Such points of view will much depend on the context where the material term is applied. However in this project and in simple words, material is nothing more nor less than a thing, a resource, or an object which is used to help our students to learn, to achieve or to get something in the English teaching – learning process. Besides in any educative system materials could be scripted or unscripted materials, print or nonprinted resources or they just could be realia.

According to Tomlinson (1998: XI) points of view:

Material is anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

Taking into account what the author mentioned above, here we have some materials classification according to some other authors who prefer to classify them into lists.

2.5.1 CLASSIFICATION OF MATERIALS

Many authors showed us different types of materials classification, it happens because teachers like students everywhere seem to use different kinds of materials and find them very helpful, that’s why the use of materials and the knowledge about its classification are very important in the English teaching – learning process. For instance, at one
extreme Kent (1973) said that, material adaptation like; photography, imagery, or pictures could be used for both as direct teaching or as part of others helps. Like this author many other experts have their own way of materials classification, here we have some more few examples.

2.5.1.1 PRINT AND NONPRINTED RESOURCES

According to Oxford (1990) there is, on the one hand, “The printed resources such us: dictionaries, word lists, grammar books, phrase books which may be valuable to find out the meaning of what is heard or read. Encyclopedias, travel guides, magazines, and general books on culture and history can provide useful background information so that learners can better understand the spoken or written language”; and on the other hand, “The non-print resources which includes tapes, TV videocassettes, radio, museums, and exhibitions, among others”. Both types of resources are useful for both comprehension and production, that is, through Printed and Nonprint resources, students and teachers can take advantages of them to understand incoming messages or produce outgoing messages in the new language.

According to Tomlinson (1998) here we have other types of material classification like multi-media materials and the self-access materials.

2.5.1.2 MULTI-MEDIA MATERIALS

The author said that multi-media materials are “Materials which make use of a number of different media. Often they are available on a CD-Rom which makes use of print, graphics, video and sound. Usually such materials are interactive and enable the learner to receive feedback on the written or spoken language which they produce”. What is meant here by multi-media materials is that they are basically based on technology that’s why they are so attractive in English teaching – learning process. Besides the use of this kind of material can get learners more motivated.
2.5.1.3 SELF-ACCESS MATERIALS

Tomlinson (1998: XII) argues that self-access materials are “Materials designed for learners to use independently (i.e. on their own without access to a teacher or classroom), they are normally used by the learner at home, in a library or in a self-study centre”. In our view, through self-access materials students can take advantages to improve their world knowledge in any educative area since it is not necessary to be in a classroom where the teaching – learning process is taking place.

Whatever could be the type of material that both teachers and students prefer to use into or outside the classroom, however it is obvious and evident that materials are very important and indispensable in language teaching – learning process. Besides according to Oxford (1990: 207) it is advisable “To choose language activities and materials that are likely to be interesting to the learners or have the students select their own language activities and materials”. Taking into account what was stated here, we have some other relevant materials terms.

2.5.2 AUTHENTIC MATERIALS

According to the point of view of McDonough and Shaw (1993: 43) “There is often a stated requirement for “authenticity” – a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom”.

As it is already known language and culture are closely related because both play an important role in each other, it is said that language is influenced and shaped by culture and culture can not be transmitted without language, that’s why that over the recent years a lot attention has been paid to the selection and development of materials and as it was mentioned above we can find many kinds of materials which can help us on teaching – learning process, but according to Tapia (1999) it is advisable and recommendable to use authentic materials in English teaching – learning process since those types of materials are related to Bolivian places and Bolivian culture, consequently.
our students will understand the topics much better because they have already learned some background knowledge. Furthermore authentic materials have the advantage of exposing students to real language, that is, real – life in which language is used. In this respect, here we have the point of view of Tapia (1999: 70).

“They would help the students to put themselves in future real situations, because they will deal in their future work life with this kind of materials. So the authentic materials will help the students to notice the differences in cultural background, because to read about English culture and other culture also in English is more complicated for learning”.

Consequently, as we could see, authentic materials reflect the naturalness of spoken and written language, where the topics are familiar to students and relevant to their personal experience. So, through authentic materials, the interest and the stimulation of student’s imagination can be captured in a very meaningful experience for learners. Not only the authentic materials provide interest and stimulation of student’s imagination but also motivation, where students will feel more motivated to learn and will have more opportunities to accumulate their knowledge.

Although it is already known that here in Bolivia we do not have too many authentic materials at specific areas like English and waiting to get suitable and appropriate own materials, we as teacher should try to adapt materials into authentic ones.

2.5.3 MATERIALS ADAPTATION

To be realistic here in Bolivia, not only public and private schools have been facing the lack of suitable materials but also many other important training establishments. Because of some relevant problems that is inevitable and indispensable to mention such as: the inadequate environment where the classes are developed, the lack of audiovisual mediums to teach, the lack of language laboratories, the inexistence of a specialize library to support the classes, among others, most of teachers adapt materials creatively every time in order to face those troubles. According to Tomlinson (1998) material
adaptation is nothing more nor less than making changes to materials in order to improve them or to make them more suitable for a particular type of learners. For example resorting for some tape recording, videos, additional materials like textbook which is used to maximize the value of the book, magazines, newspapers etc. so material adaptation can include reducing, adding, omitting, modifying and supplementing.

Because of the lack of didactic materials at educative establishments teachers and students everywhere seem to use material adaptation because they find them very helpful and adequate. Furthermore, it is said that a good teacher is the one who uses authentic materials in order to facilitate the learning to their students. However if there is not the authentic materials, teachers should adapt any material into authentic one to make a significant learning to learners. That’s why that something that we as teachers should take into account every time is what Kent (1973: 116) said.

“No se debe rechazar nada y considerar útil cualquier cosa que pueda ayudar a la educación, ya sea usando el artículo tal cual, adaptándolo o como una fuente de materias primas”.

Besides, it is not only necessary to adapt materials into authentic ones but also it is necessary for teachers to know student’s likes and dislikes on materials. In other words, another important factor that should be taken into consideration on selecting authentic materials or adapting them is the learner’s interest.

2.5.4 REALIA

Realia is one of the general types of visual aids that are used to illustrate points very visually in many activities like for example role-play situations. According to Brown (2001: 143) “Realia are probably the oldest from of classroom aid, but their effectiveness in helping students connect language to reality can not be underestimated”. So because of its real existence, the importance of realia is invaluable that’s why it is used to prompt in oral or written interaction.
2.5.5 LITTLE REAL OBJECTS

Through the literature reviewed above, it was noticed that material is indispensable and necessary to help to construct significance learning in student’s world knowledge in all areas, punctually on the four skills of English area. As we already known vocabulary learning is not easy as many people think. Language learners have serious problem remembering the large amounts of vocabulary, so in order to cope with this difficulty we found that both teachers and students use imagery as one of the most effective material into the teaching – learning process.

According to Oxford (1990: 40) linking the verbal with the visual is very useful to language learning for four reasons. First, the mind’s storage capacity for visual information exceeds its capacity for verbal material. Second the most efficiently packaged chunks of information are transferred to long-term memory through visual images. Third visual images may be the most potent device to aid to recall of verbal material. Fourth a large proportion of learners have a preference for visual learning.

Furthermore, Oxford (1990: 75) said and emphasized that:

The addition of visual image often provides learners with an invaluable context to which they may relate their spoken form. Realia, drawings, and homemade videos are very basic visual tools to enhance listening practice. Films are a wonderful sound-and-image resource. Towns and cities with large foreign population often show films in other languages.

So for a variety of reasons mentioned above and as a classroom practitioner I could realize that not only using drawings (pictures) resources are useful and advisable to teach vocabulary but also the little real objects. In this work the term little real objects is used to refer to those all little objects which we can find into the one of the most important cultural activities that Bolivia has as pluricultural country. Alasita is very well known here in La Paz because of its attractiveness. Tomlinson (1998: 2) mentioned that
“Material is anything which is used by teachers or learners to facilitate the learning of a language”. Not only this phrase impelled me to use this kind of materials but also on thinking on what Kent (1973: 116) said “No se debe rechazar nada y considerar útil cualquier cosa que pueda ayudar a la educación”. So in my opinion like imagery or pictures, the little real objects could help students learn vocabulary more easily because they are real objects but in a little shape. Furthermore what is necessary to add in this part is that not only little real objects of Bolivian Alasita fair were used in this project application but also all little objects like toys, dolls, plushes, among others. In the next part, it is given some others reasons to sustain the use of little real objects.

On the one hand, as Oxford (1990: 81) said, using resources is useful for both comprehension and production. Using resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language. To better understanding what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable. Encyclopedias, travel guides, magazines, and general books on culture and history can provide useful background information so that learners can better understand the spoken or written language.

Considering this important argument, in our view, through little real objects students are able to understand the meaning of some spoken and written vocabulary in the new language, so in other words, students are facilitated to get the meaning easily of some vocabulary in a specific situation after seeing each little real object without using dictionaries. Besides through little real objects, language learners could take advantages to produce some messages in the new language.

Because of the mind’s storage capacity for visual information exceeds its capacity for verbal material and because of the visual images may be the most potent device to aid to recall of verbal material, Kent (1973) said that one of the most important forms of teaching is to put imageries on students’ hands. A child can remember better the impact of an image if it is given to handle and to observe. So in this case like imagery, the little
real objects provide visual motivation, visual help, and visual stimulus because students can handle and observe the little objects without any problem.

The other reason why it was decided to teach vocabulary through little real objects is because of the development of the topics and the development of the context of most English materials like for example English texts. Most of English materials are not related to Bolivian places and Bolivian culture, consequently they are inauthentic materials. Taking into consideration the phrase of Tudor (1988) that says “Serán materials adecuados para los estudiantes los que tengan que ver con el entorno citadino y otros” cited by Tapia (1999: 11). It is advisable to use authentic materials or to adapt them into authentic ones. So in this project, the little real objects were used as authentic resources because they have been part of Bolivian culture that students already known in their native language, so through little real objects, it is easier for students to learn and to get the meaning of vocabulary in a specific situation without using dictionaries.

Although the English book and the English work-book used in this project as supporting materials were not changed at all, we try to make them into the authentic materials by the implementation of little real objects as authentic resources. That is, the little real objects were not only used as authentic resources to teach vocabulary in a specific situation but they were also used to help students to understand the inauthentic materials such as text books, workbooks, among others.

2.5.6 MATERIALS EVALUATION

According to Tomlinson (1998: XI) the materials evaluation is the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on analysis of what happened as a result of using the materials.
In this sense, according to this author it is necessary to carry out systematic evaluation of materials currently in use in order to find out to what degree and why they facilitate the learning of language. What this means is that through materials evaluation both teachers and learners are able to know how well their objectives are achieved.

2.6 LANGUAGE LEARNING STRATEGIES

People who begin learning second language at any age and for any reason, especially young people who are students of public school, have to face many troubles during the language learning process, in order to cope with those troubles most of students have been using some strategies but without knowing and using them consciously. Because the communicative competence requires realistic interaction among students using meaningful contextualized language, the language strategies not only help learners participate actively in such authentic communication but they also stimulate the growth of communicative competence in general, that is, language learning strategies are oriented toward communicative competence, that’s why we as teachers should teach our students how to use and apply language strategies on teaching – learning language process. Although it is already known that time is the foremost enemy and a disadvantage on public and private schools, we should keep little time in our classes to introduce strategies which will help us to support the lessons and to improve the English teaching – learning process.

Strategy comes from Greek term strategia. It is a plan, a step, a conscious action toward achievement of an objective. Strategy is close related to tactics but at the same time they are different since tactics are tools to achieve the success of strategies. Both strategies and tactics share basic characteristics planning, competition, conscious manipulation and movement toward a goal.

Language learning strategies are named in many ways such as: learning skills, learning to learn skills, thinking skills, and problem – solving skills. According to Oxford (1990: 8) “Learning strategies are specific actions taken by the learner to make learning easier,
faster, more enjoyable, more self-directed, more effective and more transferrable to new situations”. What is meant here by learning strategies is that they are steps taken by students to enhance their own learning. In other words, strategies are specific actions and steps taken by students to improve their world knowledge, that is, they are tools which are important and indispensable for language learning and for self direct involvement which is essential for developing communicative competence. Many authors classify strategies in many ways although they are not different at all, however one of the most suitable and manageable strategy classification which was used into this project and what is considered advisable for students in learning process because of its easiest comprehension, is from Rebecca L. Oxford (1990).

2.6.1 STRATEGY CLASSIFICATION SYSTEM

According to the author mentioned above there are two kinds of strategies, although these strategies are classified into two different types of lists, it is necessary to mention that both supported each other to work better. So through strategies teachers can enable students become better learners. Let’s see the strategy classification.

2.6.1.1 DIRECT STRATEGIES

This kind of strategy is made up of three kinds of strategies, the Memory strategies, Cognitive strategies, and Compensation strategies. It involves the target language directly which requires mental processing of the language but the three groups of direct strategies do this processing differently and for different purposes. Here we have the classification of each group. First, the Memory strategy is sometimes called mnemonics, it is a powerful mental tool and its specific function is to help students to store and retrieve new information. Creating mental linkages, applying images and sounds, reviewing well, and employing action are inside of memory strategy. Second, the Cognitive strategies are practical for language learning. Practicing, receiving and sending message, analyzing and reasoning; and creating structure for input and output are part of cognitive strategies. Finally, the Compensation strategies occurs not only in
understanding the new language but also in producing it, besides it enables learners to use the new language for comprehension and production despite limitations in knowledge. Guessing intelligently; and overcoming limitations in speaking and writing are in compensation strategies. Because of its importance and its relevance, what is necessary to mention again is the use of resources for receiving and sending messages in which little real objects play an important role. The little real objects can be used as authentic resources to teach vocabulary in a specific situation, consequently through little real objects, students can receive and send messages because they are authentic resources.

2.6.1.1.1 USING RESOURCES FOR RECEIVING AND SENDING MESSAGES

According to Oxford, (1990) this strategy involves a variety of resources to find out the meaning of what is heard or read in the new language, or to produce message on the second language. Here we can find two kinds of materials or resources. On the one hand, the Printed resources such as dictionaries, word lists, grammar books, encyclopedias, travel guides, among others which can provide useful background information, so that, learners can better understand the spoken or written language. On the other hand, the Nonprint resources such as tapes, TV, videocassettes, radio, museums, etc. these types of resources can not easily be used during speaking practice but they can help learners prepare for speaking activities. These two types of resources are used for understanding and for producing meaning. Like Print and Nonprint resources the little real objects as authentic resources can be used to send and receive messages in specific situation because they are part of realia and Bolivia’s culture. In other words, through little real objects both students and teacher can send and receive messages, it means, send and receive the meaning of a word, that is the meaning of a vocabulary in a specific situation.
2.6.1.2 INDIRECT STRATEGIES

This kind of strategies provides indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, and increasing cooperation. It takes into account three types of strategies the metacognitive strategies, the affective strategies and the social strategies. Let’s check one by one. First, the metacognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. It includes three strategies sets such as: centering your learning, arranging and planning your learning and evaluating your learning. Second, the affective strategies help to regulate emotions, motivations and attitudes. Lowering your anxiety, encouraging yourself and taking your emotional temperature are part of affective strategies. Finally, social strategies help students learn through interaction with others. Asking questions, cooperating with others and empathizing with others are placed on social strategies. According to Oxford (1990) these two types of strategies work better when they supported each other and work together.
CHAPTER III

PROPOSITIVE SECTION

3.1 PROPOSAL

No one can deny that Bolivia has been facing troubles in many areas. For example on Education, specifically, English as part of general school curricula does not have the same importance as many other subjects have on public schools although English is considered as an international language of communication. With the spread of English around the world, there is clearly the need for many learners to speak and interact in a multiplicity of future situations through the language. At the public school, where this project was carried out, for example, I could see that English language is introduced from Secondary first level but it is not taught from the initial level as it is taught on private schools. The time which is used to teach English is just forty five minutes per week, however, the school activities like for example: sport activities, social activities, the winter vacation, and demonstrations, reduce the English time classes. Furthermore, this institution as many other public schools has too many limitations on infrastructure, technology, materials, resources among others. For instance, the school has neither a library nor an English language laboratory, but a small laboratory which is designed for biology area. There are not books written in English. Classrooms are basic but adequate. Very few supplementary English language teaching materials are available. At this point, alternative approaches as well as authentic and visual resources are not used in the teaching – learning English process.

In this sense and considering that vocabulary is one of the most important aspects of learning a new language, here, we proposed an alternative way to teach English vocabulary. The present proposal showed that English language vocabulary can be developed effectively through the communicative approach by using little real objects due to communicative approach which is based on interaction, presents the language practice in real-life context and the little real objects as visual and authentic resources,
help students recall verbal material because mind’s storage capacity for visual information exceeds its capacity for verbal material. The main objective of this project was aimed to teach English vocabulary through communicative approach at elementary level by using little real objects in an enjoyable, interesting, and understandable atmosphere where students feel confident when using foreign language. So students learn to communicate in real-life situations because the communicative approach and the little real objects are related to learner’s own experience.

3.1.1 PROPOSAL OBJECTIVES

I would like to emphasize that this project proposed an alternative way to teach English language vocabulary through communicative approach by using little real objects as visual and authentic resources in which students are creatively involved interacting through English language in all communicative activities.

Besides, the use of any little real object and each communicative activity was supported by the theory reviewed in the theoretical framework (see chapter II). In this sense, our proposal objectives were:

- To motivate students to learn English language through communicative approach by using little real objects.
- To develop student’s English language vocabulary acquisition, since it is important to the four linguistic skills.
- To practice English language in a real communicative context.
- To offer students the opportunity to experiment a way of learning English vocabulary in a non–threatening environment.
- To encourage student’s imagination through little real objects in order to promote communication and creativity.
- To build a good teacher–learner relationship.
- To foster student’s cooperative work by working together.
3.1.2 PLACE

This project was carried out at the “Técnico Humanístico Mariscal José Ballivián ‘A’ School” which is located in “El Alto City”, punctually, on Murillo Province, number six of the north sub-district.

3.1.3 TIME

The project lasted ten months from August to May, with four days classes a week in the mornings and with three classes in the afternoon. That is, in the mornings Tuesday, Wednesday, and Thursday from 9:45 to 13:51; and Saturday from 7:45 to 13:00; in the afternoon Tuesday, Wednesday and Friday from 14:30 to 18:15. However because of vacation and school activities the schedule suffered some little changes in specific periods of time.

What is necessary to add in the present context is a reminder as a part of this schedule that during the second part of the project, the classroom practitioner worked every day from Monday to Saturday in the mornings from 7:45 to 13:00, due to Christmas vacations.

3.1.4 SELECTION OF THE STUDENTS

The reason to select students of secondary first level was to apply the communicative approach by using little real objects to teach English vocabulary at elementary level since most of them did not take English classes at primary level as part of general school curricula, and through communicative approach motivate students to learn by interaction and enjoying.

For the sake of the institution where students get both the bachelor’s degree and the intermediate technical degree in one specific area; because it is a “TÉCNICO HUMANÍSTICO” public school which almost functions all day, it means in the morning and in the afternoon as a school and in the evening as “CEMA”, here we have the procedure that we followed to select the students.
• First, it was sent an invitation to students who were on secondary first level because in public schools, English subject is taken from secondary first degree to final secondary level but primary level. What this means is that English classes are not part of general school curricula that is, from the initial level to secondary Level as in many private schools happens. In this sense, the project was designed for Elementary Level. Here, then it was informed to learners that there was going to be opened an English course for those all students who wanted to learn and improve the English language as volunteers.

• Second, the students’ parents who were accepted into the project as volunteers signed a compromise document which was designed and supervised by the manager of the “Tec. Hum. Meal. José Ballivián ‘A’ School” Lic. Carmen Zapata Aranda, the tutor of the project Lic. Elizabeth C. Viñolas I, the English teachers and the classroom practitioner (see appendix A.2).

• Finally, it was adapted the schedule because some students could not take English classes because they were taking other technical subjects in the same schedule. However, there was an agreement among the manager, the teachers, the students and the classroom practitioner in order to benefit student’s progress in getting new knowledge.

3.1.5 METHODS

3.1.5.1 COMMUNICATIVE APPROACH

The ultimate criterion according to Littlewood (1992) for judging the usefulness of language activity in the classroom is not whether it is communication but whether it helps people to communicate. In this sense, the communicative approach was used in the following way: the teacher provided opportunities for students to participate, and created communicative activities in which students learned to communicate in a realistic way, that is, in real-life practice. Students participated actively in communicative activities like for example “Let’s act”, “Hurry up”, “Hey, look, this is my family”, “Let’s dress the doll”, etc. for more information see appendix B. Due to the characteristics of
communicative activities that were conveyed in the English classroom, students made both pair and group work in which learners interacted among them using little real objects all time. For example one communicative activity in which students made groups of four is “Let’s dress the doll”. In this communicative activity students dress a doll according to their classmates’ conversation. So while the student’s performance took place, the students of the other groups listened very carefully to retell the specific information as volunteers. What is necessary to add in this part is that students made group works according to the lesson and the communicative activity. Besides through communicative approach in which communicative activities were carried out, students used little real objects, and they also developed hand-made material. Furthermore, in most of communicative activities, students talked about topics related to Bolivian places and culture, they exchanged opinions, personal information, they got some personal information, etc. Moreover through communicative activities students learned to communicate in specific real-situation, students were given fixed items in which they inserted alternative words into fix patterns to convey and receive meanings in specific situations. Those prefabricated speech let students interact not only in pairs but also among all of them (in groups). Through principles of communicative approach in which communicative activities were carried out, student’s motivation and interest increased in a high level since they were creatively involved.

