

UNIVERSIDAD MAYOR DE SAN ANDRES
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA
EDUCACION
CARRERA DE LINGÜÍSTICA E IDIOMAS



A COURSE ON DEVELOPING COMMUNICATIVE SKILLS
THROUGH A COMMUNICATIVE FOCUS TO 3rd
SECONDARY GRADE STUDENTS AT YUNGUYO FE Y
ALEGRIA HIGH SCHOOL

Trabajo Dirigido para obtener el Título de Licenciatura

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Trabajo Dirigido:

**A COURSE ON DEVELOPING COMMUNICATIVE SKILLS
 THROUGH A COMMUNICATIVE FOCUS TO 3rd SECONDARY
 GRADE STUDENTS AT YUNGUYO FE Y ALEGRIA HIGH
 SCHOOL**

Presentado por: Univ. Graciela Quispe Mamani

Para optar el grado académico de *Licenciada en Lingüística e Idiomas*

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This achievement is dedicated to beloved my parents, over all to my father who has always worked so hard for having my siblings and me studying a career and wished us to succeed in our aims, now that wish comes true.

Besides, to my mother, sisters, brothers, nieces and nephew who wanted me to fulfill one of my objectives in my professional life. And a special dedication to my grandpa who has always taken care of us from heaven.

At last, but not less important to the love of my life,

"dear".

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First of all, my huge gratitude to God, who has always been with me and gave me strength to continue, who helped me to overcome difficulties setting on my way people that have collaborated in my professional training.

I would like to thank to my beloved family for being my source of strength and inspiration, during this journey. I have learned that it is never too late to conclude what one has started. To my father, my mother, brothers, sisters , my little niece and nephew that with their sweet, innocent and relieving smile have made my days, encouraging me to not giving up. They have all been supportive in many ways. I am grateful to have them in my life.

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Finally, my sincere appreciation is also extended to the thirty 3rd grade secondary students of “Yunguyo “Fe y Alegría High School in El Alto city who participated in this project. I am truly grateful for their time, trust, and commitment.

ABSTRACT

In today's day and age, having a solid English skill is a must. It is becoming the language of the world and all of us have to keep up. Perhaps learners who have been trying to learning for a while and have not found themselves really communicating with easy, or learners that have just started to learn the language realized it is hard and have seen there is no progress at trying to express by themselves, through the tools obtained so far internalized, how to get around the learning slump?

The importance in communication of speech formulas, idioms, proverbs and other formulaic expression has been recognized, but studies of their actual usage are still few. This project attempts to have learners communicating with the teacher and their peers by using formulaic expression which are reinforced at the moment of completing activities such as games, categorization and creating dialogues in which they add words or modify grammar structures following a model previously learnt.

The Results were partially achieved, nevertheless interesting. Students started with great enthusiasm for learning English in a non-traditional way as they were get used to. As the course' contend sequence was getting little by little tough, they had difficulties at following the path with the same motivation they had begun. However, they continued on the challenge, gaining such a great experience where they interact with classmates through classroom formulaic expression and saw that English was not such a hard thing to deal with.

Formulaic Expression makes up for a lack of structural knowledge and might therefore be used as a learning strategy in the acquisition of structure. Then we consider the psycholinguistic function of formulaic Expression and try to demonstrate that it might be a pre-planning strategy and a way for the learner to economize effort on processing and thus focus on his or her learning of the language. Finally, we consider the communicative function of Formulaic Expressions and its role in the relation between speaker and hearer, and suggest that it might play a part in the development of pragmatic competence.

RESUMEN

Hoy en día, en esta era, tener un conocimiento sólido del Inglés es un deber. Se está convirtiendo en el idioma mundial y todos nosotros debemos actualizarnos. Quizás las personas que han estado tratando de aprenderlo ya por un tiempo han notado que no pueden comunicarse con facilidad, o aquellos que han comenzado a aprender el idioma se dieron cuenta que es difícil y vieron ningún progreso al tratar de expresarse por ellos mismo, a través de los instrumentos obtenidos hasta ahora, como se podría lidiar con esta crisis de aprendizaje?

