“TEACHING ENGLISH LANGUAGE VOCABULARY TO CHILDREN FROM 7 TO 12 YEARS OLD OF THE INTEGRAL DEVELOPMENT CENTER, FROM VILLA ABAROA “E”, BASED ON INTERACTIVE GAMES”

TRABAJO DIRIGIDO PARA OPTAR AL TÍTULO DE LICENCIATURA DE LINGÜÍSTICA E IDIOMAS, MENCIÓN LENGUA INGLESA

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ABSTRACT

The aim of this guided work was to facilitate the learning and teaching process of basic English language vocabulary to children from 7 to 12 years old, who were studying in 2\textsuperscript{nd}, 3\textsuperscript{rd}, 4\textsuperscript{th}, 5\textsuperscript{th} and 6\textsuperscript{th} grade of primary level at public schools, who also are part of the Child Development Center, from Villa Abaroa “A”, in El Alto city. It is expected that its results could contribute to teach Basic English language vocabulary by using didactic, enjoyable and useful games.

To do this, it was elaborated a syllabus with 18 lessons, supported by Total Physical Response (TPR) method and based on didactic games, considering that participants were children, who did not have any English language learning experience yet and most of them were shy and with a low self-steam. The syllabus was developed during seven months, from March until September. Each lesson had its linguistic and functional objectives, activities, exercises, homework, tests and different types of materials.

From the implementation of this work based on TPR method, there were learning outcomes, which show that all learning indicators were achieved by students with the help of interactive games. As main results, students loved to learn English language vocabulary, were full motivated to learn more and more and developed social and emotional abilities. It is possible to say that this type of teaching could be named “strategy of learning by playing”, because students learned English language vocabulary at a primary level and were evaluated “by playing”.

The learning and teaching process and achieved results are explained in six chapters. The first one is a diagnostic of the Children Center. The second chapter presents the theoretical reference. The third chapter consists on the proposal, justification, objectives and its indicators. The fourth chapter presents the development of the proposal. The fifth chapter tries about the outcomes of the project, and the last one presents the conclusion and recommendations. Throughout the project, it is possible to state that students were so motivated to learn English language vocabulary by using games as a didactic strategy.
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INTRODUCTION

Nowadays language is an information and communication tool between people, and with this we can discover the world. However, at the time to establish a relationship with people who speak a different language, we need to learn it in order to have an effective communication in an oral or written way, because according to Ludden David (2015, p.167) “Language is like a music, which creates a social connection between people”. Then, this human ability helps people to interact in the society, individuals can express their ideas, feelings and thoughts; consequently language is a useful tool of communication.

English language is still considered an international language used in many aspects of the life, namely science, technology, education, sports, publicity, music, cinema, international trips, etc. Vistawide.com (2012, p. 1) says that “we live in a world where understanding other cultures through a language is crucial - we need to solve problems (political, economic, social and personal), supply goods and services, provide information, guarantee international security and do more activities”. Thus, English language is used in many countries and in different areas of human knowledge and development, like economy, industry, business, etc., because it is considered as a global language. An Oxford Royal Academy’s article (2014, pg. 1) says: “English is the language of opportunities and gives people wider access to knowledge”, which makes individual to access at international scholarships, jobs and information of other countries, because it is the most useful language in the world.

Taking into account the importance of English language in the world in relation to the place it has in the Bolivian syllabus program, it is considered as a secondary subject, which is taught just one hour a week on secondary levels of public schools. However English is taught from primary levels at private schools, which puts public school’s students in a big disadvantage. Although there are a lot of private institutes which carry out many English language programs, students from public schools can hardly access there.

Because of those reasons, this project was addressed to children from poor families of public schools who have not had the opportunity to learn English language, but they were well motivated
to learn. The teaching strategy was based on interactive games and songs with physical movements, a way in which children were able to learn English language vocabulary at an elementary level in an enjoyable, comfortable and free atmosphere, which helped to achieve the holistic and harmonious development of children. In other words, games could be used not only to have fun, but as a great opportunity to learn, because according to Montessori (2012, p. 13) games are well organized activities to reach educational goals and allow the intellectual, social, emotional and cultural development of children.

This guided work has been done in a Child Development Center, which belongs to Pueblo Nuevo Evangelical Church. It is located at Villa Abaroa “E”, District 2 of El Alto city and the target group was children from 7 to 12 years old, who were in primary level.

The first chapter is a Diagnostic section, which refers to a description of the place where this English program was applied. Also some characteristics of children were described here, as well as the results of the diagnostic test and the SWOT analysis, which takes into account potentialities, opportunities, limitations and risks that could affect in the learning and teaching process of children.

The second chapter defines some literature concerned with a language acquisition theory, as well as the method of Total Physical Response (TPR) which supports this project and the strategy of games used in TPR, its characteristics, objectives, etc. Also, it contains some aspects like a syllabus definition, learning styles, and other relevant aspects in the process of English language vocabulary learning.

The third chapter is a proposal section, which contains the justification of the guided work, as well as its objectives, indicators, and an explanation about how to match TPR method with games in the learning and teaching process.

The fourth chapter begins by describing stages of the project implementation, which consisted in an organizational and a learning and teaching period. It also contains the application of the educational project, its achieved indicators, as well as obtained results, based on the strategy of
games, as a didactic strategy to teach English language vocabulary at an elementary level to children.

The fifth chapter presents the results of the project implementation and a brief analysis about results and established learning indicators, as well as how games helped to achieve them.

The last chapter presents the conclusion and recommendations which emerged because of the English language program implementation.
CHAPTER I

DIAGNOSTIC SECTION

This chapter has the objective to collect relevant data about the institution where this guided work was applied, which was the start point to develop an English program there.

1.1 Description of the Integral Development Center

The Integral Development Center, which is called “children center” by students and parents, is part from the Evangelical Church “Pueblo Nuevo” and has begun to work with Compassion International, a non-governmental organization, since 2007 through an agreement for about 18 years. In this way, children from the church and other different religious background were registered. Since that time this place has to be as an advocate for children, to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled christian adults. Then, this institution has been working for 11 years on its neighborhood and has 534 registered children and teenagers, which 53% were boys and 47% girls. All of its activities are supported by Compassion International.

1.1.1 What Compassion International is and how does it work?

Compassion International is an evangelical organization, which works sponsoring children living in poverty situation in Bolivia, looking for their holistic development (physical, cognitive, social, emotional and spiritual), through a program which should be executed by the church, based on the Bible and its principles of love, respect, honesty, collaboration and inclusivism. The goal is for each child to become a responsible and fulfilled adult, looking for extend God’s kingdom. In this way, this institution states: “compassion is not just a feeling, but a desire to help those who are suffering from poverty”. Consequently, Compassion International is economically supported by a lot of sponsors around the world, who make possible to develop all activities in the children center, like to have lunch three or four days a week, health and dental checkup once a year, school supplies at the beginning of the year and some trips, hikes and walks.
1.1.2 Identity of the children center

This institution belongs to an evangelical church, whose relevant characteristic is to show the love of God in words and acts. It is based on biblical principles of love, respect, humility and compassion, which should be practiced daily by church members, especially with children. That is why all staff are supposed to be people who love children and look for their holistic development. Its vision and mission are related to demonstrate the God’s love, living by extending care to others and without imposing any religious obligation. According to the principal, this children center is not just a church, but a social ministry, which looks after the health, education and welfare of impoverished children.

1.1.3 Objectives of the children center

Children in general are vulnerable to the physical threats of poverty including malnutrition, disease, violence and abuse; and poor children are particularly vulnerable to messages of poverty that tell them they are worthless or no value and that they have no hope for a better future. Consequently, according to Compassion’s program, children are taught that they have an infinite value and have a hope and a future. Thus, the objective is release children from their spiritual, cognitive, social and physical poverty and enable them to become responsible and fulfilled christian adults.

1.1.4 Human Resources

This institution has a staff compound by a principal, seven teachers (tutors), a person in charge of finances, a person in charge of sponsorship, a person in charge of educative programs, two cooks and a janitor. Each one of them has a specific role to do there. The most relevant roles are to develop the Compassion´s program, do home visits to children and follow them up. The next chart shows the children center organigram:
1.1.5 Infrastructure and Equipment

This place has utility services and is equipped with a dining room; a kitchen; eight bathrooms with hand wash; seven classrooms with adequate furniture, like a TV, a shelf, tables and chairs, a board and school supplies; it also has a warehouse to keep some things. There are also three offices to people in charge of sponsorship, educative programs and finances. Besides, this place has an internet service to be used by the staff, where students have the chance to print their homework by paying a symbolic prize.

1.1.6 Management Process

This shelter is opened to children four days a week, but the staff works five days, namely the last day they do cabinet work or go to training courses. Each last Sunday of the month the staff has meetings with children’s parents to give them some reports, information and news. When this center is opened, parents have the chance to go over there to ask for some information or to receive
a child present if necessary. Also, in order to communicate some relevant information to parents, papers are hung up at the door, thus when parents go to take their children, they can read it.

1.1.7 Planning activities

According to Compassion International guidelines, the children center’s Annual Operative Plan is done on December to be executed from January, emphasizing four areas of development: physical, social-emotional, cognitive and spiritual, looking for the children holistic development. Planning is divided into two aspects: Curricular activities, which involves classes of reading, writing and mathematics, beginning with a devotional time. The other aspect is named extracurricular activities, like a health and dental checkup, swimming, hikes, trips, visits to the zoo, see a film, etc. Sponsored children attend there to have different classes and to have lunch four days a week.

1.2 Characteristics of children

534 children (283 boys and 251 girls) are part of the children center, and their general characteristics are poverty, hard family situation (separation, divorces and orphan hood) and emotional problems like a low self-esteem and shyness.

1.3 Need of academic intervention

In order to know some general data of children and especially to identify their previous English language knowledge, a diagnostic test and a SWOT analysis has been applied before to carry out and English program.

1.3.1 Implementation of a diagnostic test to children

Following the principal’s advice, the English program should benefit children from 8 to 12 years old, because they were the most responsible students. That is why a diagnostic test was applied to 53 children (25 girls and 28 boys) out of 534 students, who were from 8 to 12 years old.

The diagnostic test was divided into two parts, in the first part there were some general questions like gender, age, grade, etc. The second part was specifically related to the English language
knowledge, and questions were about greetings, colors, numbers, school material, etc. Besides, they were asked how they learned them, if they were motivated to learn English language and why they wanted it. Also a SWOT analysis has been done to know strengths, opportunities, weaknesses and threats, which could affect positively or negatively in the learning process.

1.3.2 Results of the diagnostic test application

1.3.2.1 First part of the diagnostic test: General questions

a. Gender by Age

Although a diagnostic test was applied to 53 children, most of them (38 children) were 9 and 10 years old, as it can observed in the next chart:

Figure 1. Students’ age by gender

![Bar chart showing the age distribution by gender.]

Source: Own elaboration

b. What grade are you in?

In relation to the grade of surveyed children, most of students were in 4th and 5th grade of primary level, both male and female, as it can be observed in the following chart:
c. Who do you live with?

32 out of 53 children lived with both father and mother. 20 lived with just their mother and 1 lived with her grandmother, which can be observed in the next chart:

**Figure 3. Who do you live with?**
d. **Are you helped by your parents or tutor to do your homework?**

19 out of 53 children answered that they were helped by their parents to do their homework. However, 22 children were helped just a few and 12 children answered that they were not helped at home, because they lived just with mom or grandmother, as it can be seen in the next chart:

**Figure 4. Students receive help to do their homework**

![Bar chart showing help levels](chart.png)

**Source**: Own elaboration

1.3.2.2 Second part of the diagnostic test: Specific questions about English language

In relation to English Language, there were some basic questions related to colors, numbers, school materials, greetings and other words. Children were asked to answer without taking into account how to write words. At the end of these type of questions there is a general chart which shows how much children knew about English language.

**a. What colors do you know in English? Write, it does not mind how to write.**

36 children did not know any color, 17 students knew just a color, which were blue or yellow, and they wrote these words as they pronounced them, for example: [blu], [yellow].

**b. Do you know numbers in English? What are them? It does not matter how to write.**

30 children knew numbers from one to five. 23 out of 53 students did not know any and wrote numbers like they pronounce them, for instance: [uan], [tu], [tri], [for] and [fai].
c. **Do you know names of school materials?**

Only one child answered to know the word [pen]. Most of the children (52) did not know any word about school supplies in English.

d. **Do you know greetings in English?**

About greetings, 10 children knew to say “hello”, and wrote [jelo]; 2 students knew to say “good morning” and they wrote [gudmorin], finally 41 out of 53 children did not know greetings in English language.

e. **Do you know other words in English? Please write them. It does not matter how to write.**

4 children knew to say “teacher” and wrote [ticher]; 2 children knew to say “dog” and they wrote [doc] and 2 students wrote [cat]. Children knew that the most important aspect in these questions was if they knew words and how to write them was not a relevant matter. Then, 45 out of 53 children, which represented 85%, did not know other words in English language. How much children knew about English language can be seen in the following chart:

**Figure 5. A previous knowledge of English language**

![Figure 5](chart.png)

**Source:** Own elaboration
f. How did you learn these words?

Most of the children just knew one or two words in English language. About numbers, 30 children knew from one to five and they answered that they learned them with a family member. 23 students did not know any word in English, which can be seen in the following chart:

Figure 6. How did you learn these words?

Source: Own elaboration

g. Would you like to learn English language?

96% of children, namely 51 out of 53 students would like to learn English; juts 4% (2 children) answered that they did not like to learn it, which can be seen in the next chart:

Figure 7. Would you like to learn English language?

Source: Own elaboration
h. Why would you like to learn English language?

About this question, 85% of surveyed children (45 students) were highly motivated to learn English language by different instrumental reasons, such as to speak and communicate with foreigners, to travel, to go to study at the university and other reasons. Inside this percentage 34% of children (18 students) considered that learning English language was an important need. Just 15% (8 children) were not able to answer this question. The following chart shows the results:

**Figure 8. Why would you like to learn English language?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer</td>
<td>15%</td>
</tr>
<tr>
<td>It is the language of future</td>
<td>2%</td>
</tr>
<tr>
<td>To go to study at the university</td>
<td>4%</td>
</tr>
<tr>
<td>To talk with foreign people</td>
<td>9%</td>
</tr>
<tr>
<td>My uncles/cousins speak English</td>
<td>11%</td>
</tr>
<tr>
<td>To travel</td>
<td>25%</td>
</tr>
<tr>
<td>It is a necessity</td>
<td>34%</td>
</tr>
</tbody>
</table>

**Source:** Own elaboration

1.3.3 Conclusions of the diagnostic test

In general, although some children just knew some numbers, colors, etc., it does not mean that they knew English language, also their writing was full of mistakes. This situation was absolutely comprehensible, because they all were still studying in primary levels (3rd until 6th) at public schools, where did not have any chance to learn English.

However, from the results of the diagnostic test, a relevant factor emerged which was the motivation they had to learn English, because 51 out of 53 students (96%) wanted to learn it and
were highly motivated. Also, they all were 8 to 12 years old, which is considered the most important age to learn a foreign language.

1.3.4 S.W.O.T. Analysis

The SWOT analysis is a strategic planning tool to know strengths, opportunities, weaknesses and threats in relation to learning and teaching process. Strengths and weaknesses refer to internal factors; and opportunities and threats refer to external ones. The results of this tool provided relevant information to elaborate a proposal with objectives and adequate syllabus to teach English to children, taking into account their needs, interests and motivation. Thus, the next chart shows the results of SWOT analysis for this work:

S.W.O.T. Analysis

<table>
<thead>
<tr>
<th>INTERNA L</th>
<th>Strengths</th>
<th>OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Staff interested to develop an English program.</td>
<td>• Financial support to develop a learning and teaching process.</td>
</tr>
<tr>
<td></td>
<td>• Responsible students.</td>
<td>• Opportunity to have free English classes.</td>
</tr>
<tr>
<td></td>
<td>• Children very motivated to learn.</td>
<td>• Compassion wanted children to learn a foreign language.</td>
</tr>
<tr>
<td></td>
<td>• Parents were interested in the English program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comfortable and well equipped classrooms.</td>
<td></td>
</tr>
<tr>
<td>WEAKNESSES</td>
<td>• Children did not have a previous English knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some children were too shy</td>
<td></td>
</tr>
<tr>
<td>EXTERNAL</td>
<td></td>
<td>THREATS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Unstable family situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Poverty and low family income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A big disadvantage between private and public school students in relation to English learning, which could lead discrimination.</td>
</tr>
</tbody>
</table>
1.3.4.1 Data cross analysis

1.3.4.1.1 Potentialities: Strengths and opportunities

From the SWOT analysis, it is possible to know that there were many favorable conditions to develop an English language program in the center. In one hand, the principal and the Compassion´s facilitator agreed to apply the guided work there. In the other hand, children were highly motivated to do it and were responsible students. Also they were in a very strategic age to learn in order to have a cognitive development. In relation to material and resources to apply this project, there was enough financial support there, which could help to acquire school materials for students. About equipment, there were comfortable and well equipped classrooms to do it. Consequently, all conditions were optimal to implement an English course for children.

1.3.4.1.2 Challenges: Weaknesses and opportunities

The fact that children did not have a previous English language knowledge was not a real problem, but a challenge to give them a chance to learn English. In addition, the center would provide children school materials (photocopies) to learn, furthermore Compassion International wanted children to improve their cognitive development.

1.3.4.1.3 Limitations: Weaknesses and threats

The most important weakness, like children´s shyness, would be overcame by applying “games” as a strategy to learn English language, because they are not simple activities, but a didactic and useful strategy to teach children, which would make them to feel free and happy to learn. Shyness as well as fear, which were limitations, would become an objective, because children would be taught to improve their social and emotional development, at the time to learn a foreign language.

1.3.4.1.4 Risks: Strength and threats

The most important threat was the unstable family situation, which would affect the learning and teaching process. This could be overcame by giving children some help from the center staff.
1.3.5 Principal and parents´ opinion

The principal of the center considered that English learning was an important tool to children, which could contribute to their cognitive development, besides every opportunity to learn had to be taken into account. When she knew that the English program would be based on games, which were considered an innovative strategy to learn, she showed a lot of interest, because children in general love games, songs, videos and other enjoyable ways to learn. The principal replied that learning English in childhood was very important, because children learn easily and they were not going to forget what they have learned, also they would be prepared to learn more in the future. In this way, if students have the chance to have free English classes, they should take advantage of it. Other important aspect was that this English program would help children to achieve their cognitive development, which was stablished in their planning. (Plan Operativo Anual, POA 2017).

Parents were also interested in this English course for their children, because it would contribute to achieve an educational progress. They mentioned that English language in the center was favorable for their children, because it would help students to amplify their general knowledge. Another argument from children´s parents was that nowadays learning a foreign language, like English, was an essential tool for their children´s future.

About children, they were highly and strongly motivated to learn English, because they did not have a formal English language experience yet, consequently it was very important to start by learning vocabulary. For this reason, Total Physical Response method has been chosen as a strategic learning resource for children, which includes full actions and physical movements as well as didactic and enjoyable games, avoiding boring in the classroom and providing students a stress free environment to learn.

1.3.6 Conclusion of needs for academic intervention

After to know the hard economic situation of these children, as well as their social emotional development, and especially after the results of the diagnostic test and the SWOT analysis, it was possible to state the following:
✓ All of these children did not have access to a formal English language program, because they all were studying at public schools, where foreign languages are not considered as main subjects at schools in Bolivia.

✓ Also, they hardly could have a chance to learn English language in private institutes or schools because of their poorness. However, they were highly motivated to learn English and were in a very strategic age to do it\(^1\).

✓ In addition, the principal was very interested in children’s cognitive development, as well as their parents, and an English program could contribute to achieve it.

✓ There was a good infrastructure and equipment in the children center, as well as enough school supplies to children.

Therefore, based on the results of the diagnostic test and the SWOT analysis, there were many favorable and optimal conditions to carry out an English language program to children, as a way to contribute to children’s cognitive development.

\(^1\) Chomsky (1982, p. 51), Piaget (1960, p.56), Azileo (2010, p. 85) and Penfield (1959, p.98) agree in saying that childhood is the best age to learn a foreign language, because children’s mind is open to learn and they can store a lot of information in their long term memory.
CHAPTER II
THEORETICAL REFERENCE

This chapter has the objective to describe some theories of learning, as well as different factors which affect a second language acquisition. Here also it is described the method this project is based on and the strategy to teach children.

2.1 Learning theories

The concept of learning theories refers to the process of how people acquire knowledge or learn something and there are many theories about it, such as Behaviorism, Humanism, Constructivism, etc. Thus, in this section some general concepts will be explained about them. Constructivism give a basis to this guided work as a practical theory to teach English language to children.

2.1.1 Behaviorism

This approach has been developed by many psychologists, such as John Watson (1878-1959), Edward Thorndike (1874-1949), B.F. Skinner (1904-1990), and others. According to McLeod, S.A. (2017, Pg. 3), Behaviorism is a psychological approach, which is only concerned with observable stimulus-response behaviors; he “states that all behaviors are learned from the interaction with the environment”, where the learner essentially has a passive role responding to environmental stimulus. The learner starts off as a “blank slate” (tabula rasa), and behavior is shaped from positive or negative reinforcement. Thus, learning is defined as a behavior change in the learner. Behaviorism studies just observable behaviors, without taking into account mental processes, such as thinking and memory; also it does not prepare learners for problem solving or creative thinking. Therefore, this theory is not learner centered, but on stimulus and response.

2.1.2 Humanism

Humanism is a pedagogical approach that believes learning is view as a personal act to fulfil one’s potential. The most important contributors are Maslow (1908-1970) and Carl Rogers (1902-1987). According to David Lee (2015, pg. 1) this theory considers that affective factors such as emotions and motivation, affect strongly in the learning process. It is based on liberty, dignity and potential.
of human being. Humanism introduces the word “holistic”, which means that human beings have cognitive, social, emotional and physical qualities affecting in the learning process. It is learner centered and the teacher has the role of facilitator, who is supposed to facilitate learning. Its objective is develop people self-updated in a cooperative environment. It considers that learning should be based on experience, which is an authentic learning that can produce changes in behavior, attitude and personality. Some negative aspects of this theory are that human being actions have much more value than they really have and that reality was too idealized.

2.1.3 Constructivism

Piaget (1896-1980), Vygotsky (1896-1934) and Ausubel (1918-2008) are the most important representatives of this theory, who consider that learning is an active process, where a student builds new ideas or concepts from his or her own knowledge and experience, by interacting with the environment and where culture is an important factor to learn.

Bernardina Porro (2011, pg. 48) makes an analysis about Constructivism approach taking into account learning theories of Piaget, Vygotsky and Ausubel. Then, there are two main ideas from Piaget (1965, pg.89), in one hand he introduces the intelligent adaptation theory, which means that there should be an equilibrium between the previous and the new information, giving place to a re-structuring of knowledge; on the other hand he states that individuals build their knowledge by interacting with the environment. Also, Vigotzky (1932, p. 78) speaks about a socio cultural theory of learning, which means that culture and society have a great influence on the learning process and in the development of intelligence. He also introduces the zone of proximal development theory, which means that the previous knowledge of a learner will be modified tomorrow because of the help of somebody who has more knowledge. Also Ausubel (1968, p. 18) introduces the meaningful learning theory, which means that when a student learns something new, immediately makes a relation with his previous knowledge, creating a new knowledge. To do this, materials should be well organized and have a logical sequence, as well as is important the student’s open attitude.
2.1.3.1 Teacher´s role in constructivism paradigm

Ferreiro (2000. Pg.12) states that in the constructivism paradigm, the teacher has to wake up the student´s interest to learn by making some relevant questions at the very beginning of the class. Also the teacher should have high empathy with learners, creating an affective and confident environment and stimulate student´s initiative and autonomy, and promote not only an individual work, but a team work.

2.1.3.2 Student´s role in constructivism paradigm

According to Porro (2011. Pg. 45-53) students are supposed to have an open attitude to learn, which means that they should not accept passively the new learning, but reflect and have a critical attitude related to the new knowledge, having in mind the fact that they are responsible of their own learning process, which is related to a cognitive development. Also it is important that students do not save their knowledge just for themselves, but they should share it with others by interacting among students, which will produce a social and emotional development as well.

2.1.3.3 Expected results in constructivism paradigm

This paradigm allows students to work alone at the very beginning and become more motivated to achieve their goals. Then, when students are ready, they learn by interacting among students, they learn to think about a problem and find a solution. Thus, they acquire the ability to speak, share ideas, do a work team and have a totally active role, (Flores Ochoa, 2001, pg. 49). This theory looks for students build their own knowledge based on their experiences through useful activities. In this sense, this paradigm has many benefits in the English language learning.