3.1.5.2 NATURAL APPROACH

Because of principles of natural approach, in this project, the teacher provided comprehensible input using little real objects in real-life practice, so that, students understood English language and performed actions without making too much effort, consequently the natural learning took place spontaneously. Besides the different communicative activities in which learners were involved actively, let the natural approach took place automatically. Through communicative activities and the foreign language spoken by teacher, students were exposed to English language all the time. In this sense, students developed spontaneously their linguistic competence by processing
internally the language they heard as children acquire their mother tongue. What is necessary to add in this part is that during the communicative activities, the teacher didn’t correct the language that learners produced in order to not interfere the natural learning because language acquisition is viewed as natural biological process of growth and maturation. However the correctness were checked at the end of each activity in an indirect way among students and teacher, so that, learners did not feel affect directly. Besides students were not obligate to speak until they felt ready to do it. Nevertheless, some kinds of stimulus like chocolates, candies, school materials (pencils, notebooks, rulers, etc) were used to encourage students participate as volunteers so that communicative approach could take place.

3.2 THE ROLE OF A TEACHER IN COMMUNICATIVE ACTIVITIES

Taking into account that nowadays the role of a teacher is to be focus on learners, the teacher’s role in this project was to be a facilitator learning. To come back to the first days of English classes, the relationship between teacher and students was so formal, students felt that the teacher was an instructor with dominant power, in this respect, the teacher as facilitator provided a network of human relationship in which students felt accepted, supported, listened to positively and encouraged to be co-contributors to the events. Besides the teacher as facilitator made space and opportunities in which students used their own choice of words in real-life practice. The teacher as facilitator invented environments and situations (communicative activities) in which students used English language for communication, that is, they learned to communicate in specific situations using little real objects. Furthermore, the teacher as facilitator encouraged students to report their ideas, to take notes, to retell information of what their classmates said, to think and give own opinions when they were discussing. The teacher as facilitator provided students many kinds of materials, like for example little real objects and worksheets to increase student’s motivation and interest to practice and use English language. In addition, the teacher also used some little gifts as stimulus like chocolates, candies, pencils, etc. to encourage students participate actively as volunteers. But far
from it, the teacher as facilitator restricted her participation in almost all communicative activities in which students were involved creatively, that is, the teacher neither corrected student’s errors nor intervened while the communicative activities were carried out. The teacher let students involved themselves in communicative activities and she restricted her participation once the activity was in progress. It is important to mention that the teacher intervened in communicative activities unless the interaction could not proceed without help.

3.3 THE ROLE OF LEARNERS IN GROUP WORK

When English course took place, that is, the first days of English classes, students had opportunities to express themselves and participate in the English environment classroom however they seemed to be a simple processor of information when they entered to the classroom; they only took notes and listened to the teacher when they were exposed to activities as volunteers. They neither wanted to participate nor to interact with their classmates because they were trained in that way and because of shyness. Nevertheless and because students were involved in communicative activities in which they used little real objects all the time, they played active role. The communicative activities were “learner-centred”, consequently students had the control over the interaction and the information, in this sense, students participated actively. Students made choices and decision that affected their own learning activity. Students interacted with their classmates because they worked in pairs and group work in which cooperation and collaboration took place. Students helped each other to convey the communicative activity successfully. It is necessary to mention that when students made extra material, they also performed active role because they gave opinions and reported their ideas. Furthermore students also played active role when they participated in activities like for example “The musical festival English” and the “Final presentation” (see appendix E).
3.4 ORGANIZATION OF THE GROUPS IN THE CLASSROOM

According to Littlewood (1992: 101) “The classroom environment should be conductive to learning and communication”. In this respect, it was indispensable to organize the classroom in pairs and group work to provide learning and communication. It is important to mention that pair work and group work are not synonymous terms, however they have similar and distinctive functions.

Due to the characteristics of communicative activities, most of the time, students worked in pairs and group works. Furthermore, managing the English classes in which learners worked together opened up opportunities for interaction among them. So that, students accepted pair and group work as major mode of working, consequently pair and group work switched on automatically during the English teaching-learning process. Through pair and group work in which learners were involved actively, students learned to communicate in specific situations, to share opinions, to read aloud, to compare answers to questions, to do grammar drills, to formulate question in an information-gap tasks, etc.

3.4.1 PAIR WORK

As it is already known, pair work requires little organization and the time used for this kind of work do not need to be extended. In this respect, students worked in pairs in activities that were carried out in this project. One communicative activity in which students made pair work is named “Hey, look. This is my family”. In that activity, students introduced their family members through little real dolls in pairs. The main aim of pair work in communicative activities was to set up co-operative working habits and stimulated students to work together.
3.4.2 GROUP WORK

It was extremely important to get students to work in groups due to the characteristic of communicative activities of this project. The time scale used for group work was more extended than pair work; however group works allowed greater interaction among the number of students who participated actively in communicative activities. Students of each group had a role to perform so all groups worked in comparable range of functions. It is important to mention that we required a certain amount of physical re-organization of the classroom. Besides and because of group works’ natural complex structure, it was required greater role differentiation between students.

It was very nice and interesting to see how each group, that is, pair work and group works settled into is own preferred style of interacting in communicative activities. For example some students purposed their aims with quiet seriousness and some others with lightness and humorous.

In this project, it was necessary for students to work together towards a common goal. In this regard, the communicative approach provided high level of interaction, cooperation, collaboration, and so much of talk because students were engaged in,

For the reasons argued above, it was indispensable to organize the classroom in pairs and group work to carry out the project development effectively, that is, the communicative activities. The pair and group organization during the English teaching – learning process of this project can be summarized in the following way.

- Students were organized in heterogeneous and homogenous pair work depending on the kind of the activity.
- Sometimes student had the choice to choose his/her classmate in pair work.
- Students were organized in group works according to the total number of the whole class.
To make group works, the classroom practitioner used to give each student little card about the topic. Consequently students had to look for their classmates who got the same little card in order to make a group.

To represent the team, every group work was characterized by a representative color, object, and numbers.

In order to have a more lightness and humorous group works, students sometimes had the choice to select their representative group name, in this case they used to assignee funny names to their groups in order to make laugh.

The classroom practitioner sometimes used to organize the groups into introvert and extrovert students according to their personality and according to the sex (female or masculine) to equilibrate the group works.

In each pair work and in every group work, students had a role to fulfill in order to foster participation.

Because of some communicative activities, students were divided in two groups, one of girls and the other of boys in order to make the activity more interesting and enjoyable.

Because of the space and the number of students in each group, the communicative activity used to be carried out on the playground of the school.

In some few communicative activities, it was neither possible nor adequate to organize the classroom in groups because of games, consequently all the students worked as one big group in which learners participated by playing.

It was used many kinds of stimulus for those students who had a good performance during the English teaching – learning process.

Taking into account the communicative activities in teaching – learning process, the pair and group work given above are suggestions for classroom organization, especially for those students who are at the same level.
3.5 EVALUATION

3.5.1 FORMATIVE EVALUATION

As it is already known, this kind of evaluation has been applied for everybody, at any moment, and in any area, having its main priority on English educational area. Because of its effectiveness, formative evaluation could not be expelled of the English teaching–learning process of this project, because it has long been an integral part of classroom procedure, that’s why the teacher used and found it very helpful.

The formative evaluation took place through teacher’s observation while the communicative activities were in progress, that is, during student’s interaction. Through this kind of evaluation we were able to supervise how well the instructional goals and objectives were achieved to make sure that everything was done correctly, properly and suitable. Besides taking into account the main purpose of formative evaluation, which is to catch deficiencies in order to improve student’s instruction, teachers helped students in the learning process guiding and collaborating them. Here we have how teacher used the formative evaluation in specific function into this project.

To fulfill the objectives of this project, the formative evaluation was carried out all the time. That is, the formative evaluation was applied by the classroom practitioner every moment during the project development. For the sake of the activities which were based on communicative approach, all the communicative activities gave us the chance to know the level of student’s apprehension. So through the development of communicative activities in pairs and group work, the formative evaluation was carried out through teacher’s observation.

But far from it, the formative evaluation was not only carried out through observation to student’s interaction in pairs and group work, but also it was made up through the student’s active participation during the communicative activity and the scores obtained after each communicative activity. That is, if students played an active role through participation and the outcomes obtained by them at the end of each communicative
activity were as winners, this showed that students were internalizing the English language input and acquiring a good comprehension.

Besides, it is either appropriate or possible, to take into consideration the two big activities developed as part of this project (see appendix E). The first one as English festival and the second one as English final presentation both presented and developed in different dates, but through observation, both were considerate as the other way to make formative evaluation.

Finally, in this project, the use of formative evaluation can briefly be summarized through the use of observation, participation, and note observation cards. Besides it is necessary to add that the formative evaluation was done at the end of every day-class, every week, at the end of a lesson, at the end of a stage and at the end of the project.

3.5.2 SUMMATIVE EVALUATION

In contrast with the formative evaluation, the summative evaluation occurs most of the time at the end of the program activity; however the formative evaluation helped to build the summative evaluation. Besides what is necessary to mention in this part, is the main purpose of summative evaluation which is to determine what has been acquired and learned over a period of time. The use of this kind of evaluation in this project involved many different types of instruments to collect the final data or the final result, that is, the student’s outcome (score or grade).

In this project the summative evaluation was carried out through three multiple choice quizzes at the end of every five lessons in which the four language skills were taken into account over 60 points, considered as: 1º, 2º and 3º stage evaluation, those results were registered in a report lists which were taken into account in the English student evaluation report card and as part of legal document of the school. Besides it was also considered student’s attendance at English classes over 10 points. What is important to mention in this part is that student’s attendance where registered in three levels: punctual, late and absent. So that student’s attendance were checked in the following
way: three student’s late subtracted student’s attendance score in one point and every student’s absent subtracted one point. Furthermore student’s notebooks were taken into account as summative evaluation too. Student’s notebook was divided in three parts named as lesson part, practices part, and vocabulary part. Each student’s notebook part was checked over 60 points. In addition, it was taking by surprise fifteen quizzes of each unit, every one was checked over 60 points. All those quizzes were hand-made materials that were placed on the student’s notebook, on the back. Finally student’s participation as volunteers was also taken into account as oral test over 60 points. To sum up, student’s evaluation, student’s quizzes taking by surprise, student’s notebook as well as student’s participation were taken into account over 60 points. An apart from it, student’s attendance was taken into account over 10 points. So student’s final summative evaluation was over 70 points (see appendix A. 3).

Both formative evaluation and summative evaluation were supervised, all the time, by the manager of the school Lic. Carmen Zapata Aranda, the teachers, the student’s parents, the president of council of parents at the “Tec. Hum. Mcal. José Ballivian ‘A’ School” and the tutor of the project Lic. Elizabeth C. Viñolas I. Furthermore both kinds of evaluations were used to follow student’s progress and to show the outcomes to the institution and student’s parents.

3.6 LENGTH OF THE PROJECT

In this part, it is explained and developed step by step the organization, the activities and the extra - activities that were carried out before, during and after the project development.

The length of this project was around ten months without taking into account the time used to other extra – activities. The first part of this project was the period of organization which began on the last week of June and part of July, 2011. According to the student’s needs, it was planed how to carry out all the activities and materials that were going to be developed and used during the teaching – learning process. Not only
the activities were organized, but also the place where the classes were going to be developed in the afternoon due to it has been a public institution. This public school opens its doors in the mornings and in the afternoon as a school and as CEMA at nights; consequently all the classrooms were used. Nevertheless, a little classroom was assigned for this project. Furthermore what is necessary to add in this part is the organization of the schedule of English classes. Such organization and agreement were carried out among the manager Lic. Carmen Zapata Aranda, the teachers, the student’s parents and the president of council of parents at the “Tec. Hum. Mcal. José Ballivián ‘A’ School”; the tutor of the project Lic. Elizabeth C. Viñolas I; and the classroom practitioner of this project.

Next, the diagnostic evaluation was applied to twenty six students between thirteen and fifteen years old at the “Técnico Humanístico Mariscal José Ballivián ‘A’ School” (15 girls and 11 boys) during the second and third week of July, 2011. The students never participated in this kind of projects before, besides most of them did not take English classes from their initial level, in this sense, it was explained the purpose and the objectives of this project. There was a period of pedagogic adaptation in which students were introduced to the program of the course by the classroom practitioner.

3.6.1 SCHEDULE

Because of the student’s needs who were studying in a public school and who most of them did not take English classes from their initial level, the English Course consisted on 15 basic lessons designed according to the elementary level students. The English course lasted 10 months from August 2, 2011 to May 31, 2012, in the mornings Tuesday, Wednesday, and Thursday from 9:45 to 13:51 and Saturday from 7: 45 to 13:00; and in the afternoon Tuesday, Wednesday and Friday from 14:30 to 18:15. Besides Teacher’s attendance was monitored by the manager and the secretary of the school without taking into account the time used to other extra – activities.
What is necessary to add in the present context is a reminder as a part of this schedule that during the second part of the project, the classroom practitioner worked every day from Monday to Saturday in the mornings from 7:45 to 13:00 due to Christmas vacations. After this period of time on the third stage of the project, the schedule came back into the regular one, it means as it was programmed at the beginning of the project. Such schedule agreement was signed among the manager, the teachers and the student’s parents of the “Tec. Hum. Mcal. José Ballivián ‘A’ School”, the tutor of the project Lic. Elizabeth C. Viñolas I; and the classroom practitioner.

As part of the project, it is important to mention that there were two important and renowned activities which took extra time in order to get students practice for their English presentation. On the one hand, there was a first and outstanding activity which was call “Music Festival English (Light Camera Action)”. It was presented at the end of the first stage of the project on October 29, 2011 from 19:00 to 22:00 at night in the same school. In order to present this activity all the students and the teacher selected, organized, prepared, and practiced the specific numbers which were going to be presented. Besides the students and the teacher, as one group work, got all the materials and the audio equipment for the stage. Furthermore, not only the doorkeepers were controlling and supervising the place, but also the police who helped us to control the place, the public and many others aspects in the presentation. Their participation was accepted and confirmed through the school invitation (see appendix E. 1). We used extra time in order to organize, prepare, and to pick up all things which were used in the setting before and after the presentation. For this big activity all students worked in pairs and group work demonstrating their abilities such as: singing, acting, reciting, dancing, exposing, etc (see appendix E. 1). This activity was supervised by the manager of the school, the tutor of the project, the president of council of parents, the student’s parents and the public. People who were mentioned above were invited to the event through invitation (see appendix E. 1) to observe and enjoy the activity.
At other extreme, the second activity was developed as part of the project on May 31, 2012 in the morning, in the English Classroom of the same school. This activity was presented at the end of the project in which students showed what they already learned by using little real objects. For this activity students made some little groups choosing a topic and using the little real objects which were made by them during the English teaching – learning process (see appendix E. 2).

The final activity was supervised, and enjoyed by the manager of the school, the teachers of different areas, the president of council of parents and some student’s parents of the “Tec. Hum. Mcal. José Ballivián ‘A’ School”. Besides the tutor of the project asked some questions to each group and gave her congratulation to students for having prepared with too much effort their presentation and for having participated and concluded the project. Furthermore all the students received a certification of participation at the conclusion of the project (see appendix E. 2).

Finally and as part of this project, it was delivered the environment which was assigned to teach English language. The classroom was equipped with all the materials that students and the teacher could have gotten. It means that the English classroom was given back with all the didactic materials which are going to help not only teachers but also student to improve the teaching – learning process (see appendix E. 3). All the didactic materials were delivered through an inventory to the institution. Besides all didactic materials were registered and certified through an important document by the “DIRECCION DISTRITAL DE EDUCACION EL ALTO 1 (ACTA DE VERIFICACIÓN) COD.SIE. 40730252” (see appendix E. 3).

About the extra activities, and apart from the project, there were many different activities developed during the time of the Agreement Application, which is mentioned below:

- The help to the institution to get students practice marching in files for “Día de la Bandera (August 17, 2011)”
• The assistance made to Student’s day organization as part of volunteer work, where all the organizers and the classroom practitioner planned and prepared special numbers to students.

• The direct collaboration made to student’s day for traveling to Peñas as volunteer for a day.

• The aid to students to organize their expositions about one of Bolivia’s important culture which is called “Todosantos”.

• Activities developed almost at the end of the year 2011, the participants of the project were invited to participate into the (Educación Física y Música) demonstration, showing some numbers which were presented on the English Festival.

• The direct participation into the biology and social science demonstration as a jury, activity almost developed at the end of the year 2011.

• The assistance made to fill the student’s score journal 2011.

• The direct collaboration to English teachers to check student’s tests and notebooks.

• Activities for the anniversary of the school like: help student’s to clean their classroom, help student’s organization for sport activities, among others.

But far from it, it is important to add and explain how the teaching stages took place during the teaching – learning process of this project. The course was divided into three periods: Initial, middle and final stages. In each period, there were evaluations of the lessons which were covered, taught and supervised by the tutor of the project Lic. Elizabeth C. Viñolas I. the manager of the “Tec. Hum. Mcal. José Ballivián ‘A’ School” Lic. Carmen Zapata Aranda, the English Teachers, and the president of the council of parents.

Because of materials importance detailed in the lesson plan such as: printed resource (dictionaries, word lists, grammar books, phrase books, etc.) and the non-print resources which includes tapes, TV videocassettes, radio, museums, and exhibitions, among
others; and the impact that little real objects had in student’s learning process, it is necessary to mention their help to the efficient development of the English course and the achievement of the objectives of this project, which were evaluated by the tutor of the project Lic. Elizabeth C. Viñolas I. the manager of the “Tec. Hum. Mcal. José Ballivián ‘A’ School” Lic. Carmen Zapata Aranda, the English Teachers and the president of the council of parents. Another aspect to mention is the evaluation of the classroom decoration which made the classes more enjoyable, dynamic, and helped students felt comfortable. The evaluation was made by the people mentioned above.

3.7 STUDENT’S STATISTICS OF THE PROJECT APPLICATION

The students of the “Tec. Hum. Mcal. José Ballivián ‘A’ School”, who participated into this project were among thirteen and fifteen years old (23 students in all). But one important aspect to mention is the permanence of the students into the project. The development of this aspect can be briefly summarized in the following chart.

<table>
<thead>
<tr>
<th>STUDENT’S STATISTICS</th>
<th>Nº</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>STUDENT’S REGISTER</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>STUDENT’S RETIRE</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ACTIVE STUDENTS</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

According to student’s statistics chart, two students dropped out from the project during English Course Application. It was for many reasons, for instance one of them asked for the change of school because her family moved from the place where they were leaving. The other student suffered a little accident which hindered to continue with the program. However as we can see most of the students have long been an integral part of classroom procedure who began the project application and finished the English course.
3.8 SYLLABUS

To define what is meant here by syllabus we start from the point of view of some experts. For example, according to Krahne (1987: 9) “… the syllabus specifies the content of lessons used to move the learners towards the goals”. In Cariaga (2008: 31) words “The syllabus refers to that part of the curriculum which deals with the specification of WHAT will be taught in the course”. McDonough and Shaw (1993: 13) argue that “The syllabus can be seen for our purposes as the overall organizing principle for what is to be taught and learned”. Or as Allen (1984: 61) cited by Nunan (1988: 6) has point out, “Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught”. So according to what was stated up, in this project, we interpret syllabus as specification of content of a course of instruction. In our view, syllabus as part of curriculum, is simply a framework of contents that will be carried out in a course. In other words, the ‘syllabus’ is the way in which that content is organized and broken down into a set of teachable and learnable units.

In the preceding paragraph of this part, we outlined the concept of syllabus. In this regard, we can now identify in more detail the types of syllabus which are stated in two different groups.

3.8.1 PRODUCT – ORIENTED SYLLABUS

This type of syllabus is focused on ‘what’ rather than ‘how’. Besides product – oriented syllabus are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction.

3.8.1.1 GRAMMATICAL SYLLABUS

According to McDonough and Shaw (1993: 14) “the first of these obviously is organized according to a list of grammatical structures, and is one that will readily be recognized by most English language teachers”. What this means is that grammatical syllabus seems
to be the most common syllabus type. Besides the content of language teaching is organized in structures or forms such as: simple past, irregular verbs, the passive, formation of adverbs, and so on. Nunan (1988: 27) argues that “… input is selected and graded according to grammatical notions of simplicity and complexity”. So; in others words, a list of grammatical structures is graded according to the difficulty and importance. Furthermore what is important to mention in this part is that the grammatical syllabus is also named structure syllabus.

3.8.1.2 FUNCTIONAL – NOTIONAL SYLLABUS

From the point of view of Krahne (1987: 9) “A notional / functional syllabus is one in which the content of the language teaching is a collection of the functions that are performed when language is used or of the notions that language is used to express”. Nunan (1988: 35) describes functions as “… the communicative purposes for which we use language, while notions are the concept ‘meanings’ (objects, entities, states of affairs, logical relationship, and soon)”. In our view functional, the use of language to achieve a purpose, involves interaction among people, it is some kind of communicative act. On the other hand, notional is meaning a concept or idea. However, in this project, the syllabus as a whole is designated as functional – notional because this kind of syllabus presents list of items (content) in the same box. It means that both functional and notional are placed together. So, the importance of communicative purpose and the conceptual meanings of language is what are meant here by functional and notional syllabus. In this regard and in general, then, we understand the term functional / notional syllabus as the one which is based on communicative and interpersonal uses to which language is put. Cariaga (2008: 33) argues that “The merit of this syllabus is that it places the student’s wishes and their communicative purposes at the centre of the curriculum”. In this sense and in view of all this, here we have the advantages of functional – notional syllabus according to Finocchiaro and Brumfit (1983:17) cited by Nunan (1988: 36).