La importancia de las fórmulas del habla, expresiones idiomáticas, proverbios y otras fórmulas de expresión en la comunicación ha sido reconocido, pero los estudios sobre su uso aún son escasos. Este proyecto intenta hacer que los aprendices se comuniquen con el profesor y sus compañeros por medio del uso de expresiones de fórmula las cuales son reforzadas en el momento de completar actividades tales como juegos, categorización y al crear diálogos en los cuales ellos añaden palabras o modifican la estructura gramatical siguiendo un modelo previamente enseñado.

Los resultados fueron parcialmente logrados, sin embargo interesantes. Los estudiantes empezaron con gran entusiasmo para aprender el Inglés en una forma no tradicional a la que ellos están acostumbrados, medida que la secuencia del contenido referente al curso se tornaba poco a poco complicado, tuvieron dificultades al seguir el camino y el ritmo con el cual comenzaron. Por el contrario siguieron con el desafío, ganando una experiencia tan grata donde ellos pudieron interactuar con compañeros a través de lenguaje de aula y vieron que el Inglés no era una cuestión difícil de lidiar.

Las expresiones de fórmula se hicieron por una falta de conocimiento estructural y podrían por ellos ser usados como una estrategia en la adquisición de estructuras. Entonces se considera la función psicolingüística de las expresiones de fórmula y se trata de demostrar que esta podría ser una estrategia de pre-planeo y una manera para el estudiante de economizar en el esfuerzo al procesar y a consecuencia enfocarse en el aprendizaje del idioma. Finalmente, se considera la función comunicativa de las expresiones y su rol en la relación hablante-oyente, y se sugiere que podría jugar un rol importante en el desarrollo de la competencia pragmática.

INTRODUCTION

Education has improved so much with the time, the government has supported new fields where technological advance gain more space, and students feel confident to expand knowledge, to try new experiments and let their imagination run wild undoubtedly our country is starting to live a new era we can deny that we are beginning at comparison to other first countries so in order to be update in all those things that are happening we need tools one media which can be English language. It is vital now more than before to have some kind of knowledge of this language to, understand and be understood. Furthermore Students at school need to know some English at least to understand what they read or listen and to express by themselves at an elementary level.

This work presents the final report of the project that has been titled a course on developing communicative skills through a communicative focus to 3rd secondary grade students which has been applied in “ Yunguyo “ Fe y Alegria High School located in the 4 district in El Alto city. The project has been developed from May to October in 2012 under the agreement between Yunguyo High School and Major of San Andres University in order to the social commitment that the university has to the society.

“ Yunguyo “ Fe y Alegria High School is one of the most representatives education institution of 4 district for its long historic background, outstanding infrastructure and academic references. Firstly, this education institution has been founded on March 23rd, 1983 in Yunguyo neighborhood in El Alto city; it was located on road to Laja, specifically on 7 de Octubre and Araujo street. Yunguyo High school is growing and improving year by year according to the nowadays needs of education therefore it offers to students nice classrooms, soccer courts, a computing lab ,enough classroom furniture for all students .In addition this is the reason the school has had lost of bright students that represented the school in many academic competition. The school has the desire to keep on the improvement and needs to expand and exploit its student’s eager motivation to learn more and outstand among others.

Generally public school where there is a lot of to do where they work hard to overcome all lacks, physical or academic, there is always a desire to pushing on students to expand their minds and not feel satisfied with what they are taught. In the case of English, which

this project is focused, I could feel this on students for example in a common class the teacher asks a student a question in English. The student does not know what to say. The other students are watching him/her in silence. The teacher repeats the question. The student quite knows the answer in Spanish, but he cannot express it in English. He continues standing, at a loss. Then he says in a small voice, "I don't know". This scene is common in most English classes in public schools. Students do not know what to do when they face difficulty at communicating in English just in this case but imagine having the chance to have a conversation with a native speaker by coincidence, students have never been exposed to this and that is why teaching English as a means of communication has to be emphasized. Therefore this education institution can benefit with this project to show students that English can be easy to learn, they can communicate through this at basic level, and it can be the beginning of their proficiency.

Consequently, based on what was said above, we have come up with a proposal in order to cover students' needs in benefit to the society after the needs assessment implementation to a population of students at "Yunguyo" high school, it was so interesting to know in general words that they need, want and would like to communicate in English. For that reason the main objective of this project was to design a proposal for English learning at an elementary level in order to develop communicative skills through a communicative focus on. In other words students of 3rd secondary grade at "Yunguyo" Fe y Alegría High School in El Alto city could know how to communicate in different situations like in the school using classroom language, asking for food, for inviting, asking about places description etc. The general objective could be achieved through first of all the introduction of classroom language, elementary vocabulary related to each unit, social language for different social situations, the implementation of a variety of communicative activities and the use of participative and collaborative strategies.