2.1.3.4 Why to choose Constructivism approach to support this guided work?

In the Constructivism approach, the intelligent adaptation theory of Piaget, the meaningful learning theory of Ausubel and the zone of proximal development theory of Vygotsky are closely related, whose content shows the fact that it is a useful learning to life and the start point to learn more and enrich the previous knowledge. According to this theory, information is stored in the long term memory, which is totally contrary to memorizing learning. Then,
students are not limited to learn just some hours at school, neither just from the teacher, but also by interacting with the environment and during a lot of time. Therefore, this way of learning has a great impact on the student’s life, where the teacher has to be a highly motivator, who should work with students’ left and right brain, looking for students’ independence. Thus, in words of Porro, “the meaningful learning changes the way of thinking, feeling and acting, because it is a cognitive and an emotional experience” (2011, pg. 48-52).

For example, when a child goes at school for the first time, he or she already has a previous knowledge, which will be enriched with the new information. This means that he relates his previous knowledge with the new one, building a new knowledge based on his experience. Before to go at school kids can name a lot of familiar objects and when they go at school for the first time, they are presented new information, which immediately is processed to do a relation between their previous knowledge, giving place to a new knowledge, which is known as a meaningful learning. Then, learning a foreign language could be done by following the same logical sequence of the meaningful learning and interaction theory, because:

When a child is going to learn a foreign language for the first time, he is in front of a new culture and surrounded by a familiar and social context, where he interacts by speaking, playing, touching, etc., and using his left and right brain, involving his intelligence, feelings and emotions; for instance he interacts with his family, friends, classmates, etc., and knows and hands familiar objects. Then, he just has to establish a relation between his native language information with the new knowledge, process it and construct a new knowledge.

2.2 A brief explanation of English language learning at public schools in Bolivia

In relation of English language learning in our country, the Bolivia’s Educative System, with its Law Avelino Síñani, considers that English language is an important tool for students, which should be part of the school curricula and should be taught in public and private schools since previous years of primary level, with an adequate methodology and specialized teachers, as it
states: “La enseñanza de la lengua extranjera, se inicia en forma gradual y obligatoria desde los primeros años de escolaridad, con metodología pertinente y personal especializado, continuando en todos los niveles del Sistema Educativo Plurinacional” (Ley Avelino Siñani, 2010, pg. 7). Besides, the Law mentions that English language should be taught as a complement to Language subject, preparing children to learn foreign languages later. In addition, the Educational Ministry in Bolivia on its official document since 2014 named “Educación Primaria Comunitaria Vocacional” shows the content of the English language just from 5th grade of primary level, which says:

- “Formas de expresión afirmativa y negativa en lengua extranjera”. (pg. 111).
- “Frases propagandísticas empleadas en lengua extranjera”. (pg. 111).
- “Palabras y verbos compuestos en diálogos y canciones en lengua extranjera”. (pg. 120).
- “Palabras y frases usuales en el campo de la tecnología y el comercio en lengua castellana, originaria y extranjera”. (pg. 126).
- “Pensamientos, manifestaciones de ideas y diálogos de interacción en lengua extranjera”. (Pg. 126).

Although there is an English program content to primary levels at school, the time to learn is not mentioned by the Law, that is why some public schools have English classes just 30 minutes a week, which is absolutely inconsistent to achieve the official content. In spite the Law Avelino Siñani was approved in 2010 and there is an official English language program to primary levels since 2014, in fact it is not being taught in some public schools of El Alto. May be few of them are teaching English in primary levels, but they have limitations and the most important barrier is that teachers who are teaching mathematics, language, sciences, etc., are supposed to teach English without considering if they have a technical preparation. To illustrate that situation it is presented the following charts, which belong to 5th grade content of primary level at Piloto Bolivia public school, located in El Alto city (2018):
The teacher’s role is limited to write the lessons on the board and order students to copy; the time to learn is 30 minutes a week. Analyzing this situation, children will probably not find a sense neither a utility to learn English language in this way, but will hate it and other languages in the future.
Regarding to English language learning in private schools, this subject is part of the curricula and has a good level of quality. Also it is taught from primary levels with specialized teachers and good conditions. Consequently, children students from private schools have the chance to learn a second language from the very beginning of primary levels, with well trained teachers and adequate conditions, following a formal course.

In conclusion, although English language learning is very important, students from public schools in El Alto, especially learners from primary levels, are in a big disadvantage in relation to students of private schools.

2.3 Why to teach children a foreign language?

According to Noam Chomsky (1982, p. 51), children have a Language Acquisition Device, which is in the brain of human beings during the early stages of the life, which allows children to learn quickly vocabulary and grammatical system of a language. Similarly, Azileo (2010, p. 85) says:

“Researchers have shown that the availability and useful of this device declines as child increases in age and then he or she has the tendency to be more resistant to learn a new language. This is the primary reason why it was more difficult for an adult to acquire a new language in comparison to a child who is able to obtain it despite the lack of formal language instruction”.

The common idea between Chomsky and Azileo is that childhood is the strategic age to learn easily and quickly a language, it could not only be a mother tongue, but a foreign too. Additionally the neurosurgeon Wilder Penfield (1959, p.98) states that “If adults stimulate children to learn not only their mother tongue, but other new language, there will be changes in their minds which facilitate the later acquisition of a second language”. Furthermore Piaget (1960, p.56) said that middle childhood (7 to 12 years approximately) is the most important stage to learn, where a child can learn a lot of possible, because his or her mind is open to learn. Children from this stage can process easily and retain the most possible information and can select and throw away irrelevant information. In this way, middle childhood is a strategic stage in the children´s mind, where
children can learn easily and quickly. Then, it is very important to take advantage of this stage, lately it would be harder, that is why some psychologists consider that teaching English to children has many benefits in favor of their cognitive development.

Besides, children are not only the future, but the present and the human capital for nations, without them, it is improbable that a country will ever progress. Thus, it is essential to invest time and resources to give children a good education. In this case to give children living in poverty situation a chance to learn English language, because they hardly could have access to a formal language instruction. Furthermore, it will open their minds and hearts to have dreams and goals in their lives in order to have a good future.

2.3.1 Cognitive development

The children’s brain learn easily and quickly. When people are adults it is harder to study. But children’s mind is in an always developing process and open to know new information. Consequently, their ability to concentrate and learn grammar and vocabulary improves a lot, and they begin to be familiar with English sounds. In other words, learning a language is done in a process, where children learn step by step to begin to speak naturally. In the future children will learn another language easier than an adult. Similarly Gilles (1988, p. 45) states:

“Cognitive skill development in children involves the progressive building of learning skills, such as attention, memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect. That means thinking and learning skills can be improved with practice and the right training”.

Thus, childhood is the period of the life where human beings can learn easily, quickly and naturally, but children need to be stimulated and motivated by adults in order to have a cognitive development.
2.3.2 Social development

When students learn a foreign language, they are also supposed to learn a new culture, for example how people live in other countries, how they think, how is their culture, how they celebrate their traditions, etc. Thus, to learn English could offer children to learn other countries information.

Both, cognitive and social development are closely related. For example, one of the United States tradition is the Thanksgiving Day; first children need to learn its historical meaning, next when it is, finally they should learn how and why they celebrate it, which involves a cognitive and a social development. Then, learning in this way, children can improve their way of thinking, increase their knowledge of other countries and improve their cognitive and social development as well.

2.4 How do children acquire a second language?

Penfield (1959, p. 82) states that the best time to learn a second language for children is from the birth until three years old, taking into account that cognitive, affective and motivational factors are important to learn a second language. This means that children can learn their mother tongue at the same time to learn a foreign language if they are stimulated and helped by adults. Other authors mention that the best age to acquire a second language is when children are three years old, because the first language grammatical system is defined at this age and they will not have linguistic problems later. But, there are children who are exposed at two languages at the same time, and they begin to learn two grammatical systems without big problems, that is the case of bilingualism.

Noam Chomsky (1982, p.55) developed his theory about language acquisition and spoke about the concept of a “Universal grammar”, which considers that children are born with an innate grammatical system, which allows them to learn a language and interact with others. Then, the process to learn the mother tongue is unconscious and without instructions, which is until children are five years old, time when they begin to speak fluently and without effort. In doing this, the social interactional factor is relevant, because children begin to learn a language by interacting with their environment and others, that is why Klein (1986, p. 121) says that “Language enables the child to express feelings, ideas, wish in a socially accepted manner”. Therefore, language is
developed as a result of a communicative interchange between the child and his or her context and without interaction children hardly can do it.

Besides, there are many common aspects and differences between the first and second language learning. Conditions and environment between the mother tongue and a foreign language are different and results are also different. The first one is an unconscious and spontaneous learning process, while the second is acquired by instruction. In the first case children learn naturally and without any limitation, while the second learning could be limited to a classroom, as Krashen (1987, p. 46) said:

“The classroom will probably never be able to completely overcome its limitations. Its goal is not to substitute for the outside world, but to bring students to the point where they can begin to use the outside world for further acquisition”.

The mother tongue is learned from the birth, time when children do not have a social and cognitive development yet. But the foreign language is learned when children can learn vocabulary and grammar structures, because children are developing their cognitive ability.

2.5 Importance of vocabulary in the children’s second language acquisition

Vocabulary represents one of the most important skills necessary for learning a foreign language. In the Common European framework it is related to “lexical competence”, which is the basis for the development of reading, listening, speaking and writing skills, because without learning vocabulary, no speaking, listening comprehension, reading and writing development are possible (Komorowska, 2005, pg.152). Vocabulary is the main tool for the students in their attempt to use English effectively. That is, learners are not going to develop a communicative skill if they do not know vocabulary. As linguist David Wilkins states: "without grammar little can be conveyed, without vocabulary nothing can be conveyed." (1972, p. 111-112). Indeed, people need to use words in order to express themselves in any language, in that way vocabulary is an essential tool to learn a language.
Davis and Pearse (2000, p. 61) say: “In communication, **vocabulary is often more important than grammar, it is frustrating for intermediate learners when discover they cannot communicate effectively because they do not know many of the words they need**”. Thus, vocabulary is central to English language learning, because without sufficient vocabulary learners cannot understand others, or express their own ideas. Then, lexis is the core or heart of a language. It is on vocabulary that all the other skills, reading, writing, speaking, and listening are based and developed. The lack of vocabulary leads to feeling of insecurity. Morgan and Rinvolucri (1992) say about it: “Vocabulary acquisition is not a lineal process, it must be learned associatively. Vocabulary acquisition is a personal and a social process. Learners enlarge their comprehension of word meaning by interchanging and sharing them with others”.

This means that vocabulary is a competence which should be learned step by step, sequentially and interacting among learners. The more students learn and practice new vocabulary, the best they can appropriate it. Consequently, vocabulary needs to be practiced by learners.

### 2.6 Language teaching methodologies

A method is the level at which a theory is put into practice and at which choices are made about the particular skills and the content to be taught. There are many theories about language teaching methods, some of them focus on oral skills, while others emphasize grammar or pronunciation. Before to apply a method, it is important to take into account the learners’ ages and their characteristics of learning as well as internal factors (intelligence, learning styles, personality, etc.,) and external ones (motivation, instruction, etc.). Some theories about different methods will be presented in this section. This project is based on Total Physical Response (TPR) considering that learners were children.

#### 2.6.1 Direct Method

According to the article presented by Scribd, a virtual magazine, this method was established in Germany and France around 1900 and is also known as a Natural Method, where the learning and teaching process is done entirely in the target language from the very beginning of the course, which means that learners are not allowed to use their mother tongue, but to communicate and
think directly in the target language. Thus, teacher can use gestures and acting to explain something. In addition translation is avoided and grammar is taught inductively. This method puts emphasis on good pronunciation.

2.6.2 Communicative language teaching

The British Council article states that the focus of communicative language method is how to communicate in different situations, putting emphasis on language functions, for example greetings, inviting, suggesting, etc. The purpose of this method is to develop a spoken language, which means that learners should be communicatively competent. In this method all skills are important, but oral communication is over other skills. Target language should be used as much as possible, in exercise explanations, homework, etc.

2.6.3 Total Physical Response method (TPR)

Teaching English to children is a very delicate task, which should be enjoyable, interesting and understandable, where the method should be appropriate. One alternative to teach them is the Total Physical Response method (TPR), because it introduces some language skills through commands and actions, which make students to be active all the time. Although this method seems to be closely related to Behaviorism, it also could be compatible with other approaches, such as Constructivism, which will be explained furthermore.

Total Physical Response (TPR) is an English teaching method developed by J. Asher. This method is built around the coordination of speech and action; it attempts to teach language through physical activity, with the objective to teach the ability to speak through actions and commands. This process should reflect the natural process of the first language learning. Thus, there are three central processes (Widodo, 2005, p. 62):

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1 James Asher is a professor of psychology at the San Jose State University, California, who developed the stress-free Total Physical Response method to teach languages, which was first published in 1977 in his book “Learning another language through actions”.

29
a. When a child develops the ability to speak, he develops a listening competence.
b. Children’s ability in listening comprehension is acquired because they need to respond physically to spoken language in commands.
c. When a foundation in listening comprehension has been stablished, speech evolves naturally and effortlessly out of it.

According to Handoyo (1993, p.65), TPR method tries to introduce some language skills through actions in which a teacher uses three roles: an order taker, a model provider, and an action monitor in which learners are action performers until they feel ready to speak out. Also this method involves games like movements and songs with full physical movements, reducing learners stress, creating a positive mood in the learner, providing good conditions to learn and promoting interactions among students.

Thus, as Jasmine Vitarelli points out (2017):

“TPR is one of the most important teaching approaches which can be adapted to a various number of teaching situations, and children really have fun doing it. It helps to practice vocabulary connected with actions, tenses, imperatives and instructions. It can be combined with the techniques of singing and dancing”.

2.6.3.1 Principles of Total Physical Response method

Following to Widodo (2005, pg. 62-65), there are some established principles to consider at the time to develop a learning process through TPR method:

- Teacher gives students instructions in the foreign language and they are supposed to obey them through actions. It is possible to give new instructions when the first ones have been well performed.
- Teacher emphasizes spoken language instead of written one and teaches grammar inductively.
- Students enjoy English learning, because they learn by playing games or singing songs, without the stress that causes to learn a new language.
2.6.3.2 Learner’s roles

According to Handoyo (1993, p.65-67) learners in TPR method have the primary roles of listeners and performers. Thus, learners are required to respond both individually and collectively, and also expected to respond to combinations of previously taught items. Then, students should:

- Listen
- Observe the teacher and obey his or her commands.
- Interact among students.

2.6.3.3 Teacher’s roles

The teacher plays an active and direct role in TPR method. It is the teacher who decides what to teach, he or she models and presents the new materials, and also selects supporting materials for classroom use. Asher (1969, p.17) stresses, however, that the teacher’s role is not so much to teach as to provide opportunities for learning. Then, teacher has the responsibility of providing the best kind of exposure to language in a way that the learner can internalize the basic rules of the target language. Consequently, the teacher should be a director, initiator and supervisor.

2.6.3.4 How to combine Constructivism approach with TPR method

Although TPR method works well with Behaviorism approach, it could also be compatible with Constructivism as well, because of the benefits of the meaningful learning theory, which was previously explained. Then, a way to combine the meaningful learning with TPR method in order to carry out an English program could be done in the following way:

When children are learning a foreign language, they begin to develop the process of construct the language in their minds by combining orders with full physical movements (games) through interaction among students in a way that children use their intelligence, feelings and emotions. This process refers to the meaningful learning combined to principles of TPR method, which will produce an enjoyable and every lasting learning, avoiding boring, fear and shyness.
According to the meaningful learning, English teachers should begin to teach children by using familiar objects in a way that they can use the new knowledge in their everyday life. For instance, when students learn how to greet in the foreign language, they should use it every day in a manner that they found a sense and a utility. Also children who are going to learn a foreign language are supposed to have a good command on their native language, and they just have to relate (not translate) it with the new language; this process of relation can be achieved with the help of the teacher, who can use gestures and face expressions to learn. In addition, students will be highly motivated to learn if teachers try to wake up not only their intelligence, but also their feelings and emotions (using games), which will produce a meaningful learning. Finally, teacher should promote students interaction, which will produce a work team. In doing this, children will be constructing the new foreign language in their minds.

2.7 Games as a useful strategy to teach English language

According to the Dictionary Definition ABC (2009, p. 49), the word “game” comes from an Indo European root, which means “jumping for joy”. Montessori (2012, p. 13) says that a game is a ludic activity organized to reach educational purposes and allows the intellectual, social, emotional and cultural development of children. Children, through games, are connected with the world and have enjoyable experiences. Chacón (2008, p 38) states:

>“Playing is investigate, explore, create, imagine, know, enjoy and discover. So, games are one of the most important activity in the development process of people. Games facilitate social development, relation, cooperation and respect between children, and games allow them to acquire and improve on a language and its grammar”.

This means that when a child plays, he assumes roles and his attitude, behavior and social habits are influenced by games. Then, games are not only simple activities to children, but an educational strategy which has a lot of benefits. As Ponce (209, p. 49) writes:
“Games and fun activities are a vital part of teaching English as a foreign language. Games will liven up your lesson and ensure that students will leave the classroom wanting more. Games can be used to warm up the class before a lesson begins, during the lesson to give students a break, or at the end of class when there is a few minutes left to kill”.

2.7.1 How to combine TPR method with games?

TPR method is closely related to and compatible with games, because:

<table>
<thead>
<tr>
<th>TPR method</th>
<th>Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orders involve full action.</td>
<td>Games are actions which involve full physical movements.</td>
</tr>
<tr>
<td>The class is active all the time.</td>
<td>Learners are active all the time.</td>
</tr>
<tr>
<td>Orders avoid boring.</td>
<td>Children love games to learn.</td>
</tr>
<tr>
<td>Children play in groups.</td>
<td>There is a team work.</td>
</tr>
<tr>
<td>Activities integrate students.</td>
<td>There is a social emotional development.</td>
</tr>
<tr>
<td>Orders need previous instructions to be obeyed.</td>
<td>Games need previous instructions to be followed.</td>
</tr>
<tr>
<td>A TPR class need rules.</td>
<td>Games need rules.</td>
</tr>
</tbody>
</table>

There are many advantages of using TPR method through games to teach a foreign language to children, because when children are playing games they are really learning and constructing the foreign language in their minds. As Suhendan Er\(^2\) (2013, pg. 93) argues: “Although TPR is a powerful technique, it is most effective when it is followed by games, songs, or demonstrations”.

2.7.2 Objective of games

A game is a useful strategy in the learning and teaching process, because it contributes to achieve an integral development of children; consequently, games develop abilities by areas, such as:

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\(^2\) Dr. Suhendan En is a professor of Ankara College in Turkey, who did academic and scientific studies on children cognitive and language development.
• In the physical area, games develop the ability of movements and the use of senses.
• In the socio emotional area, they develop spontaneity, socialization, communication and interaction. Then, students learn how to work in groups and overcome their fears.
• In the cognitive area, games develop imagination, creativity, memory, attention, language and expression of ideas.

Zaritsky (2006, p. 29) says that “games make students to feel happy and be self-confident at the time to learn”. He also adds: “if you want an effective learning process in students, you should achieve students to interact with the taught topic, so they should watch and listen”, which means that games are a useful strategy to teach, without minding the age, because they prepare the learners mind and heart to learn (intelligence, feelings and emotions); additionally children love games and everybody need to be stress free to learn.

2.7.3 Advantages of games

There are many advantages of using games to teach. Bruner and Haste (2002, p. 163) say that they create an environment which stimuli students to build their own knowledge and elaborate their own meaning. Moreover, Ortega (2002, p. 41) says that games are a chance of learning and communication. For example, when children are learning a new language, some of them could be anxious and stressed, but applying games, teacher could reduce their stress and motivate them to learn in a free and enjoyable atmosphere. Then, games:

• Are used to teach and learn.
• Make students to enjoy the teaching process.
• Create a free and enjoyable environment to learn, where students lose their fear and shyness, because games are ice breakers.
• Make students to work in group.
• Stimuli imagination to solve problems.
2.7.4 Characteristics of games

Games have some characteristics to take into account in the learning and teaching process, such as an educational objective, students´ ages, resources, rules, etc.

2.7.4.1 Educational objective of games

Every game should have a clear educational objective, and the teacher is the responsible to take students to reach the objective. Consequently, students should understand, communicate, discuss and execute it (Zaritzky, 2006, p. 17). Games can have different objectives at the time to learn, for example to meditate about lost values, think over a topic, etc.

2.7.4.2 Age of students

Not only children love games, but everybody like them. Then, in order to reach an educational objective every game should be selected taking into account the students´ age. If students were kids, games should be carefully chosen. The most important aspect is related to avoiding violent games, independently of the learner´s age.

2.7.4.3 Resources to play

There are some important resources to be used in games. According to Crespillo (2004, p. 38), resources could be:

a. **Place**, like a secure and comfortable environment, which allows teacher to develop ludic activities like a spontaneous and free game.

b. **Materials**, should be carefully selected by the teacher. It is great to use ludic materials, which could develop students´ thinking and creativity (Ponce, 2009, p. 45).

c. **Time to play**, every game should be timed by the teacher. Not all class time should be used to play, but to achieve the educational objective of every single game.

When teachers want to use games to teach, they should consider all resources, for example some games need a big place to run or move around, others need a lot of materials, while others just
need a sheet of paper. Some games need 10 minutes to perform and others just few minutes. Thus, teachers should contextualize and adapt games to educational goals.

### 2.7.4.4 Rules of games

Before to start a game, teachers should establish and explain clearly the rules to play. Some rules could be to participate actively, develop teamwork; do not fight, smile, etc. Children are very intelligent to demand the fulfillment of established rules.

### 2.7.5 Type of games

There are different types of games, depending on the educational objective. Some of them are:

- Ice breakers
- Games to promote cooperation and solidarity.
- Games to promote reflection of values
- Games to propose ideas and solve problems
- Games to develop physical abilities
- Games to develop intelligence skills
- Games to evaluate something

When teaching children, TPR method allows the teacher to use different games, which should have clear instructions to play, an educational objective, rules to be followed and resources if necessary. There are literally hundreds of games to play and learners love to learn by playing games, because this is not a traditional way of teaching. Therefore, games are a useful strategy to develop the four skills (Listening Speaking, Reading and Writing), considering that they all are closely related.

Although students have different learning styles, games are the most important strategy to learn because they wake up students´ intelligence, feelings and emotions as well.
2.7.6 Songs as part of games to learn English language vocabulary

Besides games, songs are also a useful technique to learn vocabulary, and songs are related with music. Dictionary.com defines music in the next way: “Music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony and color”. This means that music serves to express people’s feelings, happiness, etc., and is used in all aspects of the human life, because it is a really important phenomenon in people’s lives.

Krashen (1977, p. 32) speaks about the affective filter hypothesis, stressing that students should have a good attitude to learn. If affective filter is weak, they will be motivated to learn, but if not, they are not going to learn. In that way, the teacher’s task is to provide a good atmosphere to learn, which means he should decrease the students’ affective filter. Thus, music and songs are a good tool to reduce it.

2.7.6.1 Objectives of using songs to learn English language vocabulary

Songs play an important role in teaching English as a second language. Songs could be used to introduce a new topic, to teach vocabulary, to improve pronunciation and reading skills. According to Millington (2011, p. 6), songs should be used as pedagogical tools, which maximizes the benefits of teaching. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Namely, music and songs have the power to motivate students to learn. Especially if learners are children, they will enjoy to learn English by singing songs with physical movements.

2.7.6.2 Advantages of using songs to learn English language

There are two type of benefits when using songs to learn, related to an emotional and a cognitive development. In one hand, teachers can use music to relax students and reduce the students’ learning stress. On the other hand, songs help to learn new vocabulary and grammar structures, and serve to improve listening and speaking skills, which are related to a cognitive development. In addition, it is important to mention that learners are not always conscious about both development, instead of that, they enjoy to learn while are having fun. Thus, to “teach songs has many benefits, because a variety of new vocabulary can be introduced to students through lessons”,
Additionally, students become familiar with sounds of English language, especially if songs are followed with natural physical movements.

2.8 Factors affecting a second language acquisition to children

Many factors can have a strong influence at the time to learn a foreign language, some of them are internal, for example intelligence, inhibition, memory, attention, etc.; and others are external, such as curriculum, motivation, and so on. When using games to develop a learning and teaching process, many internal factors are taken into account, thus some positive factors could be improved and negative ones could be overcome, because games involves children cognitive and social emotional areas.