1. It sets realistic learning tasks.
2. It provides for the teaching of everyday, real – world language.
3. It leads us to emphasize receptive (listening/reading) activities before rushing learners into premature performance.
4. It recognizes that the speaker must have a real purpose for speaking, and something to talk about.
5. Communication will be intrinsically motivating because it expresses basic communicative functions.
6. It enables teachers to exploit sound psycholinguistic, sociolinguistic and educational principles.
7. It can develop naturally form existing teaching methodology.
8. It enables a spiral curriculum to be used which reintroduces grammatical, topical and cultural material.
9. It allows for the development of flexible, modular courses.
10. It provides for widespread promotion of foreign language courses.

3.8.1.3 SITUATIONAL SYLLABUS

For this kind of syllabus real – life context is important. In McDonough and Shaw (1993: 15) words situational syllabus “… presents a set of everyday situations or settings” it means that content is presented in specific situations; that is, real or imaginary situations in which language is used such as: in the restaurant, at a hotel, in the post office, at a garage among others. The principal purpose of situational language teaching syllabus according to Krahne (1987: 10) “… is to teach the language that occurs in the situations”. So that students can be trained for using the new language in specific situations.

3.8.2 PROCESS – ORIENTED SYLLABUS

Process – oriented syllabus is focused on ‘how’ rather than ‘what’. This kind of syllabus highlights, in particular, the process ‘procedural’. So process syllabuses are those which focus on the learning experiences themselves.
3.8.2.1 TASK – BASED SYLLABUSES

Richards, Platt, and Weber (1985: 289) cited by Nunan (1988: 45) stated that task – based syllabus is “... an activity or action which is carried out as the result of processing or understanding language (i.e. as a response)”. What this means is that task – based syllabus has the goal of teaching students to draw on resources to complete some piece of work. In our view the content of task – based syllabus is organized around a variety of different kinds of tasks (activities) that students have to fulfill in a class. Some examples are: following direction, following instruction, using the telephone to obtain information, performing actions based on commands, drawing maps based on oral instructions and others.

3.8.2.2 CONTENT SYLLABUS

According to Krahne (1987: 18) “in content – based language teaching, the primary purpose of the instruction is to teach some content or information using the language that the students are also learning”. In other words, the content teaching syllabus is organized according to the subject matter and it is not organized around the language teaching. Besides, it is said that students are simultaneously language students and students of whatever content is being taught.

As we have already seen to make the syllabus development in a successful way, as part of teaching – learning program, is one teacher’s responsibility because syllabus have long been an integral part of classroom procedure. In this sense, the syllabus content in which the units were developed and covered as fundamental part of teaching – learning language process of this project is explained and presented in the following section.

First of all, the project in which the syllabus proposal were designed; focused on student’s needs. Almost all students needed to use the English language for communication rather than for instrumental purposes, so taking into consideration the student’s basic needs, it was used the functional – notional syllabus because it is based on the communicative and interpersonal uses to which language is put. According to
Cariaga (2008: 33) “It sets realistic learning tasks based on real-world language and recognizes that the speaker must have a real purpose for speaking, since it is communicative it will be motivating”. So the functional – notional syllabus highlights what people do through language. In this respect, the functional – notional syllabus designed in this project let students performed an active role all time; that is, they interacted among them most of the time because of communicative activities. Besides the addition of little real objects into communicative activities were related to Bolivian places and culture and because of student´s needs, concerns and interests. In other words both communicative activities and little real objects were included according to student´s needs of language knowledge, beside it seems self-evident that both were included to give learners of elementary level a basic set of tools for communication (survival language) for comprehension and production.

The addition of little real objects into communicative activities has brought a more comprehensive view of teaching and learning English language, that is, language practice is presented in a real-life context and related to the learner´s own experience. The decision to make both as part of the syllabus was concerned on their suitable and manageable advantages and because they provide richer teaching and learning environment, besides the use of communicative activities with the addition of little real objects provides many opportunities to learners to enhance their foreign language knowledge as well as to increase student’s motivation and interest.

The syllabus design was divided into three stages in which fifteen lessons were covered in a systematic process. The development of syllabus design can be briefly sketch in the following part.

Initial stage. - It consisted on the first part of the project application in which five lessons were included.

1. Introduce yourself.
2. The occupations.
3. The fruits.
4. The alphabet.
5. The animals.

Middle stage. - It consisted on the second part of the project application in which other five lessons were covered.

6. The body.
7. The numbers.
8. Places in the community.
9. Directions.
10. The transportation.

Final stage. - It consisted on the final part of the project application in which five different lessons were introduced.

11. The family.
12. The furniture and appliances.
13. The clothes.
14. The time.
15. The events.

3.9 SYLLABUS DESIGN

According to Nunan (1988: 5) “Syllabus design is seen as being concerned essentially with the selection and grading of content”. In this sense, this ‘notional – functional syllabus was covered in ten months divided in three stages (first, second, and final stage). The English course program presents fifteen units and the order in which they were covered.
### SCOPE AND SEQUENCE OF CONTENTS

<table>
<thead>
<tr>
<th>STAGE</th>
<th>UNIT</th>
<th>TOPIC</th>
<th>LINGUISTIC OBJECTIVES</th>
<th>FUNCTIONAL OBJECTIVES</th>
<th>VOCABULARY</th>
</tr>
</thead>
</table>
| 1º Stage | One | Introduce yourself | - To use Be subject pronoun ‘I am’  
- To use Hi and Hello  
- To use ‘How are you?’ | - To introduce yourself  
- To greet people  
- To say good-bye | - Greetings  
- Responses  
- Ways to say good-bye. |
| 1º Stage | Two | The occupations | - To use Be in affirmative and negative singular statements  
- To use Be singular contractions  
- To use the articles a/an | - To talk about what you do  
- To show interest and to continue a conversation with ‘And you?’  
- To retell what students listen about a specific conversation | - Occupations |
| 1º Stage | Three | The fruits | - To use Be in affirmative and negative plural statements  
- To use singular and plural nouns  
- To use Be yes/no questions and short answers | - To initiate a polite conversation with ‘Excuse me’  
- To identify a fruit  
- To express gratitude | - Fruits |
| 1º Stage | Four | The alphabet | - To review the alphabet  
- To use proper nouns and common nouns | - To spell names and words  
- To ask someone to repeat something with ‘Excuse me?’ | - The alphabet |
| 1º Stage | Five | The animals | - To use singular possessive adjectives  
- To use plural possessive adjectives | - To introduce animals (pets)  
- To retell what students listen about a specific conversation | - The animals |
| 2º Stage | Six | The body | - To use possessive adjectives  
- To use ‘This – These / That – Those’  
- To talk about body  
- To describe parts of the body of somebody else | - Parts of the body |
|----------|-----|----------|-----------------------------------------------------------------|-----------------|
| 2º Stage | Seven | The numbers | - To review the numbers  
- To use Be information questions with ‘What’  
- To use ‘What is’ and ‘What’s’  
- To repeat information to confirm  
- To get someone’s address  
- To get someone’s phone number | - Numbers (0-20) |
| 2º Stage | Eight | Places in the community | - To use Be questions with ‘Where’  
- To use the subject pronoun ‘It’  
- To use ‘There is’ in questions and short answers  
- To provide information beyond Yes or No to be helpful  
- To ask about the location of places  
- To give locations of places | - Places in the community  
- Locations and directions |
| 2º Stage | Nine | Directions | - To use ‘How do I get’  
- To review ‘There is’  
- To use ‘There’s’ (contraction)  
- To give and get directions  
- To ask for directions  
- To express gratitude | - Directions  
- More places in the community |
| 2º Stage | Ten | The transportation | - To use affirmative imperatives  
- To use negative imperatives  
- To review ‘How do I get’  
- To suggest means of transportation  
- To repeat information to confirm  
- To express gratitude | - Transportation  
- More places in the community |
| 3º Stage | Eleven | The family | - To use Be questions with ‘Who’  
- To use ‘Who is’  
- To use ‘Who’s’  
- To talk about family  
- To ask who someone is  
- To identify family members | - Family members |
3.10 LESSON PLAN

The fifteen lessons present here is meant to guide the steps to be followed by the teacher’s class development. Each one has a description and instructions on how lessons should be carried out. Besides the systematic process followed in each lesson contextualize the addition of little real objects into communicative activities which was proposed.

It is both appropriate and possible to mention that each lesson plan convey both linguistic and functional objectives as well as the communicative activities in which the addition of little real objects are described. Besides not only the addition of little real objects into communicative activities is presented but also the description of the
complementary resources like pedagogical visual aids to help students acquire the English language. Furthermore each lesson plan involves both the different types of pair and group work; and the place in which the communicative activities were carried out.

Every lesson plan presents no more than two communicative activities as the main activities in which students have both plenty of time and number of opportunities to practice productive (speaking and writing) and receptive (listening and reading) skills. Nevertheless, although lesson plans share some common characteristics the procedure followed in each one is complete different among them. What is necessary to add in this part is a reminder that the format of lesson plan was based on students, that is, on students-centered. Furthermore, it should be noted that these series of lesson plans are oriented to students from public schools whose English level is elementary (basic – initial level). In this respect, three of the fifteen lesson plans and the curriculum design are presented in the following part. However, the other twelve lesson plans are placed on appendix B, and the curriculum design are placed on appendix C.
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
TOPIC: “INTRODUCE YOURSELF”  
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES
- To use Be subject pronoun ‘I am’
- To use ‘Hi and Hello’
- To use ‘How are you?’

b) FUNCTIONAL OBJECTIVES
- To introduce yourself
- To greet people
- To say good-bye

II. - WARM UP

Time: 10 minutes.
The teacher not only introduces herself by showing many different little famous real dolls but also she acts, that is, she performs a conversation action in the following way:

Teacher: Hi, I’m Ysel.
Evo Morales: Hi, Ysel, I am Evo Morales.
Teacher: Nice to meet you, Evo Morales.
Evo Morales: Nice to meet you, too.
Teacher: Good-bye. Evo Morales.
Evo Morales: Good-bye. Ysel.

After that, some volunteers are asked to perform the same action with teacher.
III. - MAIN ACTIVITY

Time: 25 minutes.

T. Teacher gives each student a famous little real doll
Ss. In pairs, students introduce famous people using little real dolls in the following way:

S1: Hi. I’m Shakira.
S2: Hi Shakira. I’m Thalia.
S1: Nice to meet you, Thalia.
S2: Nice to meet you, too.
S1: How are you?
S2: Fine thanks. And you?
S1: I’m So-so.
S2: Good-bye, Shakira.
S1: Good-bye, Thalia
S2: See you tomorrow.
S1: OK. See you!

This communicative activity continues until all students introduce famous people.

IV. - FOLLOW UP

Time: 10 minutes.

The teacher gives each student a lesson worksheet in this work students complete the conversation between Pluto and Mickey Mouse. At the end of the task they compare their work in pairs. (see appendix D. 1).
COMMUNICATIVE ACTIVITY
“WELCOME TO ENGLISH CLASS”

OBJECTIVE:
This Communicative Activity “Welcome to English class” has the goal to help students to introduce themselves.

TIME: 45 minutes

MATERIALS:
- Goma Eva
- Fine cardboard
- Cardboard
- Color papers
- Color markers
- Any kind of glue

PROCEDURE:
Students create little real dolls with the same physical appearance that represents them. After this manual labour, students make a circle and in pairs they introduce themselves using little real dolls in front of their classmates.
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE OCCUPATIONS”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES
• To use Be in singular statements.
• To use Be in affirmative and negative singular statements.
• To use the articles a/an

b) FUNCTIONAL OBJECTIVES
• Identify and recognize the occupation.
• To talk about what you do
• To relate what students listened about a specific conversation

II. - WARM UP

Time: 10 minutes.
The teacher contextualizes the lesson “Occupation” by showing students some little real professional dolls which as visual aids helps to introduce and explain the use of verb To Be in affirmative and negative singular statements.

III. - MAIN ACTIVITY

Time: 25 minutes.
Ss. Students make groups of four; each group has a representative name chosen by them.
T. Teacher gives each student a little real professional doll
Ss. Students with their visual aids, that is, with little real objects make a conversation like this:

Ss 1: What do you do?
Ss 2: I’m an actor. And you?
Ss 1: I am a teacher

Ss. Students continuum practicing this conversation, but in this case they exchange both their occupational little real dolls, and their group work.

T. teacher ask for volunteers to participate

Ss. Demonstrate their practice

IV. - FOLLOW UP

Time: 10 minutes

The teacher gives each student an occupations lesson worksheet, that is, occupations letter soup. In this activity students identify the occupation and look for it in a letter soup (see appendix D. 2).
COMMUNICATIVE ACTIVITY
“LET´S ACT”

OBJECTIVE:
This Communicative Activity “Let´s act” has the goal to help students to recognize and produce the occupations in a specific situation.

TIME: 45 minutes

MATERIALS:
- Goma Eva
- Cardboard or fine cardboard
- Glue
- Scissors
- Little stage

PROCEDURE:
For this activity, in the first step they do not need to be organized in group because both the students and the teacher make manual labour, that is, the students and the teacher create their own little real professional dolls. After that, on the second step, students make groups of four in order to make a little stage in where they act through their own creation, that is, through their own little real objects. In other words, students perform a theater without their bodies but through little real dolls.
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE FRUITS”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES
a) LINGUISTIC OBJECTIVES
• To use Be in affirmative and negative plural statements
• To use to use singular and plural nouns
• To use Be yes/no questions and short answers
b) FUNCTIONAL OBJECTIVES
• To initiate a polite conversation with ‘Excuse me’
• To identify a fruit
• To express gratitude

II. - WARM UP
Time: 10 minutes.
The teacher places on the board some cards of singular and plural fruit names, then the teacher shows little real fruits to students where at the same time she asks for volunteers who can tell the name of the fruits but making a distinction between plural and singular fruit name, students are guided by the cards which were placed on the blackboard. Furthermore through little real fruits a little explanation of Be in affirmative and negative plural statements is done.

III. - MAIN ACTIVITY
Time: 25 minutes.
Ss. Students are told to make two groups, one of girls and the other of boys.
T. Teacher gives each student of each group a resource, that is, for the group of boys, the teacher gives each boy a picture of a fruit; and for the group of girls, the teacher gives each girl a little real fruit. In this activity each student of both groups represents a fruit but with different kind of resources.

Ss. Each boy is asked to look for the little real fruit in the girl’s group guided for his fruit picture. That is, every boy has to identify a fruit in girls group by making a conversation like this.

S1: Excuse me. Are you the fruit ‘apple’?
S2: No, I am not. I’m the fruit ‘mango’. That’s the apple fruit.
S1: where?
S2: Right over there.
S1: thank you.
S2: You’re welcome

As soon as all boys find the little real fruit in girl’s group guided for their fruit pictures, the time is stopped. Then this activity was made again but in this case vice versa (conversely). At the end of the activity the group who did the communicative activity in little time was the winner. For this, the stimulation was a little surprise.

IV. - FOLLOW UP

Time: 10 minutes.

The teacher gives each student a fruit lesson worksheet, that is, pictures of fruits where students have to paint each fruit, and then write singular or plural nouns. At the end of the task students compare their work in pairs. (see appendix D. 3).
COMMUNICATIVE ACTIVITY
“FRUIT SALAD”

OBJECTIVE:

This Communicative Activity “Fruit salad” has the goal to help students to recognize and produce phonetically and linguistically the fruits.

TIME: 45 minutes

MATERIALS:

- Real fruits
- Bowls
- Knifes
- Tea spoons
- Large spoon or ladle
- Glasses
- Napkins
- Any kind of liquid (yogurt or soda)

PROCEDURE:

A class before this communicative activity, the teacher has to ask each student to bring different real fruits and the materials mention above. After that, in the communicative activity the teacher ask students to identify a classmate who brings the same fruit as them by making a conversation like this.

S1: Excuse me. Are they oranges?

S2: No, they are not. They are apples.

S1: Oh! Thank you
S2: you’re welcome.

So through this communicative activity, homogenous fruit groups are going to be made. That is, one group for the ones who bring bananas, the other group for the ones who bring papayas, the other for the ones who bring oranges, etc. then each group begins to prepare the fruit of the group in order to put all the fruit which were pricked or nibbled in a bowl to share between them.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINGUISTIC</strong></td>
<td><strong>UNIT ONE</strong></td>
<td><strong>INTRODUCE YOURSELF</strong></td>
<td>The teacher introduces herself by showing famous real dolls.</td>
<td>- A set of little famous real people.</td>
</tr>
<tr>
<td>To use Be subject pronoun ‘I am’</td>
<td><strong>Vocabulary</strong></td>
<td>- (Greeting ‘Hi, Hello, How are you, How’s it going)</td>
<td>(Pair work) Students introduce famous people using little real dolls.</td>
<td>- Goma Eva.</td>
</tr>
<tr>
<td>To use Hi and Hello</td>
<td>- (Responses ‘Fine, Great, Not bad, and So-so’)</td>
<td>- (Ways to say good-bye ‘Bye-bye, See you later, See you tomorrow, Take care, good night, bye)</td>
<td>(Pair work) Students rewrite sentences.</td>
<td>- Fine cardboard.</td>
</tr>
<tr>
<td>To use ‘How are you?’</td>
<td><strong>FUNCTIONAL</strong></td>
<td><strong>To introduce yourself</strong></td>
<td><strong>COMMUNICATIVE ACTIVITY</strong></td>
<td>- Cardboard.</td>
</tr>
<tr>
<td>To introduce yourself</td>
<td><strong>Grammar</strong></td>
<td>- Be subject pronoun ‘I am’</td>
<td>(Pair work) Students introduce themselves using little real dolls.</td>
<td>- Color papers.</td>
</tr>
<tr>
<td>To say good-bye</td>
<td>- Be subject pronoun (contraction I’m)</td>
<td><strong>Listening/Speaking</strong></td>
<td>- Hi, I’m ______? (conversation)</td>
<td>- Color markers.</td>
</tr>
<tr>
<td>- Hi, ______. How are you? (conversation)</td>
<td>- Good bye, ______. (conversation)</td>
<td></td>
<td>- Any kind of glue.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Blackboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Lesson worksheets.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>- Radio.</td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: ENGLISH  
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
GENERAL OBJECTIVE: To teach students the “Occupations” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINGUISTIC</td>
<td>UNIT TWO THE OCCUPATIONS. Vocabulary - (Occupations) Grammar - Be affirmative and negative singular statements. - Be singular contractions - Articles a/an</td>
<td>The teacher contextualizes the occupations by using little real professional dolls. The students identify the occupation through occupation pictures. Teacher makes a little conversation demonstration using little real dolls. Mimic. - Ss. Perform an action (mime) practicing the same conversation but they exchange both the little real dolls and from the group. Ss make BE affirmative, negative statements and questions guided by occupations cardboards.</td>
<td>-A set of little real professional dolls like: a student, an actor, a doctor, a nurse, a singer, a teacher, an architect, among others. - A set of occupation pictures. -Goma Eva. -Cardboard or fine cardboard. -Glue. -Scissors. -Little stage. -Blackboard. -Color markers. -Radio.</td>
<td>Students are able to identify, to write, and to pronounce occupations. -Students are able to make affirmative and negative statements with verb TO BE. -Students are able to complete affirmative and negative statements with articles (a/an). -Students are able to ask what do you do?.</td>
</tr>
<tr>
<td>FUNCTIONAL</td>
<td>Listening/Speaking - What do you do? (conversation)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First students identify the occupations, and then Ss. look for that specific occupation in a letter soup.

COMMUNICATIVE ACTIVITY

Students use their own little real professional dolls to perform a theater in a little stage.
SUBJECT: ENGLISH  
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
GENERAL OBJECTIVE: To teach students the “Fruits” through communicative approach using little real objects.  