The results were surprising, students could assimilate and use the classroom language presented frequently at the beginning and then as well as at the end of the project. Vocabulary was introduced by using flashcards and realia, so students liked much because they did not just memorize it, they played with vocabulary by using and doing different activities and games, later on grammar was shown in order to use the words learnt by using

present simple and a little of past tense. Finally social language was introduced based on the grammar and vocabulary to make new conversation or communicative activities.

The methodology used to carry out this guided work began with needs diagnostic for which a test and questionnaires were carried to students and the teacher. The test wanted to know the students English proficiency in vocabulary, grammar, word order, reading comprehension, after that the analysis stage, the results were systematized and interpreted and due to that the project's objectives were established

This project is presented in five chapters each one addressing different question like: where, why, what, how and how effective. The first chapter describes the context where the project took place by giving external description such as location, infrastructure, and internal description like: history background from the institution foundation till these days, organization, regulations, objective, mission, vision, strengths, weakness, opportunities and threats. As well it also refers to the data gathering for detecting students' needs regarding English learning in order to determine an alternative solution to the situations and aspects to change by increasing potentialities as resources, to generate a change in benefit to the education community. The second chapter describes and explains the proposal structure of intervention of the problem defined as a necessity of attention in which it is shown the foundation, objectives, indicators of fulfilling and action strategies with which the indicators were reached. In the third chapter the project development presents the sequence of the activities, the initial achievements and experiences which show the procedure of the project. The fourth chapter reflects the result of the project implementation in detail and general view. The results of intervention, the generated effects by the actions and the orientations added to the proposal which were evaluated and systematized. In the last chapter it is shown the conclusions that were obtained through this process during the project implementation, the experiences which reflects the negative and positive situation happened during this project and limitations which explains activities, attitudes were not possible to carry out during the project implementation.

CHAPTER I

1. “YUNGUYO“FE y ALEGRÍA HIGH SCHOOL GENERAL BACKGROUND

1.1. EXTERNAL CHARACTERISTICS

1.1.1 Historical Background

El Alto city characterizes for being immerse in an Andean culture, families with traditional roots, myths, rules and values that guide the human behavior and influence directly the way children are brought up and educated. Undoubtly, El Alto city belongs to La Paz department, originally it was Satélite neighborhood of La Paz city, but population increased considerably and got the range of province section on March 6, 1985 and later the range of city on September 26th, 1986 (Campos G., Flores C. y Lizarraga G. 2011).

El Alto city is located in the west of Bolivia to an altitude of 4000 meters above sea level (m. a. s. l.) In high plateau and northwest of La Paz, this city presents the biggest urban accumulation of the country, by surrounding immigrants wide spread in different zones : Ciudad Satellite (originally inhabited by public employees), Villa Exaltacion, Villa Adela (inhabited originally by Air Force employees),1ro de Mayo (inhabited originally by factory workers), Villa Alemania, Villa Dolores, El Kenko, Alto Lima, Senkata, Nuevos Horizontes, Mercedario, Kollpani, Villa Ingavi, German Busch, Ballivian and Rio Seco.

1.1.2 District and Neighborhood Organization

Table 1 *Municipal Districts and Principal Zones*

DISTRICT	POPULATION	SURFACE	DESITY OF POPULATION	MAIN ZONES
1	99.920	958	104,35	Ciudad Satélite, Rosas Pampa, Villa Dolores, Santiago I
2	75.199	1,112	67.63	Nuevos Horizontes, El Kenko, Santiago II, Bolívar B, D, E
3	135.014	1.869	72,25	Cosmos 79, Villa Adela, 1ro. de Mayo, Luis Espinal
4	90.787	1.843	49,25	Secke, Villa Tunari 1, 2, 3, 4, 23 de Marzo, San José Yunguyo

5	91.216	1.505	60,60	Villa Ingenio, Río Seco, Huayna Potosí, Mercurio
6	101.493	1.642	61,81	16 de Julio, Alto Lima, Ballivián, Ferropetrol
7	20.118	4.980	4,04	B. Saavedra, 16 de Agosto, Porvenir I,II, V. Cooperativa
8	33.603	5.991	5,61	Mercedes A, B, C, D, E, F, G, Senkata, Cumaravi
9	2.608	15.149	0,17	Laguna Jhankho, Cota Villandrini, Milluni
TOTAL	649.958	35.049	18,54	