2.8.1 Internal factors

2.8.1.1 Intelligence

It is the ability to understand, assimilate and elaborate information and use it to solve problems. According to Howard Gardner´s theory, students possess different types of thinking, which make them to learn, remember, perform and understand in different ways. He also explains about seven types of intelligence and states that people have all of them, although some are developed more than others. Gardner (1998, p. 79) said that “a musician is not just a talented person, but one who has a musical intelligence”. Then, he considered the word “intelligence” instead of “just talent”, which was contrary to the concept of intelligence quotient.

The first intelligence is Visual-Spatial, which means that students can be taught through drawings, charts, photographs, verbal and physical images. The second one is Bodily-kinesthetic, which means that students learn by doing things and movements, touching and using their hands. The third intelligence is Musical, which considers that some learners may study better with music in the background. The next one is Interpersonal, which means that some students can learn through interaction with others, namely through group activities and dialogues. The fifth type of intelligence is Intrapersonal, which means that some learners appreciate and understand one´s innermost feelings and have wisdom, intuition and motivation, besides they need books and creative materials because they are the most independent of the learners. The sixth type of
intelligence is Linguistic, which means that some learners have highly developed auditory skills and often think in words. They like reading, playing word games and stories. The last one is Logical –Mathematical, and these learners think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles and ask cosmic questions.

2.8.1.2 Learning styles

Camilo Cruz (2008, p. 59) states that “all people have the same chance to develop their multiple seven intelligences, but most of them just uses a little because they do not know how to bring out their potential”. In order to achieve educational goals, teachers should know what type of learners they are, if auditory, visual or kinesthetic ones, in order to make them to develop their all potential to learn. According to Pennington (2013, p. 12): “Usually children will show a balance among all three, but there may be a particular style that allows them to thrive”. Consequently, teachers could have success in the learning and teaching process when they will be conscious that children are different in character, personality and attitude, which make them to learn successfully through one specific style. 

When using games to teach English to children, games are compatible with different learning styles, because they involve joy through physical movements and make students to be free to learn. Thus, there are three main types of learning styles.

a. Auditory learners

These students learn through listening to what others say and talking about what they are learning. They remember better if they learn through songs and poems. They can learn foreign languages easily, because their listening skills are more developed than their visual skills. Some of their characteristics are:

- They are good listeners and often have verbal strengths.
- They follow oral directions well, but may have troubles with written instructions.
- They love talking and discuss.
b. **Visual learners**

These students learn through watching. They like to look at paintings, illustration in books and photographs. For their learning to make sense they need to be able to see, visualize and illustrate their knowledge skills and concepts, thus they learn better with images and writing. Usually they are well organized students and can remember names, places and people, and also are good to mathematics. It seems to be the most dominant learning style. Some characteristics according to Neighmond (2014, p. 17) are:

- They remember visual details.
- They prefer to see what they are learning.
- They need to have paper and pens handy.
- They like to write down instructions or see them demonstrated.

c. **Kinesthetic or tactile learners**

These students learn best through physical movements. They are great at sports and are natural dancers. They learn best by touching or doing things by themselves and like to know how things work, arm and disarm them. Some of their characteristics according to Pennington (2013, p. 12) are:

- They want to do whatever is being talked about or learned.
- They like to move around while listening or talking.
- They often “talk” with their hands.
- They enjoy writing and drawing or handwriting exercises.
- They like to touch things in order to learn about them.

### 2.8.1.3 Personality

“**Personality is usually defined as the set of habitual behaviors, cognitions and emotional patterns that evolve from biological and environmental factors**, (Philip: 2009, p. 31). Consequently the children’s personality should be build every day by parents and teachers. Besides, there are two types of persons, introvert and outgoing persons. According to psychologists, introverted learners usually make slower progress, particularly in the development of oral skills. Then, teacher has to
play an important role, like to be a guide and motivate to introverted students. More outgoing
students will not worry about the inevitability of making mistakes. They will take risks, and thus
will give themselves much more practice. Then, outgoing students have a major ability to learn a
language, but not in other linguistic competences, like grammar.

2.8.1.4 Attitude

An attitude is a predisposition or a tendency to respond positively or negatively towards a certain
idea, object, person or situation. This means that student who has a positive attitude about a
language, is more persistent to study than a student that feels that is unimportant, or has a negative
opinion of the culture that he is learning.

2.8.1.5 Memory

Memory is a brain function, which allows to human being store, retain, remember and recover new
information and past events. Similarly Gilles (1988, p.3) states about it:

“Memory is an important cognitive skill that equips a child to retain what he has learned
and experienced and therefore build a future base of knowledge. Children younger than
five years of age have difficulty with short- and long-term memory retention. But, as a child
progresses into the school years, his long-term memory increases and allows the child to
progressively build on the previous knowledge”.

This means that it is not an easy task for children or even adults to remember all what they have
learned or experienced, especially when there is a lot of information. Generally people store new
information in their short term memory, but it is not an every lasting data. Then, the challenge is
related to store new information in the long term memory, where people unconsciously put new
information in a permanent way, which also has unlimited capacity. Therefore, according to
Camilo Cruz, if people want to recover or remember data from their long term memory, they
should deliberately store it there, by using techniques, like repetition, attention and new ways of
organizing information.
2.8.1.6 Age

Second language acquisition is influenced by the learners´ age. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. It is possible to support this idea following López words: “The earlier a learner is exposed to a second language, the greater proficiency the learner is able to achieve”, (2013, p. 98), then, give children chances to learn a foreign language from the childhood will have good results later.

2.8.2 External factor

Motivation is an external factor that affects the learning and teaching process.

2.8.2.1 Motivation

Nevid defines motivation as “the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge”. (2013, p. 19). In general, motivation refers to the strength or energy to do something, which means that there is an implicit objective on it. In the educational field, motivation affects strongly the learning process because it involves strength, objectives and requires activities to learn. Consequently, a very well-motivated student can do his or her best to learn, while an unmotivated student hardly will try to learn.

Psychologists say that there are two types of motivation closely related each other; the first is an intrinsic motivation, which is natural and biological, like love, care, protection, identity, autonomy, etc. The second is the extrinsic motivation, which is a learned process and looks for people´s self-realization. When using games to develop a learning and teaching process, games have the power of wake up students´ interest to learn.

2.9 What is a syllabus?

Etymologically syllabus means a “label or table of contents”. The American Heritage Dictionary (2007, p. 206) defines syllabus “as outline of a course of study”. Syllabus represents the expression of educational ideas in practice and can also be seen as an outline and summary topics
to be covered in a training program. It is a document about the content, goals and elements to the learning and teaching process. A language teaching syllabus involves the combination of subject matter (what to teach) and linguistic matter (how to teach). It performs as a guide, by providing some goals to be accomplished. Syllabus, in fact, deals with linguistic theory and theories of languages learning and how they are utilized in the classroom.

According to Sercan Mehmet (2018), there are two major types of syllabuses, a Product-oriented syllabus and a Process-oriented syllabus. The first one focuses on what the learners will know as a result at the end of instruction session. The grammatical, notional-functional and situational are the examples of product-oriented syllabus. A Process-Oriented Syllabus focuses on the pedagogical processes leading to the language outcomes. The task-based, skill-based and content-based types of syllabus are included in it. The selection of English syllabus must be designed taking into account the learners needs and objectives essential to require.

2.10 Instructional materials and aids to teach English language

There is generally no basic text in a Total Physical Response course. Materials and realia play an increasing role, but at the very beginning the teacher voice, actions and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, rulers, cups, furniture, etc. As the course develops, the teacher will need to make or collect supporting materials to support teaching points, which will help students to understand better. These may include pictures, images, realia, slides, and word charts. Janovsky states in her online article: “the most important aspect is to make sure you choose material within the resource that appropriately relates to your learning objective”.

When teaching a foreign language to children, teachers should use different useful aids in order students to understand and learn. In the past, teachers used just the talk and chalk method, but right now they can use visual aids which will help to associate the meaning with the image. Besides, aids will make the class more dynamic and fun.
Apart from games and songs, there are other educational aids, which are useful to learn a foreign language. Kumar (2017, pg. 4-8) mentions the following:

**2.10.1 Flash cards**

They are didactic cards, which contain relevant information, like words, images, symbols or numbers in one or both sides of the paper sheet. They are especially used to kids, who love full colored ones. Besides, flash cards have the benefit to generate rapid responses from learners, because they usually are stored in the long term memory, especially if they are visual learners. Thus, this type of aid helps to expand English vocabulary or retain essential vocabulary when learning a foreign language.

**2.10.2 Realia**

In education, they are objects from real life used in classroom instructions by educators to improve students understanding of other cultures and real life situations. (Harmer, p. 177). Generally, realia has didactic purposes, which help learners to associate the image with the meaning, acquiring vocabulary easier. It is preferable for teachers if realia were small objects to bring them easily.

**2.10.3 Pictures**

They are cards with full colors of images and serve as tools to educational task, for example they are useful to learn vocabulary. “A picture is worth a thousand words” (Unknown), which means that if teachers show an image, learners will understand better than words. Other didactic resources are illustration, opposites, handing works, small objects, drawing, colored papers, videos, etc.
CHAPTER III
PROPOSAL SECTION

This chapter contains the justification of the guided work, its objectives, indicators as well as the syllabus and methodological strategy.

3.1 Justification

All the arguments presented below demonstrate significant and important reasons to apply this work, because they show the need that children have to learn a foreign language. In this way, many aspects support this project, and the most important ones are referred to economic and social points of view, which are closely related. Besides, a cognitive, social, emotional and cultural development are other reasons to do it. Finally, it is included a brief explanation about how this work is a very small contribution to the Bolivian society.

3.1.1 Economic and Social point of view

Economic and social aspects are closely related to poverty, which affects human beings life, causing a mal nutrition, bad health, poor education, and so on. About it, Bolivia’s government has a national plan to reduce poverty, which is a very big and complex problem. For example, in El Alto there are still many poor families, because according to Chavez (2014, pg. 1), migrant people in El Alto are 40% and poorness level is higher than other cities, which means that there is a lack of basic services like drinking water, sewerage, health and education.

One of the topics in the Bolivia’s national plan is about Education, whose educational model is a social communitarian productive one, which begins since initial until secondary level. One of its goal is to promote a universal access to education, which means that everybody could have the chance to be educated at public schools and then at public colleges, with well trained teachers and adequate materials and equipment. However, in the real life the situation is very different, because there is not an economic equality among inhabitants. Then, students with a stable economic situation can study in private schools, where they have the chance to study the most that they can, for example they can learn English, French, German language and other subjects. But, students
from public schools, who live in poverty situation, are not able to study other languages because of their hard economic situation, which determines their quality of life and education. Educators like Duncan and Brooks-Gunn (1997, p. 57) says:

“It is helpful to consider the constraints that poverty often places on people's lives, particularly children's, and how such conditions influence learning and academic achievement. Poverty affects intervening factors that, in turn, affect outcomes for people. These factors include students' health and well-being; literacy and language development; access to physical and material resources; and level of mobility”.

In general, poverty has a negative impact in the social, emotional and cognitive development of children and makes people to live with no hope for a better future. That is why educators and economic scientists consider that if a nation wants to overcome poverty, it is necessary to improve education.

Taking into account the poorness´ negative impact in the people´s life, this project is addressed especially to children living in poverty situation, who do not have any chance to study English language. Then, this educational program could help these children to internalize the fact that they have abilities and dreams to fulfill. Besides, from the results of the diagnostic section (explained in the Chapter 1), the children center had many favorable conditions to carry out an English program based on didactic games.

3.1.2 Cognitive Development

According to scientists, to learn a second language produces a lot of good results: cognitive functions are improved, attention, perception, memory, intelligence and linguistic skills in the mother tongue. “To learn foreign languages from childhood improves considerably the cognitive development and increases the critical thinking, mind flexibility and creativity… also math skills are highly developed, especially related to solving problems” (Lightbown and Spada: 2006, p. 12). In addition, Santrock (2004, p. 174) considers that a foreign language learning will facilitate children to improve their general learning and cognitive skills will be developed.
3.1.3 Cultural Development

When learning foreign languages, students also learn other cultures and they can understand information of other countries, which will give them a lot of social benefits for their future. Then, “to learn a second language allows students to open their minds and horizons, because the culture of the second language and the style of life is also taught, without losing their own identity”, (Muñoz, 2002, p. 16). Consequently, children who are sponsored by Pueblo Nuevo Church could have the chance to open their minds, cross frontiers and overcome their personal limitations, as well as to fulfill their dreams. In addition, these children want to learn English because they would like to travel outside and communicate with their sponsors, which is related to a cultural development.

3.1.4 Emotional Development

According to Daniel Goleman (2012, p. 65) human beings have two brains, related to thinking skills and emotions, both goes together. People’s challenge is to find an equilibrium between them. At the time to teach a foreign language, it is important to take into account children’s emotional proficiency and work to develop it, because it is highly related to cognitive development and is considered as a motivation key to learn. Unfortunately, negative emotions, such as a low self-esteem, insecurity and shyness, can affect negatively in children learning process. Based on the results of the diagnostic test, some children face hard family situations, which affect negatively in their development process. However, learning English with interactive games can be the best option to children with a low self-esteem, insecurity and shyness (Santrock, 2004, p. 191). This means that these students could overcome their fears, improve their self-esteem and be free to learn, improving their linguistic skills with the help of games.

3.1.5 Contribution to society

This guided work wanted to contribute to the Bolivian society by giving children from poor families a chance to learn a foreign language and develop their cognitive, emotional and social skills. A wisdom named Salomon (Proverbs, 1960, p. 628) said that people have to teach children as much as possible when they are kids, and when they get old will not forget what they have learned. Furthermore, children are considered as agents of change and the future of countries, that
is why if any country wants to have a good future has to invest time, resources and effort to work with children by motivating them to learn as much as possible, taking into account that education is a key to achieve a progress.

All of arguments presented show that this project was a social labor, which benefited children living in difficult situation to improve their learning process and self-esteem as well as to overcome their shyness and insecurity. In this way, this project contributed in a very small point to understand and achieve the children´s rights.

3.2 Objectives

3.2.1 General objective

To teach Basic English language vocabulary to children from 7 to 12 years old based on interactive games through Total Physical Response method to improve their linguistic skills.

3.2.2 Specific objectives

1. To design a syllabus according to the students´ needs and ages, based on the results of the diagnostic test.
2. To elaborate adequate materials to develop the syllabus based on TPR method.
3. To apply a methodology based on TPR method combined with didactic games to teach Basic English language vocabulary.
4. To provide students useful vocabulary through other strategies related to games (songs with mimic) to learn basic English language vocabulary.
5. To use different games to promote social and emotional abilities, like solidarity, cooperation and respect among themselves.
6. To evaluate the students´ performance in the process of learning.

3.3 Achievement indicators

In education, indicators are related to educational achievements, which represent the set of knowledge, skills and values that students are supposed to assimilate in a pedagogical process.
According to Tintaya (2008, pg. 388), educational indicators are observable aspects of a competence or objective, which should be as specifically as possible.

In one hand the Common European Framework (CEF) (1971, pg. 22-24) states 3 types of competences (Know, Do and Learn), and also suggests six levels of English language users (Breakthrough, Waystage, Threshold, Vantage, Effective Operational Proficiency and Mastery), with their respective points and summarize them starting from an initial into three broad levels, which are A, B and C, with its respective names:

A  
Basic user  
A1  (Breakthrough)  
A2  (Waystage)  

B  
Independent user  
B1  (Threshold)  
B2  (Vantage)  

C  
Proficient user  
C1  (E.O.P)  
C2  (Mastery)  

Then, according to the Common European Framework` levels, A1 belongs to Basic user level and their general orientation points are (pg.24):

- **Can understand and use familiar every day expressions and very basic phrases aimed at the satisfaction of need of a concrete type.**
- **Can introduce him/herself and others and can ask and answer questions about personal details, such as where he/she lives, people he/she knows and things he/she has.**
- **Can interact in a simple way provided the other person talks slowly and clearly and prepared to help.**

On the other hand, the official document “Currículo Base del Sistema Educativo Plurinacional (2012, pg. 35) establishes four competences, which are Being, Know, Do and Decide. Being is referred to principles and values linked to cultural traditions. Know is referred to mental processes, taking into account local and universal knowledge. Do is related to activities and technical procedures, in other words it is how to apply the competence of Know. The last one is Decide, which is referred to actions of social impact. Besides, other official document named “Educación
Primaria Comunitaria Vocacional” (2014) establishes the official content of English program with its guidelines:

- “Formas de expresión afirmativa y negativa en lengua extranjera”. (pg. 111).
- “Frases propagandísticas empleadas en lengua extranjera”. (pg. 111).
- “Palabras y verbos compuestos en diálogos y canciones en lengua extranjera”. (pg. 120).
- “Palabras y frases usuales en el campo de la tecnología y el comercio en lengua castellana, originaria y extranjera”. (pg. 126).
- “Pensamientos, manifestaciones de ideas y diálogos de interacción en lengua extranjera”. (Pg. 126).

In doing this English project, which was specifically addressed to children from 7 to 12 years old, just some of the general orientation points from the Common European Framework as well as very few criteria of the official content of English language and three competences (Being, Know and Do) were taken into account by contextualizing and adapting to the children´s characteristics and age. That is because the Common Framework (1971, pg.172-173) suggests that “the first foreign language should start at primary school, emphasizing basic oral communication, beginning from phonetic and syntactic aspects”. In that way, children could have a strong basis of English language to continue studying it in the future.

Therefore, it was proposed two types of indicators:

a) **Cognitive development indicators**, which are referred to the competences of Know and Do, and related to the development of linguistic skills, such as listening, speaking, reading and writing (phonetic and syntactic aspects), which were:

- Can understand Basic English language vocabulary, such as familiar expressions and very basic phrases through games, which are based on commands.
- Can introduce him/herself using songs with mimic.
- Can ask and answer questions about personal details, such as where they live and what they do by means of games which involve orders.
- Can interact using basic vocabulary in short sentences with a correct grammar.
b) **Social emotional development indicators**, which refers to social and emotional abilities in class and it is closely related to the competence of Being, which were:

- Students can break the ice and interact with solidarity, cooperation and respect with the help of games.
- Students are part of the game, group activity and make the assigned task.

To illustrate these aspects four charts were elaborated. Then, the first one shows the general objective in relation to the results to be achieved after this English program implementation. The other charts show the program process along its application; namely, the second chart shows some specific objectives related to indicators of the course design and its specific tasks. The third chart shows other specific objectives regarding to cognitive indicators (Know and Do competences) and its specific tasks. Finally, the last one shows other specific objectives related to social emotional development (Being competence) and its tasks.

**Chart. 1**

<table>
<thead>
<tr>
<th>General objective</th>
<th>Results (General indicators) Competences of Know and do</th>
</tr>
</thead>
</table>
| To teach basic English language vocabulary to children from 7 to 12 years old based on interactive games through Total Physical Response method to improve their linguistic skills. | • Students can understand English language basic vocabulary, such as familiar expressions and very basic phrases through games, which are based on commands.  
• Students can introduce by themselves using songs with mimic.  
• Students can ask and answer questions about personal details, such as where they live and what they do by means of games which involve orders.  
• Students can interact using basic vocabulary in short sentences with a correct grammar. |
Chart 2.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Indicators of diagnostic test, syllabus design and materials</th>
<th>Tasks/Activities</th>
</tr>
</thead>
</table>
| To design a syllabus according to the students’ needs and ages, based on the results of the diagnostic test. | • To do a diagnostic to children about their English language knowledge.  
• To design a syllabus according to children’s characteristics, which contains lesson plan and evaluation. | Application of a diagnostic test.  
Elaboration of a syllabus design. |
| To elaborate adequate materials to develop the syllabus based on TPR method. | • To choose didactic and joyful materials to support the syllabus. | Prepare didactic materials according to the lesson |
Chart 3.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Indicators (Know and Do)</th>
<th>Tasks/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply a methodology based on TPR method combined with didactic games to teach basic English language vocabulary</td>
<td>• Students learn Basic English language vocabulary by developing Listening, Speaking, Reading and Writing skills with the help of games.</td>
<td>Students permanently listen, execute and practice orders through games.</td>
</tr>
<tr>
<td></td>
<td><strong>Listening:</strong></td>
<td>Students follow commands to play games.</td>
</tr>
<tr>
<td></td>
<td>• Students recognize familiar words and very basic phrases about their families.</td>
<td>St. practice greetings through songs with mimic, do short conversations in pairs and practice to ask and answer questions by means of different enjoyable games.</td>
</tr>
<tr>
<td></td>
<td>• Students understand and follow simple instructions.</td>
<td>Students play games to read single words and short sentences.</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking:</strong></td>
<td>Students practice writing by doing competitions and prepare a card with short sentences.</td>
</tr>
<tr>
<td></td>
<td>• They can introduce by themselves using basic greetings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can produce simple sentences about people and places.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can interact with short sentences and do short dialogues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can ask and answer simple questions about very familiar topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can read simple words and phrases about familiar topics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can understand simple messages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can get the idea when there is a visual support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students write isolate phrases and sentences with simple grammatical structures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• They can write a short card.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students dictate each other.</td>
<td></td>
</tr>
<tr>
<td>To provide students useful vocabulary through other strategies related to games (songs with mimic) to learn basic English.</td>
<td>• Students learn a basic and useful vocabulary of words and phrases by means of songs with full physical movements</td>
<td>Students learn to sing joyful songs with new words and phrases with mimic.</td>
</tr>
<tr>
<td>To evaluate the students’ performance in the process of learning.</td>
<td>• There is a permanent assessment in the English learning during the seven months.</td>
<td>Evaluate students’ performance.</td>
</tr>
</tbody>
</table>
Chart 4.

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Indicators (Competence of Being)</th>
<th>Tasks/Activities</th>
</tr>
</thead>
</table>
| To use different games to promote social and emotional abilities, like solidarity, cooperation and respect among themselves. | • Students can break the ice and interact with solidarity, cooperation and respect with the help of games.  
• Students are part of the game, group activity and make the assigned task | Students play games with rules to interact among themselves.  
Students develop work team in playing games. |

3.4 Action Plan

In educational field an action plan refers to different didactic activities to be developed in order to achieve objectives in a certain time and using specific resources, in this case different materials.

It is important to mention that the plan was based on the results of the diagnostic test as well as on the general orientation points of the Common European Framework and the official content. Thus, the chronogram of English program implementation, which contains topics by month and activities is presented in the next chart:
Chart 5. Action Plan

<table>
<thead>
<tr>
<th>Stage</th>
<th>Topic</th>
<th>Month</th>
<th>Activities</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>• Greetings</td>
<td>March</td>
<td>Students introduce themselves with short sentences, using a little ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The alphabet</td>
<td>April</td>
<td>Games (Pictionary) are used to recognize school materials.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School materials</td>
<td>May, 2017</td>
<td>They easily answer questions using flash cards about their families and occupations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Orders in classroom</td>
<td></td>
<td>They sing songs with mimic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My family</td>
<td></td>
<td>Types of assessment:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Occupations and professions</td>
<td></td>
<td>• Formative</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Additive</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>• Days and months</td>
<td>June to July, 2017</td>
<td>Students practice oral and short conversations in pairs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My body</td>
<td></td>
<td>Writing competition (using little stones) about days of the week, colors, animals and human body names.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Colors</td>
<td></td>
<td>Games (Bingo, rats and mice, etc.) to learn new vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clothes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My house</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In the Zoo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>• Fruits</td>
<td>August to September</td>
<td>Students sing songs with physical movements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vegetables</td>
<td></td>
<td>They write short sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Numbers</td>
<td>September, 2017</td>
<td>They dictate short sentences among themselves.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adjectives</td>
<td></td>
<td>They help each other in doing written exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Geometrical shapes</td>
<td></td>
<td>They speak short sentences with a good pronunciation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rights and duties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Give certificates to children</td>
<td>December</td>
</tr>
</tbody>
</table>
3.5 Syllabus design

At the time to elaborate a syllabus, three main aspects should be considered, which are who the learners are, what they will be able to do after an educational project implementation and how to measure their abilities. In addition, Silver (2003, pg. 9) mentions that a TPR syllabus should include the teaching and learning process, students’ practice or rehearsal and testing or evaluation. Then, in words of Chura, a syllabus design is a major decision in language teaching and it should be made as consciously and with as much information as possible (2017, pg. 46).

In this case, learners were children from 7 to 12 years old, and the objective of this English program was to teach Basic English language vocabulary, and some topics were designed in a logical sequence, as well as evaluations have been applied to measure their new abilities. Consequently, this is a lexical syllabus, based on concrete vocabulary, where students will be basic users and learn new vocabulary about different topics through different class activities as well as games.