<table>
<thead>
<tr>
<th>LINGUISTIC</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UNIT THREE, THE FRUITS</td>
<td>The students recognize the little real fruits guided by fruit names cards.</td>
<td>- A set of little real fruits like: banana, apple, orange, mango, grapes among others.</td>
<td>Students are able to produce phonetically and linguistically the fruits.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Students make grammar exercises on the blackboard guided by little real fruits.</td>
<td>- A set of cards of fruits names.</td>
<td>Students are able to initiate a polite conversation.</td>
</tr>
<tr>
<td></td>
<td>- (Fruits)</td>
<td>(Group work) Students look for a little real fruit guided by fruit pictures.</td>
<td>- A set of fruit pictures.</td>
<td>Students are able to make affirmative/negative statements and questions with Be.</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>(Pair work) Students paint fruits before writing singular or plural nouns.</td>
<td>- Real fruits.</td>
<td>Students are able to express gratitude.</td>
</tr>
<tr>
<td></td>
<td>- singular and plural nouns</td>
<td></td>
<td>- Bowls.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be affirmative and negative plural statements</td>
<td></td>
<td>- Knifes.</td>
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<td></td>
<td>- Be plural contractions</td>
<td></td>
<td>- Tea spoons.</td>
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<tr>
<td></td>
<td>- Be yes/no questions</td>
<td></td>
<td>- Large spoon or ladle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking</td>
<td></td>
<td>- Glasses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Excuse me. Are you ___? (conversation)</td>
<td></td>
<td>- Napkins.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMUNICATIVE ACTIVITY</td>
<td></td>
<td>- Any kind of liquid (yogurt or soda).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Group work) Students prepare fruit salad.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
-Blackboard.
-Color markers.
-Radio.
CHAPTER IV

THE OUTCOMES SECTION

4.1 THE OUTCOMES OF THE PROJECT

After showing and explaining step by step all points concerned about this work, it is important to mention the results of the Project. In this sense, it showed us that our objectives were achieved and accomplished in all ways. It means that according to the evaluations made before, during, and after the project, its outcomes were gotten in a satisfactory way, due to, it was used the written test, the oral test, and the observation as instruments of evaluation.

a) **The written test:** As it is known there are many kinds of written tests; however, for this project it was used and designed multiple choice quizzes as written instrument of evaluation (see appendix A. 4). This kind of instrument has long been used in the educative process because it is considered one of the most superior tests to measure the student’s comprehension especially for language area. According to multiple choice quizzes taken during English teaching learning process, the objectives were accomplished in a growing way. In the final stage of the project, a multiple choice quiz was also used. All students were exposed to this kind of proof in order to know how well the objectives were achieved based on student’s score. The learner’s score were higher than it was expected, in this sense the manager of the school and the students’ parents were satisfied with those results (see appendix G). Consequently, we were able to make sure that our objectives were accomplished in all ways.

b) **The oral test:** An oral test was used as instrument of evaluation at the end of this project to evaluate the final outcomes. The decision to use this kind of instrument of evaluation was based on what Camacho (1985:182) said “*El examen de actuación oral en elocución y representación teatral y el examen de desempeño*
auditivo para los idiomas extranjeros y la taquigrafía son ejemplos de una adaptación excelente de los exámenes orales.” So considering the importance of oral test as the most feasible and effective way for language area evaluation, students were exposed to “Non structured base oral test” (Prueba oral de base no estructurada) at the final stage of this project. Three were the people who examine the candidates to increase the oral’s objectivity test: the teacher, the tutor of the project and the manager of the school.

For this kind of proof, students worked in groups and in turns. First, they interacted among them as a group work for a little period of time using different little real objects to show their learning. Then, students as candidates interacted face to face with the examiners. In that process of evaluation, both the candidates (students) and the examiners (the teacher, the tutor of the project and the manager of the school ) interacted making real life communication in which students were asked many different questions about all different topics carried out into the program. In this sense, the oral test had the validity and the trustworthy.

Finally, it was evaluated the achievements of our objectives through an oral test as instrument of evaluation based on student’s work and their answers which were registered in the student’s qualification sheet (see appendix A. 5).

c) The observation: As it is already known, the observation is the perception process aim to get information about object’s and phenomenon’s reality. This technique let examiners to register, to copy, and to photograph the students’ behaviors in their sensations. For this project, it was used the participative observation because the teacher was involved in a direct and active way as part of this project.
The decision to use those kinds of instruments of evaluation was because they have long been an integral part of evaluation process. Their characteristics like validity, trustworthy, and objectivity gave the examiners a chance to know the achievements of the objectives. Both the written and the oral tests, as instruments of evaluation, let us to compare and to measure the outcomes of apprenticeship. That is, the student´s level comprehension. Besides the written and the oral instruments of evaluation as well as the observation technique let us to know how well the general and specific objectives of this project were achieved. In this respect and according to the evaluation made at the end of the project, we are completely sure that our objectives were accomplished in a satisfactory way; that is, the outcomes of the project were optimums.

This affirmation was supported by the instruments of evaluation that were used and in which the student´s scores were higher. Besides this assertion was confirmed and supported by the manager of the school and the tutor of the project, who not only supervised step by step the evaluation process but also they, as examiners, were part of the evaluation process (see appendix G).
CHAPTER V

CONCLUSIVE SECTION

5.1 CONCLUSIONS

This project has attempted to offer ideas for helping both students and teachers to develop English language vocabulary classes in a more understandable and interesting way. In this respect, knowing and investigating the effects on teaching-learning English language vocabulary at elementary level through communicative approach using little real objects, was the purpose of this project. As it is already known, Language vocabulary (lexis) is the most sizeable and unmanageable component of any language. That is, vocabulary, which is a very large topic of any language course, concerns all four skills together. Besides without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. In this sense, it was desired not only to know the effects on the classroom environment and the effects on student’s motivation but also the results on student’s English learning development process.

Considering the methodology used in this project development, we must assure concluding that teaching English language vocabulary through communicative approach using little real objects as visual aids and authentic resources to students of elementary level, made them so cooperative, more perceptive and so active learners during the English teaching-learning development process. Students showed improvements on the ability to see and understand the things quickly, especially things that were not obvious because all communicative activities in which little real objects were used, provided adequate learning opportunities to students since most of the time they interacted with other people (classmates) and they were exposed to the English language. In other words, the variety of communicative activities in which little real objects were used in this project application helped students to learn to communicate in specific situations. Furthermore through communicative and little real objects as pedagogical visual aids
and authentic resources student’s English language comprehension and perception enhanced in a high level because the use of little real objects (realia) as basic visual tools in communicative activities provided learners an invaluable context to which they relate their own real-life experience. Besides the value of communicative approach and little real objects stimulated student’s interest to start the process of interaction among them since language learning took place in real-life situations. Consequently students were eager to participate as volunteers. That is, they were more willing, ready and pleased to participate without been persuaded.

The students, whom the communicative methodology was applied for teaching English language vocabulary, informed that the use of little real objects in addition to communicative approach produced a good successful students’ comprehension of vocabulary in specific situations. The use of communicative and little real objects provided students a high level of English language comprehension, consequently students produced words in appropriate situations because language learning as a whole practice was introduced in real – life situations. So students were provided opportunities to learn to communicate interacting in group works where learners cooperated and collaborated among them.

Both the student’s knowledge of words in specific situations, and the use of language for communication were improved through the communicative approach in which the little real objects were used as pedagogical visual tool. So, for the sake of the results obtained, the specific objectives as well as the general objective were achieved and accomplished in all ways. Furthermore what is necessary to add in this part is that students of elementary level not only learned English words but also they learned to communicate by English language in specific situation. Here we can mention some of the students’ achievements.

- Students learned to introduce themselves greeting and saying good bye to people.
- Students learned to talk about what they do.
- Students learned to express gratitude and initiate a polite conversation.
• Students ask someone to repeat something.
• Students introduce their pets.
• Students learned to get someone address and phone number.
• Students learned to give and get specific information
• Students introduce their family.
• Students learned to describe clothes

Through the communicative approach students performed an active; consequently they changed their passive attitude towards the project application. During the first days of the project application almost all students neither liked to participate as volunteers nor work in pairs and group works because of shyness. At the beginning they showed a silent behavior even though the ones who were considered hyperactive, however, they learned to communicate in the foreign language and worked in pairs and group works due to the cooperative and collaborative aspects of communicative activities. Besides what is necessary to add as part of the effects and the achievements of the project application is the change of attitude direction, that is, student’s negative behavior changed into student’s positive attitude toward their classmates, because of pair and work group, not they only become jointly responsible students but they also were eager to help each other all the time. In addition, because of its dynamic and interactive characteristics of each communicative activity in which the little real objects were used as pedagogical authentic resources, students performed a variety of acts, that is, they played an active role all the time. Moreover the classroom environment changed into a pleasant working learning environment, that is, in a human positive environment in which all members were listened to positively and accepted as co-contributors to the events.

Fifteen English language vocabulary lessons, developed in the syllabus design, were designed according to the students’ needs of the “Técnico Humanístico José Ballivián ‘A’ school”. It was used the little real object into the communicative activities for every
lesson. Furthermore, the English teaching – learning process was guided in a systematic way.

I would like to end this project by highlighting that my conclusions were based on the results of the project application and on my personal experience as a classroom practitioner. But far from it, it is a great pleasure to prove the fulfillment of the general and specific objectives proposed in this project through the different evaluations made by the tutor of the project, the manager of the institution, the English teachers, the president of parents at the “Técnico Humanístico José Ballivián ‘A’ school” who showed a great satisfaction of the successful achievements at the conclusion of the project application. (see appendix G)

5.2 RECOMMENDATIONS

Although new ways for teaching-learning English language have been taken its place around the world, it is still a little bit difficult to apply them because of the lack of technology in Bolivian public schools however, we as professionals should try to look for alternatives to cope with those kind of troubles, in this sense this project application can be a staring step by encouraging more postgraduate students to do their research project on (realia), punctually on authentic resources like little real objects that can help learners enhance their comprehension and production in teaching – learning language process. The main objective of this project application was to propose an alternative way for teaching-learning English language vocabulary through communicative approach by using little real objects as one language alternative teaching for future educative life. In this regard they can be applied in other institutions as well as in other English communicative areas like for example communicative games. So, not only postgraduates ought to consider this recommendations but also English teachers as well as researchers.
5.3 BIBLIOGRAPHY


• Veizaga, C., and Marín, V. [s.a.]. *Enjoy 1*. La Paz, Bolivia: Editorial Don Bosco.

• Veizaga, C., and Marín, V. [s.a.]. *Enjoy 2*. La Paz, Bolivia: Editorial Don Bosco.


APPENDIX A

“EVALUATION SECTION”
APPENDIX A. 1

TEST DIAGNÓSTICO

Marea la respuesta que clijas para analizar la forma como aprendes el Idioma Inglés, por lo que requerimos tu honesta cooperación. No existe respuestas correctas ni incorrectas.

1.- Porqué quieres aprender Inglés?
   a) Sí          b) No

2.- Realizas actividades de grupo en tus clases de Inglés?
   a) Sí               b) No       c) Algunas veces

3.- Realizan exposiciones en las clases de Inglés?
   a) Sí               b) No       c) Algunas veces

4.- Aprendes mejor el idioma ingles a través de?
   a) objetos reales
   b) ejercicios escritos
   c) traducción del inglés al español

5.- Como te gustaría que sean las clases de Inglés?
   a) Participativas
   b) Entretuvierdas
   c) Colaborativas

II DESCRIBE COMO DESARROLLA LAS CLASES DE INGLÉS TU PROFESOR @?

1.- El profesor @ utiliza objetos reales en las clases de Inglés?
   a) Si               b) No       c) Algunas veces

2.- El profesor, te permite hacer uso del diccionario Inglés – Español, Español – Inglés en las clases de Inglés?
   a) Sí               b) No       c) Algunas veces
3.- Dibuja en la pizarra tu profesor de Inglés?
   a) Si / b) No / c) Algunas veces

III DESCRIBE LA FUNCIÓN QUE CUMPLEN LOS OBJETOS REALES EN LAS CLASES DE INGLÉS

1.- Que material de apoyo como recurso de enseñanza y aprendizaje te gustaría utilizar en las clases de inglés?
   a) Cuadros
   b) Objetos reales
   c) Ejercicios

2.- Crees aprender mejor el idioma inglés a través de...?
   a) Canzones
   b) Conversaciones
   c) Caricaturas
   b) Otros

3.- Si realizas exposiciones, qué tipo de material utilizan?
   a) Mapas conceptuales
   b) Objetos reales
   c) Aparatos Audiovisuales
   c) Otros
TEST DIAGNÓSTICO

Marca la respuesta que elijas para analizar la forma como aprendes el idioma Inglés, por lo que requierimos tu honesta cooperación. No existe respuestas correctas ni incorrectas.

1.- Porque quieres aprender Inglés?
R: ( ) a) Por el trabajo 
( ) b) Por el placer 
( ) c) Por el deporte
( ) d) Por un amigo

II DESCRIBE COMO SON TUS CLASES DE INGLÉS

1.- Pasas clases de inglés?
( ) a) Sí
( ) b) No

2.- Realizas actividades de grupo en tu clases de Inglés?
( ) a) Sí
( ) b) No
( ) c) Algunas veces

3.- Realizan exposiciones en las clases de Inglés?
( ) a) Sí
( ) b) No
( ) c) Algunas veces

4.- Aprendes mejor el idioma inglés a través de?
( ) a) Objetos reales
( ) b) Ejercicios escritos
( ) c) Traducción del inglés al español

5.- Como te gustaría que sean las clases de Inglés?
( ) a) Participativas
( ) b) Entretendidas
( ) c) Colaborativas

III DESCRIBE COMO DESARROLLA LAS CLASES DE INGLÉS TU PROFESOR @?

1.- El profesor @ utiliza objetos reales en las clases de inglés?
( ) a) Sí
( ) b) No
( ) c) Algunas veces

2.- El profesor, te permite hacer uso del diccionario Inglés – Español, Español – Inglés en las clases de inglés?
( ) a) Sí
( ) b) No
( ) c) Algunas veces
3. - Dibuja en la pizarra tu profesor de Ingles?
   a) Sí        b) No   c) Algunas veces

III. DESCRIBE LA FUNCION QUE CUMPLEN LOS OBJETOS REALES EN LAS CLASES DE INGLES

1. - Que material de apoyo como recurso de enseñanza y aprendizaje te gustaria utilizar en las clases de Ingles?
   a) Cuadros
   b) Objetos reales
   c) Ejercicios

2. - Crees aprender mejor el idioma inglés a través de...
   a) canciones
   b) conversaciones
   c) caricaturas
   d) otros

3. - Si realizan exposiciones, que tipo de material utilizan?
   a) Mapas conceptuales
   b) Objetos reales
   c) Aparatos Audiovisuales
   d) otros
APPENDIX A. 2
COMPROMISO CON LA UNIDAD EDUCATIVA TÉCNICO HUMANÍSTICO MARISCAL JOSÉ BALLIVIAN “A”
AUTORIZACIÓN DEL PADRE O TUTOR

Yo, Sr. @:.............................................................. padre de familia del estudiante @: .................................................. con CI:........................................ del curso:..……………………….………………., Otorgo la autorización para que voluntariamente ingrese y asista a las clases del Idioma Inglés, para que pueda ser enrolado en las listas generales como estudiante regular y someterse al cumplimiento de las normas y obligaciones establecidas de la siguiente forma:

PRIMERO.- Asistir y elegir voluntaria y espontáneamente tomar las clases del idioma Inglés como estudiante regular.

SEGUNDO.- Cumplir con la presión de trabajo, y exigencias de la profesora, para adquirir un aprendizaje óptimo del idioma Inglés como estudiante regular. Así mismo cumplir con las disposiciones contempladas en este compromiso.

TERCERO.- Asimilar la instrucción, entrenamiento y aprendizaje del idioma Inglés; ser capacitado en actividades extra curriculares para ser participe del Festival de Inglés.

CUARTO.- Contar con el material de trabajo y apoyo para con la materia que está enlistada de la siguiente forma:

- 1 carpeta con 100 hojas
- Bolígrafos rojo, azul, negro
- 1 lápiz
- 1 goma

QUINTO.- Para fines legales se compromete y garantiza el Sr. @:..............................................................Padre de familia Con CI:........................................ Expedido en la ciudad de El Alto.

De conformidad y voluntariamente suscribimos el presente compromiso con la Unidad Educativa Mariscal José Ballivián “A”.

_____________________________                     _________________________
FIRMA DEL ESTUDIANTE                   FIRMA DEL PADRE DE FAMILIA
# APPENDIX A. 3

## STUDENT’S CARD REPORT FIRST STAGE  2011

**SUBJECT:** ENGLISH  
**LEVEL:** 1\textsuperscript{ST} ELEMENTARY LEVEL

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APPENDIX A. 4
FIRST EVALUATION – FIRST QUARTER

1. LISTENING
   (PUNTOS)
   Escucha con atención el audio. Estas serán repetidas dos veces. Encuentra la respuesta correcta y márcala en la hoja de respuesta.

   1.-
   a) Hello
   b) Orlando
   c) Nice to meet you, too

   2.-
   a) She is
   b) They are
   c) Fava

   3.-
   a) I am
   b) How are you?
   c) 523 – 6620

   4.-
   a) Hi
   b) Yes, there’s a bank down the street
   c) Yes, we are students

   5.
   a) You are
   b) You’re welcome
   c) My name is David

   Escucha el audio y completa la conversación en la hoja de respuestas.

   Jake: Excuse me __________
   1
   __________ Maire?
   2

   Laura: No, I’m not. __________ Laura. That’s Marie
   3

   Jake: Where
   4

   Laura: right over there
   5

   Jake: __________ you.
   4

   Laura: you’re __________
   5
II. GRAMMAR

Busca la mejor letra que complete la oración y después marca en la hoja de respuestas.

1. I _______ Tony
   a) are  b) is  c) am

2. ______ isn’t a nurse.
   a) I  b) They  c) She

3. He is ______ athlete
   a) an  b) a  c) i

4. Excuse me, ______ you Rosa?
   a) old  b) Are  c) is

5. ______ he a manager?
   a) Is  b) Are  c) is Juan

6. Dr. Jones is _______ doctor.
   a) my  b) they  c) I

7. Who is ________ teacher?
   a) you  b) I  c) your

8. How are you?
   a) I’m Oscar  b) Great  c) take care

9. How do you spell that?
   a) right  b) D – E – N – Z – E – L  c) OK

10. What’s her phone number?
    a) 57-340078  b) George  c) yael

11. Where’s the post office?
    a) It’s next to bank  b) It’s to the bank  c) It’s next to the bank

12. Is there a bookstore near here?
13. How do I get to the DSB school?
   a) Take the bus
   b) Thanks
   c) That's right

14. Hi, Roger. How is you?
   A  B  C

15. Good by Blanca. See you tomorrow
   A  B  C

16. They is students of DSB school
   A  B  C

17. I am Luis. I am an student
   A  B  C

18. Excuse me, What's your first name?
   A  2  C

19. Ana and Isabel are managers.
   A  B  C

20. She is my friend Lidia
   A  B  C

III. READING (PUNTOS)
Lee con atención el siguiente párrafo y responde las preguntas. Si es verdadera (T) o si es falso (F).

His first name is John and his last name is Travolta. He is an actor and a pilot. Mr. Travolta is from United States. His phone number is 373-34-506 and his e-mail address is travolta@allnet.com. He lives next to Metropolitan Bank on the left.

1. His first name is John
   1. F

2. His last name is Rojas
   T  F

3. He is not an actor and a pilot
   T  F

4. His phone number is 37-34-506
   T  F

5. He lives on the right at the corner
   T  F

IV. VOCABULAR (PUNTOS)

1. turn right
   2. turn left
   3. again
   4. blocks
   5. Mrt.
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</tr>
<tr>
<td>II. GRAMMAR</td>
<td></td>
</tr>
<tr>
<td>III. READING</td>
<td>5</td>
</tr>
</tbody>
</table>

### IV. VOCABULARY

1. Note on the map.  
2. Uncle in the middle.  
3. Perfect.  
4. Blues.  
5. Son at X.  

### V. WRITING

(Do it at the back, please)
<table>
<thead>
<tr>
<th>I. LISTENING</th>
<th>II. GRAMMAR</th>
<th>III. READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20</td>
</tr>
</tbody>
</table>

IV. VOCABULARY

1. *Note to be done in class.*
2. *Note to be done in class.*
3. *Note to be done in class.*
4. *Note to be done in class.*
5. *Note to be done in class.*
6. *Note to be done in class.*
7. *Note to be done in class.*
8. *Note to be done in class.*
9. *Note to be done in class.*
10. *Note to be done in class.*

V. WRITING (Do it at the back, please)
## APPENDIX A. 5

### STUDENT’S ORAL QUALIFICATION SHEET

<table>
<thead>
<tr>
<th>References: 5 = Excellent</th>
<th>4 = Very good</th>
<th>3 = Good</th>
<th>2 = Regular</th>
<th>1 = Deficient</th>
<th>Nº</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- Clarity of presentation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2.- Group work interaction</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3.- Communication with the audience</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4.- Adequate knowledge of the subject</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5.- Interaction with examiners</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6.- Student’s creativity on using little real objects</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7.- Group work cooperation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8.- Adequate answers</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9.- Correct usage of vocabulary</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10.- Interaction in real-life situation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX B

“LESSON PLANS”
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
TOPIC: “THE ALPHABET”  
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES  
   a) LINGUISTIC OBJECTIVES  
      • To review the alphabet  
      • To use proper nouns and common nouns  
   b) FUNCTIONAL OBJECTIVES  
      • To spell names and words  
      • To ask someone to repeat something with ‘Excuse me?’

II. - WARM UP  
Time: 10 minutes.  
The teacher introduced the alphabet through little real letters, and then through the alphabet cards which were placed on the blackboard the teacher gets students sing a common alphabet song.

III. - MAIN ACTIVITY  
Time: 25 minutes.  
At the beginning, students do not need to be organized in groups because they perform a manual individual labour helped by the teacher. That is, each student makes the alphabet in little real letters and in different colors, then students work together in the next way.  
Ss. Students are dived in two heterogeneous groups.  
T. teacher gives each group a role to perform, that is, one group who perform the role of secretaries, and the other of workers.
Ss. Students who perform the role of secretaries sit around the classroom representing an institution. Their principal task is to get and listen carefully the information while the worker spells a name, then the secretary writes the name on a separate piece of paper.

Ss. Students who perform the role of workers have to spell a name through little real letters when they get an interview. What is necessary to mention in this part, is that each worker has to get many interviews as possible by making a conversation like this.