Source Note: Retrieved from Organización panamericana de Salud “ops.org.bo/centenario

Yunguyo Neighborhood is located in the north west of the high plateau, in the fourth district of El Alto city. Yunguyo is a historical zone that in the colonial period was used as a connection for transporting different products from Potosi to Lima Kingdom. It was one of the latest zones of indigenous people establishment, with migrants of several provinces of La Paz department who occupied lands that belonged to Ismael Montes and were affected by the Agrarian Reform in 1953 (Reforma Agraria). According to the oral tradition, the first inhabitant established in 1953, those came from Laja and other towns that surround lake Titicaca (Quispe A., (2006).

Its central axle is Laja Road and 7 de Octubre Avenue. Its icon element is San Francisco de Borja Church where most of school’s religious events take places.

The zone’s development was slow; it was built by three sections that have minimum equipment. The three sections are distributed in Yunguyo, complement Yunguyo, San Jose de Yunguyo each one with square, soccer courts and gardens

1.1.3 Geography

“Yunguyo” Fe y Alegría high school is located on 7th avenue and Manuel Araujo in Complemento Yunguyo neighborhood in El Alto City which is part of fourth district. The school is surrounded by San Francisco de Borja church on the west, on the north there is a coliseum and a big soccer court, finally on the east blocks up the main square.

1.1.4 Economy

This institution has a little financial resource to accomplish the basic needs. The inhabitants, who live nearby, have as sources of living commerce in open markets, fairs which exist nearby or downtown, home business and some of them are workers who have small enterprises at home which are related to clothing tailoring or other similar, or factory workers in the factories that exist in that area like P.I.L, Plasmar, and others around. Most of the population immigrates from countryside looking for better condition of living.

1.1.5 Social and Cultural Aspects

As most of its population in this area, that is inhabited by immigrants from different areas of the countryside of La Paz, come to the city for better living conditions, they mostly speak Aymara and a minority speaks Quechua as a mother tongue, as language is culture and culture is language, they follow Aymara traditions and customs in which the father is the chief of the family who makes important decisions that are supported by the mother and applied by children in the family.

1.1.6 Political, Administrative and Education Aspects

Since its foundation “Yunguyo” Fe y Alegría high school has suffered noticeable improvements as a consequence of the accelerated population increase in the Yunguyo zone. The first constructions were rustic and unstable with basic services of water and electricity. At present “Yunguyo” Fe y Alegría high school has improved in infrastructure which offer better condition of studying to students, who attend to this school. Besides, It has wide and comfortable classrooms with tables and chairs, an equipped computing room, a video arcade, four soccer and basketball courts, an auditorium for special ceremonies like graduation or presentations, some little gardens, a very small playground for kinder garden students which requires repair, two set of bathrooms, one for morning students and the other for afternoon students, also there are offices for the principals of morning and afternoon shifts and a teachers’ lounge.

According to the interviewees, most of the improvements were done with the help of “Hermanas de la Providencia”, chief by Sr. Maria Pula Garcia Vicuña.

1.2 INTERNAL CHARACTERISTICS INSTITUTION BACKGROUND

1.2.1 “Yunguyo” Fe y Alegría High School Background

1.2.1.1 Foundation

Beginning of the 80's, the necessity of a center of education in Yunguyo neighborhood was noticeable due to students had to walk long distances to commute to other schools in the neighborhoods nearby. In addition, those nearby schools did not use to accept students from other zones easily. It is in that moment the idea of founding a school came up chief by Mr. Raul Ticona Siñani neighbor who was the neighborhood's representative that time.

Fortunately, that desire was consolidated on March 23rd, 1983 Yunguyo neighborhood in El Alto city, specifically it was located on road to Laja. Firstly, the school was managed by Julieta Orosco, at the beginning ,it was named school of Yunguyo neighborhood "Jaime Paz Zamora", in the initials ,it lacked of infrastructure, even the first classes started at Mr. Raul Ticona Siñani's house , one of the founders . Simultaneously, the construction of the first classroom was made with mud blocks, and no desk or any kind of school furniture.