3.6 Lesson plan

A lesson plan is a systematic guide for teacher’s class development. It is like a map, which shows the objectives to achieve, the route to follow (activities to develop), materials to use and evaluation to do. However, it also should take into account some factors which could affect strongly the learning process. As it was explained in the Chapter II, there are emotional factors, like student’s attitude and learning styles, as well as motivation, which can affect the learning and teaching process.

3.7 Evaluation

In the educational field, evaluation is a systematic process of measure the learning and teaching process. Thus, teachers evaluate obtained results by learners in their learning process. Also cognitive competences (skills) should be evaluated to judge the level in which objectives were achieved by students, and how learners are acquiring different abilities and what weaknesses they have along the course. Therefore, teachers evaluate how learners acquire skills and how they use
them, as well as children’s motivation, participation at classes and attitude, as Sulma Chura stated in her project (pg. 46):

“Evaluation helps the teacher to have a feedback about the efficacy of method in learning and teaching process, it also will provide a wealth information to use for the future direction of classroom practice, for the planning of the courses, and for the management of learning tasks for students”.

Besides, according to the Educational Ministry of Bolivia, on its official document “El nuevo Currículo del Sistema Educativo Plurinacional”, evaluation is a reflexive, systematic and flexible process to know the reality, to collect and analyze information, which will help the teacher to take decisions to improve the educational process (2012, pg. 103). In that way, evaluation should be a qualitative, participative, permanent, dynamic, quantitative and systematic process. Moreover, students should be evaluated at the beginning of a course (diagnostic assessment), during the process (formative evaluation), and at the end of the program (additive assessment), taking into account that teachers are supposed to develop and evaluate the four competences, which are Being, Know, Do and Decide. (2012, pg. 105).

3.7.1 Ways of Evaluation

The Educational Ministry mentions three ways of evaluation, which are:

3.7.1.1 Teacher’s evaluation

After an educational process, one of the teacher’s responsibility is evaluate students by applying qualitative and quantitative assessments, according to the document “El Nuevo Modelo Socio Comunitario Productivo”, (2013, pg. 6).

3.7.1.2 Self evaluation

A self-evaluation should be a reflexive and self-critical process done by every single student, in a way that students can worth the acquired knowledge and think about their interests, creativity and responsibility with their own learning process. It also considers the gender equality, critical
reading, etc. (2013, pg. 10.11). Until 2017 students used to self-evaluate by themselves in the four competences in 100%. However, since this year (2018), students just self-evaluate by themselves in Being and Decide competences in 10%.

### 3.7.1.3 Community evaluation

In a community evaluation should participate teachers and parents. Thus, teacher explains the advanced content and emerged difficulties in the educational process. (2013, pg. 10), and parents have the change to suggest ideas to improve the educational process, that is why this type of evaluation is not scored.

### 3.7.2 How to evaluate?

The official document named “Reglamento de Evaluación del Desarrollo Curricular” recognizes two ways of evaluating the competences of Know, Do, Being and Decide, which are:

#### 3.7.2.1 Qualitative evaluation

This is a permanent assessment about how four competences (Being, Know, Do and Decide) are being developed, taking into account different skills and qualities achieved by students. Besides obtained results should have a literal expression. Then, it can be done in two ways:

1. Evaluate how competences are being developed in every single place, such as in class, during the break, in the family environment, etc., along the teaching time.
2. Evaluate how competences have been acquired by applying oral or written tests.

The criteria of qualitative evaluation is shown in the following chart:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description of criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPD</td>
<td>In process of development</td>
</tr>
<tr>
<td>AD</td>
<td>Acceptable development</td>
</tr>
<tr>
<td>OD</td>
<td>Optimal development</td>
</tr>
<tr>
<td>FD</td>
<td>Full development</td>
</tr>
</tbody>
</table>
3.7.1.2 Quantitative evaluation

It evaluates the development of educational process, which means the acquisition of each one of the four competences (Being, Know, Do and Decide) in relation to established criteria in the evaluation scale. Obtained results have numeral expressions. Each one of the four competences has a grade as it can be observed in the following chart:

<table>
<thead>
<tr>
<th>Quantitative evaluation</th>
<th>Competences</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Being</td>
<td>Know</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>30</td>
</tr>
</tbody>
</table>

In applying evaluations to students, some criteria of the official documents have been considered by adapting and contextualizing to the characteristics of the participants. Thus, it is proposed to work with qualitative as well as quantitative evaluations, through formative and summative ones, with oral and written tests, and using assessment tools, such as the checklist, frequency estimation scale and the class diary, considering that all evaluation resources should be adapted to the participants.
CHAPTER IV
DEVELOPMENT OF THE PROPOSAL

This chapter contains the application of the educational project, its achieved indicators, as well as its obtained results based on the strategy of games, as a didactic strategy to teach English language vocabulary at an elementary level to children.

4.1 Length of the project

This project has been developed in a children center which belongs to “Pueblo Nuevo Evangelical Church”, located in El Alto City, District 2, during seven months (since March until September 2017), from 14:00 to 17:00, three hours a day and three times a week.

Before to apply this project, there was an organizational period from the last week of January until the last week of February 2017, in order to agree how to carry out all activities. First, there were meetings with Compassion’s facilitator and the principal of this shelter, to explain relevant aspects concerned with the English course application. Second, once they accepted the project to be applied, it was asked the principal to have a meeting with children in order to know if they were interested to learn English language vocabulary or not. This activity was very important, because if children were not interested, they would not be forced to learn it, as a way to show respect to children’s rights. Fortunately, most of children were very motivated to learn. Finally, there was a meeting with the children’s parents, who showed a lot of interest to carry out this project, too.

The next step was to design a diagnostic test to children, whose results were described in the Diagnostic Section of the Chapter I. Then, based on those results a syllabus has been elaborated taking into account the orientation points of the Common European Framework and the official content for beginners linked to three from four official competences (Know, Do and Being). To illustrate these aspects two charts were elaborated, which show the schedule of activities and the sequence of learning and teaching activities as well.
## Chart 6.

### Schedule of Activities

<table>
<thead>
<tr>
<th>Period</th>
<th>Objective</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
</table>
| **ORGANIZATIONAL PERIOD**  | To give detailed information about the guided work to the principal of the children center | Meetings with the Compassion’s facilitator and the Principal of the center | Third and last week of January | Month 1
|                            | To motivate English learning to children                                  | Meeting with children                                                     | First week of February    |
|                            | To give information to children’s parents                                 | Meeting with children’s parents                                           | Second week of February    |
|                            | To measure children knowledge about English language                      | Apply a diagnostic test to children about their English knowledge         | Second week of February    |
|                            | To register formally interested students                                  | Meeting with parents to register students                                | Third week of February     |
|                            | To sign the agreement between UMSA and the children center authorities    | Meeting with the principal of the children center                        | Third week of February     |
|                            | To collect information about mission, vision, objectives, etc. of the children center | Interviews to personnel of the center                                    | Third week of February     |
|                            | To do a diagnostic to children about their previous English knowledge     | Processing of diagnostic tests and write findings.                       | Third and last week of February |
|                            | To prepare an adequate syllabus to children                               | Design a syllabus and selections of materials                            | February                   |
| **LEARNING TEACHING PERIOD** |                                                                             | Introduction of English classes                                          | March                      | Month 3
|                            | To develop the English program                                           | 1<sup>st</sup> Stage of English classes                                  | April                      | Month 4
|                            |                                                                           | 2<sup>nd</sup> Stage of English classes                                  | May                        | Month 5
|                            |                                                                           | 3<sup>rd</sup> Stage of English classes                                  | June                       | Month 6
|                            |                                                                           |                                                                           | July                       | Month 7
|                            |                                                                           |                                                                           | August                     | Month 8
|                            |                                                                           |                                                                           | September                  | Month 9
**Chart 7.**

Sequence of learning and teaching activities

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational period</strong></td>
<td>• Design and review a syllabus</td>
<td>February</td>
</tr>
<tr>
<td></td>
<td>• Selection of didactic materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching process implementation (beginning of the work field in the Children Center)</td>
<td>March</td>
</tr>
<tr>
<td><strong>Learning period</strong></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Stage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Greetings</td>
<td>March</td>
</tr>
<tr>
<td></td>
<td>• The alphabet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• School materials</td>
<td>April</td>
</tr>
<tr>
<td></td>
<td>• Orders in classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My family</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>• Occupations and professions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First assessment of 1&lt;sup&gt;st&lt;/sup&gt; Stage</td>
<td>May</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Stage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Days and months</td>
<td>June</td>
</tr>
<tr>
<td></td>
<td>• My body</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Colors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clothes</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>• My house</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In the Zoo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Second assessment of 2&lt;sup&gt;nd&lt;/sup&gt; Stage</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Stage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fruits</td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>• Vegetables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Numbers</td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>• Adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Geometrical shapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rights and duties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Third assessment of 3&lt;sup&gt;rd&lt;/sup&gt; Stage</td>
<td>September</td>
</tr>
<tr>
<td><strong>Conclusion period</strong></td>
<td>Give certificates to children</td>
<td>December</td>
</tr>
</tbody>
</table>
4.2 Content of the project

According to the Bolivia´s Educational Ministry, on its official document named “El Nuevo Currículo del Sistema Educativo Plurinacional”, the foreign language is inside of Community and Society area and related to Language subject (2012, pg. 56), which should serve to basic communication. Also in the Study Program elaborated for primary level by the Educational Ministry, which is other official document in Bolivia since 2014, named “Educación Primaria Comunitaria Vocacional”, the foreign language should be part from the 5th grade content, which was mentioned in the proposal section of the chapter III.

In the same section it was clarified that in doing the content of this project, four important points were taken into account. In other words, the official content of English language, three from four official competences (Know, Do and Being), some criteria of the Common European Framework and the results of the diagnostic section. In addition, although vocabulary acquisition at an elementary level was the focus, students became English learners (Level A1, “Breakthrough” according to Common European Framework criteria), because they appropriated some basic grammar structures, such as verbs in affirmative, interrogative and negative form, use of adjectives, articles, pronouns, etc., as well as a lot of vocabulary, which enable them to develop simple dialogs in pairs and respond to short questions about familiar context.

Besides, the content of the English language course has been designed considering students´ ages (7 to 12 years old), who were beginners and it was based on didactic games; therefore the content was student centered and had three stages:

a. First stage

This stage was used to break the ice and motivate students to learn. It served to put the concrete in the basis of a house. Games were also tools which prepared children´s mind to learn. Six lessons were part of this stage, which were: Greetings, The Alphabet, School materials, Orders in class, My family and Occupations.
b. Second stage

This stage was used to transfer children new knowledge, they experimented how to develop the skills, focusing on listening and speaking. Here children did many questions and talked about their doubts. Once they were helped, they were ready to practice and produce short sentences with the grammar structure and new acquired vocabulary. This stage was like to put one more brick on the walls of the house. Other six lessons were part of this stage, which were: Days and months, My body, Colors, Clothes, My house and In the zoo.

c. Third stage

This was the last part of the project and other six lessons were taught, which were: Fruits, Vegetables, Numbers, Adjectives, Geometrical shapes and My rights and Duties. This stage was like to finish the house. So, in this stage children practiced short dialogues with a correct grammar and used a lot of new vocabulary, as well as dictation was practiced by them.

4.3 Methodology

Some general considerations are needed to explain the methodology applied in this project. First, this guided work was supported by Total Physical Response method, considering mainly the age of students (7 to 12 years old). According to this method, the speech directed to young children consisted primarily of commands, which children used to respond physically before they begin to produce verbal responses. Second, many games were used to develop this project. Consequently, it was important to find a way about how to match TPR method with games as a strategical methodology to teach English language at an elementary level to children.

4.3.1 TPR method combined with games

At the time to develop an English program with children, games as didactic activities, were totally compatible with TPR method, because teacher used orders and commands to explain each game and rules before to play and children obeyed orders with full physical movements. Children loved to learn by using games, because they had the power to avoid boring and made students to be active to learn.
TPR method was applied through actions and games involve full actions, besides most of children really love to learn by playing games, because games break the traditional way of learning.

Furthermore, because of the application of TPR method combined with games, at the beginning children worked individually, then they interacted in pairs doing short dialogues. Finally, they worked in groups of four students, where they had the chance to participate actively. When children learned something new, they were encouraged to practice by themselves as much times as possible.

4.3.2 Three aspects of the methodology

Moreover, inside the methodology there was a necessity to consider three main aspects. The first one was a strategy to teach which was based on games; secondly a division of children into two groups according to their age, and the last one to have some established rules in the classroom.

4.3.2.1 Games as a strategy of learning and teaching process

This supervised project was oriented to teach English language vocabulary at an elementary level based on the strategy of games. Then, at the beginning of the course children were too shy, especially kids and girls. It was necessary to use some games as ice breaker to teach them. Children naturally love to play, which means that they learn easily by playing. Also, games were used in all of the learning and teaching process, because they prepared children’s mind creating positive emotions to learn and helping to establish a free of fear atmosphere, both produced an optimal condition to teach children and store new information in the children’s long term memory. Sometimes, it was important to decorate the class as a motivational strategy by using pictures, images and different objects according to the lessons, which caused a great surprise and a positive impact on children, which helped to add success in the learning process.
4.3.2.1.1 Useful games in the learning and teaching process

Games were used to develop a learning and teaching process with children, however before applying them, teacher had to explain clearly what a game consisted on and also had to establish some rules of games. Also every game was timed and had some punishment when students did not answer immediately or did not do it in a satisfactory way. It was important that every game should have an objective related to linguistic skills. Thus, the following games were used to carry out this program, whose details are in the Appendix C:

<table>
<thead>
<tr>
<th>Games to develop Listening and Speaking skills</th>
<th>L, S, R and W*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My wardrobe</td>
<td>• A surprise box</td>
</tr>
<tr>
<td>• One, two, clap</td>
<td>• Pictionary</td>
</tr>
<tr>
<td>• Party of colors</td>
<td>• I am obedient!</td>
</tr>
<tr>
<td>• Party of numbers</td>
<td>• Bingo</td>
</tr>
<tr>
<td>• My right side is free…</td>
<td>• Drawing competition</td>
</tr>
<tr>
<td>• Rats and mice</td>
<td>• A letter arrived to…</td>
</tr>
<tr>
<td>• Russian roulette</td>
<td>• Forming words</td>
</tr>
<tr>
<td>• Salad fruit</td>
<td>• Russian roulette</td>
</tr>
<tr>
<td>• Simon says…</td>
<td></td>
</tr>
<tr>
<td>• The queen asks for …</td>
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</tr>
</tbody>
</table>

*L = Listening.
*S = Speaking.
*R = Reading.
*W = Writing.

4.3.2.1.2 Useful songs with mimic as a part of games

At the time to learn, songs are also games with physical actions. They have the objective to practice Speaking skills. Some songs which were adapted are:
Songs with full physical movements

| • Hello, what is your name?       | • With Christ in the family |
| • I am the champion              | • Days of the week          |
| • The Alphabet                   | • Lion is the king of animals |
| • I am a boy, I am a girl        | • The color of my heart     |
| • My father is a doctor          | • Erick is a smart boy      |
| • One, two, three four, five     | • I am not a singer         |
| • Heed, face, shoulders, leg     | • In the ark of Noah        |
| • A banana, a pineapple          |                             |

4.3.3 Division of students into two groups

At the beginning of the course there were 36 effective students from 7 to 12 years old, who were studying in second, third, fourth, fifth and sixth grade of primary level. As it was a big group, children were divided into two classes, the first group children from 7 to 9 years old, who were 16 students, and the second group children from 10 to 12 years old, who were 20 students.

4.3.3.1 First group children

Students who were part of this group were 16 students (8 boys and 8 girls), whose ages were 7 to 9 years old. Just two students were 7 years old, who were studying in the 2nd course of primary level. The rest of the group was 8 and 9 years old and they were in third and fourth grade of primary level, too.

Topics and lessons were the same of the eldest group, just with much more exercises to understand. This group of learners needed more time to learn, which meant that they required more explanations and more games or activities to understand the concepts. Listening and speaking skills were developed easily by this group, but they found difficult to develop written and reading skills. This group learned 18 lessons divided into three stages and had classes three and sometimes four days a week on Tuesday, Wednesday, Thursday (Friday), from 14:00 to 15:30 p.m., from March until September 2017.
4.3.3.2 Second group children

In this group there were 20 students (12 boys and 8 girls), who were 10 to 12 years old. When they were registered, they were one year less, but during the English course they had their birthday. They all were in Fifth or Sixth grade of primary level, except one boy who was 9 years old and came later to class because of a surgery. These group had classes the same days as the first group, but from 15:30 to 17:00 p.m.

According to the diagnostic test applied there, none of both groups of students had previous English classes at school; thus it meant they did not have experienced any formal English course. The only knowledge they had about English language was just some isolated words of colors and numbers with a bad pronunciation. It is relevant to explain that both groups had the same chance to learn, which means the same lessons, objectives and contents and the same days of classes. The difference was related to much oral practice with the eldest children.

The next charts illustrate the situation of 36 registered students by gender and age at the beginning of the English course:

**Figure 9. Registered Students by Age and Gender**

![Chart showing registered students by age and gender](chart)

**Source:** Own elaboration

Most students were between 9 and 10 years old (it means 23 out of 36 students), they were all studying in 4º and 5º grade at public schools. Most of them were boys (20), girls were just 16.
4.3.4 Rules in the classroom

At the beginning of the course, some rules has been established at the classroom with the objective to promote a study discipline and the joy to learn, which were:

- Bring your school materials.
- Participate as much as possible.
- Smile as much as possible.
- Respect your classmates and cooperate among students: team work.
- No nicknames.

4.4 Proposed syllabus design

According to the Study Program elaborated for primary level students by the Educational Ministry, which is an official document in Bolivia since 2014, named “Educación Primaria Comunitaria Vocacional”, a syllabus should have the following structure:

**Dimension**, which refers to the acquisition of four competences: Being, Know, Do and Decide.

**Holistic objectives**, which refers to pedagogical orientations related to the competences of Being, Know, Do and to Decide.

**Contents and articulating axis**, which refers to educational areas, such as Community and Society; Life and Territory; Science, Technology and Production; and Cosmos and Thought.

**Methodological orientations**, which refers to four elements in the educational process, which are: practice, theory, assessment and production.

**Evaluation**, refers to the information about achievements and difficulties of the different competences (Being, Know, Do and Decide) during the educational process in order to overcome.

**Products**, which refer to obtained results because of the implementation of an educational process.

In order to develop a syllabus design, some elements of the above structure will be taken into account by adapting and contextualizing at the official content of English language as well as the general orientation points of the Common European Framework, considering the children´s ages.
and needs. In addition, some elements proposed by Chura Silvia on her guided work (2017, pg.52), has been considered. Then the elements of the syllabus structure were:

**General aspects:**

- **Subject**: It refers to English language at an elementary level.
- **Level**: The English program was addressed to beginner level (Basic users or Breakthrough).
- **Grade**: It refers to students’ current grade, which were 2\(^{nd}\), 3\(^{rd}\), 4\(^{th}\), 5\(^{th}\) and 6\(^{th}\).
- **Days**: The English project was applied from Tuesday to Thursday (and sometimes on Friday).
- **Schedule**: English classes were developed from 14:00 to 17:00.

**Main aspects:**

- **Topic**: It refers to eighteen lessons divided into three stages.
- **Stages**: The syllabus was divided into three stages, and every stage had 6 lessons.
- **Indicators for each lesson**: Here were described some tasks that students should do.
- **Conceptual Content**: Here it was established the content of the lesson.
- **Procedural Content**: As the strategical methodology was based on TPR method and games, here it was explained the game to be used to learn in each lesson.
- **Attitudinal Content**: Here it was explained social emotional indicators to be achieved.
- **Activities**: Here it was explained different activities to carry out.
- **Evaluation**: Here it was explained how the lesson should be evaluated.

Then, the syllabus design was:
**SYLLABUS DESIGN**

**1ST. STAGE:** The objective of this unit is to introduce students to English world and make them to enjoy English language learning.

<table>
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<tr>
<th>TOPIC</th>
<th>LINGUISTIC OBJECTIVE</th>
<th>FUNCTIONAL OBJECTIVE</th>
<th>INDICATORS</th>
<th>LEARNING OUTCOMES</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>Lesson 1. Greetings</td>
<td>Grammar: Verb &quot;To Be&quot; in simple present tense.</td>
<td>To know how to greet in a formal and informal way and how to say good bye.</td>
<td>Ss are able to: Introduce himself or herself. Greet people using formal and informal greetings. Say good bye.</td>
<td>Vocabulary: Hello, Hi! Teacher Student Good-bye Good morning Good afternoon Good evening How are you? What is your name?</td>
<td>CONTENTS orthogonal to the LINGUISTIC PROCEDURAL ATTITUINAL</td>
<td>METHODOLOGICAL STRATEGY OF TPR AND GAMES</td>
<td>Methodological oral evaluation by using games</td>
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<td>Evaluation:</td>
<td>Training:</td>
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<tr>
<td>Lesson 2. The Alphabet</td>
<td>Grammar: Verb “To Be” in simple present tense, in affirmative, negative and interrogative form.</td>
<td>To learn how to spell names and Some easy words.</td>
<td>Ss are able to: Identify each one of vowels in English language</td>
<td>Vocabulary: Alphabet Letter Vowel Name Apple, Bee Car, Dice, Elephant, etc.</td>
<td>CONTENTS orthogonal to the LINGUISTIC PROCEDURAL ATTITUINAL</td>
<td>METHODOLOGICAL STRATEGY OF TPR AND GAMES</td>
<td>Methodological oral evaluation</td>
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<td>Evaluation:</td>
<td>Training:</td>
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<td><strong>Lesson 3. School materials</strong></td>
<td>Grammar: Verb “To Be” What Indefinite article A/An Verbs Can, Have Auxiliar Do Affirmative Negative</td>
<td>To recognize names of useful school materials.</td>
<td>Ss learn new vocabulary. Ss answer correctly when they are asked: What is it? It is a ...? Do you have a ...? Yes, I do!</td>
<td>Ss are able to: Speak with short sentences about school materials: “Can you lend me a...? Yes, I can. Do you have a ruler? Yes, I Do. No, I don’t. Write names of school materials.</td>
<td>Vocabulary: Verbs: Can, write, draw Nouns: Pencil, pen, Eraser, marker, book, notebook, ruler, sharpener notebook, Chair, table, Backpack, box</td>
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<tr>
<td><strong>Lesson 4. Orders in class</strong></td>
<td>Grammar: Verbs in infinitive form: Sit down Stand up Open Close Write Draw Smile Jump Stop Clap</td>
<td>To practice useful instructions in class.</td>
<td>Students listen, understand and execute orders successfully in class. Write infinite verbs.</td>
<td>SS are able to: Execute and give orders in front of the class.</td>
<td>Vocabulary: Verbs: Sit down Stand up Open Close Write Draw Smile Jump Stop Clap your hands</td>
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<tr>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>Methodological strategy of TPR and games:</td>
<td>Formative oral evaluation by using visual aids about school materials</td>
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<tr>
<td>Game: Pictionary</td>
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<td>Song: “I am a boy”</td>
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<td>Game: My surprise box</td>
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<td>Ss develop responsibility to care their school materials. Ss practice solidarity to lend their school materials</td>
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<td>Formative oral evaluation</td>
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<td>Formative written evaluation of Comparison Matching and Completing</td>
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<td>TOPIC</td>
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<tr>
<td>Lesson 5.</td>
<td><strong>My family</strong></td>
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<td><strong>Grammar:</strong></td>
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<p>| Lesson 6.     | <strong>Profession and occupation</strong> |                      |                                     | <strong>SS are able to:</strong>                      |          |            |                                    |
|               | <strong>Grammar:</strong>                |                      |                                     | <strong>Name each profession and occupation.</strong> |          |            |                                    |
|               | <strong>Auxiliar Do</strong>             |                      |                                     | <strong>Speak with short sentences about professions and occupations.</strong> |          |            |                                    |
|               | <strong>Does</strong>                    |                      |                                     | <strong>Ss learn new vocabulary.</strong>             |          |            |                                    |
|               | <strong>What do you do?</strong>         |                      |                                     | <strong>Ss can write short sentences.</strong>        |          |            |                                    |
|               | <strong>Verb “To Be”</strong>            |                      |                                     | <strong>Write sentences with new vocabulary.</strong> |          |            |                                    |
|               | <strong>Article A/An</strong>            |                      |                                     | <strong>Vocabulary:</strong>                          |          |            |                                    |
|               |                      |                      |                                     | <strong>Verb:</strong> <strong>Arrive</strong>                     |          |            |                                    |
|               |                      |                      |                                     | <strong>Nouns:</strong> <strong>Teacher, doctor, Student, nurse, Dentist, singer, secretary, carpenter, pilot, farmer, builder, tailor, reporter, singer, painter, policeman, artist, actor, housewife, waiter. Letter.</strong> |          |            |                                    |
|               |                      |                      |                                     | <strong>T applies art gallery to teach professions and occupations.</strong> |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss match names with draws.</strong>           |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss practice short dialogue about professions and occupations.</strong> |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss play a game.</strong>                      |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss write short sentences.</strong>            |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss sing a song.</strong>                      |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss learn to respect different professions and occupations.</strong> |          |            |                                    |
|               |                      |                      |                                     | <strong>Ss develop work team to play.</strong>        |          |            |                                    |
|               |                      |                      |                                     | <strong>Methodological strategy of TPR and games:</strong> |          |            |                                    |
|               |                      |                      |                                     | <strong>Game: A letter arrived to...</strong>         |          |            |                                    |
|               |                      |                      |                                     | <strong>Song: “My father is a doctor”.</strong>       |          |            |                                    |
|               |                      |                      |                                     | <strong>Formative oral evaluation</strong>            |          |            |                                    |
|               |                      |                      |                                     | <strong>Formative written evaluation of Comparison Matching and Completing</strong> |          |            |                                    |</p>
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<td>Lesson 7.</td>
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<tr>
<td>Days and months</td>
<td>Grammar:</td>
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<td>To learn days of the week and months of the year.</td>
<td>Ss are able to:</td>
<td>Vocabulary:</td>
<td>ACTIVITIES</td>
</tr>
<tr>
<td></td>
<td>Verb “To Be” in</td>
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<td>80% of Ss recognize days and months.</td>
<td>Listen and answer</td>
<td>Verbs: To Be.</td>
<td>Methodological oral evaluation by using visual aids about days and months.</td>
</tr>
<tr>
<td></td>
<td>affirmative, negative</td>
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<td>80% of Ss apply new vocabulary.</td>
<td>questions about days and</td>
<td>Nouns: 7 days of the week.</td>
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<td>and interrogative in</td>
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<td>80% of Ss are familiarized with English language pronunciation.</td>
<td>months.</td>
<td>12 months of the year.</td>
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<td>simple present and</td>
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<td>Speak with short</td>
<td>Season: spring, summer, autumn, winter, favorite, birthday.</td>
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<td>past tense</td>
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<td>sentences about days and</td>
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<td>What, when</td>
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<td>Indefinite article A/An</td>
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<td>Lesson 8.</td>
<td>Grammar:</td>
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<td>To recognize names of different parts of the human body.</td>
<td>SS are able to:</td>
<td>Vocabulary:</td>
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<td>My body</td>
<td>Verb To Be in simple</td>
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<td>80% of Ss answer questions in affirmative or negative form about parts of</td>
<td>Name different parts of</td>
<td>Verbs: Touch, point, raise.</td>
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<td>present tense in</td>
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<td>their body.</td>
<td>their body.</td>
<td>Nouns: Body, head, hair, face, shoulders, leg, eyes, nose, ears, hands,</td>
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<td>affirmative, negative</td>
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<td>Write and read</td>
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<td>T uses visual aids to teach parts of human being body.</td>
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<td>Ss practice pronunciation of parts of the body in pairs.</td>
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<td>What is it?</td>
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<td>Ss sing a song with mimic.</td>
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<td>Ss write and read sentences.</td>
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<td>Ss play a game.</td>
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<td>Ss develop solidarity among classmates.</td>
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<td>Ss respect classroom rules.</td>
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**Contents**
- Linguistic
- Procedural
- Attitudinal

**Activities**
- Methodological strategy of TPR and games:
  - Game: Bingo.
  - Song: “Monday, Tuesday, Wednesday”.
- Methodological strategy of TPR and games:
  - Game: Simon say touch your...
  - Song: “Head, face, shoulders, leg”.