Worker: Hello. I’m Miguel Lopez.
Secretary: Excuse me?
Worker: Miguel Lopez
Secretary: How do you spell that?
Worker: M-I-G-U-E-L  /  L-O-P-E-Z

For the sake of time, both work groups make the communicative activity in a little time controlled by the teacher because both groups are asked to exchange of roles to perform. That is, this activity is made again but in this case vice versa (conversely).

**IV. - FOLLOW UP**

**Time:** 10 minutes.

The teacher gives each student a lesson worksheet, in this work students rewrite the sentences, and use capital letters to begin the proper noun. At the end of the task they compare their work in pairs. (see appendix D.4).
COMMUNICATIVE ACTIVITY
“HURRY UP”

OBJECTIVE:
This Communicative Activity “Hurry up” has the goal to help students to recognize and produce phonetically the alphabet.

TIME: 45 minutes

MATERIALS:

- Boxes of medium size
- Different little real objects (specially the ones which were learned before)
- A set of famous people pictures
- A set of proper and common noun cards
- A manageable small blackboard
- Color markers

PROCEDURE:
Because of the classroom space, it is advisable to make the activity on the playground of the school. Here we have the steps of the communicative activity. First the students are asked to make groups of four where as a group work has to choose a funny name to represent the group. Second the teacher writes the names of each group with different colors on the manageable small blackboard and it is placed where everybody can see it. Third the teacher asks each group to choose a person who represents the group work. Fourth the teacher gives each group a box with little real objects and with famous people pictures, after that the teacher not only explains the communicative activity but also gives the rules in the following way: one by one, a different common noun card or a proper noun card of famous people is going to be showed in turns to the lieder of each group, that is, to the student who represents each group, consequently and one by one
they have to spell the common name in front of the groups, so all groups, at the same
time, will have some seconds to look for the little real object in the box that represents
the common or proper noun. If any group achieves to find the little real object in the
little time controlled by the teacher, it will be sum up as point which was going to be
written on the blackboard. At the end of the communicative activity the group who
obtained the high score is going to be the winner. A little surprise is the stimulus.
LESSON PLAN
UNIT FIVE

LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE ANIMALS”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES
   - To use singular possessive adjectives
   - To use plural possessive adjectives

b) FUNCTIONAL OBJECTIVES
   - To introduce animals (pets)
   - To retell what students listen about specific conversation

II. - WARM UP

Time: 10 minutes.

The teacher places on the blackboard some cards of animal’s names, and then she shows little real animals where at the same time she asks for volunteers to tell the name of the little real animal. Students are guided by the cards which are placed on the blackboard.

III. - MAIN ACTIVITY

Time: 25 minutes.

Ss. Students are asked to make groups of four, besides all students take a piece of paper and pencils.

T. Teacher turns on animal film.

Ss. While students watch the film, they also take notes about animal’s names.
T. At the end of the film, teacher gives each group a box with little real animals besides she asks group works to make a circle around the classroom.

Ss. Students compare the animal’s names as group, then in turns, student of the groups introduce the animals using little real animals.

In this communicative activity all students introduce animals using little real objects.

**IV. - FOLLOW UP**

**Time:** 10 minutes.

The teacher gives each student a lesson worksheet in which students put in order the words. At the end of the task students compare their work in pairs. (see appendix D. 5).
COMMUNICATIVE ACTIVITY
“MY FAVOURITE ANIMAL”

OBJECTIVE:

This Communicative Activity “My favourite animal” has the goal to help students to recognize and produce phonetically the animals.

TIME: 45 minutes

MATERIALS:

• Little real animals
• Little real objects to make a zoo

PROCEDURE:

The students are asked to make groups of four. Each group makes manual labour. That is, students make a little real zoo in which their favourite animals are placed. For this communicative activity all students of each group have the opportunity to introduce their favourite animals or pets. As soon as students finish introducing their favourite animals, teacher asks for volunteers, except the ones who already participate, to retell their classmates’ favourite animals. This activity continues until all groups participate.
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
TOPIC: “THE BODY”  
TIME: 45 MIN. EACH CLASS  

I. - OBJECTIVES  
   a) LINGUISTIC OBJECTIVES  
      • To use possessive adjectives  
      • To use ‘This – These / That – Those’  
   b) FUNCTIONAL OBJECTIVES  
      • To talk about body  
      • To describe parts of the body of somebody else  

II. - WARM UP  
Time: 10 minutes.  
The teacher places on the board parts of the body name cards. Then, she shows a medium little real doll and asks for volunteers to tell the parts of the body. Students are guided by the name cards which are placed on the blackboard.  

III. - MAIN ACTIVITY  
Time: 25 minutes.  
Ss. In pairs, students make a conversation using their own body in the following way:  
   S1: Hey, Carla. Show me your eyes.  
   S2: These are my eyes.  
   S1: Show me your head.  
   S2: This is my head.
T. Teacher asks for a volunteer to describe and retell his / her classmate parts of the body like for example:

S3: Those are her eyes.
S3: That is her head.

This activity continues until all students have the opportunity to participate.

IV. - FOLLOW UP

Time: 10 minutes.

The teacher gives each student a lesson worksheet in this work students draw their body, then cut and past words. At the end of the task they compare their work in pairs. (see appendix D. 6).
COMMUNICATIVE ACTIVITY
“MY BODY”

OBJECTIVE:

This Communicative Activity “My body” has the goal to help students to describe parts of the body.

TIME: 45 minutes

MATERIALS:

- Sets of little real parts of body
- boxes

PROCEDURE:

Students make groups of four and make a circle around the classroom. Each group has a set of different little real parts of body in a box. In turns, while the four students of each group make a conversation, the others listen very carefully to their classmates in order to get the little real parts of a body and then place them in a doll. What is necessary to add in this part is that each group, at the same time, has little time to place the parts of a body in a doll, the time is controlled by teacher. Besides the first group who place all parts of the body in a doll retell the information. A little surprise is the stimulus.
LESSON PLAN
UNIT SEVEN

LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE NUMBERS”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES

• To review the numbers
• To use Be information questions with ’What’
• To use ‘What is’ and ‘What’s’

b) FUNCTIONAL OBJECTIVES

• To repeat information to confirm
• To get someone’s address
• To get someone’s phone number

II. - WARM UP

Time: 10 minutes.

First, number names cards (literal number cards) are placed on the blackboard. Second, while the teacher shows a little real number (numeral number), she asks for volunteers to shout the number guided by the name cards which are placed on the blackboard.

III. - MAIN ACTIVITY

Time: 25 minutes.

T. Students are told to make their own small little real address book, for this manual labour, the teacher shows a model to students.
Ss. As soon as students finish the manual labour, they look for some classroom partners to get some personal information like for example the first name, the last name, the phone number, the address, the e-mail address. For this activity, students do not need to be organized neither in specific pair group nor in specific group works, because they get in touch almost with all themselves asking and giving personal information at the same time and in the following way.

Ss: What is your first and last name?
Ss: My name is _____________.
Ss: What’s your phone number?
Ss: 555 – 6258
Ss: 555 – 6258
Ss: That’s right
Ss: What’s your address?
Ss: 16 de Julio avenue
Ss: 16 de Julio Avenue?
Ss: Yes, that’s right
Ss: What’s your e-mail address?
Ss: I do not have
Ss: Ok. Thank you!
Ss: You’re welcome

Ss. Students should try to get all their partner’s personal information as fast as they can, since time is controlled. Besides it is important to mention that communication takes place since personal information varies according to each person.

T. Teacher takes some little time before the classes finishes in order to verify student’s tasks.

Ss. Students are asked to sit around the classroom (in circle)

T. Teacher asks for a volunteer to read the personal information of anybody. While the volunteer reads someone personal information, the other students who got the same student personal information compare and verify the data. If any part of the information
showed to be wrong, it is corrected and checked by other volunteer. This part of activity continues until most of the students participate as volunteers.

IV. - FOLLOW UP

**Time:** 10 minutes

The teacher gives each student a lesson worksheet. In this activity students write the answer in words. At the end of the task they compare their work in pairs. (see appendix D. 7).
COMMUNICATIVE ACTIVITY
“PLACE THE NUMBERS”

OBJECTIVE:

This Communicative Activity “Place the numbers” has the goal to help students to recognize and produce the numbers (0-20).

TIME: 45 minutes

MATERIALS:

- Sets of little real numbers
- Blackboard
- Color markers
- Any kind of gum

PROCEDURE:

For this communicative activity, students are told to make three groups of seven students in each one, every group choose a name for the group and one student who represents the group work. Then, the name of each group is written on the top of the blackboard and the representatives are placed in front of the groups. After that, the teacher gives a set of little real numbers to each representative. Before the communicative activity takes place, some instructions and rules are explained to all students. For the sake of the communicative activity, the students of each group are involved in pair work, that is, the students of each group have the opportunity to participate as couple and in turns, making a conversation in the following way:

S1: What’s your phone number?

S2: 523-4620.
S1: 523-4620?

S2: That’s right.

While every couple, in turns, make a conversation, the three representatives pay attention, listen very carefully, and get the specific information, that is, the numbers which are mentioned in order to place the little real numbers on the blackboard according to their partner’s conversation.

The representatives place the numbers at the same time, besides they have little time to perform the action. As soon as the couple conversation finish, the task of the representatives is stopped. After that, each representative task is checked. If any representative task is the same as the specific information of the conversation, it sum up as point for the representative group and it is point next to the group name. The group with higher score is the winner. A little surprise is the stimulus.
LESSON PLAN
UNIT EIGHT

LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “PLACES IN THE COMMUNITY”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES

• To use Be questions with ‘Where’
• To use subject pronoun ‘It’
• To use ‘There is’ in questions and short answers

b) FUNCTIONAL OBJECTIVES

• To provide information beyond Yes or No to be helpful
• To ask about the locations of places
• To give locations of places

II. - WARM UP

Time: 10 minutes.

The teacher introduces the lesson “Places in the community” by showing students some pieces or parts of a mock up, that is, some little real objects that represent places of a community like for example: the church, the house, the hospital, the bank, among others. Besides, those little resources as visual aids help students not only to understand the places in a community but also the locations and some grammar structures.

III. - MAIN ACTIVITY

Time: 25 minutes.

T. Teacher puts a small mock up on the table which is placed in the middle of the classroom.
Ss. Students are asked to make a circle around the table.

T. Teacher gives each student a name place card. Then she asks one student to tell her two different numbers (pair and odd number). She counts the students from the left to the right to get the students who represent those numbers, after that both students who were selected, are involved in pair work. In the communicative activity, both students show the location of the places in the mock up while they make a conversation guided by their place name card in the following way:

S1: Excuse me. Is there a bank near here?
S2: Yes, there is.
S1: Where is the bank?
S2: It is down the street on the left.
S1: Thank you!
S2: You’re welcome.

To continue with the activity, both students choose two of their classmates to perform the same action. However, it is important to mention that every student has a different name place card, consequently, the conversation model changes in each pair work, punctually, the location of the places. Besides the communicative activity continues until all students have the opportunity to participate.

IV. - FOLLOW UP

Time: 10 minutes

The teacher gives each student a lesson worksheet, that is, places in the community worksheet. In this activity students read the directions and label the places on the map. Besides, at the end of task students compare their work in pairs. (see appendix D. 8).
COMMUNICATIVE ACTIVITY
“PLACES OF LA PAZ CITY”

OBJECTIVE:

This Communicative Activity has the goal to help students to recognize and produce the places in the community.

TIME: 45 minutes

MATERIALS:

- Mock up
- Little real places like: church, pharmacy, school, bank, etc.
- Different little real objects like cars, trees, people, etc.

PROCEDURE:

For this communicative activity, students work in groups of four, a class before this communicative activity, students should get the materials to make the mock. Then, in the activity, every group makes a mock up of a specific place of La Paz city. After that and in turns, all groups show their work to their classmate by making a conversation guided by their small mock up. For example:

S1: Excuse me. Is there a bank near here?

S2: Yes, there is.

S3: Where is the bank?

S4: it is next to the pharmacy.

S1 / S3: Thank you!

S2 / S4: You’re welcome.
What is necessary to mention as part of this communicative activity is that while each group makes the oral presentation, the students of the other groups have to pay attention and listen very carefully to retell as volunteers the location of the places which were mentioned in the conversation of the presentation.
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
TOPIC: “DIRECTIONS”  
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES
   • To use ‘How do I get’
   • To review ‘There is’
   • To use ‘There’s’ (contraction)

b) FUNCTIONAL OBJECTIVES
   • To give and get directions
   • To ask for directions
   • To express gratitude

II. - WARM UP

Time: 10 minutes.
Teacher introduces both some other places in the community and the direction in a mock up using little real places of a community and little real dolls.

III. - MAIN ACTIVITY

Time: 25 minutes.
Ss. Students are told to make groups of four, and at the same time they make a circle around the classroom as groups.
T. teacher places on the blackboard a big map, in which places of La Paz and El Alto city are printed. Besides there is a mock up on a table which is located in the middle of
the classroom, next to it, there is a small box in which many different names places cards are in. so any group work is asked to participate as volunteers to start with the communicative activity.

Ss. Students of the group as volunteers are placed in following way: two of them place next to the big map and the other two students place next to the mock up.

T. Teacher asks any student of the group to take two name cards from the small box, consequently the four students of the group perform different actions guide by the name cards at the same time and in the following way.

Ss. Students who are next to the big map make a conversation giving and getting the directions of the name places cards guided by the big map like for example:

   S1: Excuse me. How do I get to the train station?
   S2: The train station? Go one block and turn right.
   S1: Thanks!
   S2: No problem.

While students’ conversation takes place, the other two students who are next to the mock up perform an action through little real dolls in the mock up. That is, both students who are next to the mock up listen to their partner’s conversation very carefully in order to move the little real dolls which are in the mock up.

Ss–T. during the action, the students of the other groups and the teachers observe the movements that students make to find out the direction of the places in the mock up without making any kind of interruptions like corrections or help.

Ss–T. At the end of the action all students except the students who participated check and verify the results. This communicative activity continues until all groups have the opportunity to participate.
IV. - FOLLOW UP

**Time:** 10 minutes

The teacher gives each student a lesson worksheet. In this activity students read the clues. Then write the places on the lines. At the end of the task they compare their work in pairs. (see appendix D. 9).
COMMUNICATIVE ACTIVITY
“DIRECTION OF 16 DE JULIO AVENUE”

OBJECTIVE:

This Communicative Activity has the goal to help students to give and get directions.

TIME: 45 minutes

MATERIALS:

- Color envelopes
- Little printed real maps
- One small box

PROCEDURE:

As part of the organization process, students are told to work in pairs, so each couple choose a name to represent the pair work and write it in a piece of paper, after that teacher puts into a box all pair group names. For this communicative activity, all the students perform the activity in a real place of El Alto city, punctually, on 16 de Julio Avenue which is near to the “José Ballivian school”. That is, students with the help of teacher make the activity out of the school. As soon as all participants are in the real place, teacher asks for a volunteer to take a name from the box, after it, the pair group who are chosen by lot, make the communicative activity in this way: first they chose a color envelope in which a little real map about the location of real places are printed, while both students perform an action given and getting directions, the other students listen and pay attention to their partner’s conversation.

S1: Is there a train station near here?
S2: Yes, There’s a train station.
S1: Excuse me. How do I get to the train station?
S2: The train station? Go one block and turn right
S1: Thanks!
S2: No problem.

As soon as conclude the students’ conversation, the other students recognize the direction in order to go to the real place mentioned, after that, the student who already participate, are the ones who chose by lot other pair group to perform a same action but given and getting new information of real places directions, following the same steps mention above. This communicative activity continues until all students have the opportunity to participate.
LESSON PLAN

UNIT TEN

LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE TRANSPORTATION”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES
• To use affirmative imperatives
• To use negative imperatives
• To review ‘How do I get’

b) FUNCTIONAL OBJECTIVES
• To suggest means of transportation
• To repeat information to confirm
• To express gratitude

II. - WARM UP

Time: 10 minutes.
The teacher introduces means of transportation using little real objects.

III. - MAIN ACTIVITY

Time: 25 minutes.
A class before this communicative activity, students are told to bring little real means of
transportations.
Ss. Students first, write their names in a piece of paper. Then, make a circle around the
classroom with their material.
T. at the same time, teacher collects student’s names in a box, and gives each student a
place name card. Then, she asks a volunteer to take two student’s names from the box.
Ss. Students, who are selected, make a conversation using their resources in the following way:

   S1: How do I get to the Metropolitan museum?
   S2: Don’t walk. Take the bus.
   S1: The bus?
   S2: Yes that’s right.
   S1: Thanks.
   S2: You’re welcome.

The students who participate have the opportunity to take student’s names from the box. So this activity continues until all students participate.

IV. - FOLLOW UP

Time: 10 minutes

The teacher gives each student a lesson worksheet. In this activity students give advice to visitors in our community. They choose a place, suggest a means of transportation, and use an affirmative imperative and a negative imperative. (see appendix D. 10).
OBJECTIVE:

This Communicative Activity has the goal to help students to suggest a means of transportation.

TIME: 45 minutes

MATERIALS:

- A mock up
- Little real means of transportation
- A box
- Name places cards

PROCEDURE:

The classroom is divided into two group works, one of boys and the other one of girls. The two group works are placed on the both side of the classroom, that is, boys group on the left – hand side and the girls group on the right – hand side. Besides a mock up is placed on the centre of the classroom and next to it, there are many kinds of means of transportation and a small box in which name places cards are in. One student of each group is asked to begin the communicative activity as volunteers in the next way. First, whoever of both students takes a name place card from the box to get a direction, and the other student listen very carefully to give directions and to suggest a means of transportation using both the mock up, and the little real means of transportation like for example:
S1: Excuse me. Is there a school near here?

S2: Yes, there is a school around the corner.

S1: How do I get to the “José Ballivián School”?

S2: Don’t walk. Take the bus.

S1: The bus?

S2: Yes, that’s right.

S1: Thanks.

S2: You’re welcome.

While the conversation takes place, the student who gives directions and suggests means of transportation has to use the little real objects by showing them. This communicative activity continues until all students have the opportunity to participate following the same steps. To do that, each student of both groups has just one opportunity to perform the action.
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE FAMILY”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES

a) LINGUISTIC OBJECTIVES
• To use Be questions with ‘Who’
• To use ‘Who is’
• To use ‘Who’s’

b) FUNCTIONAL OBJECTIVES
• To talk about family
• To ask who someone is
• To identify family members

II. - WARM UP

Time: 10 minutes.
The teacher introduces the family members using little real dolls (Simpson’s family).

III. - MAIN ACTIVITY

Time: 25 minutes.
Ss. Each student creates a little real picture about his / her family members.
T. Teacher asks students to work in pairs and to make a close circle around the classroom with their chairs.
Ss. Each pair work identifies and introduces his/her family members showing them through little real pictures to their classmates in the following way:

S1: Who’s that?
S2: That’s my father.
S1: And who are they?
S2: They are my sisters, Julie and Nancy.

This communicative activity continues until all pair groups introduce their family members using little real pictures.

IV. - FOLLOW UP

Time: 10 minutes

The teacher gives each student a lesson worksheet. In this activity students write questions with *Who*. At the end of the task they compare their work in pairs. (see appendix D. 11).
COMMUNICATIVE ACTIVITY
“HEY, LOOK. THIS IS MY FAMILY”

OBJECTIVE:
This Communicative Activity “Hey, look. This is my family” has the goal to help students to identify and introduce family members.

TIME: 45 minutes

MATERIALS:
- Little real dolls
- Pictures of family members to cut
- Cardboard or fine cardboard
- Glue

PROCEDURE:
For this communicative activity, students are told to make their family members in little real dolls. What is necessary to add in this part is that students use real pictures to cut just the faces of their family members to place instead of doll’s head. After this manual labour each student introduces his/her family members using little real dolls in front of the class. While the student introduces his/her family members, the other students listen very carefully to make questions at the end of the presentation like for example:

S1: Who’s that?

S2: That’s _____ _______.

S1: And who’s she?

S2: She is _______ _________.

In this communicative activity all students introduces their family members using little real dolls.
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE FURNITURE AND APPLIANCES”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES
   a) LINGUISTIC OBJECTIVES
      • To use ‘Have’ in affirmative statements
      • To use ‘Has’ in affirmative statements
      • To use ‘You do?’
   b) FUNCTIONAL OBJECTIVES
      • To talk about furniture and appliances
      • To compare opinions about furniture and appliances
      • To show interest or surprise

II. - WARM UP
Time: 10 minutes.
The teacher introduces the furniture and appliances using little real objects.

III. - MAIN ACTIVITY
Time: 25 minutes.
Ss. Students are asked to work in pairs. Each pair work uses real objects which are around the school, in the biology laboratory, in the audiovisual classroom, and in the playground of the school, to make a conversation like for example:
   S1: Look at that easy chair. What do you think?
   S2: I think it’s really nice.
   S1: Do you?
S2: Definitely. What about you?
S1: I’m not sure. In fact, I have two easy chairs. And you?
S2: I have just one.

While each pair work makes a conversation using real objects, the other students take notes to retell the furniture or appliances that their classmates mention. This communicative activity continues until all pair groups participate.

IV. - FOLLOW UP

**Time:** 10 minutes

The teacher gives each student a lesson worksheet. In this activity, first students draw and paint the furniture and appliances. Second, they label the furniture and appliances. At the end of the task they compare their work in groups of four. (see appendix D. 12).
COMMUNICATIVE ACTIVITY
“WHAT ABOUT YOU?”