Later, on September 6 ,1984,the school was moved to a new place on October 7th avenue and Manuel Araujo street in Yunguyo neighborhood, space where eight classrooms were being built ,as well as a principal office and a janitor room.

According to the school's founder Mr. Ticona, this dream had not been came true without of the active and disinterested support from the first Yunguyo's inhabitants who gave their time and construction material like stones, sand and even money to pay teachers' salary. In the same way, it is important to point out the collaboration from the first teacher's staff, who in some cases worked for free, demonstrating their wide vocation for education.

Technic Humanistic Yunguyo School was refounded on March 23rd, 1986 in order to concrete its institutional development, under the management of teacher Mateo Quispe Laura and lead by Mr. Ticona who was an active member of neighborhood committee Federation of El Alto City (Marca F.; Copa M. y Torrez I. 2008).

1.2.1.2 Consolidation Stages

First stage, Jaime Paz Zamora School was founded on March 23rd, 1983

Second stage, the school received the shift certification which changed from Humanistic Villa Yunguyo High school to Technic Humanistic Yunguyo High school, the certification was given by Senior Officer of Education, Doctor Enrique Ipiña Melgar, Sub secretary of Education and Culture of honorable municipal mayor of El Alto city, neighborhood and authorities of parents 'association.

Third stage, the high school is incorporated to "Fe y Alegria" system in 1997, a Church and State Agreement school, thanks to the cooperation of Maria Paula Garcia Vicuña.

1.2.1.3 Identity of the Institution

This education institution was created as a response to the necessities and social claims of the community; in the perspective of being main characters of the transformation towards a fair society.

1.2.1.4 Vision and Mission

This institution mission is to prepare students who can be able to think critically, reflect and produce. Students, who build learning from their own sociocultural reality, guarantee adequate and satisfying performance according to the technological and scientific advances, become people with high sense of freedom, justice, equality, solidarity and respect; committed to poor people and promoting evangelic action through participative, active, proper and effective methods.

To train students based on solid and good academic, technic and human formation that can response to needs and social requirements; in order to improve their quality of life and be able to face our country challenges, being the main characters of them, for a country with dignity and equal opportunities.

1.2.1.5 Objectives of the Institution

School's main objective is be part of student's development in an integral way promoting his /her competencies which can help in personal, social and his/her commitment with the community

1.2.1.6 Achievements

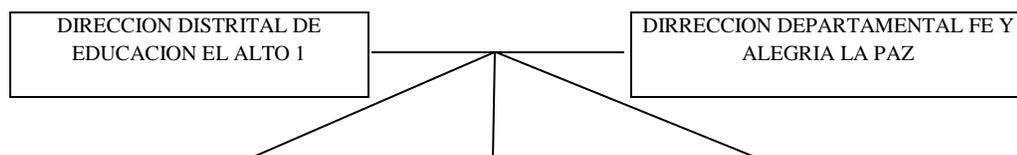
- The creation of the education institution
- The effort of authorities, parents and students at helping the neighborhood's development and improvement.
- "Fe y Alegria" agreement which helped at getting infrastructure, equipment and new item for teachers.
- The first students graduated from the school in 1993, after 10 years of school creation, since its creation it had already been working progressively for different grades and levels from basic intermediate and advance, as a consequence nine students graduated, they were the result of great effort.
- 25th school's anniversary, consolidating shared effort of dreams and ideas finally they were concreted by parents ,teachers ,students and other citizens, on March 23rd ,2008 all of them celebrated 25 years of institutional life at service of the community and behalf of qualified education.

1.2.2 Administrative Area

This Education center is composed by the principal who works with teachers of different subjects, cleaning staff and the secondary students. The school itself has two shifts in the morning and afternoon.