**Evaluation**
- Formative oral evaluation by using visual aids about days and months.
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<th>FUNCTIONAL OBJECTIVE</th>
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<tbody>
<tr>
<td>Lesson 9. Colors</td>
<td>Grammar: Verb “To Be” affirmative, negative and interrogative in simple present tense.</td>
<td>To know names of different colors.</td>
<td>80% of Ss identify colors. 80% of Ss construct short sentences using colors combined with school materials.</td>
<td>Ss are able to: Speak with short sentences using colors and school materials. Write short sentences using colors and school materials.</td>
<td>Vocabulary: Verbs: To Be, draw, write, like, love. Nouns: Color, pink, white, black, red, yellow, green, brown, purple, orange, blue, tree, flower, animal, sun, sheep, heart.</td>
<td>T uses colored visual aids made of foam sheet and pick up on the wall. Ss play a game to practice how say colors. Ss sing a song with mimic. Ss write short sentences about colors.</td>
<td>Methodological strategy of TPR and games: Game: “Party of colors”. Song: “Red, yellow and green”. Formative oral evaluation by using visual aids.</td>
</tr>
<tr>
<td>Lesson 10. Clothes</td>
<td>Grammar: Verb “To Be” in present progressive. I am wearing She is wearing a...</td>
<td>To identify names of useful clothes.</td>
<td>80% of Ss practice a short dialogue using present progressive and 85% of new vocabulary. 80% of Ss write correctly new vocabulary.</td>
<td>SS are able to: Answer questions about clothes easily. Speak with short sentences using colors and clothes in present progressive. Write correctly new vocabulary.</td>
<td>Vocabulary: Dress, T-shirt, sweater, jacket, hat, socks, jeans, trousers, coat, market Reinforce colors.</td>
<td>T uses realia to introduce lesson of clothes. Ss cut little clothes using colored foam sheets. Ss answer and write sentences using clothes and its colors.</td>
<td>Methodological strategy of TPR and games: Game: “The queen asks for ...” Game: “A surprise box” Formative written evaluation of Comparison Matching and Completing</td>
</tr>
<tr>
<td>TOPIC</td>
<td>LINGUISTIC OBJECTIVE</td>
<td>FUNCTIONAL OBJECTIVE</td>
<td>INDICATORS</td>
<td>LEARNING OUTCOMES</td>
<td>CONTENTS</td>
<td>ACTIVITIES</td>
<td>EVALUATION</td>
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<tr>
<td>Lesson 11.</td>
<td><strong>My house</strong></td>
<td>Grammar:</td>
<td>Present progressive.</td>
<td><strong>Ss are able to:</strong></td>
<td>Vocabulary:</td>
<td><strong>T uses visual aids</strong></td>
<td>Formative oral evaluation by using visual aids.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To recognize names of useful things and places at home.</td>
<td></td>
<td>Speak with short sentences about useful things at home.</td>
<td>Verbs: Have, like, love, write, draw.</td>
<td><strong>Ss develop solidarity among classmates.</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Where</td>
<td>80% of Ss names different useful things at home.</td>
<td>Write names of useful things at home.</td>
<td>Nouns: House, home, living room, bedroom, kitchen, sofa, rest-room, radio, television, chair, table.</td>
<td><strong>Ss respect classroom rules.</strong></td>
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<tr>
<td></td>
<td></td>
<td>Auxiliar</td>
<td></td>
<td>Answer questions easily.</td>
<td><strong>T uses visual aids of places and useful things at home.</strong></td>
<td><strong>Ss do a competition game.</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Do/Does</td>
<td></td>
<td></td>
<td><strong>Ss practice a dialogue in pairs.</strong></td>
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<tr>
<td></td>
<td></td>
<td>Indefinite</td>
<td></td>
<td></td>
<td><strong>Ss draw and write places at home</strong></td>
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<tr>
<td></td>
<td></td>
<td>article A/An</td>
<td></td>
<td></td>
<td><strong>Ss develop solidarity among classmates.</strong></td>
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<td><strong>Ss respect classroom rules.</strong></td>
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<td></td>
<td><strong>Ss do a competition game.</strong></td>
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<td></td>
<td></td>
<td><strong>Ss develop solidarity among classmates.</strong></td>
<td></td>
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</tr>
<tr>
<td>Lesson 12.</td>
<td><strong>In the zoo</strong></td>
<td>Grammar:</td>
<td>How many</td>
<td><strong>SS are able to:</strong></td>
<td>Vocabulary:</td>
<td>Methodological strategy of TPR and games:</td>
<td>Formative oral evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adjectives</td>
<td>Name animals.</td>
<td>Wild animal: lion, tiger, giraffe, wolf, snake, bear, fox, eagle, monkey, zebra, kangaroo, turtle.</td>
<td><strong>Game: Mice Vs. rats.</strong></td>
<td>Formative written evaluation of Comparison Matching and Completing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is it?</td>
<td>Speak with short sentences about animals.</td>
<td>Domestic animals: Cat, dog, pig, duck, chicken, rabbit, hen, caw, horse.</td>
<td><strong>Game: Guessing…</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>There is/ There are.</td>
<td>Write, read and dictate new vocabulary successfully.</td>
<td>Harmful animals: rat, mouse.</td>
<td><strong>Song: “Lion is the king of animals”.</strong></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td><strong>T uses visual aids to teach animals.</strong></td>
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<td></td>
<td><strong>Ss practice short dialogue about animals.</strong></td>
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<td></td>
<td><strong>Ss play a game.</strong></td>
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<td></td>
<td></td>
<td><strong>Ss write short sentences.</strong></td>
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<td></td>
<td></td>
<td><strong>Ss sing a song.</strong></td>
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<td></td>
<td></td>
<td><strong>Ss dictate simple sentences each other.</strong></td>
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</tr>
<tr>
<td>Subject: English Language</td>
<td>Teacher: Rosmery Apaza</td>
<td>Level: Beginners (Basic users)</td>
<td>Grades: 2nd, 3rd, 4th, 5th, 6th of primary level</td>
<td>Days: Tuesday, Wednesday, Thursday</td>
<td>Class time: From 14:00 to 17:00</td>
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</tbody>
</table>

### TOPIC

<table>
<thead>
<tr>
<th>Lesson 13</th>
<th>Lesson 14</th>
<th>Fruits and vegetables</th>
</tr>
</thead>
</table>

#### LINGUISTIC OBJECTIVE

- Grammar: Verb “To Be”
  - Indefinite article A/An
  - Use of adjectives
  - Use of auxiliar Do and does
  - Do you like? Do you love? Do you play? There is/ There are.

#### FUNCTIONAL OBJECTIVE

- Identify names of fruits and vegetables.
- 80% of Ss can difference between verbs like and love.
- 80% of Ss learn names of fruits and vegetables.

#### INDICATORS

- Ss are able to:
  - Speak with short sentences about what fruit they like or love.
  - Practice a dialogue using fruits and vegetables.

#### LEARNING OUTCOMES

- Vocabulary:
  - Verbs: To Be, like, love.
  - Nouns: Market, orange, grapes, bananas, apple, strawberry, watermelon, lemon, pineapple, onion, lettuce, potatoes, cucumber, carrot, corn.

- CONTENTS
  - T uses real fruits to teach children.
  - Ss eat fruits and they repeat names of fruits and vegetables.
  - Ss draw fruits and vegetables and then write their names.
  - Ss play a game.
  - Ss sing a song with mimic.

- ACTIVITIES
  - Methodological strategy of TPR and games:
    - Game: “Bingo of fruits and vegetables”
    - Song: “A banana”.

- EVALUATION
  - Formative oral evaluation by using visual aids about fruits and vegetables.

### Lesson 15

<table>
<thead>
<tr>
<th>Lesson 15</th>
<th>Numbers</th>
</tr>
</thead>
</table>

#### Grammar:

- How many
- Use of Adjectives
- Verb To Be.
- There is/ There are.

#### To identify numbers from 1 to 20.

- 80% of students count numbers from 1 to 20 successfully.

#### SS are able to:

- Count numbers from 1 to 20.
- Read short sentences.
- Practice a short dialogue.

#### Vocabulary:

- Numbers from one to twenty.

- T uses visual aids to teach numbers combined with animals.
- Ss match numbers with visual aids.
- Ss practice short dialogue about numbers and animals.
- Ss play a game.
- Ss sing a song.

- Ss follows instructions.
- Ss ask a favor developing collaboration.

#### ACTIVITIES

- Methodological strategy of TPR and games:
  - Game: Big numbers.
  - Song: “One, two, three, four five”.

#### EVALUATION

- Formative oral evaluation
- Formative written evaluation of Comparison Matching and Completing
<table>
<thead>
<tr>
<th>Topic</th>
<th>Linguistic Objective</th>
<th>Functional Objective</th>
<th>Indicators</th>
<th>Learning Outcomes</th>
<th>Contents</th>
<th>Activities</th>
<th>Evaluation</th>
</tr>
</thead>
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<tr>
<td>Lesson 16</td>
<td>Adjectives</td>
<td>Use of qualifier adjectives</td>
<td>To recognize qualifier adjectives.</td>
<td>Ss are able to:</td>
<td>Vocabulary:</td>
<td>Ss develop solidarity among classmates.</td>
<td>Methodological strategy of TPR and games:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Write, read and dictate short sentences by using qualifiers.</td>
<td>T uses visual aids of qualifiers.</td>
<td>Ss practice a dialogue using qualifiers.</td>
<td>Ss respect classroom rules.</td>
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<td></td>
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<td></td>
<td>80% of Ss construct short sentences using qualifier adjectives.</td>
<td>Ss sing a song with mimic.</td>
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<td></td>
<td>Ss write, read and dictate short sentences.</td>
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<tr>
<td>Lesson 17</td>
<td>Geometrical shapes.</td>
<td>Grammar: There is/There are. How many Singular and plural</td>
<td>To recognize names of geometrical shapes.</td>
<td>Ss are able to:</td>
<td>Vocabulary:</td>
<td>Ss practice collaboration to do exercises.</td>
<td>Methodological strategy of TPR and games:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>80% of Ss learn new vocabulary.</td>
<td>Name geometrical shapes.</td>
<td>Figure, star, circle, square, triangle, rectangle, heart.</td>
<td>Game: “Competition of drawing”</td>
<td>Formative oral evaluation</td>
</tr>
<tr>
<td></td>
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<td>Recognize singular and plural form.</td>
<td>T uses visual aids to teach figures.</td>
<td>Ss match names with figures.</td>
<td>Game: “Competition of drawing”</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ss write new vocabulary.</td>
<td>Ss practice short dialogue about figures.</td>
<td>Ss write short sentences.</td>
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<td></td>
<td>Ss practice short dialogue about figures.</td>
<td>Ss write short sentences.</td>
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<tr>
<td>Lesson 18</td>
<td>Rights and duties</td>
<td>Grammar</td>
<td>Reinforce verb To be.</td>
<td>Ss are able to:</td>
<td>Vocabulary:</td>
<td>Ss practice respect and solidarity among themselves.</td>
<td>Methodological strategy of TPR and games:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To learn children’s rights and duties.</td>
<td>Identify and name children’s rights and duties.</td>
<td>Love, live, education, health, play, name, respect, Solidarity, study, nationality.</td>
<td>Game: “Competitions”.</td>
<td>Formative oral evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80% of students know children’s rights and duties.</td>
<td>T uses visual aids to teach children.</td>
<td>Ss play a game.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Ss draw and color.</td>
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</tbody>
</table>
4.5 Lesson Plan

In the educational field, the lesson plan is like a map with some steps to follow in order to achieve linguistic and functional objectives. Thus, this tool guides the teacher to develop the whole class, because it has descriptions to carry out the lesson. In applying this project, the lesson plan guided the steps to follow in the process of English language teaching to children. In addition, all lesson plans were based on the methodological strategy of TPR combined with games. Then, a lesson plan had the following steps:

General aspects:

- **Level**: Here it was described the level of students, who were beginners (basic users).
- **Grade**: Here it was described the grade which students were studying at school, such as 2nd, 3rd, 4th, 5th and 6th of primary level.
- **Number of students**: It was referred to 36 students.
- **Days**: Each lesson was planned to be taught during three days a week and each class was for about 1½ hours per day. Students were divided into two groups, young learners needed much more time to learn and eldest ones learned faster; also they needed extra oral and written exercises using games with different materials.

Objectives and vocabulary:

- **Linguistic objective**: It contained the grammar structure to be taught.
- **Functional objective**: Here it was established the reason that students should learn any lesson, for example to greet people, to recognize names of useful school materials, and so on.
- **Vocabulary to learn**: It was important to delimit what vocabulary students were going to learn, which would serve as learning indicators.

Learning and teaching process

- **Time**: Here it was described the time that each activity lasted. It was important to control the time in order to develop the whole lesson plan.
• **Activity description:** This part referred to different activities which helped to achieve the objectives of the lesson plan.

• **Interaction:** It was important to describe the interaction between teacher and student (T-S), teacher and the class (T-class), or among students (S-S).

• **Skills:** Here it was described what skill has been developed in each activity.

• **Resources:** This point referred to different materials and resources to use. For example flash cards, realia, photocopies, color papers, drawings, etc.

• **Stage:** There were three stages in the learning and teaching process:

  a) **Warm up:**

  Introduction was a very important step to develop the learning and teaching process. In this step children were motivated to learn by showing them flash cards, pictures, images, charts or realia, or acting and making gestures. Some suspense and surprise was added in showing didactic resources, which motivated children to learn more and more. This step had the objective to generate students’ interest and expectation to learn. Here it was introduced some new vocabulary through games and flash cards, which was the way to produce positive emotions, which would facilitate new information learning.

  In this step teacher had a class routine before to begin the current lesson. It consisted on having some prepared questions or orders in little pieces of paper about the previous lessons, which students were allowed to pick up and answer. No more than five questions were done to some students, but they all were ready to answer. Some of questions or orders were; What is your favorite … (color, animal, fruit, food, day, month)? Where do you live? Also, some orders were useful to practice Speaking and Listening skills, for example: Sing a song, smile, spell your name, write “housewife”, draw two balloons or other things or animals, etc.

  b) **Main activity:**

  This step was used to transfer children new knowledge, they experimented how to develop the skills, focusing on listening and speaking at the very beginning and writing and reading skills later. It had the objective to provide intensive practice in order students to appropriate knowledge about
the lesson, it means linguistic and functional objectives proposed for the lesson as well as to teach vocabulary and reach indicators.

This step allowed students to practice the new language a certain time during the class. Practice and language production were chances for students to use and refine their understanding; then, students could practice in pairs and then in smalls groups. In this step some mistakes and doubts were clarified and once students were helped, they were ready to practice what they have learned. In this stage children begun to construct their new knowledge.

Many activities were developed in this stage, including many games and other educational strategies like songs with full physical movements and mimic, with different materials and resources. It is important to mention that grammar structures as well as new vocabulary were easier to learn using educational and joyful games.

c) Follow up:

This step had the objective to reinforce students learning. In this step children were ready to be evaluated about the learned lesson (the four skills, vocabulary and grammar structures), thus teacher could know student´s weaknesses, help them and know their learning progress. It was important to test students by using different games and resources; students though that they were playing, but in fact they were being evaluated. Therefore, this type of evaluation was not a stressing factor, but an enjoyable educational aspect. Also it was important to have written tests in order to know students’ progress in writing and reading skills.

To illustrate the procedure of a lesson plan, it is presented an example:
Lesson: My mother is a nurse!

<table>
<thead>
<tr>
<th>Level: Beginners</th>
<th>Grades: 2nd, 3rd, 4th, 5th, 6th</th>
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</thead>
<tbody>
<tr>
<td>Number of students: 36 children</td>
<td>Days: Tuesday to Thursday</td>
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</tbody>
</table>

**Linguistic objective:**
- Personal pronouns
- Verb To Be in affirmative, negative and interrogative form.
- Use of indefinite article A/An
- Use of auxiliary Do: What do you do?

**Functional objective:** Recognize names of useful occupations

**Vocabulary to learn:**
- **Phrases:** What do you do?
- **Nouns:** Teacher, students, doctor, dentist, nurse, secretary, carpenter, pilot, farmer, builder, tailor, reporter, singer, policeman, artist, actor, painter, housewife, waiter, singer, letter
- **Verbs:** Verb To Be

<table>
<thead>
<tr>
<th>Stage</th>
<th>Time</th>
<th>Activity description</th>
<th>Interaction</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up</td>
<td>5</td>
<td>Class routine</td>
<td>T-Class</td>
<td>L - S</td>
<td>Realia</td>
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<tr>
<td></td>
<td>10</td>
<td>T uses flash cards about occupations and professions, shows students and says: “Andrés is a pilot”. He is a pilot. T creates suspense to show every flash card</td>
<td>T-Class</td>
<td>S</td>
<td>Flash cards</td>
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<td>10</td>
<td>T hung up on the wall all flash cards forming an Art Gallery, saying for example: Kevin is a doctor. Goyo is a policeman, etc.</td>
<td>T-Class</td>
<td>L</td>
<td></td>
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<tr>
<td></td>
<td>5</td>
<td>T introduces grammar with the verb to be in interrogative, negative and affirmative form. Kevin is a doctor. He is a doctor. Is Kevin a doctor?</td>
<td>T-Class</td>
<td>L - S</td>
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<td></td>
<td>5</td>
<td>T introduces the indefinite article A and An, and explain when we should use each one of them.</td>
<td>T-Class</td>
<td>L - S</td>
<td></td>
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<tr>
<td>Main Activity</td>
<td>15</td>
<td>Ss introduce using a little ball to practice speaking.</td>
<td>Ss-Ss</td>
<td>L - S</td>
<td>Flashcards of occupations and professions</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Ss draw, color and draw 3 occup. or profess.</td>
<td>Ss</td>
<td>L - W</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Ss do crossword.</td>
<td>Ss</td>
<td>R</td>
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<td>10</td>
<td>T uses a game to learn new vocabulary, game is named “My right side is free for…”</td>
<td>T-Class</td>
<td>L - S</td>
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<td>10</td>
<td>T uses a song called “My father is a doctor” to make students memorize vocabulary and practice pronunciation. The song requires full physical movements.</td>
<td>T-Class</td>
<td>L - S</td>
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<tr>
<td>Follow up</td>
<td>10</td>
<td>Ss work with work sheets Ss are asked for ex: Is Andres a pilot?</td>
<td>Individual</td>
<td>W - R L - S</td>
<td>Work sheets Tests</td>
</tr>
</tbody>
</table>
Procedure of a lesson plan:

Class routine (this activity has the objective to remember vocabulary).

First, teacher follows the class routine creating a joyful and free of fear atmosphere to learn:
  o Asks students to sing 3 songs with mimic.
  o Gives some orders, like: Stand up, raise your hand, listen to me, jump 3 times, etc.
  o Asks some questions, like: what is it? (a pencil, an eraser, a table, etc.)

Activity 1. Use of flash cards

Teacher shows students flash cards with different occupations and professions.

Teacher: Students, Kevin is a doctor. **He is a** doctor.
Students, is Kevin a doctor?

Students: Yes, Kevin is a doctor. Yes, **He is a** doctor.

Teacher: Students, Susana is a nurse. **She is a** nurse.
Students, is Susana a nurse?

Students: Yes, Susana is a nurse. Yes, **She is a** nurse.

Then, teachers shows other flashcards and asks students to answer following the example given. Teacher should also take advantage to teach the article A/An and pronouns.
Activity 2. Art Gallery

Using the same flashcards of jobs, teacher asks each student to match the flashcard with the correct label of occupation or profession. In doing this exercise, some mistakes could emerge from students, which should be corrected by the teacher as soon as possible.

Activity 3. Self introduction using a little ball

Teacher gives one label to every single student with names of one occupation or profession. They should put it on their clothes in a manner that each student should have an occupation or profession. Teacher uses a little ball to introduce herself, in the following way:

Example: Hello students, I am a teacher. My father is a tailor. My mother is a nurse. What do you do?

Once teacher has introduced herself, she throws the ball to any student to introduce following the example given by her. This activity finishes when all students have introduced using the ball.

Activity 4. Draw, color and write 3 occupations or professions.

Activity 5. Work sheets: Crossword: Find names of these occupations and professions:

Doctor  Dentist  Builder  Reporter  Tailor  Nurse
Singer  Artist  Waiter  Carpenter  Actor  Secretary
Policeman  Farmer  Pilot
Activity 6. Game “My right side is free for…”
Teacher asks students to sit down in their chairs (without tables) forming a circle, having their labels in their clothes. Teacher begins the game, saying the magical word: “my right side is free for the doctor”. Then the doctor should sit down in the right chair of the teacher. Then the student whose right chair is empty, should say the same magical word, but other job. The idea is that all students should participate in the game.

Activity 7. Song “My father is a doctor”

My father is a doctor. //He is not a teacher// My father is a doctor.
My mother is a nurse. //She is not a singer// My mother is a nurse.
I am a student. //I am not a farmer// I am a student.
My sister is a teacher. //She is not a painter// My sister is a teacher.
My brother is a dentist. //He is not a carpenter// My brother is a dentist.