OBJECTIVE:
This Communicative Activity “What about you?” has the goal to help students to produce and compare opinions about furniture and appliances.

TIME: 45 minutes

MATERIALS:

- Little real furniture and appliances
- Furniture and appliances name cards
- Alasitas’ money
- A box

PROCEDURE:

While the students work in pairs and make a circle around the classroom. The teacher places little real furniture and appliances on table which is located in the middle of the classroom. Besides, next to those resources, the teacher places a box in which furniture and appliances names cards are in. For this communicative activity, each pair work has the opportunity to take a name card from the box, and then make a conversation using little real objects guided by name cards. While the pair work makes a conversation showing little real objects, the other students observe and listen very carefully to their classmates to retell the information. The student who retells the correct information wins money but Alasitas’ money. All pair works participate in turns, and at the end of the communicative activity the student who gets to much money receives a little surprise which is the stimulus.
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE CLOTHES”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES
   a) LINGUISTIC OBJECTIVES
      • To use the simple tense ‘Like’ in affirmative statements
      • To review ‘This, that, these, those’
   b) FUNCTIONAL OBJECTIVES
      • To identify clothes
      • To give and accept compliments about clothes

II. - WARM UP
   Time: 10 minutes.
   The teacher introduces the clothes using little real clothes.

III. - MAIN ACTIVITY
   Time: 25 minutes.
   Ss. Students are asked to work in pairs. In turns each pair give and accept compliments about clothes in front of the class in the following way:
   S1: I like that dress.
   S2: Thank you.
   S1: You’re welcome.
   While each pair work makes a conversation using real clothes, the other students listen very carefully to retell, as volunteers, the information about clothes like for example:
   S3: Carla likes her dress.
S4: Marilia likes her sweater.
This communicative activity continues until all students have the opportunity to give and accept compliments about clothes.

IV. - FOLLOW UP

Time: 10 minutes

The teacher gives each student a lesson worksheet. In this activity students look at the pictures and compliment each person on his/her clothes. At the end of the task they compare their work in pairs. (see appendix D. 13).
COMMUNICATIVE ACTIVITY
“LET´S DRESS THE DOLL”

OBJECTIVE:

This Communicative Activity “Let´s dress the doll” has the goal to help students to identify and produce the clothes.

TIME: 45 minutes

MATERIALS:

- A set of little real dolls
- Little real clothes
- A box

PROCEDURE:

The students are asked to make groups of four. Each group work receives a little real doll and a box with little real clothes. In this communicative activity and in turns, group works perform actions, that is, while the four students of each group make a conversation in front of the class, the other students listen very carefully to their partners to dress the doll according to their classmates’ conversation. The students of the group work, who dress the doll correctly, are the ones who choose the next group to make a conversation in front of the class.
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
TOPIC: “THE TIME”  
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES  

a) LINGUISTIC OBJECTIVES 
- To use ‘What time _____’ 
- To review the numbers  

b) FUNCTIONAL OBJECTIVES 
- To talk about time  
- To reassure someone

II. - WARM UP  

Time: 10 minutes.  
The teacher introduces the time using a real o’clock.

III. - MAIN ACTIVITY  

Time: 25 minutes.  
The teacher gives each student a little real o’clock.  
The students are asked to work in pairs making a conversation and using little real o’clock. Like for example:  

S1: What time is English class?  
S2: 10:00.  
S1: Uh-oh. Am I late?  
S2: No, you’re not. It’s five to ten.  
S1: Five to ten?
S2: That’s right. Don’t worry you’re on time.

Ss. Students have little time to practice the conversation model.
T. At the end of the practice and in turns, teacher asks for volunteers to show their practice to the class

This communicative activity continues until all pair groups participate using little real o’clock.

IV. - FOLLOW UP

Time: 10 minutes

The teacher gives each student a lesson worksheet. In this activity students match the times. At the end of the task they compare their work in groups of four. (see appendix D. 14).
COMMUNICATIVE ACTIVITY
“UH-OH. AM I LATE?”

OBJECTIVE:

This Communicative Activity “Uh-oh. Am I late?” has the goal to help students to identify and produce the time.

TIME: 45 minutes

MATERIALS:

- Cardboard
- Fine cardboard
- Glue
- A box
- Goma Eva

PROCEDURE:

All students work together. The group work makes a manual labour, that is, they create a big real o’clock. After this hand-made material, the teacher asks students to write their names in a piece of paper and then put them in a box which is placed on a table in front of the class. For this communicative activity, students are given some instructions to follow. First they make a circle around the classroom, second a volunteer takes two names from the box. Then the students, who are selected by lot, make a conversation talking about time and placing the time in the real o’clock which is located on the wall in front of the class. At the end of their participation, they are the ones who take their classmate’s names from the box. This communicative activity continues until all students participate.
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
TOPIC: “THE EVENTS”
TIME: 45 MIN. EACH CLASS

I. - OBJECTIVES
   a) LINGUISTIC OBJECTIVES
      • To use Be: questions about time
      • To use ‘What’s’
      • To use ‘When’s’
   b) FUNCTIONAL OBJECTIVES
      • To invite someone to an event
      • To suggest a time to meet
      • To talk about events

II. - WARM UP
    Time: 10 minutes.
    The teacher introduces the events using real newspapers.

III. - MAIN ACTIVITY
    Time: 25 minutes.
    Ss. Each student is asked to make a little real advertisement in which information of any event is written.
    T. Teacher asks students to work in pairs to make a conversation using their little real advertisements.
    Ss. In turns and in pair work, students invite someone to an event using their little real advertisement in the following way:
S1: There’s a play on Tuesday – *The Apartment*. Would you like to go?
S2: Sounds great. What time?
S1: 7:00
S2: Ok. Let’s meet at a quarter to seven.

While each pair work makes a conversation using real little advertisements, the other students listen very carefully to retell the event’s information. This communicative activity continues until all pair groups participate.

**IV. - FOLLOW UP**

**Time:** 10 minutes

The teacher gives each student a lesson worksheet. In this activity, students look at the invitation and answer the questions writing complete sentences. At the end of the task they compare their work in groups of four. (see appendix D. 15).
COMMUNICATIVE ACTIVITY
“SOUNDS GREAT”

OBJECTIVE:
This Communicative Activity “Sounds Great” has the goal to help students to produce the events.

TIME: 45 minutes

MATERIALS:
- Little real newspaper
- Piece of papers

PROCEDURE:
Students are asked to work in pairs. Teacher gives each pair a little real newspaper. For this communicative activity students have not to much time to look for some events in the little real newspaper. After find at least one event, each pair work, makes a conversation using real information of the little real newspaper. It is important to mention that each pair talks about an event in turns, besides while a pair work makes a conversation, the other students take notes and listen very carefully to retell the information. This communicative activity continues until all pair works participate.
**SUBJECT:** ENGLISH  
**LEVEL:** ELEMENTARY LEVEL  
**GRADE:** 1<sup>st</sup> SECONDARY

**GENERAL OBJECTIVE:** To teach students the “Alphabet” through communicative approach using little real objects.

<table>
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<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
</table>
| **LINGUISTIC** | **UNIT FOUR**  
**THE ALPHABET** | The teacher introduces the alphabet through little real letters.  
**Vocabulary**  
- (The alphabet)  
**Grammar**  
- Proper nouns  
- Common nouns | - A set of little real letters.  
- A set of alphabet cards. | Students are able to identify and to produce phonetically the alphabet. |
|             | **Listening/Speaking**  
- Hello. I’m ______?  
(conversation) | The students sing a song guided by alphabet cards which are placed on the blackboard.  
Students make little real letters (manual individual labour).  
(Role play) Students perform roles of secretaries and of workers.  
(Pair work) Students rewrite sentences. | - Boxes of medium size.  
- Any different little real objects.  
- A set of famous people pictures. | Students are able to identify common and proper names. |
| **FUNCTIONAL** | **COMMUNICATIVE ACTIVITY** | (Group work) Students look for a little real object or a picture in the box. | - A set of proper and common noun cards.  
- A manageable small blackboard. | Students are able to spell names and words. |
|             |         | (Group work) Students look for a little real object or a picture in the box. | - Color markers.  
- Blackboard. | Students are able to use ‘Excuse me’ to get somebody repeat something. |
**SUBJECT:** ENGLISH  
**LEVEL:** ELEMENTARY LEVEL  
**GRADE:** 1st SECONDARY  

**GENERAL OBJECTIVE:** To teach students the “Animals” through communicative approach using little real objects.

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<th>OBJECTIVES</th>
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<th>ACTIVITIES</th>
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<th>COMPETENCE</th>
</tr>
</thead>
</table>
| **LINGUISTIC** | **UNIT FIVE**  
**THE ANIMALS**  
**Vocabulary**  
- (Animals)  
**Grammar**  
- Singular possessive adjectives.  
- Plural possessive adjectives  
**Listening/Speaking**  
- ____ , this is my dog? (conversation) | Students identify little real animals guided by cards.  
(Group work) Students talk about animal film.  
(Pair work) Students put in order the words.  
**COMMUNICATIVE ACTIVITY**  
(Group work) Students introduce their favourite animals using a little real zoo. | - Little real animals.  
- Animal name cards.  
- Little real objects to make a zoo.  
- TV.  
- Color markers.  
- Blackboard.  
- Lesson worksheets. | Students are able to introduce animals.  
Students are able to use singular and plural possessive adjectives.  
Students are able to talk about animals.  
Students are able to retell specific information. |
| **FUNCTIONAL** | **To introduce animals (pets)**  
**To retell what students listen about a specific conversation** |  |  |  |
SUBJECT: ENGLISH  
LEVEL: ELEMENTARY LEVEL  
GRADE: 1º SECONDARY  
GENERAL OBJECTIVE: To teach students the “Body” through communicative approach using little real objects.

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<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>LINGUISTIC</td>
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<td></td>
<td>To use possessive</td>
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<td></td>
<td>adjectives</td>
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<td></td>
<td>To use ‘This – These / That – Those’</td>
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<tr>
<td>FUNCTIONAL</td>
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<td></td>
<td>To talk about body</td>
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<td></td>
<td>To describe parts of the body of somebody else</td>
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<td>UNITED SIX THE BODY</td>
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<tr>
<td>Vocabulary</td>
<td>(Parts of the body)</td>
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<td></td>
<td>Grammar</td>
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<tr>
<td></td>
<td>- Possessive adjectives.</td>
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<td></td>
<td>- This / These.</td>
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<td></td>
<td>- That / Those</td>
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<td></td>
<td>Listening/Speaking</td>
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<td></td>
<td>- Hey, ____. Show me your head. (conversation)</td>
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<td></td>
<td>COMMUNICATIVE ACTIVITY</td>
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<td></td>
<td>(Group work) Students place little real parts of the body in a doll.</td>
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<td></td>
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<td></td>
<td>- A medium little real doll.</td>
<td>Students are able to identify the parts of the body of their classmates.</td>
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<td></td>
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<td></td>
<td>- Parts of body name cards.</td>
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<td></td>
<td>- Sets of little real parts of body.</td>
<td>Students are able to use This – These / That – Those.</td>
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<td></td>
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<td></td>
<td>- Boxes.</td>
<td>Students are able to show and produce phonetically their own parts of their body.</td>
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<td></td>
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<td>- Color markers.</td>
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<td></td>
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<td></td>
<td>- Boxes.</td>
<td>Students are able to use possessive adjectives.</td>
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<td>- Blackboard.</td>
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<td>- Lesson worksheets.</td>
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<td></td>
<td></td>
<td></td>
<td>- Radio.</td>
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</tr>
</tbody>
</table>
**SUBJECT:** ENGLISH  
**LEVEL:** ELEMENTARY LEVEL  
**GRADE:** 1º SECONDARY  

**GENERAL OBJECTIVE:** To teach students the “Numbers” through communicative approach using little real objects.

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</thead>
<tbody>
<tr>
<td><strong>LINGUISTIC</strong></td>
<td><strong>UNIT SEVEN THE NUMBERS.</strong></td>
<td>Students recognize the numbers through little real numbers.</td>
<td>- Sets of little real numbers.</td>
<td>Students are able to identify and produce phonetically and linguistically the numbers.</td>
</tr>
<tr>
<td>To review the numbers</td>
<td>Vocabulary</td>
<td>Students make their little real address books (manual labour).</td>
<td>- Blackboard.</td>
<td>Students are able to get someone e-mail address, phone number, and address.</td>
</tr>
<tr>
<td>To use Be information</td>
<td></td>
<td>(Group work) Students get their partner’s address, e-mail address, phone</td>
<td>- Color markers.</td>
<td>Students are able to make questions with ‘What’.</td>
</tr>
<tr>
<td>questions with ‘What’</td>
<td></td>
<td>number, etc. (personal information).</td>
<td>- Any kind of gum.</td>
<td>Students are able to give personal information.</td>
</tr>
<tr>
<td>To use ‘What is’ and</td>
<td></td>
<td>(Pair work) Students write the answer in words.</td>
<td>- Lesson worksheets.</td>
<td></td>
</tr>
<tr>
<td>‘What’s’</td>
<td></td>
<td><strong>COMMUNICATIVE ACTIVITY</strong></td>
<td>- Radio.</td>
<td></td>
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<tr>
<td><strong>FUNCTIONAL</strong></td>
<td></td>
<td>(Group work) Students place little real number on the blackboard guided by</td>
<td></td>
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<tr>
<td>To repeat information</td>
<td></td>
<td>their partner’s conversation.</td>
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<td>to confirm</td>
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<tr>
<td>To get someone’s address</td>
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<tr>
<td>To get someone’s</td>
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<tr>
<td>phone number</td>
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</tbody>
</table>
SUBJECT: ENGLISH  
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
GENERAL OBJECTIVE: To teach students the “Places in the community” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
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</thead>
<tbody>
<tr>
<td><strong>LINGUISTIC</strong></td>
<td><strong>UNIT EIGHT PLACES IN THE COMMUNITY.</strong></td>
<td>The teacher introduces the places of a community by showing some pieces or parts of a mock up.</td>
<td>- Little real places like: church, pharmacy, bank, school, etc.</td>
<td>Students are able to identify and produce phonetically and linguistically the places of a community.</td>
</tr>
<tr>
<td>To use Be questions with ‘Where’</td>
<td>Vocabulary</td>
<td>(Pair work) In turns, students are chosen to work in pairs. They provide information about the location of the places in a mock up guided by place name cards.</td>
<td>- A small mock up.</td>
<td>Students are able to make questions with ‘Where’ and ‘There is’.</td>
</tr>
<tr>
<td>To use the subject pronoun ‘It’</td>
<td>Grammar</td>
<td>(Pair work) Students read the directions and label the places on the map.</td>
<td>- A set of mock ups made by students.</td>
<td>Students are able to provide information about the location of places.</td>
</tr>
<tr>
<td>To use ‘There is’ in questions and short answers</td>
<td>Listening/Speaking</td>
<td>(Group work) Students make an oral presentation using small mock ups of specific places of La Paz city.</td>
<td>- Different little real objects like: cars, trees, and people, among others.</td>
<td>Students are able to ask for a place.</td>
</tr>
<tr>
<td><strong>FUNCTIONAL</strong></td>
<td></td>
<td></td>
<td>- Color markers</td>
<td></td>
</tr>
<tr>
<td>To provide information beyond Yes or No to be helpful</td>
<td><strong>COMMUNICATIVE ACTIVITY</strong></td>
<td></td>
<td>- Blackboard</td>
<td></td>
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<tr>
<td>To ask about the location of places</td>
<td></td>
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<td>- Lesson worksheets</td>
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<tr>
<td>To give locations of places</td>
<td></td>
<td></td>
<td>- Radio</td>
<td></td>
</tr>
</tbody>
</table>
**SUBJECT:** ENGLISH  
**LEVEL:** ELEMENTARY LEVEL  
**GRADE:** 1º SECONDARY  
**GENERAL OBJECTIVE:** To teach students the “Directions” through communicative approach using little real objects.

<table>
<thead>
<tr>
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<th>CONTENT</th>
<th>ACTIVITIES</th>
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</tr>
</thead>
</table>
| To use ‘How do I get’ | **UNIT NINE**  
**DIRECTIONS.** | Teacher introduces both some other places in the community and directions in a mock up and with little real dolls. | - A small mock up.  
- Little real dolls.  
- A Big map.  
- Places name cards.  
- Little printed real maps.  
- One small box.  
- Color markers.  
- Blackboard.  
- Lesson worksheets.  
- Radio. | Students are able to identify and give directions of places in a real place.  
Students are able to ask for directions.  
Students are able to provide directions using real maps.  
Students are able to find a place in a real situation. |
| To review ‘There is’  
(contraction) | **Vocabulary**  
- (Directions)  
- (More places in the community) | (Group work) students move little real dolls in a mock up while they listen to their partner’s conversation. |  |  |
| To use ‘There’s’  
(contraction) | **Grammar**  
- Questions with ‘How do I get’  
- Contraction of ‘there is’ | (Pair work) Students read the clues. Then write the places on the lines. |  |  |
| To give and get directions | **Listening/Speaking**  
- Excuse me. How do I get to the train station?  
(conversation) | **COMMUNICATIVE ACTIVITY**  
(Pair group) Students give and get directions in a real place of El Alto city, using little real maps. |  |  |
SUBJECT: ENGLISH  
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  
GENERAL OBJECTIVE: To teach students the “Transportation” through communicative approach using little real objects.

<table>
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<tbody>
<tr>
<td>LINGUISTIC</td>
<td>UNIT TEN THE TRANSPORTATION.</td>
<td>Teacher introduces means of transportation using little real objects.</td>
<td>A mock up.</td>
<td>Students are able to identify and produce phonetically and linguistically the means of transportation.</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Students make a conversation using little real objects.</td>
<td>Little real means of transportation.</td>
<td>Students are able to suggest means of transportation.</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>Students choose a place and suggest means of transportation to visitors.</td>
<td>A box.</td>
<td>Students are able to use negative and affirmative imperatives.</td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking</td>
<td>(Group work) students suggest means of transportation using little real objects.</td>
<td>Name places cards.</td>
<td>Students are able to express gratitude.</td>
</tr>
</tbody>
</table>

FUNCTIONAL

To suggest means of transportation
To repeat information to confirm
To express gratitude
**SUBJECT:** ENGLISH  
**LEVEL:** ELEMENTARY LEVEL  
**GRADE:** 1º SECONDARY  

**GENERAL OBJECTIVE:** To teach students the “Family” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINGUISTIC</td>
<td><strong>UNIT ELEVEN</strong></td>
<td>The teacher introduces the family members using little real dolls.</td>
<td>- Little real dolls.</td>
<td>Students are able to identify family members.</td>
</tr>
<tr>
<td></td>
<td><strong>THE FAMILY</strong></td>
<td></td>
<td>- Real pictures to cut.</td>
<td>Students are able to use ‘Who is’ ‘Who’s’.</td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
<td></td>
<td>- Cardboard.</td>
<td>Students are able to introduce their family</td>
</tr>
<tr>
<td></td>
<td>- (Family members)</td>
<td>(Pair work) Students identify and introduce their family members through</td>
<td>- Fine cardboard.</td>
<td>members.</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar</strong></td>
<td>little real pictures.</td>
<td>- Goma Eva.</td>
<td>Students are able to talk about family.</td>
</tr>
<tr>
<td></td>
<td>- Be question with ‘Who’</td>
<td>(Pair work) Students write questions with Who.</td>
<td>- Glue.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Contraction ‘Who is – Who’s’</td>
<td></td>
<td>- Worksheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Listening/Speaking</strong></td>
<td></td>
<td>- Blackboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Who’s that?</td>
<td>(Pair work) Students introduce their family members through little real</td>
<td>- Color markers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(conversation)</td>
<td>dolls.</td>
<td>- Radio.</td>
<td></td>
</tr>
</tbody>
</table>

**FUNCTIONAL**  
To talk about family  
To ask who someone is  
To identify family members
SUBJECT: ENGLISH
LEVEL: ELEMENTARY LEVEL
GRADE: 1º SECONDARY

GENERAL OBJECTIVE: To teach students the “Furniture and appliances” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINGUISTIC</td>
<td>UNIT TWELVE THE FURNITURE AND APPLIANCES</td>
<td>The teacher introduces the furniture and appliances using little real objects. (Pair work) Students talk about furniture and appliances using real objects. (Group work) Students draw and paint furniture and appliances, then they label them.</td>
<td>- Little real furniture and appliances. - Furniture and appliances name cards. - Alasitas’ money. - A box. - Real objects. - Blackboard. - Worksheets. - Color markers. - Radio.</td>
<td>Students are able to talk about furniture and appliances. Students are able to use ‘Have and Has’. Students are able to compare opinions about furniture and appliances. Students are able to use What about you? to continue a conversation.</td>
</tr>
<tr>
<td>FUNCTIONAL</td>
<td>To talk about furniture and appliances. To compare opinions about furniture and appliances. To show interest or surprise.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: ENGLISH  
LEVEL: ELEMENTARY LEVEL  
GRADE: 1st SECONDARY  