Activity 8. Evaluation (orally with formative tools or written tests).
4.6 Learning materials and resources

Educative materials are resources used by teachers to facilitate the learning and teaching process. The objective to use them was the acquisition of concepts, abilities, attitudes and skills. They should be used according to the syllabus. That is why teachers develop their lesson plan using a textbook and supplementary materials as the need arises, because they all contribute to language learning. Then, materials and resources play a very important role in the learning and teaching process.

In applying this English program the classroom was equipped with enough tables and chairs, as well as with a white board. Also it was necessary to take papers, pencils, pens, rulers, sharpeners, erasers, glue stick, scissors and markers to develop the class. Moreover, some didactic resources were necessary to have in order to carry out all activities of the lesson. Therefore, materials were elaborated according to the learners´ ages, needs and the lesson, which were flashcards, pictures, cards, realia (small objects), balls, teddy bears, foam sheets, some videos, real clothes, real fruits and vegetables, charts of fruits and vegetables, chart of domestic and wild animals, charts of human body, charts of clothes, a lot of photocopies of written exercises, and any didactic material which was useful to teach children was used.

Every lesson had different activities, which needed some specific materials and resources. Some lessons needed to decorate the classroom before to begin the learning process, which was to prepare the classroom with educational materials. It caused a positive impact on children and generated some questions that they had to ask in English language. Other aspect was that not all children learn in the same way, some learn listening, others learn by using their hands, others learn with physical movements, depending on their learning style, but a common aspect was that all children loved to learn by playing games, which were supported by different educative materials and resources.

4.7 Students attendance

At the beginning of the English course there were 36 registered students (20 boys and 16 girls), who used to attend regularly. However, during the second and third stages some of them begun to
fail some classes because of familiar problems (take care of their little siblings at home, nobody could bring them at the project, sickness, etc.) and other classes offered by the children center, such as swimming, comprehensive and fast reading and mathematics, which affected negatively in their learning progress. At the end of the course there were just 27 out of 36 student, which meant that 9 learners (4 girls and 5 boys) abandoned gradually the English program, as it can be observed in the following chart:

**Figure 10. Students’ attendance by gender**

![Figure 10](image)

**Source:** Own elaboration

**Figure 11. General students’ attendance**

![Figure 11](image)

**Source:** Own elaboration
Different factors affected the students´ attendance to the English course, which finally caused their abandonment, but the most important was the familiar situation.

4.8 General evaluation of the guided work

In applying this English program, some official criteria has been considered and adapted to this project. Consequently, at the beginning a diagnostic test was applied to know the children`s English language knowledge, whose results are in the Chapter I.

In addition, three out of four competences (Being, Know and Do) have been considered during the learning and teaching process, by contextualizing to the requirements of this program. In one hand, formative evaluation was applied during the whole program by using qualitative tools by means of games. On the other hand, additive evaluation was applied at the end of a lesson, stage and the program, using and adapting some of the official criteria. Formative as well as additive assessment will be explained furthermore.

The next chart served as a guideline to evaluate students:

<table>
<thead>
<tr>
<th>Type of development</th>
<th>What to evaluate?</th>
<th>Type of evaluation</th>
<th>When to evaluate?</th>
<th>How to evaluate?</th>
</tr>
</thead>
</table>
| Cognitive (Competence of Know and Do) | o Participation  
   o Student´s interaction  
   o Homework  
   o Written tests  
   o The grade of learning  | o Formative          | • Every single day  
   • At the end of the lesson | o Oral test  
   o Written test  
   Tools:  
   • Checklist,  
   • Frequency estimation scale  
   • Class diary |
|                           | o The grade of learning   | o Additive         | • At the end of a lesson, stage and program             |                                           |
| Social emotional (Competence of Being) | ✓ Respect to classroom rules  
   ✓ Student´s interaction  
   ✓ Collaboration  
   ✓ Team work            | o Formative          | • Every single day                                       | • Observation |

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4.8.1 Formative evaluation

A formative evaluation is a method for judging the worth of a program while the program activities are in progress. This type of evaluation takes place during the project implementation with the aim of improving the project design and performance. Also, it helps the teacher to collect valuable information about the students’ learning progress during the program implementation.

In applying this project, formative evaluation was used every single day to make children appropriate new knowledge as well as to know their weak and strong areas. In fact, each activity helped the teacher to know students’ learning progress.

During the first stage, students were evaluated orally with questions which needed short answers, because the focus was to develop Listening and Speaking skills. Other aspect is that in the first stage children needed to acquire confidence and security. Since the second stage students were required to produce, read and write short sentences as well as to dictate among themselves, it was a good way to know their progress in the competences of Being, Know and Do related to Listening, Speaking, Writing and Reading skills and also their difficulties.

One important point is that children were evaluated through joyful games, especially ones which involved the development of the four skills (L,S,R,W), and also by using different didactic materials, which avoided boring and created expectation in children. As formative evaluation is qualitative, teacher evaluated students’ development in the four skills (Listening, Speaking, Reading and Writing) following the guideline points of the chart (participation, interaction, etc.), which means the way in which students were acquiring, developing and using these abilities.

Some classes and oral evaluations were observed by the university tutor and the tutor of the children center, in order to certify the project development and to provide suggestions and recommendations to improve the learning and teaching process.

Inside the formative evaluation, some tools were used taking into account some official criteria, which were:
a) Frequency estimation scale

This tool was used almost every day to evaluate students’ cognitive development (know and Do competences) as well as social emotional one (Being). It was applied daily and orally once the lesson has been taught. Besides the rating scale was adapted from the official criteria, which consisted on Full Development (FD), Optimal Development (OP), Acceptable Development (AD) and In Process of Development (IPD). It was used students` card, which served to provide valuable information about the students learning progress.

In the first stage it was used a very simple frequency estimation scale tool, because students needed to be familiarized with English language pronunciation and feel secure to perform orders and instructions. It was applied at the end the class and at the end of the lesson. Besides, some of its items were used as part of the class routine. An example is given in order to illustrate how this tool was used:

**Example of the first Frequency estimation scale**

<table>
<thead>
<tr>
<th>Student`s name:</th>
<th>Bryan Mamani</th>
<th>Date:</th>
<th>May, 16th, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive indicator (Know and Do related to L, S, R and W skills)</td>
<td></td>
<td>Rating scale</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>St understands and follows simple instructions. <em>Ex: Stand up; sit down; open your book; smile; jump 3 times.</em> (At least 4 orders). Game: Simon says.</td>
<td>FD</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>St speaks with short sentences. <em>Ex: My name is...I am a student; I am fine, thank you. I live in...</em> (4 sentences). Game: The surprise box.</td>
<td>OD</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>St knows to greet. <em>Ex: Hello, good morning, good afternoon, good evening.</em> (4 sentences).</td>
<td>AD</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>St can answer simple questions. <em>What is it? It is a ...</em> (at least 4 sentences). Game: Pictionary.</td>
<td>IPD</td>
<td>X</td>
</tr>
</tbody>
</table>

In the second stage a much more specific frequency estimation scale tool was used, because at this period students acquired a basic level of different linguistic skills (listening, speaking, reading and writing). Besides, after to finish a new lesson teacher used to add new sentences as indicators of learning outcomes.
### Example of the second Frequency estimation scale

<table>
<thead>
<tr>
<th>Student’s name: Dimas Bonifacio</th>
<th>Date of assessment: July, 20th</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive indicator (Know and Do related to L, S, R and W skills)</strong></td>
<td></td>
<td>FD</td>
</tr>
<tr>
<td>1</td>
<td>Student knows familiar words and very basic phrases. Ex: Hello, my name is, <em>Can you lend me a ... I am a boy. I live in...</em> (4 sentences).</td>
<td>x</td>
</tr>
<tr>
<td>2</td>
<td>St understands and follows simple instructions. Ex: <em>Stand up; sit down; open your book; close your book; draw, color and write names of 3 school materials; smile; jump 3 times.</em> (At least 4 orders). Game: Simon says…</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>St speaks with short sentences and performs short dialogues. <em>I am a student; He is builder; My mother is a housewife. It is a table. You are a teacher; We are students.</em> (At least 4 sentences). Game: My right side is free for…</td>
<td>x</td>
</tr>
<tr>
<td>4</td>
<td>St introduces him/herself with basic greetings. Ex: <em>Hello, my name is... I am a student. I live in... I love my family.</em> (4 sentences).</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>St can ask and answer simple questions. <em>What do you do? I am a student. What is it? It is a ... What is your favorite day? When is your birthday? What is your favorite food?</em> (At least 4 sentences) Game: The surprise box.</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>St can read and dictate short sentences. <em>My family lives in... My aunt is a dentist. I love bananas. I am wearing a pink dress. My friends are champions.</em> (At least 4 sentences). Game: Russian roulette.</td>
<td>x</td>
</tr>
<tr>
<td>7</td>
<td>St can write short sentences with simple grammatical structures. <em>My sister is a secretary. My grandparents are teachers.</em> (4 sentences). Game: Competition of writing.</td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td><strong>Social-E indicator:</strong> St respects and obey classroom rules; interacts with others, respects and collaborates his classmates. (4 indicators).</td>
<td>x</td>
</tr>
</tbody>
</table>

This tool helped the teacher to know the student’s learning progress. The first seven items were related to the development of listening, speaking, reading and writing skills, which were closely related to the competences of Do and Know. Students were required to perform at least 4 indicators in every single item. 4 sentences were considered as Full development (FD), 3 as “Optimal development (OD)”, 2 as “Acceptable development (AD)” and 1 or less means “In process of development (IPD)”. The last item was related to social emotional development, which was part of the competence of Being, and students had to perform 4 indicators.
b) Check list

This was another tool applied in the last stage to evaluate different students’ learning competences. The check list was used after a lesson has been finished. In one hand, this resource of assessment provided relevant information about student’s cognitive development; thus, the teacher could know how students were acquiring and developing different linguistic skills (L, S, R, W) and also their difficulties and weak areas, which needed to be solved. On the other hand, this tool allowed the teacher to know students’ social emotional development.

The proposed check list had different components, the first one had four linguistic skill, such as listening, speaking, reading and writing competences. The second one had indicators, related to the development of every single skill. The next one was a rating scale, because as a qualitative tool, the check list needed literal expression, which was adapted from the official criteria and was used in the following way:

1 = IDP (In process of development)
2 = AD (Acceptable development)
3 = OP (Optimal development)
4 = FD (Full development)

The last point was referred to comments, which was related to what a student can do or cannot do about each skill. This tool was used in the last stage. An example is given to illustrate how this tool was used:
Example of the Check List with 4 English language skills

Lesson: Fruits and vegetables

<table>
<thead>
<tr>
<th>Dev.</th>
<th>Skill</th>
<th>Learner’s name: Sam Tancara</th>
<th>Date: August 8th</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Indicator</td>
<td></td>
<td>1/2/3/4</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>L</td>
<td>Learner can recognize and understand names of fruits and vegetables by playing. Game: Bingo</td>
<td>4</td>
<td>Sam learned easily with a song with movements.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>S</td>
<td>Learner can produce short sentences with names of fruits and vegetables.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>S</td>
<td>Learner can speak a short dialogue about fruits and vegetables.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>S</td>
<td>Learner asks simple questions and respond them. Game: Simon says.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>R</td>
<td>Learner can recognize and understand simple written words about fruits and vegetables.</td>
<td>4</td>
<td>Sam learned to read with visual aids.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>R</td>
<td>Can understand short sentences. Resource: visual aids.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Learner can write words about fruits and vegetables.</td>
<td>4</td>
<td>Sam wrote words easily, but had some mistakes to write sentences.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Can write short sentences</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Learner can dictate and write short sentences about fruits and vegetables. Game: Competition of writing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social emotional</td>
<td></td>
<td>St knows classroom rules.</td>
<td>4</td>
<td>He is an obedient and polite boy.</td>
<td></td>
</tr>
<tr>
<td>Social emotional</td>
<td></td>
<td>St obeys classroom rules.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social emotional</td>
<td></td>
<td>St interacts with others.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social emotional</td>
<td></td>
<td>St collaborates his classmates.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) The class diary

This tool was not precisely an assessment resource, but a memory card, which was used to register positive and negative aspects during the class time, as well as anecdotic topics in the whole program. This class diary provided the teacher important information especially about the social emotional development of learners, in order to take a decision to help them. To illustrate how this tool was used, it is presented the following chart:
Example of the Class Diary

<table>
<thead>
<tr>
<th>Lesson: My family</th>
<th>Date: May 24th, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity: Who is it?</td>
<td>Place: Children center</td>
</tr>
<tr>
<td>Materials: Flash cards</td>
<td></td>
</tr>
<tr>
<td>Observer: English Teacher</td>
<td>Observed group: Second group</td>
</tr>
</tbody>
</table>

A brief summary about how was the class today? What did meaningful events happen? How did they happen?

1. The class has been introduced using charts about a family. Students enjoyed to see figures made of foam sheets about a mother, a father, a brother, a sister, a baby brother, and grandparents. Children liked to see the chart and the class was full of positive emotions, because students enjoyed to learn about family members. They learned to say some sentences like: “She is my mother”, “I love my mother”, “I love my brother”, “I love my grandfather”, etc.

2. Then, students were asked to do an exercise, which was to draw their families and put their real names. Suddenly, Roly Vasquez begun to cry, and when he was asked about the reason, he said that his father hits and hurts his mom, which made him to feel very sad.

4.8.2 Additive evaluation

This type of evaluation was useful to know students’ learning progress, because it provides information about potentialities and difficulties. Consequently, it was applied at the end of every stage and at the end of the program. In this type of evaluation quantitative assessments were used by the teacher. Also the official criteria was considered to score students, which was used in the following way:
### Grading Scale

<table>
<thead>
<tr>
<th>Qualitative evaluation</th>
<th>Quantitative evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal expression</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>In Process of Development</td>
<td>Until 50</td>
</tr>
<tr>
<td>Acceptable Development</td>
<td>50 – 68</td>
</tr>
<tr>
<td>Optimal Development</td>
<td>69-84</td>
</tr>
<tr>
<td>Full Development</td>
<td>85-100</td>
</tr>
</tbody>
</table>

Besides some stamps were used to evaluate worksheets and homework:

- A sad face = You can do better, instead of “needs help”.
- A serious face = Good!
- A happy face = Very Good!
- A very happy face = Excellent!

### 4.9 Results of evaluation

Results of this guided work will be presented in three stages, which were:

#### 4.9.1 First stage students learning progress

In this 1º Stage, before to develop six lessons of the syllabus, it was very important to break the ice with children, most of them were too shy students and games were a useful strategy to do it. Games prepared children’s mind and heart to learn. Once children acquired confidence, they were ready to learn English, and first six lessons were taught from March until May, they were: Greetings, The Alphabet, School materials, Orders in class, My family, and Occupations.

Evaluation by games was a dynamic oral resource to know the children’s learning achievements and difficulties, which included the use of didactic materials. Students were evaluated orally six times and after a lesson has been finished. Besides they had three important written tests, whose scores by skills are shown in the following chart:
In the first stage most of students had success especially in Listening and Speaking skills, while others showed difficulties in Reading and Writing. Regarding to smaller children, who were 7 to 9 years old, some of them had difficulties to pronounce some English words; besides they had difficulties to pronounce some words in their native language. For example they used to say in Spanish [plofesola] instead of [profesora]. In the same way they used to say [calpentel] instead of carpenter, showing clearly that they have a problem with the pronunciation of the consonant “r”. May be the reason was because they were still acquiring proficiency in their mother tongue. Regarding to eldest children, 2 students who were 10 years old, had difficulties to develop the Speaking skill in English language as well as in Spanish language, confusing the consonant “s” with “z”, which was a more complex problem. In English the problem was bigger than in Spanish language.

In this stage, students learned how to greet people, spell words, name useful objects, recognize family members and occupations and professions as well. The next chart shows the students´ general learning:
The figure 13 shows the students’ performance in the first stage. Then, 64% of students obtained excellent grades, which was related to full development, because they were able to recognize, speak with and write short sentences. 17% had an optimal development, because they were able to name and write single words in English, as well as to speak with short sentences. 11% had an acceptable development, because they could recognize a lot of vocabulary. Finally, 8% were still in process of development, because they failed some classes and needed help.

About the social emotional development, students began to overcome their shyness. Some of them, who were part of the students from 7 to 9 years old, used to come at classes without their school materials. The teacher tried to talk with their relatives about this situation, but these children used to come alone at the children center. Some psychologist could say that these children suffered from “physical abandonment” by their family.

4.9.2 Second stage students learning progress

In the 2º Stage, other six lessons were taught, which were Days and Months, My body; Colors, Clothes, My House and In the Zoo, since June until July. This stage had much more activities and students became much more familiarized with the foreign language, then English sounds production was easier for children, because they began to use English vocabulary in their everyday
life and sometimes they used to mix it with Spanish language not only at classes, but outside of classroom or during the break time. Besides, all of linguistic skills begun to improve a lot. Thus, students were evaluated orally by means of games and 3 times with a written test, whose results can be observed in the following chart:

**Figure 14. Second Stage Evaluation by Skills**

![Chart showing evaluation by skills](chart-image)

**Source:** Own elaboration

In this stage, most of students acquired a greater confidence to develop short dialogues in front of the class, which meant that they achieved to produce short sentences using the acquired vocabulary with a basic grammar. Besides, spelling was easier to do for them and they liked to do spelling competitions. The students learning process in the 2º Stage is shown in the following chart:

**Figure 15. Second Stage Evaluation by Scores**

![Chart showing evaluation by scores](chart-image)

**Source:** Own elaboration
In the second stage 69% of students had a full development, because they could describe their families, develop a short dialogue about their favorite food, animals and days, dictate short sentences and write a card with familiar vocabulary. 19% of them had an optimal development, because they were able to introduce by themselves, and ask as well as answer questions. 10% of children had an acceptable development, because they were able to recognize vocabulary; and finally 2% needed help. About social and emotional abilities, students begun to respect classroom rules and play games with care, respect and collaboration. Unfortunately some students began to fail some English classes and reasons were explained in the attendance point, which affected in their learning process.

4.9.3 Third stage students learning progress

This stage began since August until September and other new six lessons has been developed during this stage: Fruits, Vegetables, Numbers, Adjectives, Geometrical shapes, Rights and duties. Students were evaluated orally through games and using visual aids at the end of the lesson and with written test for 3 times. The development of skills can be seen in the following chart:

![Figure 16. Third Stage Evaluation by Skills](image)

Source: Own elaboration
At this stage, children acquired much more security and confidence toward the foreign language and were not ashamed any more about English language pronunciation. The four linguistic skills (L, S, R, W) have been improved considerably, because they could develop a short dialogue in front of the class by using the vocabulary. Then, children´s learning progress can be seen in the next chart:

**Figure 17. Third Stage Evaluation by Scores**

![Bar chart showing the distribution of students' development levels for the third stage evaluation.]

Source: Own elaboration

At this stage, 76% of students had a full development, because they were able to produce short sentences with basic grammar rules, dictate and write sentences, as well as to correct mistakes of their classmates. This percent diminished in comparison with the first two ones, because children had to participate on other activities of this organization, which were at the same time of English classes, affecting negatively on their learning progress. 14% had an optimal development, because they were able to speak with short sentences and respond questions. 5% of students had an acceptable development, because they were able to recognize a lot of vocabulary. Finally, 5% were in process of development and needed help.
4.9.4 **General evaluation by skills**

During three stages children learned 18 lessons and at the end of the English program most of students developed successfully the fours skills and were able to greet people, produce sentences by using the vocabulary they knew, write a short card and dictate sentences. Thus, in one hand, students learned all lessons by playing different games and also were evaluated through games by using different material resources. The general evaluation by skills can be seen in the following chart:

**Figure 18. General Evaluation by Skills**

![Chart showing general evaluation by skills](image)

**Source:** Own elaboration

In general, most of students acquired a good level in English language skills; Listening and Speaking skills were acquired easier than Reading and Writing ones. After seven months of English language learning, students were able to interact among themselves by using short sentences with a correct grammar and two relevant aspects emerged from the English program application. The first one was that when they were asked a question, they did not just respond it mechanically, but begun to think before to respond, which means that they began to think in English language and construct their own learning. The other main aspect was that children used their English language vocabulary to speak in a natural way, not only at classes, but during the break time too. About social and emotional development, children were able to work in groups,
respect classroom rules and show collaboration when necessary. The general evaluation during the three stages can be seen in the following chart:

**Figure 19. General Evaluation by Scores**

![General Evaluation by Scores Chart]

*Source: Own elaboration*

As a general point of view, 76% of students acquired a full development and 14% an optimal one. Also 6% had an acceptable development and 4% was in process of development, because their attendance definitely affected in their learning progress.

Generally, children develop listening and speaking skills in a natural way and before of writing and reading abilities. In the same way, in applying this English program, children firstly learned to listen, then they learned to speak. Thus, writing and reading skills were developed after them. When students were learning how to write and read, they made some mistakes in pronunciation and writing, for example they used to write words as they listen them. It was necessary to use many games and resources to teach them how to read and write correctly.
CHAPTER V
ANALYSIS OF THE RESULTS

In this chapter is presented the analysis of the results of the English program implementation in relation to cognitive (Know and Do) and socio emotional (Being) indicators, which were achieved with the help of different didactic games. It is included a chart about the situation of students before and after this project implementation, as well as a chart about how games were performed in the learning and teaching process; finally a brief description of some weaknesses and strengths is presented.

5.1 Achieved indicators

It was proposed two types of indicators: Cognitive and Social emotional development indicators, which will be divided in four parts (4 charts) to have a good understanding:

5.1.1 General indicators (Chart 1)

✓ Students can understand Basic English language vocabulary, such as familiar expressions and very basic phrases through games, which are based on commands (Know and Do).
✓ Students can introduce by themselves using songs with mimic.
✓ Students can ask and answer questions about personal details, such as where they live and what they do by means of games which involve orders (Know and Do).
✓ Students can interact using basic vocabulary in short sentences with a correct grammar (Know, Do and Being).

These general indicators were the guidelines of this guided work, which were stated to respond at the general objective. The first four indicators of the chart 1 were related to children´s cognitive development (Know, Do) and supported by linguistic skills, such as listening, speaking, reading and writing, taking into account the European Framework in a contextualized way. The last indicator was related to social emotional development and also supported by other ones, which were related to the competence of Being.
Considering children’s characteristics it was used different types of games to teach, learn, practice and evaluate them in an oral and written way through different games and didactic materials. The goal was to teach Basic English language vocabulary to children and improve their linguistic abilities in a way that they can continue studying it in the future. All of these indicators were supported by others ones, which were described in the Charts 2, 3 and 4 of the Proposal (Chapter III), which means that these indicators were achieved with the help of other ones, related to cognitive and social emotional development.

5.1.2 Indicators of diagnostic test, syllabus and materials (Chart 2)

It was proposed three indicators regarding to the specific objectives, which were related to the application of a diagnostic test, the elaboration of a syllabus design and adequate materials to support the syllabus, which were applied along the learning and teaching process, they were:

- To do a diagnostic to children about their English language knowledge.
- To plan a syllabus design according to children’s characteristics, which contains lesson plan and evaluation.
- To choose didactic and joyful materials to support the syllabus.

The first indicator was elaborated to know and measure children’s previous knowledge about English language, whose results were explained in the Chapter I. The second one refers to the syllabus design, which was elaborated based on the diagnostic test results, to be applied during the learning and teaching process; and the last one refered to choose and prepare different didactic materials which would support the syllabus. Materials were prepared according to student’s characteristics and they had to be joyful and useful to catch children’s attention in a way that students could be highly motivated to learn English language. All of these indicators were achieved before to develop the English language program.

5.1.3 Indicators of cognitive development (competences of Know and Do, Chart 3)

It was proposed different indicators which respond to the objective of educational methodology and strategy to be used in order to develop listening, speaking, reading and writing, including vocabulary and grammar skills, which were:
Students learn Basic English language vocabulary by developing Listening, Speaking, Reading and Writing skills with the help of games.

Students learn a basic and useful vocabulary of words and phrases by means of songs with full physical movements.

There is a permanent assessment in the English language program.

The first indicator was achieved successfully step by step with different social games and many didactic materials, which helped students to acquire vocabulary in an easy and joyful way. Games were used to develop different skills, beginning from Listening, then Speaking and so on, because all skills are closely related. Therefore, some indicators by skills were:

**Listening:**
- Students recognize familiar words and very basic phrases about their families.
- Students understand and follow simple instructions.

To achieve these indicators, students first had to listen and be familiarized with English language pronunciation. At the beginning they just listened single words, then they listened short sentences and orders, which were understood by them. It was used gestures and mimic to make students understand and children liked to learn in this way. Besides, songs were a useful tool to develop listening. At the end of the English program, children achieved these indicators.

**Speaking:**
- Students can introduce themselves using basic greetings.
- They can produce simple sentences about people and places.
- They can interact with short sentences and do short dialogues.
- They can ask and answer simple questions about very familiar topics.

It was proposed four indicators to develop Speaking. At the beginning of the program, children were ashamed to pronounce English language sounds, but with the help of games they could overcome their shyness and begun to pronounce single words, then short sentences, and finally
they were able to develop dialogues. It was used flash cards and some games to develop this skill, for example the game “the surprise box” was useful to acquire this skill. At the end of the program, children easily used to answer some questions about themselves, but before to answer they had to process the information and give an answer, which means that they did not used to answer mechanically, but to develop a mental process. This skill of speaking was highly developed by most of children with different activities related to games, which involved commands.

About speaking, Barrera Pardo (2004, p. 12) states that “pronunciation is a product of biological, social and psychological factors”. A good pronunciation makes children to communicate easily among them. But, a bad pronunciation creates a problem and an obstacle in a fluent communication. Regarding to a good pronunciation in Spanish language, the Bolivia’s educative system does not mention anything, because it does not seem to be a relevant matter. But, a bad pronunciation in Spanish language demonstrates that there is a phonetic problem, which needs to be solved. Two eldest boys who were 10 years old needed the help of a speech therapist (a Phono audiology specialist). In the case of smaller children, a solution could be a continuous oral repetition of hardly pronunciation words, for example tongue twisters to improve pronunciation in Spanish and other languages as well.

Reading:

- They can learn simple words and phrases about familiar topics.
- Can learn short sentences.
- Can understand simple messages.
- Can get the idea when there was a visual support.

This skill and its indicators were achieved by children when they had a good basis of listening and speaking abilities. At the beginning of the educational process, children used to read words in the same way that they were written, having difficulties especially in English language vowels, but once they learned the Alphabet, they had less mistakes. They began to read with short sentences by focusing on the verb “To Be”, for example: “I am a champion”, “she is a beautiful girl”, “my father is a carpenter”, etc., which had a sense in their real life. Also, after the second stage students
were given some exercises with visual support in a way that they can get the idea. At the end of the program, they learned to read simple dialogues in pairs, not only centered in the verb to be, but other regular verbs and the auxiliary Do and Does to do questions, achieving the indicators.

Writing:
- Students write isolate phrases and sentences with simple grammatical structures.
- They can write a short card.
- Students dictate each other.

At the beginning of the program, learners had some mistakes in writing words, but from the beginning of the second stage they begun to improve this skill. They began to write single words, then they wrote short sentences and phrases about themselves. For example: Do you like bananas? Yes, I love bananas! Moreover, students learned how to write a short card, using basic greetings, and they loved to dictate among themselves. They were asked to do a writing competition on the board, if there were mistakes, they were corrected immediately. These indicators were achieved step by step using games, such as competitions of writing.

Other indicator was:
- Students learn a basic and useful vocabulary of words and phrases by means of songs with full physical movements.

About this indicator, students could learn new vocabulary with songs with mimic. Then, songs were also an important tool to learn new vocabulary, because it helped children to save new learning in their long term memory. In addition, children loved songs with mimic, specially related to fruits and animals.

The last indicator of the chart 3, was the following:
- There is a permanent assessment in the English language learning.
This indicator needed to choose and prepare a different game to every single lesson in order to know the children’s educational progress related to English language vocabulary. Games served to test orally, which needed different materials. Also some written tests were prepared at the end of the lesson to achieve this indicator, and at last a final evaluation was applied to measure how much English language vocabulary children achieved to learn.

5.1.4 **Indicators of social emotional development (Being, Chart 4)**

It was proposed two indicators:

- *Students can break the ice and interact with solidarity, cooperation and respect with the help of games.*

- *Students are part of the game, group activity and make the assigned task.*

At the beginning of the program, boys did not want to talk with girls, but along the course and with different games they learned to interact with others, they used to lend their school materials and help each other in doing exercises. They loved to form groups to do competitions and at the end of the program groups were formed by boys and girls with respect.

To establish a relationship between cognitive and social emotional indicators, in all educational process cognitive development is very closely related to social emotional one, which means that student’s mind, feelings and emotions should be involved in a learning and teaching process. In doing this guided work, a good strategy to motivate students to learn was the use of didactic games through orders, which involved their mind, heart, feelings and emotions to learn, which had a great impact in achieving all stablished indicators.

This way of learning based on games was meaningful for children and they could find a sense as well as a utility to learn English language, which was also a long term learning.
Regarding to the relationship between different linguistic skills, such as listening, speaking, reading and writing, they all are also very closely related, because it is not possible to learn one without others. Maybe some skills could be much more developed than others, but they all are closely related. In doing this project, listening and speaking skills were more developed than reading and writing ones, which does not mean that they did not learn how to read and write correctly, but they had some difficulties in Spanish language too.

Although the goal of this guided work was to teach Basic English language vocabulary and improve children´s linguistic abilities in a way that students can continue studying it, in general it is possible to state that children achieved the development of a communicative competence in a very basic level, because they not only learned to listen, speak, read and write in English language at an elementary level, but they also learned some language functions, for example how to greet people, how to introduce, etc., and also they learned how to speak in a polite way, using words such as “please”, “thank you”, etc., improving their linguistic abilities.

Therefore, at the end of the English program all indicators by objectives were achieved successfully by most of students. Moreover, in doing this guided work, a personal challenge was that 80% of students can learn Basic English language vocabulary, which was stablished in every single lesson of the syllabus. About it, the following charts illustrate how much children learned English language vocabulary because of the program application, which demonstrates that this challenge was achieved successfully:
5.2 Analysis of the results of the English program intervention

Before to apply this English language program, children did not have formal English classes, which means that they did not have a previous knowledge. However, since the time children begun to learn English language vocabulary, they achieved to increase their cognitive (Know and Do competences) as well as their social and emotional development (Being competence) with the strategy of didactic games based on commands. The next chart illustrates the situation of children before and after the project implementation, related to Know and Do competences:
Chart 8
Cognitive development results of the English program intervention

<table>
<thead>
<tr>
<th>Children before the English program</th>
<th>Children after the English program</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Very few children out of 36 students just knew to say: hello, good morning, blue, yellow, one, two, three, four, five, dog, cat.</td>
<td>✓ They learned how to greet people.</td>
</tr>
<tr>
<td></td>
<td>✓ They were able to introduce by themselves and introduce their families.</td>
</tr>
<tr>
<td></td>
<td>✓ They learned the Alphabet and used to spell words in English language.</td>
</tr>
<tr>
<td></td>
<td>✓ They learned school materials and were able to ask and answer questions.</td>
</tr>
<tr>
<td></td>
<td>✓ They listened and executed order successfully.</td>
</tr>
<tr>
<td></td>
<td>✓ They learned useful occupations and professions, as well as days of the week, months of the year and seasons.</td>
</tr>
<tr>
<td></td>
<td>✓ They were able to recognize parts of human body and colors, and were able to say what their favorite color was.</td>
</tr>
<tr>
<td></td>
<td>✓ They were able to speak about what they were wearing and could identify domestic and wild animals and say what animal was their favorite one.</td>
</tr>
<tr>
<td></td>
<td>✓ They were able to speak with short sentences using correct grammatical structures.</td>
</tr>
<tr>
<td></td>
<td>✓ They were able to read, write and dictate among themselves.</td>
</tr>
</tbody>
</table>

Children achieved to learn not only English language vocabulary at an elementary level, but some basic grammar rules, which made them to begin to speak in English language with a good pronunciation, as well as to think in English at a very basic level. Consequently, vocabulary and grammar gave children the chance to speak English naturally, not only at classes, but in other places too, such as break time. At the end of the English program children were able to dialogue with the university teacher. Therefore, all the new knowledge acquired by children was achieved with different games, which made them to feel confident, secure and happy to learn. In other words,
children were highly motivated to learn by using games, because they thought that they were playing, but in fact they were learning. In that way, this learning and teaching process should be named “learning by playing”.

Regarding to the social emotional development, the next chart illustrates the situation of children before and after the program implementation:

**Chart 9**

**Social emotional development results of the English program intervention**

<table>
<thead>
<tr>
<th>Children <strong>before</strong> the English program</th>
<th>Children <strong>after</strong> the English program</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Children were too shy and had a low self-esteem.</td>
<td>✓ They began to overcome their shyness and fears.</td>
</tr>
<tr>
<td>o Children did not want to participate at classes.</td>
<td>✓ Children loved to participate by using games.</td>
</tr>
<tr>
<td>o Children were ashamed to produce English language sounds.</td>
<td>✓ Children felt secure and proud to produce English language sounds and used to ask questions among themselves.</td>
</tr>
<tr>
<td>o They used nicknames.</td>
<td>✓ They used their real names.</td>
</tr>
<tr>
<td>o They did not want to work in groups.</td>
<td>✓ They learned to interact among themselves and developed a work team.</td>
</tr>
</tbody>
</table>

In relation to children’s social and emotional development, at the beginning of the English program they were too shy, especially girls. Their shyness made them to feel very ashamed to pronounce English sounds and did not want to interact with others at classes. Also, they did not want to answer questions individually, but in the whole group. In addition, they used to get nicknames out of the classroom. However, with the project, children achieved to overcome their shyness and learned to interact among themselves with respect and cooperation. Thus, children were able to form groups naturally by boys or girls, developing a work team, which they enjoyed a lot.
Moreover, with this English language program, children realized how important was to respect rules in the learning process and in the life, which made possible to acquire new good habits. At the end of the program, all of them considered themselves as if they were just a big group of children with common interests, which were the love for English language, the strong will to learn, respect and collaboration. The following chart illustrates how games worked on the children´s learning, as well as the achieved results:

How games worked to achieve results in English language teaching

1. Games helped to break the ice among students.
2. Students learned how to greet people through games.
3. Games prepared children’s mind and heart to learn.
4. Students begun to speak with short sentences with the help of games.
5. Games avoided boring and stressing factor.
6. Children loved to learn vocabulary by playing games.
7. Games highly motivated children to learn more.
8. Students improved four skills using games.
9. Games increased social emotional development.
10. Games increased students´ cognitive development.

Teaching process through games was children centered.
5.3 Experiences

Some experiences are presented in this section:

As it was the children’s first experience with English language, it was very important to motivate students to learn as well as to apply different games and songs with didactic materials and resources. At the beginning children were too shy to participate, but with the help of games and songs with full physical movements, children enjoyed to learn and wanted to still learning. Also students were encouraged to participate.

From the second stage students liked to be evaluated orally every day by using different games with some materials like cards or other resources; and a strategy to do it was to have an evaluation routine, where children were asked to form a line in front of the door at the time to say good bye to be asked one by one. They should pick up any card and answer. If a child answered correctly, he or she could go out saying good bye. But, if a child did not answer correctly, he or she had the chance to look at the pictures put on the walls and go again at the end of the students’ line to be evaluated again. Children loved to be evaluated in this way.

Besides during the execution of the syllabus design based on the Total Physical Response method, some strengths and weaknesses were experienced:

5.4 Strengths

As children did not have a previous English language knowledge, classes were developed from easy to complex lessons, which was made step by step.

- Although some students were younger learners (7 years old), they achieved to learn English language vocabulary and developed skills in a satisfactory way.

- Games definitely were a great tool which highly motivated children to learn, they were playing at the time to learn and loved to learn in this way.
• Most of children acquired vocabulary at an elementary level and were prepared to continue studying it. Therefore they had a good basis to continue learning.

• Children learned to interact with respect and collaboration among themselves. They learned how important was to have rules in the life and began to adopt new and good habits as well as a study discipline.

• Most of children overcame the expectative to teach, because they wanted to learn more and more and achieved to develop a communicative competence in a very basic level and were able to dialogue each other about very familiar topics.

5.5 Weaknesses

• The most important weaknesses was related to students´ attendance. In fact, they wanted to attend regularly, but they were not able because of their family situations.

• Some children suffered from “physical abandonment” by their parents, because they used to come without school supplies and sometimes felt very sad because of familiar problems, which also affected strongly in their learning process.
CHAPTER VI
CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The main objective of this English program was to teach Basic English language vocabulary to children. In order to do it, this project looked for applying games as a didactic tool based on commands and supported by TPR method, to carry out an educational project as a way to contribute to children’s cognitive and social emotional development. Thus, this goal was supported by seven specific objectives, whose results will be explained one by one.

The first specific objective was: “To design a syllabus according to the students’ needs and ages, which contains lesson plans and evaluation”. A syllabus design has been done, which contained 18 lessons divided into three stages, taking into account students’ needs and ages as well as the official English language content and some general orientation points from the Common European Framework. This syllabus was appropriate to children, because lessons were from easy to complex ones in a way that students gradually learned other grammar structures and a lot of English language vocabulary at an elementary level.

The second specific objective was: “To elaborate adequate materials to develop the syllabus”. A lot of materials have been elaborated to support every single lesson of the syllabus, which helped students to learn Basic English language vocabulary. Not only conventional resources like flash cards, realia and charts were used, but balls, little stones, boxes, etc., teacher took advantage of everything in order to develop a learning and teaching process and help students to acquire new knowledge. Children loved to touch or draw, color and cut them, depending on their own learning style.

The third specific objective was: “To apply a methodology based on Total Physical Response method combined with didactic games to teach Basic English language vocabulary”. Games were used not only for fun, but mainly for didactic purposes. When applying games with clear
educational objectives, students became more active learners, and this way of learning had meaningful results. Consequently, students found easier to learn vocabulary.

The fourth specific objective was: “To provide students useful vocabulary through other strategies related to games (songs with mimic) to learn Basic English”. Songs with physical movements and full actions helped students to learn new vocabulary. Children learned many songs with full movements to reinforce every single topic. In fact, songs were an easy and useful way to learn vocabulary and children loved them. Their favorite songs were: “lion is the king of animals”, “hello, what is your name?” and “a banana, a pineapple”.

The fifth specific objective was “To use different games to promote social and emotional abilities, like solidarity, cooperation and respect among students”. An educational program not only should develop cognitive skills, but social emotional ones, because a meaningful learning occurs when student’s emotions, feelings and mind are involved. In that way, in this English program games had the power to break the ice among students and promote solidarity, cooperation and respect, which was achieved step by step.

The last specific objective was: “To evaluate students´ performance in the process of learning. Every lesson needed oral and written evaluation to know student’s progress and weaknesses, and oral tests were applied through games with different didactic materials. Then, evaluation was not a stressing factor, but an enjoyable activity for students.

In general, this work demonstrated that TPR method based on games gave a positive impact on children´s learning process, which allowed them to be highly motivated to learn and to improve their linguistic skills, as well as to interact among themselves at classes. In other words, games were a really great didactic resource to teach children, which made them more enthusiastic and happy learners. As a result, at the end of this program the main objective as well as the specific ones were achieved successfully. Therefore, based on the results of this work, games could be highly applied to teach English language to children and the start point to improve English language teaching at public schools, especially for timid and shy students. Considering that English subject is taught just one hour or less a week at public schools, teachers can use games because
they do not need a lot of time to be developed and students love games to learn. That is why this project suggests especially teachers that TPR method based on games is a didactic, useful and enjoyable strategy to prepare children’s mind and heart (feelings and emotions) to learn, improve their cognitive (Know and Do), as well as social emotional development (Being).

6.2 Recommendations

Based on the experience in teaching children for about seven months, it is possible to give the following advices related to the learning and teaching process:

- At the time to use games to teach, it is necessary to have an educational objective and all materials in order. Also, every game should be timed and teachers should avoid violent games which can hurt children. Besides, all of children should have the same chance to participate in games and play by respecting rules. The most useful games were Rats and mice; Bingo; Pictionary; My right is free for…; A letter arrived to…; A surprise box; and different songs with mimic.

- It is important to mention that children have different learning styles, some children are visual learners, others auditive or Kinesthetic learners. Some students learn quickly and others need more time. Teachers should be able to know all of their learners and help to learn them personally if necessary.

- At the time to carry out an educational process to children, teacher’s face expression is very important, it should be a happy, secure and confidence face, because children realize of everything.

- Some children had difficulties to pronounce not only English language words, but Spanish too. Now, as they are children, they do not care about this situation, but it may bring them some problems in their self-esteem or social acceptance later. Then, they should visit a phono audiology specialist, who can help them to pronounce well.
• Some children suffered from “physical abandonment” from their parents, thus they need to be loved and cared.

• From the achieved results, English teaching should be continued in the future in the children center, taking into account that a strong basis were put on children´s minds and hearts. The methodology, lesson plans, games, didactic material, resources, etc., could be used as a guide to do it.

• In applying TPR method combined with games, every lesson should include a different game with a clear educational objective and emphasize two or more skills which allow students to practice. Also, some games could need materials, which should be well organized before to begin a lesson. Games could be individual or groups competitions or all of students in a single group, which will depend on the teacher´s creativity.

• About European Framework evaluation, it gives to teachers some descriptors which are guidelines that can be used by contextualizing and adapting to different lessons in some useful tools, such as the checklist control and other ones, which will help the teacher to evaluate in an oral and written way. Especially oral evaluations through different tools could be applied every single day by using didactic games, which is not a traditional way of evaluating; also oral evaluation could need some materials. Besides, students could be evaluated one by one orally and every single day before to leave the classroom, by using flash cards, charts, etc., which is a good strategy to improve skills and learn vocabulary or grammar rules. Consequently, TPR method and evaluations could be applied by using the same didactic games and materials.
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• [https://en.wikipedia.org/wiki/Language](https://en.wikipedia.org/wiki/Language)


• [https://www.gooverseas.com/blog/](https://www.gooverseas.com/blog/)


• [https://coneledebcn.wordpress.com/2013/03/20/factores-que-afectan-el-aprendizaje-de-una-lengua-extranjera](https://coneledebcn.wordpress.com/2013/03/20/factores-que-afectan-el-aprendizaje-de-una-lengua-extranjera)
APPENDIX “A”

DIAGNOSTIC TEST
ENCUESTA

Cuál es tu nombre? .................................................................................................................

PREGUNTAS GENERALES

1. ¿Cuál es tu edad? .................................................................................................................

2. ¿En qué curso estás? ...........................................................................................................

3. Vives con: Papá y mamá Sólo Mamá Sólo papá Otro: ……

4. ¿Tus papás o tutores te ayudan a hacer las tareas escolares?

PREGUNTAS ESPECIFICAS DEL IDIOMA INGLES

5. ¿Conoces palabras en Inglés: Sí No

6. COLORES. ¿Qué colores sabes decir en Inglés?, no importa cómo lo escribas.

7. NUMEROS. ¿Cuáles números sabes decir en Inglés? No importa cómo lo escribas.

8. MATERIAL ESCOLAR. ¿Sabes decir nombres de algunos materiales escolares en Inglés?
   No importa cómo lo escribas.

9. SALUDOS. ¿Sabes saludar en Inglés? Por favor escribe si sabes, sin importar cómo se
   escribe.

10. ¿Conoces otras palabras en Inglés? ¿Cuáles conoces? Escríbelas sin importar cómo se
    escriben.

11. ¿Cómo aprendiste esas palabras en Inglés?

12. Te gustaría aprender Inglés? Si respondes Sí, por qué te gustaría?
APPENDIX “B”

SAMPLE OF LESSON PLANS
# LESSON PLAN: GREETINGS

<table>
<thead>
<tr>
<th>Level: Beginners</th>
<th>Grade: 2nd, 3rd, 4th, 5th, 6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students: 36 children</td>
<td>Days: Tuesday, Wednesday and Thursday</td>
</tr>
</tbody>
</table>

**Linguistic objective:** Verb “To be” in affirmative, interrogative and negative form.

**Functional objective:**
- How to greet in a formal and informal way.
- How to introduce oneself

**Vocabulary to learn:**

**Phrases:**
- What is your name? My name is…
- How are you? I am fine, thank you.
- Good morning, good afternoon, good bye, hello, hi!

**Nouns:**
- Name, teacher, student, boy, girl, champion, man, woman

**Verbs:**
- To Be and regular verbs Live, greet

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Activity description</th>
<th>Interaction</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Warm up</td>
<td>Ss sit down in a circle and T stands up and introduces herself using a little ball and saying: Hello, my name is Rosmery and I live in C. Satélite. Then, she throws the ball to one student, he/she does the same until everybody has introduced using the little ball.</td>
<td>T-Class</td>
<td>Listening Speaking</td>
<td>Little ball</td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>T explain formal and informal greetings using her hands and face expression.</td>
<td>T-Class</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Main activity</td>
<td>Ss work in pairs to greet themselves in an informal way.</td>
<td>Ss-Ss</td>
<td>Speaking</td>
<td>Black board</td>
</tr>
<tr>
<td>15</td>
<td>Main activity</td>
<td>Ss introduces themselves in front of the class.</td>
<td>Ss-Ss</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Main activity</td>
<td>T uses a song to greet people with physical movements.</td>
<td>T-Ss</td>
<td>L, S</td>
<td>Notebooks</td>
</tr>
<tr>
<td>5</td>
<td>Main activity</td>
<td>T walks in the circle generating expectation to ask any student “hello, what is your name? Ss should answer “hello, my name is…”</td>
<td>T-Ss</td>
<td>L, S</td>
<td>Pencils</td>
</tr>
<tr>
<td>5</td>
<td>Main activity</td>
<td>Ss see a video about greetings</td>
<td></td>
<td>L</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>T explain the verb To Be using short sentences in affirmative negative and interrogative form.</td>
<td>S-class</td>
<td>L, S</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Follow up</td>
<td>Ss complete the sentences of matching noun with the verb to be using work sheets. Ex. “I” with “am”, “He” with “is”, etc.</td>
<td>Individual</td>
<td>Writing</td>
<td>Work sheets</td>
</tr>
</tbody>
</table>
# LESSON PLAN: THE ALPHABET

<table>
<thead>
<tr>
<th>Level: Beginners</th>
<th>Grade: 2nd, 3rd, 4th, 5th, 6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students: 36 children</td>
<td>Days: Tuesday, Wednesday and Thursday</td>
</tr>
</tbody>
</table>

**Linguistic objective:** Verb “To be” in affirmative, interrogative and negative form.

**Functional objective:** Identify rules of pronunciation of 26 letters of the Alphabet.

### Vocabulary to learn:

- **Phrases:** What letter is it?
- **Nouns:** Reinforce what Ss have learned
- **Verbs:** Verb To Be

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Activity description</th>
<th>Interaction</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Warm up</td>
<td>T uses a CD with a song to teach the Alphabet. The song has physical movements to add interest</td>
<td>T-Class</td>
<td>Listening Speaking</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Warm up</td>
<td>Uses flash cards with letters of the Alphabet and ask students what letter is it? They should respond in group.</td>
<td>T-Class</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>Ss are asked one by one to the question what letter is it?</td>
<td>T-Ss</td>
<td>L-S</td>
<td>Charts</td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>Ss color a sheet of paper with letters of the Alphabet.</td>
<td>Ss</td>
<td></td>
<td>Flash cards</td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>Ss spell some letters of charts in the wall.</td>
<td>T-Ss</td>
<td>L, S</td>
<td>Big paper</td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>Ss do a spelling competition of the Alphabet: boys Vs. girls.</td>
<td>Ss-Ss</td>
<td>L, S</td>
<td>Glue stick</td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>Ss play a game named “Tell me a word which begins with “A”, Example Apple.</td>
<td>S-class</td>
<td>L, S</td>
<td>Letters of the alphabet in an envelope</td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>Ss receive an envelope with letters of the Alphabet and they should form some learned words. Ex: teacher</td>
<td>Ss</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Follow up</td>
<td>Ss are asked to sing the Alphabet in pairs in front of the class</td>
<td>In pairs</td>
<td>L-S</td>
<td></td>
</tr>
</tbody>
</table>

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### LESSON PLAN: SCHOOL MATERIALS

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Activity description</th>
<th>Interaction</th>
<th>Skill</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Warm up</td>
<td>T begins with the class routine, which includes ask some questions about vocabulary learned.</td>
<td>T-Class</td>
<td>Listening</td>
<td>Realia of school materials</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>T shows realsis about school materials. T says: It is a …, she shows at least five objects.</td>
<td>T-Class</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Main activity</td>
<td>T ask students what is it? And Ss should answer “It is a …”</td>
<td>T-Class</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Ss practice names of materials in pairs, by asking themselves What is it?</td>
<td>Ss-Ss</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>Ss play a game named Pictionary, dividing the class into 2 groups: Boys Vs. girls.</td>
<td>Ss-Ss</td>
<td>L-S</td>
<td>Realia of school materials</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>T acts as if she were a reporter to ask questions related to school materials to any student What is it?</td>
<td>T-Ss</td>
<td>L- Writing</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>T asks students to draw 5 school materials on their notebooks and then write their names.</td>
<td>T-Ss</td>
<td>T-Ss</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>T uses a song named “It is a pencil” with mimic</td>
<td>Individual</td>
<td>Writing</td>
<td>Work sheets</td>
</tr>
<tr>
<td>5</td>
<td>Follow up</td>
<td>Ss work with work sheets.</td>
<td>T-Ss</td>
<td>L-S</td>
<td>Realia of school materials</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Teacher asks what is it? showing different school materials</td>
<td>T-Ss</td>
<td></td>
<td>Realia of school materials</td>
</tr>
</tbody>
</table>
APPENDIX “C”

SAMPLE OF WORKSHEETS
EXERCISE OF GREETINGS

a. Complete this dialogue:

Hello, My name is ..................
What is your ..................?