GENERAL OBJECTIVE: To teach students the “Clothes” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINGUISTIC</td>
<td>UNIT THIRTEEN</td>
<td>Teacher introduces the clothes using little real clothes.</td>
<td>- Little real clothes.</td>
<td>Students are able to talk about clothes.</td>
</tr>
<tr>
<td></td>
<td>THE CLOTHES</td>
<td></td>
<td>- A set of little real dolls.</td>
<td>Students are able to use Like in affirmative</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>(Pair work) Students give and accept compliments about real clothes.</td>
<td>- A box.</td>
<td>statements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Blackboard.</td>
<td>Students are able to identify clothes.</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td>(Pair work) Students look at the pictures and compliment each person on his/her clothes.</td>
<td>- Worksheets.</td>
<td>Students are able to give and accept compliments about clothes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Color markers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening/Speaking</td>
<td>(Group work) Students dress a doll according to their classmates’ conversation.</td>
<td>- Radio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUNCTIONAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To identify clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To give and accept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>compliments about clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SUBJECT: ENGLISH
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY

#### GENERAL OBJECTIVE:
To teach students the “Time” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINGUISTIC</strong></td>
<td><strong>UNIT FOURTEEN</strong></td>
<td>Teacher introduces the time using a real o’clock.</td>
<td>- Little real o’clock.</td>
<td>Students are able to talk about time.</td>
</tr>
<tr>
<td></td>
<td><strong>THE TIME</strong></td>
<td>(Pair work) Students ask for time using little real o’clock.</td>
<td>- Cardboard.</td>
<td>Students are able to use What time.</td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
<td>(Group work) Students match the times.</td>
<td>- Fine cardboard.</td>
<td>Students are able to reassure someone.</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar</strong></td>
<td></td>
<td>- Glue.</td>
<td>Students are able to ask if they are late.</td>
</tr>
<tr>
<td></td>
<td><strong>- Be question with ‘What time___’</strong></td>
<td></td>
<td>- Goma Eva.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Listening/Speaking</strong></td>
<td><strong>COMMUNICATIVE ACTIVITY</strong></td>
<td>- A box.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- What time is English class?</strong></td>
<td></td>
<td>- Blackboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- conversation</strong></td>
<td></td>
<td>- Worksheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Color markers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Radio.</td>
<td></td>
</tr>
<tr>
<td><strong>FUNCTIONAL</strong></td>
<td><strong>To talk about time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To reassure someone</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUBJECT: ENGLISH
LEVEL: ELEMENTARY LEVEL
GRADE: 1st SECONDARY
GENERAL OBJECTIVE: To teach students the “Events” through communicative approach using little real objects.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>ACTIVITIES</th>
<th>MATERIAL</th>
<th>COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINGUISTIC</strong></td>
<td><strong>UNIT FIFTEEN</strong> \n<strong>THE EVENTS</strong></td>
<td>Teacher introduces the events using real newspapers.</td>
<td>- Little real newspapers.</td>
<td>Students are able to talk about events.</td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
<td>- (Events)</td>
<td>- Real newspapers.</td>
<td>Students are able to use Be questions about time.</td>
</tr>
<tr>
<td></td>
<td>- (Days of the week)</td>
<td>- Piece of papers.</td>
<td></td>
<td>Students are able to invite someone to an event.</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar</strong></td>
<td>- Be: questions about time</td>
<td>- Fine cardboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Contraction ‘What time’s’</td>
<td>- Contraction ‘When’s’</td>
<td>- Goma Eva.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Listening/Speaking</strong></td>
<td>- There’s a play on Tuesday- \nThe Apartment. Would you like to go? \n(conversation)</td>
<td>- Glue.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>COMMUNICATIVE ACTIVITY</strong></td>
<td>(Pair work) Students talk about events using little real newspapers.</td>
<td>- Blackboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Pair work) Students invite someone to an event using little real advertisements.</td>
<td>- Worksheets.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Group work) Students look at the invitation and answer the questions.</td>
<td>- Color markers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Radio.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

“WORKSHEETS AND DIDACTIC MATERIAL”
APPENDIX D. 1

UNIT ONE
“INTRODUCE YOURSELF”

1. Complete the conversation between Mickey –mouse and Pluto

Mickey Mouse: Hi. I’m Mickey Mouse.
Pluto: Hi, ______________________.

Mickey Mouse: Nice to meet you, Pluto.
Pluto: ________________________.

Mickey Mouse: Hi, Pluto. How are you?
Pluto: ___________, thanks. And ______?
Mickey Mouse: I’m ______________.

Mickey Mouse: Good-bye, Pluto.
Pluto: ____________, Mickey Mouse.

Mickey Mouse: See you ____________.
Pluto: OK. ____________!
APPENDIX D. 2

UNIT TWO
“THE OCCUPATIONS”

OCCUPATIONS PUZZLE

1. Find the words below in the puzzle above. They could be hidden horizontally, vertically, diagonally.

OCCUPATIONS

STUDENT
ARCHITECT
TEACHER
SINGER
ATHLETE
CHEF
NURSE
MANAGER
WRITER
BANKER
ACTOR
ARTIST
PILOT
MUSICIAN
FLIGHT ATTENDANT
SCIENTIST
DOCTOR
LAWYER
ENGINEER
PHOTOGRAPHER
APPENDIX D. 3

UNIT THREE
“THE FRUITS”

1. Paint the fruits.

2. Write the singular or plural noun of each fruit below.

1. - ______________________
2. - ______________________
3. - ______________________
4. - ______________________
5. - ______________________
6. - ______________________
APPENDIX D. 4

UNIT FOUR
"THE ALPHABET"

I. Rewrite the sentences. Use capital letters to begin the proper nouns.

1. Carla Miranda is a chef in Paris.
   ________________________________________________________________ .

2. Isabel Rodriguez is from Canada. She’s an architect.
   ________________________________________________________________ .

3. Alex Condori is a pilot. He’s in Brasil today.
   ________________________________________________________________ .

4. Claudia Chambi is a nurse. She is from Bolivia.
   ________________________________________________________________ .

5. Raul, Patricia, and Luis are students. They’re in Jose Ballivian School.
   ________________________________________________________________ .

6. Evo Morales is a president of Bolivia. He’s not a photographer.
   ________________________________________________________________ .

7. Madonna is not a teacher. She’s a famous singer. She’s also an actor.
   ________________________________________________________________ .
APPENDIX D. 5

UNIT FIVE
“THE ANIMALS”

1. Put in order the next words.

T-A-C

C-D-K-U

R-H-O-E-S

B-I-B-R-A-T
G-P-I

R-H-E

Y-M-E-O-K-N

R-I-H-T-E

O-R-Y-U

APPENDIX D. 6
UNIT SIX  
“THE BODY”

I. Draw your body, then cut and paste words:

<table>
<thead>
<tr>
<th>Toes</th>
<th>Nose</th>
<th>Knee</th>
<th>Foot</th>
<th>Head</th>
<th>Eyes</th>
<th>Ears</th>
<th>Arms</th>
<th>Legs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fingers  | Mouth  | Hands

APPENDIX D. 7
UNIT SEVEN
“THE NUMBERS”

I. Write the answer in words.

1. eleven + six = __________________________

2. nineteen – twelve = ______________________

3. three × five = __________________________

4. twenty ÷ two = __________________________

5. one + two = ____________________________

6. eighteen – ten = _________________________

7. five × four = __________________________

8. fifteen ÷ three = ________________________

9. thirteen + zero = _______________________

10. seventeen – nine = _____________________

11. nine × two = __________________________

12. twelve ÷ four = _________________________
APPENDIX D. 8

UNIT EIGHT
“PLACES IN THE COMMUNITY”

I. Read the directions. Label the places on the map.

• The post office is across the street.
• The bookstore is around the corner.
• The bank is next to the bookstore.
• The newsstand is down the street on the left.
• The travel agency is down the street on the right.
APPENDIX D. 9

UNIT NINE
“DIRECTIONS”

I. Read the clues. Then write the places on the lines.

1. ____________
2. ____________
3. ____________
4. ____________

- The travel agency is not on the corner.
- The bank is not next to the travel agency.
- The post office is next to the bank.
- The pharmacy is not on the left corner.
APPENDIX D. 10

UNIT TEN
“THE TRANSPORTATION”

1. Give advice to visitors in your community. Choose a place. Suggest a means of transportation. Use an affirmative and a negative imperative.

1. “How do I get to the __________________?” YOU _______________________
   (airport or train station or bus station)

2. “How do I get to the __________________?” YOU _______________________
   (mall or stadium or park)

3. “How do I get to the __________________?” YOU _______________________
   (museum or travel agency or bookstore)

4. “How do I get to the __________________?” YOU _______________________
   (pharmacy or taxi stand or post office)
APPENDIX D. 11

UNIT ELEVEN
“THE FAMILY”

I. **Write questions with Who.**

1. A: _______________________________________________________?
   B: They’re my brothers.

2. A: _______________________________________________________?
   B: That’s my husband.

3. A: _______________________________________________________?
   B: He’s my father.

4. A: _______________________________________________________?
   B: They’re my grandparents.

5. A: _______________________________________________________?
   B: She’s my sister.

6. A: _______________________________________________________?
   B: She’s my wife.

7. A: _______________________________________________________?
   B: They’re our grandchildren.

8. A: _______________________________________________________?
   B: He’s her husband.
APPENDIX D. 12

UNIT TWELVE
“THE FURNITURE AND APPLIANCES”

I. Draw and paint the furniture and appliances.

<table>
<thead>
<tr>
<th>1. a mirror</th>
<th>2. a toilet</th>
<th>3. a shower</th>
<th>4. a sink</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. a bed</td>
<td>6. a rug</td>
<td>7. a lamp</td>
<td>8. a dresser</td>
</tr>
<tr>
<td>9. an easy chair</td>
<td>10. a stove</td>
<td>11. a TV</td>
<td>12. a bookcase</td>
</tr>
</tbody>
</table>
II. Label the furniture and appliances.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
APPENDIX D. 13

UNIT THIRTEEN
“THE CLOTHES”

I. Look at the pictures. Compliment each person on his her clothes.

1. ______________________________
   ______________________________
   ______________________________

2. ______________________________
   ______________________________
   ______________________________
APPENDIX D. 14

UNIT FOURTEEN
“THE TIME”

I. Mach the times.

1. _______ It’s half past ten. a. 6:45
2. _______ It’s four o’clock. b. 8:55
3. _______ It’s noon. c. 10:30
4. _______ It’s a quarter after two. d. 12:00 P.M.
5. _______ It’s five to nine. e. 4:00
6. _______ It’s six ten. f. 6:10
7. _______ It’s a quarter to seven. g. 12:00 A.M.
8. _______ It’s midnight. h. 2:15
APPENDIX D. 15

UNIT FIFTEEN
“THE EVENTS”

I. Look at the invitation and answer the questions. Write complete sentences.

1. What month is the party? ________________________________.
2. What date is the party? ________________________________.
3. What day is the party? ________________________________.
4. What time is the party? ________________________________.
5. Where’s the party? ________________________________.
6. Where’s the restaurant? ________________________________.
APPENDIX E

“MAIN ACTIVITIES”
APPENDIX E. 1

“Musical festival English”
(Light camera action)

1. INVITATION

EL PROYECTO DE GRADO del área IDIOMA INGLES del Colegio José Ballivián “A”, Saludan a Ud(s). y tiene el grato honor de invitarle (s) al:

MUSIC FESTIVAL ENGLISH
LIGHT CAMERA ACTION

Evento a efectuarse el día sábado 29 de octubre a horas 18:45 p.m. en los predios del establecimiento ubicado en la calle René Vargas Nº 200 esq. Álvarez Plata (Zona Ballivián).
Agradecen su gentil concurrencia.

El Alto, Octubre de 2011.

2. PROGRAM

“TÉCNICO HUMANÍSTICO MARISCAL
JOSE BALLIVIAN ‘A’ SCHOOL”
ENGLISH FESTIVAL

DATE: OCTOBER 29, 2011
PLACE: “JOSE BALLIVIAN ‘A’ SCHOOL”
TIME: 18:45 pm.

PROGRAM

1. MUSIC INTRODUCTION
2. FRUIT SALAD
3. SATURNINA WAKAWAKA
4. THE BODY
5. MERRY CHRISTMAS
6. THE BROTHERS
7. THE BOXERS
8. MILITAR INSTRUCTION
10. KNOWING PEOPLE
11. MUSIC OF BOLIVIA
12. THE FAMILY
13. THE FINAL NUMBER
"MUSICAL FESTIVAL ENGLISH"
(LIGHT CAMERA ACTION)

PICTURES

PREPARING
FRUIT
SALAD

SPEAKING
ABOUT
FRUITS
PRESENTING
A
PLAY

PICTURES

TALKING
ABOUT
BODY PARTS
ACTING

STUDENTS INTRODUCING THEIR FAMILY

SINGING

SINGING AND DANCING
COLEGIO TÉCNICO HUMANÍSTICO
"MCAL. JOSÉ BALLIVIÁN" - A

La Prz, 19 de octubre de 2011

Señor:
RETÉN DE POLICIA 110
Presente.

Ref.: SOLICITUD DE RESGUARDO POLICIAL

Estimado señor:

Mediante la presente nos dirigimos a Uds. Para mandarles nuestros más sinceros saludos. También agradecemos de inmediata urgencia a Uds. Para solicitarles el resguardo policial para nuestros estudiantes de nuestra prestigiosa institución debido a que se realizará un festival de inglés, actividad que se llevará a cabo el día sábado 29 de octubre de horas 18:45 a 22:00 pm. En los predios del establecimiento Colegio Técnico Humanístico José Ballivián "A" ubicado en la calle René Vargas No. 200 esq. Álvarez Plata avenida Ballivián.

Agradeceremos se sirvan concedernos nuestra solicitud de contar con cuatro Efectivos Policiales para la seguridad de nuestros estudiantes ya que hoy en día es de suma importancia para la realización de cualquier evento social. Sin otro particular y esperando una pronta respuesta nos despedimos de Uds.

Atentamente,

Lic. Sabina del Carmen Zapata Aranda
DIRECTORA GENERAL
DE LA UNIDAD EDUCATIVA
TÉCNICO HUMANÍSTICO MARISCAL
JOSÉ BALLIVIÁN “A”

Univ. Ysel Quispe Collao
IDIOMA INGLÉS
UNIVERSIDAD MAYOR DE SAN ANDRÉS
U. M. S. A.
APPENDIX E. 2

“FINAL PRESENTATION”

PICTURES

STUDENT’S CERTIFICATION

TALKING ABOUT DIRECTIONS
PICTURES

PLACES IN THE COMMUNITY

THE TIME
TÉCNICO HUMANÍSTICO MARISCAL
José Ballivian “A” School

CERTIFICATE

This certifies the brilliant participation of:

STUDENT: WENDY NINOSCA QUIISBERT LASCANO

In the first English Musical Event at the José Ballivian “A” school.

On October 29th 2011, La Paz – Bolivia

Lic. Elizabeth Viñolas
Lingüística e Idiomas
U.M.S.A.

Lic. Carmen Zapata A.
Col. Técnico Humanístico Mariscal Jose Ballivian

Lic. Elizabeth Viñolas
English Teacher
C.F.T.I. English Program
APPENDIX E. 3

“THE ENGLISH CLASSROOM”

BEFORE

AFTER
<table>
<thead>
<tr>
<th>N°</th>
<th>CODIGO O SERIE</th>
<th>ESTADO</th>
<th>DESCRIPCION</th>
<th>CANTIDAD ENTREGADO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>QC0091</td>
<td>BUENO</td>
<td>POSTER DE ARTISTAS</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>QC0022</td>
<td>BUENO</td>
<td>FICHAS DIDACTICAS DE PROFESIONES</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>QC0003</td>
<td>BUENO</td>
<td>FICHAS DIDACTICAS DE FRUTAS</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>QC0004</td>
<td>BUENO</td>
<td>PEQUEÑOS OBJETOS REALES DE FRUTAS</td>
<td>6</td>
</tr>
<tr>
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APPENDIX F

“SCHOOL INTERNAL REGULATION”
VII. REGLAMENTO INTERNO

El presente reglamento interno del Colegio Técnico Humanístico "Mariscal José Ballivián", norma el buen funcionamiento de nuestro establecimiento del Nivel Secundario, según el Reglamento de faltas y sanciones disciplinarios para Unidades Educativas, emanada desde el Ministerio de Educación, Cultura y Deporte. Que contemplan los derechos y deberes de la Comunidad Educativa (dirección, personal docente, personal administrativo, alumnado y padres de familia).

7.1. OBJETIVO DEL REGLAMENTO -

Cumplir el reglamento interno del Colegio Técnico Humanístico "Mariscal José Ballivián", para lograr un desempeño eficaz de toda la Comunidad Educativa.

7.2. ADMISION DE ESTUDIANTES.-

Requisitos:
- Libreta aprobada de la gestión anterior y fotocopia.
- Certificado de nacimiento original y fotocopia.
- Formulario RUDE.
- Carnet de identidad original y fotocopia del padre de familia o tutor.
- Compromiso del padre de familia o tutor.
- Carta de estudio.

7.3. FUNCIONES DEL DIRECTOR

- Cumplir y hacer cumplir las disposiciones del reglamento interno del Colegio Técnico Humanístico Mariscal José Ballivián.
- Planificar, organizar, dirigir y supervisar los procesos pedagógicos.
- Planificar, organizar, dirigir y controlar las actividades administrativas del colegio.
- Representar legalmente al colegio.
- Organizar el proceso de inscripción.
- Registrar y sistematizar las estadísticas de los estudiantes, personal docente y administrativo o infraestructura, a la dirección distrital cuando sean requeridas.
- Supervisar y evaluar el desempeño del personal docente y administrativo a su cargo.
- Elaborar el parte mensual de asistencia del personal docente y administrativo y elevarlo a la Dirección distrital respectiva con el visto bueno de la junta escolar.
- Llamar la atención verbalmente o por escrito al personal del colegio, por incumplimiento de sus funciones, en casos de reincidencia o gravedad de falta informar por escrito al Director distrital, solicitando su proceso de acuerdo al reglamento de faltas y sanciones.
- Administrar la infraestructura, equipos, materiales educativos y otros.
- Coordinar y mantener comunicación permanente con la junta escolar sobre asuntos relacionados con el colegio (infraestructura, equipamiento, administración de los recursos).
- Autorizar visitas de estudio, excursiones y actividades culturales de los estudiantes y profesores dentro y fuera del colegio.
- Presidir el consejo de profesores.
- Prestar asistencia técnica pedagógica a las profesoras.
- Establecer horario de entrevista con los padres de familia.
- La dirección deberá designar a un asistente administrativo en caso de ausencia del docente al curso que corresponda.
- En caso de accesibilidad, la dirección buscará inmediatamente al docente requerido, para no perjudicar a los estudiantes.
- Otorgar permiso al personal de la institución, hasta tres días en el año, debidamente justificados o con baja médica.
- Estimular y promover el trabajo en equipo de los docentes y estudiantes.
- Informar de manera pública y transparente a la comunidad educativa, sobre el manejo de recursos económicos y bienes de la institución.
- Mantener buenas relaciones con toda la comunidad educativa.

7.4. FUNCIONES DEL JEFE TÉCNICO Y HUMANÍSTICO

- Planificar, organizar, ejecutar y evaluar los procesos pedagógicos, culturales, de infraestructura y disciplinaria del establecimiento.
- Supervisar y evaluar el desempeño docente y asistentes administrativos.
- Llamar la atención verbal o por escrito, por incumplimiento de funciones.
- Representar legalmente a la unidad educativa.

7.5. FUNCIONES DE JEFES DE COMISIÓN

- Planificar, organizar, ejecutar y controlar las actividades de comisión.
- Supervisar y evaluar el trabajo de los integrantes de la comisión.
- Informar sobre el desempeño de los integrantes de la comisión.

7.6. FUNCIONES DE LOS JEFES DE ÁREA

- Organizar, dirigir el desarrollo de los planes y actividades curriculares correspondiente a su área.
- Informar el desempeño de los integrantes de las diferentes asignaturas que corresponden a su área.

7.7. DERECHOS DEL DOCENTES

- Recibir cada fin de Gestión su certificado de trabajo y su respectiva hoja de concepto por parte de la Dirección.
- A participar de cursos de actualización, investigación e innovación de métodos, talleres, proyectos técnicos, de acuerdo al ámbito educativo, buscando mejorar el proceso enseñanza – aprendizaje.
- Integrar comisiones de trabajo por afinidad, para lograr un trabajo eficaz manteniendo buenas relaciones humanas.
- Las faltas justificadas deberán ser respetadas al presentar la boleta médica.
- El plantel docente y administrativo tiene derecho a tres faltas injustificadas durante la gestión.
- Las profesoras en etapa de gestación tendrán tolerancia de 20 minutos desde el toque del timbre. (hora de entrada).
- De recibir incentivo por la dirección de acuerdo al desempeño del docente (Memorandums, Diplomas y otros).
- Tiene derecho a recoger su boleta de pago sin retención alguna.