Hello! My name is ..................

b. Choose the correct word from the box to complete the sentences:

1. Hello. My ................................ is ................................
2. What is your .........................................................?
3. He is a .................................................................
4. She is a ...............................................................  
5. He is a .................................................................

c. Find who is who? Make a line to the correct sentence.

I am a teacher! I am a boy! I am a man!

I am a girl! I am a woman!
d. Complete with **HE** or **SHE**

1. Oscar is a boy.
   
   ........... is a boy.

2. Rous is a girl
   
   ............ is a girl.

3. Carmen is a girl.
   
   ............ is a girl.

4. Mr. López is a man.

   ............... is a man.

5. Juan is a student.

   ............... is a student.

6. Mrs. Fernández is a teacher.

   ............... is a teacher.

e. Complete the next sentences

1. She is a ..................................................... **man**  **woman**
2. He is a ..................................................... **girl**  **boy**

f. Complete the next dialogue with the words of the chart:

```
Hello!  boy  name  What's
I'm a   Good bye!  My name is

Hello!

__________

your name?

My name is ____________

__________ girl.

__________

Oscar.

I'm a ____________

Bye!
```
EXERCISE OF SCHOOL MATERIALS

a. What is it? It is a/an…

   ![Images of school materials]

   It is …………………… It is …………………… It is ……………………

   ![Images of school materials]

   It is …………………… It is …………………… It is ……………………

   ![Images of school materials]

   It is …………………… It is …………………… It is ……………………

b. Find names of school materials:

<table>
<thead>
<tr>
<th>H</th>
<th>P</th>
<th>K</th>
<th>O</th>
<th>O</th>
<th>B</th>
<th>A</th>
<th>J</th>
<th>N</th>
<th>E</th>
<th>P</th>
<th>B</th>
<th>G</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
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<td>G</td>
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<td>N</td>
<td>J</td>
<td>T</td>
<td>X</td>
<td>V</td>
<td>E</td>
<td>O</td>
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<td>A</td>
<td>U</td>
<td>C</td>
<td>S</td>
<td>O</td>
</tr>
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<td>K</td>
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<td>O</td>
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<tr>
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<td>I</td>
<td>O</td>
<td>B</td>
<td>B</td>
<td>Y</td>
<td>U</td>
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<td>K</td>
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<td>R</td>
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<td>A</td>
<td>E</td>
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<tr>
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<td>V</td>
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<td>U</td>
<td>I</td>
<td>R</td>
<td>L</td>
<td>A</td>
<td>C</td>
<td>J</td>
<td>T</td>
</tr>
<tr>
<td>O</td>
<td>S</td>
<td>H</td>
<td>A</td>
<td>R</td>
<td>P</td>
<td>E</td>
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<td>R</td>
<td>O</td>
<td>U</td>
<td>S</td>
<td>I</td>
<td>E</td>
<td>N</td>
</tr>
</tbody>
</table>

   ![Images of school materials]

   c. Complete the next sentences with “A” or “AN”:

   It is …………………… book.          It is …………………… pencil.
   It is …………………… eraser.        It is …………………… ruler.
   It is …………………… marker.        It is …………………… box.
d. Complete the words and write the correct word:

1. P _ NC _ L .................................................................
2. B _ OK .................................................................
3. B _ CKP _ CK .............................................................
4. R _ LER .................................................................
5. N _ TEB _ OK .............................................................
6. CH_IR .................................................................
7. SH_RPEN_R .............................................................
8. T _ BLE .................................................................
9. P_N .................................................................
10. ERAS_R .................................................................

e. Answer the questions with complete sentences.

1. It is a book? .................................................................
2. Is it a pencil? .................................................................
3. Is it a notebook? .................................................................
4. Is it a backpack? .................................................................
APPENDIX “D”

SAMPLE OF TESTS
TEST OF GREETINGS

a. Find who is who? Make a line to the correct sentence.

- I am a teacher!
- I am a boy!
- I am a man!
- I am a girl!
- I am a woman!

b. Complete with HE or SHE

1. Oscar is a boy.
   ……….. is a boy.

4. Mr. López is a man.
   ………. is a man.

2. Rous is a girl
   ……… is a girl.

5. Juan is a student.
   ……… is a student.

3. Carmen is a girl.
   ……… is a girl.

6. Mrs. Fernández is a teacher.
   ……… is a teacher.

c. Complete the next dialogue:

1. Hello, what is your ……………………………?

2. My name is ………………………………………

3. Good ……………………………!

4. Nice ………………………………..!
TEST OF SCHOOL MATERIALS

What is your name? .................................................................
How are you? .................................................................
Where do you live? .................................................................

a. What is it?

[Images of pencil, book, marker, eraser, ruler, box]

It is .......................  It is .......................  It is ...........

It is .......................  It is .......................  It is ...........

b. Complete the next sentences with “A” or “AN”:

It is ....................... book.  It is ....................... pencil.
It is ....................... eraser.  It is ....................... ruler.
It is ....................... marker.  It is ....................... box.

c. Answer the questions with complete sentences.

1. It is a book? .................................................................
2. Is it a pencil? .................................................................
3. Is it a notebook? .................................................................
TEST OF MY FAMILY

What is your name? .................................................................
How are you? .................................................................
Where do you live? .................................................................

a. Write family members:

a. Answer the questions with complete sentences:

1. Is she your sister?

........................................................................................................

2. Is he your brother?

........................................................................................................
APPENDIX “E”
GAMES
Games

<table>
<thead>
<tr>
<th>Game:</th>
<th>A surprise box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: L, S</td>
<td>Materials: Little pieces of paper with written questions and a little box</td>
</tr>
<tr>
<td>This game was applied after a taught topic in order to reinforce students’ comprehension. It had the objective to develop speaking skill and produce a spoken language. It needed some short questions written in little pieces of paper and put them into a little surprise box. Then, each student should pick one up and answer. For example: What is your name? What is your favorite color? Are you a boy or a girl? Where do you live? What do you do? Are you a student or a pilot? Do you like onions? Do you love bananas? Also, this box had some orders, like: Sing a song, Smile, Clap your hands, etc. Students should answer questions or obey the command in no more than five seconds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game:</th>
<th>A letter arrived to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: L, S</td>
<td>Materials: No materials</td>
</tr>
<tr>
<td>This game should be applied after the first stage when students have acquired a lot of vocabulary. To do it, all students should be sit down forming a circle, less the teacher, who starts the game, saying the phrase: “A letter arrived to students with black shoes”, and all students with black shoes should stand up, run and sit down in other chair, the idea is that the teacher should get a chair to sit down. Then, the student who has not a chair, should repeat the phrase again to get a chair “A letter arrived to all girls”. To say the phrase, it is important at least two students with the same characteristics. Some phrases could be: “A letter arrived to …”</td>
<td></td>
</tr>
<tr>
<td>• Handsome boys.</td>
<td></td>
</tr>
<tr>
<td>• Girls with pink dress.</td>
<td></td>
</tr>
<tr>
<td>• Students with blue sweater</td>
<td></td>
</tr>
<tr>
<td>• Students with ears.</td>
<td></td>
</tr>
<tr>
<td>• Students with two eyes, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game:</th>
<th>Forming words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: L, R, W</td>
<td>Materials: An envelope with Alphabet letters written in little pieces of paper for each student, it is needed some extra vowels to form words.</td>
</tr>
<tr>
<td>All students should be sit down and have a table to do it. Teacher gives an envelope to each student and starts the game, asking students to form some words: Teacher, cousin, pineapple, housewife, pilot, etc. When a student has finished to form the word, he/she should read it aloud.</td>
<td></td>
</tr>
</tbody>
</table>
**Game: Bingo**

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sheets of paper with names of fruits and vegetables for all students. Chart with names of fruits and vegetables written in little pieces of paper to read. Little stones to each student.</td>
</tr>
</tbody>
</table>

It could be applied in different lessons. For example, if the lesson is about fruits and vegetables, teacher should prepare enough colored sheets with the names of fruits and vegetables for all students, taking care that each student should have a different sheet. Also teacher should have little pieces of paper with names of fruits and vegetables, which should be read one by one by the teacher. Moreover, students will need some little stones to put on the names of fruits and vegetables. Teacher starts the game, reading the name of different fruits and vegetables one by one, for example: Banana, onion, etc.

When students hear the name of a fruit or vegetable, they should put a stone on the sheet, and when they complete to fill it, they should say Bingo. The first student who finish to fill all fruits and vegetables with stones is the winner. Also, students can read the names.

---

**Game: Drawing competition**

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L, W, R</td>
<td>A big sheet of paper for each group. Pencil, eraser and colors.</td>
</tr>
</tbody>
</table>

Teacher should divide students into three or four groups and give them required materials, students should hang the sheets on the wall and organize by themselves to participate one by one. Teacher starts the game by saying some objects that a student from each group should draw, color and write on the big sheet of paper. For example: A happy face, a yellow submarine, a black duck, a banana, etc. When he/she finish it, should return at his/her group and all of them should read it. The group which finish first is the winner.

---

**Game: I am obedient!**

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>L, W</td>
<td>Little pieces of paper with questions</td>
</tr>
</tbody>
</table>

This games was applied during the first stage, because it prepared students’ ear to listen and be ready to respond. In order to do it, students were supposed to understand well the command or instruction, process it and then respond. The game consisted on prepare little pieces of paper with some written orders, which were for example: Smile, jump three times, clap your hands five times, put an angry face, put a happy face, sing a song, draw a sweater, draw a pencil, write your name, write “policeman”, write “father”, etc., which every student should answer in no more than five seconds. After a student obeyed the order, he/she should say: “I am obedient!” These questions needed a physical response.
### Game: My right side is free for...

**Skills:** L, S  
**Materials:** Labels for each student with names of family members

If the lesson was about occupations and professions, some labels could be: doctor, dentist, pilot, policeman, teacher, student, carpenter, builder, singer, actor, mechanic, engineer, nurse, secretary, housewife, housemaker, etc. If the lesson was about “My family”, labels could be: father, mother, sister, brother, eldest sister, eldest brother, cousin, uncle, aunt, grandmother, grandfather, baby sister, baby brother, step-father, step-mother, etc. To do it, all students, including the teacher, should be sit down on chairs forming a circle, but it is necessary an empty chair at the right side of the teacher. Also everybody should have a label on their chest. Then, the teacher starts the games by saying the phrase: “My right is free for the doctor”, then the student who has the label of doctor should run and sit down in the right side chair. Then, a chair will be empty in the circle, so the student who is sit down in the left side of the empty chair should repeat the phrase “My right is free for the policeman”, then the student with this label should run and sit down there. All students should participate and it was not allowed to repeat a label twice. It needs concentration and some punishment when a student is not concentrated. So, it is supposed that students have five seconds to run and sit down, which could be less or more time.

### Game: My wardrobe

**Skills:** L, W  
**Materials:** 10 colored papers for each student.  
1 white sheet of paper for each student  
A glue stick and a scissors for each student.

Teacher gives materials to each one of students, and starts the game by saying the phrase: “Cut a red hat”, and students should cut a red hat and glue it on a white paper, then they should write “a red hat”. Some orders could be: Cut a black pair of shoes, a blue dress, a pink skirt, a green coat, orange t-shirt, etc. It is important to see how students write them to improve Writing skill.

### Game: One, two, clap your hands

**Skills:**  
**Materials:** No materials.

This game is useful to learn numbers. All students should be sit down on chairs forming a circle, including teacher. The facilitator starts the game saying number one and clapping her hands one time, the next student should say “two” clapping two times, the next students should say “three” clapping three times, and so on. When they are in numbers five, ten, fifteen and twenty everybody should stand up and say aloud “the number”. It requires that everybody would be concentrated to play and if someone would not, should be punished.
**Game:** Party of colors

**Skills:** L, S, R  
**Materials:** Little papers of different color

This game is useful to learn vocabulary. Every child should have a set of little papers of different color and children should be sit down forming a circle. When teacher mentions a color, children should pick up that paper, stand up and repeat the name of that color. But, when teacher mention black or white color, children should change of chair. Teacher not only can say the color, she also can mention a sentence using colors. Ex: I like black color. Bryan likes blue color. Lizeth likes her pink dress, etc.

---

**Game:** Pictionary

**Skills:** L, W  
**Materials:** Markers for each group.

Teacher should divide students into two groups, boys Vs. girls and also divide the board in two parts, one for girls and other for boys. Teacher picks a student of each group and show him/her a different picture or whisper a different word into his or her ear. The student draws the picture on the board and the opposite group should guess what the picture is in no more than five seconds.

---

**Game:** Party of numbers

**Skills:** L  
**Materials:** A set of numbers from 0 to 9 in sheet of papers for each group

The class should be divided into two groups of ten students. Each group should have a set of numbers (0-9) and every student should have a number. Each group should be stand up forming a line, one group at the right side and the other at the left. Teacher says a number, for example: 25, then each group should form that number in a correct way and repeat it. The first group to do well is the winner.

---

**Game:** Simon says

**Skills:** L  
**Materials:** No materials.

The magical word is “Simon says”, and every command should have this phrase. For example: “Simon says: Sing the song “My father is a teacher”, and students are supposed to sing it or respond with physical movements. Some orders could be: Simons says:
- Smile
- Clap your hands
- Close your eyes, Sit down, etc.
### Game: Rats and mice

**Skills:** L, S  
**Materials:**

The class should be divided into two groups, girls Vs. boys. Each group should be stand up forming a line, face to face. A group is formed by rats and other for mice. It could be lions Vs. tigers, ducks Vs. chickens, etc. When the group of rats hears “rats”, they should bend in front of the other group saying “rats”; when the group of mice hears “mice”, they should do the same. If a member of group is wrong, they whole group loses a point or should be punished.

### Game: Russian roulette

**Skills:**  
**Materials:** A big roulette with questions and commands, but each one should be covered with a paper on.

Every student should spin the roulette until the needle get stopped in any question or order, which student should answer or do. Some questions could be: How are you? Do you have pets? Are you a happy or a sad student? Are you a champion? Sing a song, open the door, sit down, smile, etc.

### Game: Salad fruit

**Skills:**  
**Materials:** Labels with names of fruits and vegetables.

This game needs a big place and has the objective to practice Listening and Vocabulary skills. Every student should have a label of fruit or vegetable on their chest and be sit down in a chair. Teacher is the facilitator and at the beginning does not have a chair. She explains students that she is at the market and will buy some fruits and vegetables to prepare a salad, and she is walking in a circle, and says: I am at the market and I will prepare a salad and I need: a banana, an orange, a pineapple, a watermelon, etc., when students hear their label ´names they should stand up behind the teacher and walk after her. The game continues until teacher says “Oh, my basket is broken”, in that moment students should run to have a sit. Also the teacher should get a chair. The student who has not have a chair should continue the game.

### Game: The queen asks for…

**Skills:** L, S, R, W  
**Materials:** No materials.

Teacher divides the class into two groups of boys Vs. girls and every group should have a leader. Teacher is the queen who asks students for some school materials, clothes etc., and the leader should give it to the teacher. She begins the game saying: “The queen asks for a red book”, and each group should look for it and give the leader, who is going to give the teacher. The group which gives first is the winner.
APPENDIX “F”

SONGS
Songs

a. Hello, what is your name?

//Hello, what is your name?/
//Hello, how are you?/
//Hello, I am your friend/

b. I am the champion

//I am the champion, my friend.
I am the champion of the world/
//We are the champions, my friend.
We are the champions of the world/

c. The Alphabet

A,B,D,E,F,G
H,I,J,K,L,M,N,O,P
Q,R,S,T,U,V
W,X,Y,Z
//Now I know the ABC/

d. I am a boy, I am a girl

I am a boy, I am a girl,
//You are my friend/
He is my brother, She is my sister
//It is a pencil/
We are students, You are students
//They are students/

e. My father is a doctor (adapted song)

My father is a doctor. //He is not a carpenter// My father is a doctor.
My mother is a teacher. //She is not a painter// My mother is a teacher.
I am a student. //I am not a doctor// I am a student.
My sister is a dentist. //She is not an artist// My sister is a teacher.
My brother is a pilot. //He is not a reporter// My brother is a pilot.

f. One, two, three, four five

//One, two, three, four five,
These are the numbers
Six, seven, eight, nine and ten//
g. **Head, face, shoulders, leg**

Head, face, shoulders, leg //Shoulders, leg//
Head, face, shoulders, leg //Shoulders, leg//
Eyes, nose, shoulders, leg //Shoulders, leg//
Hands, lips, shoulders, leg //Shoulders, leg//

h. **Fruits**

A banana, a pineapple, //a tangerine//
//I love watermelon// yes, yes, yes.
I love oranges, I like carrots, //I like fruits//
//I don’t like onions// no, no, no

i. **With Christ in the family**

With Christ in the family
//A very happy home, yes//
A very happy home.
With Christ in the family
A very happy home, yes
A very happy home.

j. **Days of the week**

//Monday, Tuesday, Wednesday, Thursday, Friday at school
Saturday and Sunday are my favorite days//
//Monday, Tuesday, Wednesday, Thursday, Friday at school
Saturday and Sunday are my favorite days//
- (Monday: give the hand)
- (Tuesday: Listen to me)
- (Wednesday: Jump)
- (Thursday: Clap your hands)
- (Friday: Say good bye with your hands)
- (Saturday: dance)
- (Sunday: sleep)

k. **Lion is the king of animals**

Lion is //the king of animals//
Tiger and wolf are //wild animals//
Snake is ugly, monkey is joyful
Kangaroo is a ricochet, //a ricochet animal//
Hippo and elephant are //fat animals//
Giraffe is big and mouse is small
Kangaroo is a ricochet, //a ricochet animal//
The color of my heart

//Orange, pink and blue,
purple, brown and white,
//Red, yellow and green
Is the color of my heart/

Erik is a smart boy (adapted song)

Erick is a smart boy, and a very handsome boy.
Teresa is a beautiful, a very beautiful girl.
Benjamin is a tall man and a very happy man
Gabriel is a thin boy and Tom is a short man.

I am not a singer

I am not a singer, I am not an artist, I am a student, a good student.
You are not a painter, you are not a pilot, you are a policeman, a good policeman.
He is not my brother, he is not my cousin, he is my grandfather, my tall grandfather
She is not my sister, she is not my aunt. She is my good mother, my pretty mother.
It is not a ruler, it is not a marker. It is an eraser, my white eraser.
We are not carpenters, we are not secretaries. We are very handsome and beautiful students.
They are not doctors, they are not dentists. They are good students, they are good champions.

In the ark of Noah

//In the ark of Noah they all sing they all dance//
Do you want to hear how does monkey sound?
Do you want to hear? The monkey sounds like this.

//In the ark of Noah they all sing they all dance//
Do you want to hear how does chicken sound?
Do you want to hear? The chicken sounds like this.

//In the ark of Noah they all sing they all dance//
Do you want to hear how does rabbit sound?
Do you want to hear? The rabbit sounds like this.

//In the ark of Noah they all sing they all dance//
Do you want to hear how does lion sound?
Do you want to hear? The lion sounds like this.

//In the ark of Noah they all sing they all dance//
Do you want to hear how does dog sound?
Do you want to hear? The dog sounds like this.
APPENDIX “G”
RESOURCES AND AIDS
RESOURCES AND AIDS

GREETINGS

- Good morning
- Good afternoon
- How are you?
- Fine, thank you. I am fine.
VERB TO BE

SCHOOL MATERIALS
ORDERS IN THE CLASSROOM

1. Draw a...
2. Raise your hand
3. Open your book

HOW ARE YOU?

- Happy
- Sad
- Angry
- Scared
- Surprised
- Excited

FAMILY MEMBERS

- Father
- Mother
- Brother
- Sister
- Baby brother
- Baby

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OCCUPATIONS AND PROFESSIONS

Mario
Builder

Rubí
Secretary

Kevin
Doctor

Goyo
Policeman
PARTS OF HUMAN BODY
CLOTHES

DRESS

COAT

HAT

GLOVES

SKIRT
ANIMALS
GAMES

A SURPRISE BOX

THINK...
### BINGO OF DAYS, MONTHS AND SEASON

![Bingo Board](image)

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Today</th>
<th>Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>October</td>
<td>Wednesday</td>
<td>Summer</td>
</tr>
<tr>
<td>Monday</td>
<td>April</td>
<td>Today</td>
<td>Today</td>
</tr>
<tr>
<td>Tuesday</td>
<td>December</td>
<td>Today</td>
<td>Winter</td>
</tr>
<tr>
<td>Saturday</td>
<td>January</td>
<td>Today</td>
<td>Today</td>
</tr>
<tr>
<td>Thursday</td>
<td>March</td>
<td>Today</td>
<td>Today</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>Spring</td>
<td>Today</td>
<td>Today</td>
</tr>
</tbody>
</table>

### BINGO OF FRUITS AND VEGETABLES

![Fruits and Vegetables Bingo](image)

<table>
<thead>
<tr>
<th>Fruit/Vegetable</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cucumber</td>
<td>Green</td>
</tr>
<tr>
<td>Tangerine</td>
<td>Yellow</td>
</tr>
<tr>
<td>Home</td>
<td>Red</td>
</tr>
<tr>
<td>Market</td>
<td>Blue</td>
</tr>
<tr>
<td>Television</td>
<td>Blue</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Blue</td>
</tr>
<tr>
<td>Onion</td>
<td>Blue</td>
</tr>
<tr>
<td>Carrot</td>
<td>Blue</td>
</tr>
<tr>
<td>Favorite Watermelon</td>
<td>Blue</td>
</tr>
<tr>
<td>Color</td>
<td>Blue</td>
</tr>
<tr>
<td>Red</td>
<td>Blue</td>
</tr>
<tr>
<td>Grapes</td>
<td>Blue</td>
</tr>
<tr>
<td>Radio</td>
<td>Blue</td>
</tr>
<tr>
<td>House</td>
<td>Blue</td>
</tr>
<tr>
<td>Pear</td>
<td>Blue</td>
</tr>
<tr>
<td>Tomato</td>
<td>Blue</td>
</tr>
<tr>
<td>Vegetable</td>
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</tr>
<tr>
<td>Apple</td>
<td>Blue</td>
</tr>
<tr>
<td>Pink</td>
<td>Blue</td>
</tr>
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<td>Potato</td>
<td>Blue</td>
</tr>
<tr>
<td>Strawberry</td>
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<tr>
<td>Kitchen</td>
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<tr>
<td>Food</td>
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<tr>
<td>Banana</td>
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</tr>
<tr>
<td>Orange</td>
<td>Blue</td>
</tr>
<tr>
<td>Corn</td>
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</tr>
<tr>
<td>Fruit</td>
<td>Blue</td>
</tr>
</tbody>
</table>
APPENDIX “H”
PHOTOGRAPHS
STUDENTS HOMEWORK

THE CLASSROOM

FIRST GROUP STUDENTS PLAYING “BINGO”
FIRST GROUP OF STUDENTS WITH WORKSHEETS

STUDENT OF THE SECOND GROUP
PLAYING A GAME NAMED “FORMING WORDS”
SECOND GROUP OF STUDENTS PLAYING “BINGO”

A STUDENT IS WRITING WHILE OTHER STUDENT IS DICTATING HIM
TEACHER IN THE CLASSROOM

STUDENTS PLAYING A MUSICAL: “THE ARK OF NOAH”
APPENDIX “I”

CHILDREN’S CERTIFICATE
TO:

DIMAS BONIFACIO

WHO HAS ATTENDED THE BASIC ENGLISH COURSE DURING SEVEN MONTHS, FROM MARCH UNTIL SEPTEMBER.

EL ALTO CITY, DECEMBER 10th, 2017

Rosmery Apaza
ENGLISH TEACHER

Lidia Ticona
PRINCIPAL BO-433

Mayser Paredes
Compassion Facilitator