7.5. **FUNCIONES Y OBLIGACIONES DEL DOCENTE**

- Planificar, desarrollar y evaluar las actividades curriculares de los estudiantes.
- Velar por la seguridad de los estudiantes desde el ingreso hasta la salida, incluyendo las horas de recreo.
- Coordinar y mantener comunicación permanente con los padres de familia, sobre el rendimiento académico y el comportamiento de los estudiantes en los horarios asignados.
- Promover y participar en el mantenimiento del orden y aseo del aula, con la colaboración de los estudiantes.
- Integrar comisiones de trabajo y participar en acciones programadas de investigación e innovación de métodos, talleres, proyectos técnicos.
- Participar activamente en las actividades culturales, educativas, deportivas, religiosas, cívicas, artísticas, recreativas y otras programadas por la institución.
- Asistir a las reuniones convocadas por la Dirección hasta el término de las mismas.
- Asistir puntualmente y regularmente al desarrollo de su trabajo en el aula (ingreso, hora de recreo y salida).
- Firmar el libro de asistencia diaria en el ingreso y la salida.
- Respetar las horas de cambio.
- Las faltas injustificadas serán remitidas por planilla a la Dirección Distrital.
- Elaborar y elevar a la Dirección del establecimiento las carpetas de informe y las notas del trimestre.
- Elaborar al inicio de gestión, los siguientes documentos: Plan anual de Área, unidades de aprendizaje y el registro pedagógico.
- Respetar las horas de clase, evitando el uso de los celulares y otros artefactos.
- Utilizar diariamente el uniforme establecido en los días de clase.
- Registrar la asistencia y observaciones de los estudiantes con los cursos correspondientes en las agendas.
- Cooperar con el orden disciplinario de los estudiantes, en la formación de actos especiales.
7.9. FUNCIONES DEL ASesorO CONSEjERO

- Facilitar la integración de los alumnos en el grupo y fomentar su participación en las actividades de la Unidad Educativa.
- Atender las consultas de los padres de familia sobre sus hijos.
- Ayudar a resolver las demandas e inquietudes del alumno.
- Llenar las libretas provisionales del curso que se le ha asignado.
- Realizar el seguimiento académico trimestral del curso asignado a través de las agendas estudiantiles.
- Conformación de la mesa Directiva de padres de familia (Promoción).
- Supervisar actividades extracurriculares (salidas del colegio, participación en talleres, funciones teatrales, excursiones, etc).
- Presentar informe escrito y agendas de estudiantes con circunstancias en su aprendizaje.
- Se convocará a una reunión exclusiva para la PROMOCIÓN, a objeto de informar y firmar el compromiso aceptando que su hijo (a) ingresará al acto de graduación sin reforzamiento.

7.10. FUNCIONES DEL SECRETARIO

- Recibir, registrar, distribuir, archivar y custodiar toda la documentación del colegio.
- Procesar y elaborar certificaciones que soliciten las autoridades, a los estudiantes, padres de familia o apoderado.
- Elaborar y actualizar el inventario general del colegio.
- Custodiar el material y equipamiento de uso común.
- Llenar y centralizar los libros de inscripción y de notas, formularios, kárden y RUDE de los estudiantes y profesores.
- Estar presente en el establecimiento 10 minutos antes del toque de timbre de ingreso de los estudiantes.
- Redactar oficios, informes, circulars, órdenes de servicio y otros.
- Elaborar el parte de asistencia diaria y mensual del personal docente y administrativo.

7.11. FUNCIONES DEL ASISTENTE ADMINISTRATIVO (regente)

- Apoyar al secretario en el cumplimiento de sus funciones.
- Estar en el establecimiento 10 minutos antes del ingreso a las aulas y permanecer en el establecimiento 10 minutos después del toque de timbre de salida.
- Ventilar en forma oportuna y diaria sobre el uniforme, aseo y la distribución del desayuno escolar.
- Mantener el orden y disciplina del alumnado del colegio.
- Controlar el horario de clases, cambio de hora con el toque de timbre.
7.12. DERECHOS Y DEBERES DE LOS ESTUDIANTES

Art. 26° Los derechos, los deberes y las sanciones a los estudiantes del colegio, se fundamentan en las disposiciones del Ministerio de Educación y en el Código Niña, Niño y Adolescente.

7.12.1. De los derechos de los estudiantes

- Tienen derecho a recibir una adecuada formación acorde a sus capacidades y sus necesidades individuales y colectivas.
- Tienen derecho a ser tratados sin discriminación racial, social, económica, credo religioso, lugar de origen.
- Tienen derecho a una formación científica y a ser guiados moral, espiritual, en base a los valores de la vida y principios sociales.
- Elige y se siente respetado para los diferentes niveles de su organización como ser: mesa directiva, deportivos, científicos culturales y de servicio social.
- Tienen derecho a organizar eventos culturales, deportivos y sociales en coordinación con la Dirección del Colegio.
- Tienen derecho a participar en el Acta de Graduación de Bachilleres en caso de haber aprobado en todas las asignaturas de estudio satisfactoriamente.

7.12.2. Obligaciones y medios formativos

- Los estudiantes tiene la obligación de asistir con puntualidad, correctamente uniformados y con el material escolar necesario cumpliendo estrictamente los horarios de ingreso y salida.
- Asistir a clases y actividades complementarias con el material requerido según exigencias del profesor de asignatura.
- Utilizar adecuadamente el uniforme del colegio para asistir a clases y presentaciones oficiales de carácter interno y externo.
- El estudiante está obligado a presentarse en el Colegio 10 minutos antes de la hora de ingreso, debiendo cerrarse la puerta de entrada a hrs. 8:00 a.m.
- El estudiante no podrá abandonar el establecimiento durante las jornadas de trabajo.
- El estudiante debe demostrar comportamiento intachable dentro y fuera del colegio coadyuvando de esta manera el prestigio de la Institución, como de la familia.
- Durante el año lectivo, el estudiante debe proponerse y desarrollar sus capacidades y llegar a la máxima calificación en las diferentes asignaturas de estudios, con un promedio no menor a 40 puntos.
- Toda pérdida o deterioro de objetos pertenecientes al colegio, causados por él o los estudiantes serán reparados o repuestos por cuenta de sus padres o tutores.
- Tienen la obligación de poner en conocimiento a sus padres de familia los resultados obtenidos en la evaluación trimestral y anual, así como también toda citación escrita.
- Cuidar el aseo personal y evitar el uso de radios, celulares y otros objetos que no tengan relación con los estudios.
- Guardar silencio en los momentos de ingreso y salida de los cursos respetando las actividades que realizan los demás.
- Esperar en silencio al profesor y ponerse de pie al ingreso de cualquier personal del colegio o visita ocasional.
- Los estudiantes son responsables solidarios de la limpieza y orden de los muebles del curso.
- Está prohibido comer, beber refrescos, escupir en el piso, arrojar papelos, prendas de vestir, útiles u otros objetos.
- Los estudiantes no deben usar joyas como anillos, collares, brazaletes, medallones y otros que significuen ostentación económica.
- Tres atrasos continuos, durante el mes se trasladará al kardex personal, informando al padre de familia para su justificación.

7.13. DE FALTAS Y SANCIONES

Art. 27° Con el objeto de crear hábitos de responsabilidad, de disciplina, de estudio de honestidad y respeto a la dignidad humana, se establece las sanciones a las faltas.
Art. 28° Faltas son hechos o actitudes contrarias a las buenas costumbres, a los valores y a toda práctica del buen vivir. Las faltas pueden ser: leves, graves y muy graves.

Son faltas leves

- La insistencia a clases, el abandono en hora de clases y los atrasos injustificados.
- El desorden, el incumplimiento en la presentación de los trabajos escolares en las diferentes asignaciones de estudio.
- Conversar o copiar exámenes en momentos de evaluaciones orales o escritas.
- Introducir al colegio libros, folletos, revistas, videos y otros materiales con contenidos de contraposición a los principios de la comunidad educativa.
- Ocultar información a los padres de familia respecto a circulares, comunicados, citaciones enviadas por los profesores y la Dirección del colegio.
- Correr o beber refrescos durante clases y en las salas del curso, parados, bancos y otros.

Sanciones a las faltas leves.

- Amonestaciones en privado y firma de compromiso del estudiante.
- Llamada de atención en presencia del padre de familia y firma del compromiso de ambas partes.
Son faltas graves.

- La reincidencia en las faltas leves no obstan te las recomendaciones y sanciones recibidas.
- La indisciplina manifiesta, el desacato o la ofensa a sus maestros y directora.
- Iniciar riñas, peleas o sostenerlas con los compañeros, dentro o fuera del establecimiento.
- La inasistencia a desfiles, actos civicos culturales y deportivos auspiciados por el Colegio.
- La apropiación indebida de dinero, textos escolares, calculadoras y otros objetos de sus compañeros.
- El deterioro comprobado de objetos del Colegio, de los profesores y de sus compañeros.
- La simulación de enfermedad para obtener licencia presentando certificados falsos.
- Practicar cohesión e intimidación a sus compañeros para que realicen hechos negativos.
- Asistir a clases con prendas de vestir contrarias al uniforme del Colegio.
- Realizar a nivel curso o colegio, recepciones, caminatas y paseos sin conocimiento de los profesores y la Dirección.

Sanciones a las faltas graves

- Suspensión, amonestación en privado al estudiante y llamada de atención en presencia del padre de familia realizando un compromiso de buena conducta.
- Reparar todos los daños o actos ocurridos a los términos máximos de tres días que los padres o apoderados.
- Si la situación a menudo se procederá a la suspensión eventual (determinada por la comisión disciplinaria).
- Suspensión de uno, dos o más días de acuerdo a la gravedad de la falta, con asistencia al colegio y trabajos comunitarios consensuado con los padres de familia.

Son faltas muy graves.

- La reincidencia a las faltas graves.
- El abandono de clases hasta dos semanas sin licencia o justificación alguna.
- Falso, alterar o rasurar libretas, certificados, exámenes y otros documentos.
- Falsificar la firma de profesores, padres o apoderados.
- Portar o ingresar bebidas alcohólicas o drogas dentro y fuera del Colegio.
- Interrumpir, motivar o formar parte de grupos irregulares con fines ilícitos.
- Portar armas de fuego y otros que significan un peligro para la vida de las personas que estudian o trabajan en el Colegio.

Sanciones a las faltas graves.
7.14. FALTAS Y SANCIONES DEL PERSONAL DOCENTE Y ADMINISTRATIVO.

El incumplimiento de los deberes señalados por el Art.8 de la Constitución Política del Estado, inciso a), f), h), de las obligaciones impuestas por la legislación educativa vigente y la observancia del presente reglamento, constituye faltas o infracciones disciplinarias cometidas en el ejercicio de las funciones Docentes y Administrativas.

7.14.1. FALTAS LEVES.

- La suspensión de labores por cumpleaños y agasajos a Directores o Docentes.
- La negligencia en el cuidado y conservación de los localc, mobiliario y otros materiales escolares.
- El desorden, el incumplimiento a la negligencia en el trabajo, la no presentación oportuna o la presentación incorrecta de boletines y documento perteneciente a la labor docente y otros, la incorrecta e inoportuna presentación de informes al absorber consultas y proporcionar datos solicitados por autoridad educativa y competente.
- La indisciplina manifiesta, la resistencia a órdenes superiores. La falta de respeto a colegas o inferiores. El trato descortés y despótico a los dependientes o al público.
- Abandono injustificado de funciones.
- La insistencia a destiles o actos oficiales civico patriótico auspiciados o convocados por las autoridades del ramo
- Utilizar a los alumnos en mandados particulares o en servicio doméstico.
- La insistencia a Consejos de Maestros, convocados por la Dirección

7.14.2. FALTAS GRAVES

- La reincidencia voluntaria en las faltas leves.
- La extorsión a los alumnos ofreciendo calificaciones

7.14.3. FALTAS MUY GRAVES

- No rendir cuentas de dinero recaudado por concepto de rifas y otras actividades en los términos fijados por ley.
- La presentación en el Establecimiento, cocina o centro de trabajo, en estado inconveniente (ebriedad).
INFORME

DE: Lic. SABINA DEL CARMEN ZAPATA ABANDA
DIRECTORA GENERAL DE LA UNIDAD EDUCATIVA TÉCNICO
HUMANÍSTICO MARISCAL JOSE BALLIVIÁN “A”.

A: Lic. VIRGINIA CORONADO CONDE
DIRECTORA CARRERA DE LINGÜÍSTICA E IDIOMAS

REF: DESARROLLO Y EVALUACIÓN DEL TRABAJO DIRIGIDO DE
LA UNIVERSITARIA YSEL QUISEP COLLAO.

FECHA: 20 DE OCTUBRE DE 2011

Distinguida Licenciada,

En lo que concierne a este primer capítulo del trabajo dirigido cuyo título es “Teaching English Vocabulary through the Communicative Approach at Elementary level using Little local Objects in the Técnico Humanístico Mariscal José Ballivián “A” Se que de la universitaria Ysel Quiespe Collao con CI. 4792192 se ha podido evidenciar los siguientes puntos relevantes.

PRIMERO: Dar a conocer que la universitaria Ysel Quiespe Collao, no solo importa clases del idioma inglés en horarios regulares de nuestra institución sino también que se han habilitado cursos extras del idioma inglés para la realización del presente proyecto, teniendo como un cupo máximo de 35 estudiantes beneficiados, de los cuales 6 estudiantes se vieron obligados a abandonar el mencionado curso debido a problemas personales y familiares. Sin embargo tanto las clases regulares como las clases extras del idioma inglés se realizan con normalidad, consecuencia y satisfactoriamente.
SEGUNDO.- Se ha facilitado el ambiente solicitado y que es de uso exclusivo para la enseñanza del idioma inglés, ambiente que ha sido equipado con los recursos propuestos en el proyecto de grado, el trabajo de equipamiento se realiza con los estudiantes bajo la supervisión de la universitaria Yosel Quispe Collao.

TERCERO.- También hacer conocer que la enseñanza del idioma inglés hacia nuestros estudiantes se realizan normalmente en los horarios establecidos a su vez mencionar que efectivamente se han aplicando diversos recursos y herramientas propuestas en el trabajo dirigido por parte de la universitaria.

CUARTO.- En cuanto a la enseñanza y aprendizaje del idioma inglés se ha podido observar que la mayoría de los estudiantes evaluados presentan mejoras en el aprendizaje del idioma inglés, resultados obtenidos mediante una evaluación y la participación dinámica de los mismos estudiantes dentro del aula. También se pudo observar que existen algunos estudiantes (una minoría) que presentan dificultades debido a que estos estudiantes no son conscientes de la materia sin embargo previo compromiso con los mismos se trabajará bajo presión para que estos puedan obtener y demostrar resultados óptimos.

Para finalizar y en virtud de lo que se informa dar há conocer que durante esta primera etapa la universitaria Yosel Quispe Collao viene realizando un trabajo satisfactorio para con nuestra prestigiosa institución obteniendo un puntaje de 55 puntos sobre 65. El puntaje de la primera evaluación fue realizada bajo supervisión de la dirección académica y general.

En cuanto informo para fines consiguientes.

Lic. Rubén del Carmen Zapata Aranda
DIRECTORA GENERAL DE LA UNIDAD EDUCATIVA TÉCNICO HUMÁNÍSTICO MARISCAL JOSÉ BALLIVIÁN "A"
INFORME

DE: Líb. SABINA DEL CARMEN ZAPATA ARANDA
DIRECTORA GENERAL DE LA UNIDAD EDUCATIVA TÉCNICO
HUMANÍSTICO MARISCAL JOSÉ BALLEVIÁN "A".

A: Líb. VIRGINIA CORONADO CONDE
DIRECTORA CARRERA DE LINGÜÍSTICA E IDIOMAS

REF: DESARROLLO Y 2ª EVALUACIÓN DEL TRABAJO DIRIGIDO DE
LA UNIVERSITARIA YSEL QUISPE COLLAO.

FECHA: DICIEMBRE 16 DE 2011

Distinguida Licenciada,

El Trabajo Dirigido cuyo título es "teaching English Vocabulary through the
Communicative Approach at Elementary Level using Little Real Objects in the Técnico
Humanístico Mariscal José Ballevián "A" school, realizado por la universitaria Ysel
Quispe Collao, se desarrolló con total normalidad en los horarios establecidos a su vez el
el acatamiento cívico sigue a su temor con una participación activa y dinámica de los
estudiantes en el aula, haciendo que la clase sea más comunicativa y amena sin
interferencias alguna. Esto se pudo apreciar a través de una segunda evaluación y una
demonstración denominada Festival de inglés. Esta actividad fue preparada con
anticipación y organización correspondiente.

El grupo de estudiantes que participó en el proyecto fue desarrollando habilidades en el
idioma inglés a través de diferentes números preparados para la demostración. Este
trabajo se pudo verificar en las clases desarrolladas con mucha responsabilidad y
compromiso que motivó a la mayoría de los estudiantes que fueron consecuentes en ir
mejorando su participación en los diferentes ensayos. En la noche de la demostración se
observó responsabilidad en la organización del escenario, escenografía, coreografía que
acompañan el desarrollo y apreciación del idioma inglés – Español al mismo tiempo se
pudo observar la disciplina, responsabilidad en cada uno de los números presentados
que llamó la atención del público que felicitó el trabajo desarrollado en el proyecto.
Para finalizar y en virtud de lo que se informa dar ha conocer que durante esta segunda etapa el puntaje designado a la universitaria Ysel Quispe Collao es de 63 puntos sobre 65 ya que esta fue realizada bajo supervisión de la dirección académica y general.

Es cuanto informo para fines consiguientes.

Lic. Sabina del Carmen Zapata Aranda
DIRECTORA GENERAL COLEGIO TEC. HUM. JOSÉ BALLIVIAN - A
INFORME

DE: Lic. SABINA DEL CARMEN ZAPATA ARANDA
DIRECTORA GENERAL DE LA UNIDAD EDUCATIVA TÉCNICO HUMANÍSTICO MARiscal JOSÉ BALLIVIÁN “A”.

A: Lic. VIRGINIA CORONADO CONDE
DIRECTORA CARRERA DE LINGÜÍSTICA E IDIOMAS

REF: DESARROLLO Y 3ª EVALUACIÓN DEL TRABAJO DIRIGIDO DE LA UNIVERSITARIA YSEL QUSPE COLLAO.

FECHA: MAYO 31 DE 2012

Distinguida Licenciada.

A la conclusión del Trabajo Dirigido, Etapa y Evaluación Final de la universitaria Ysel Quspe Collao cuyo título es “Teaching English Vocabulary Through the Communicative Approach at Elementary Level using Little Real Objects in the Técnico Humanístico Mariscal José Ballivián “A” School, se ha podido evidenciar mucha responsabilidad, puntualidad e interés en el desempeño de sus actividades específicas habiendo desarrollado un excelente trabajo en el área Idioma Inglés.

A su vez se pudo observar mejorías en la calidad de la enseñanza y aprendizaje del idioma Inglés en nuestra comunidad educativa esto se pudo evidenciar a través de las clases que fueron de participación activa, amena e interactiva logrando así que tanto el diseño curricular propuesto y objetivos planteados en el proyecto de grado de la universitaria Ysel Quspe Collao se lleve a cabalidad en un 100%, asimismo dar a conocer que no solo se impidió la enseñanza del idioma inglés a través de objetos reales en miniatura propuestas por la universitaria si no también se desarrollaron actividades extra curriculares como ser la presentación de un festival de inglés, evaluaciones, demostraciones, y el equipamiento con materiales didácticos de un ambiente denominado Aula de Inglés, este a su vez fue entregada a nuestra Unidad Educativa para el uso exclusivo del área Idioma Inglés.
La comunicación, participación e interés de los estudiantes para con la materia rebasan los límites y las expectativas puesto que no solo se logró adquirir el desempeño y responsabilidad de los estudiantes si no también se logró que los mismos trabajen en equipo destacando el compañerismo y la colaboración de los unos con los otros ya que hoy en día estos factores son de vital importancia en nuestra sociedad.

Para finalizar y en virtud de lo que se informa dar a conocer los puntajes designados a la universitaria y el Quispe Collao de la siguiente forma:

En la Primera Evaluación 55 puntos, en la Segunda Evaluación 63 puntos, y en la Tercera Evaluación 65 puntos. Cuyo promedio final es de 61 puntos sobre 65 puntos. En mérito a los resultados satisfactorios los que fueron reconocidos por nuestra Comunidad Educativa.

Es cuanto certifico en honor a la verdad y para los fines que en derecho pueden convenir a la parte interesada.

Lic. Sabina del Carmen Zapata Aranda
DIRECTORA GENERAL UNIDAD EDUCATIVA
TÉCNICO HUMANÍSTICO MARISCAL JOSÉ BALLIVIAN "A"
El suscrito Director del Colegio Técnico Humanístico Mariscal José Ballivián "A", Lic. Sabina del Carmen Zapata Aranda, a petición verbal de la parte interesada.

CERTIFICA:

PRIMERO: Que, evidentemente la Univ. Ysel Queipo Collao con CI 4792192 LP estudiante de la Carrera Linguística de Idiomas de la Universidad Mayor de San Andrés, realizó la pasantía de Práctica Profesional la gestión 2011 – 2012, en el Colegio Técnico Humanístico Mariscal José Ballivián "A", cumpliendo con el número de horas establecidas en el reglamento del Trabajo Dirigido acordadas en el marco de un convenio realizado entre ambas instituciones.

SEGUNDO: En el desempeño de sus actividades específicas demostró puntualidad y mucha responsabilidad habiendo desarrollado el proceso de enseñanza y aprendizaje del Idioma Inglés con jóvenes y señoritas del curso 1º de Secundaria, obteniendo en la Primera Evaluación 55 puntos, en la Segunda Evaluación 63 puntos, y en la Tercera Evaluación 65 puntos. Cuyo promedio final es de 61 puntos sobre 65 puntos. En mérito a los resultados satisfactorios fós que fueron reconocidos por nuestra Comunidad Educativa.

Es cuanto certifico en honor a la verdad y para los fines que en derecho pueden convenir a la parte interesada.

Lic. Sabina del Carmen Zapata Aranda
DIRECTORA GENERAL DE LA UNIDAD EDUCATIVA
TÉCNICO HUMANÍSTICO MARISCAL JOSÉ BALLIVIÁN "A"

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