1.2.3 Organization Squema

EDUCATION CENTER "YUNGUYO" "FE Y ALEGRIA" ORGANIZATION



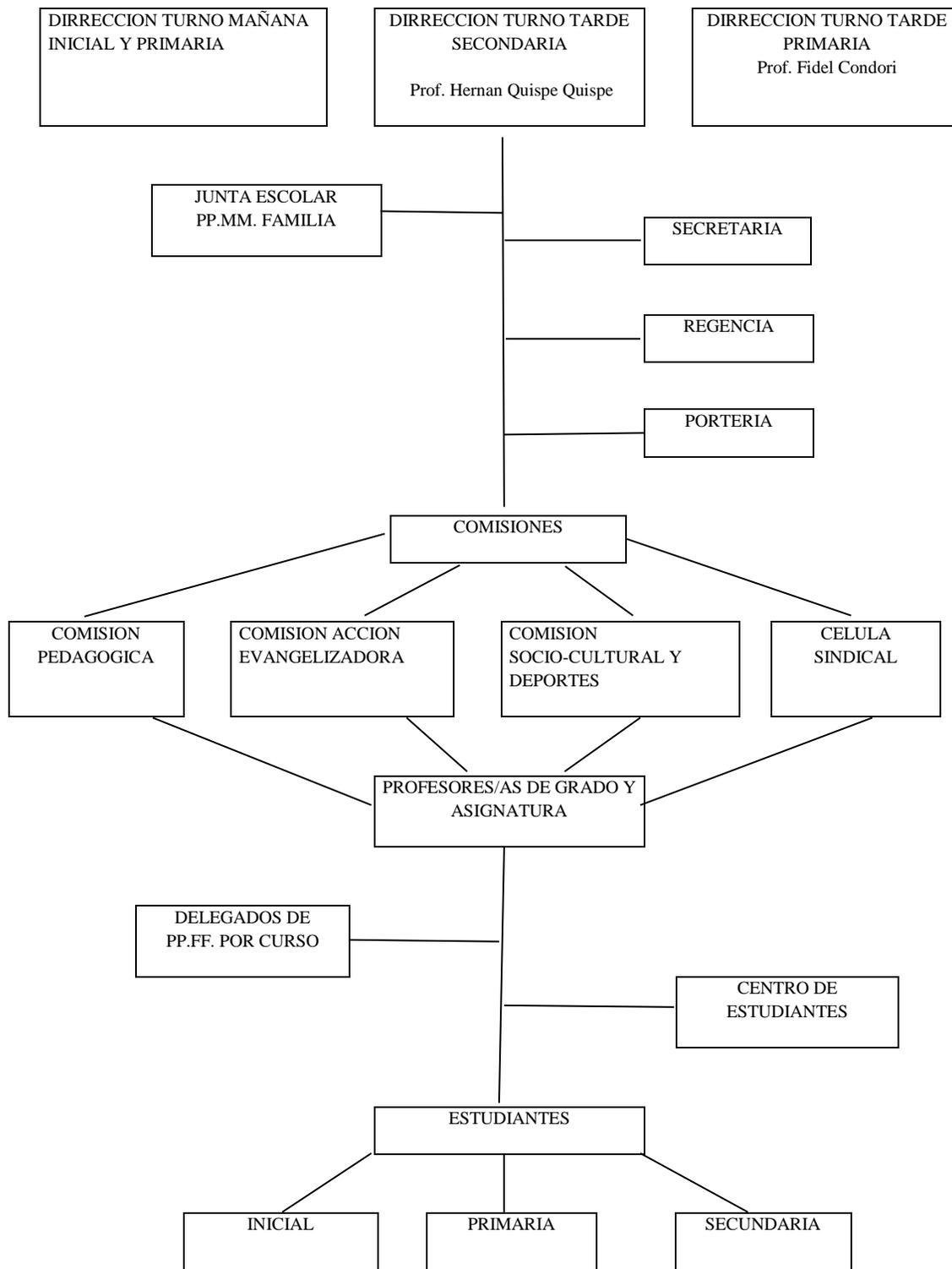


Figure 1 Education Center "Yunguyo" Fe y Alegria Organization

Source Note: A memorial jornal: "Unidad educativa "Yunguyo" en sus Bodas de Plata"

1.2.4 Rules for Administration and Functioning in the Education Institution

According to article 22nd and 23rd of the rules for administration and functioning in educational institution (Reglamento de Administración y Funcionamiento para Unidades Educativas de los Niveles Inicial, Primario y Secundario, 2001). The director is the superior authority in the educational institution, who is responsible of planning and application.

General Functions:

- a) Plan, organize, guide and supervise pedagogic processes.
- b) Plan ,organize, guide and control administrative activities of education institution

Article 24th teachers

Teachers are responsible of developing learning process in order to promote students' integral education.

Article 25th Teacher's functions

1. Plan, develop and evaluate curricular activities of his or her students, in coordination with teacher's committee of the same level.
2. Register the attendance of students, and report it to principal's office every three months.
3. Elaborate learning reports and full fill students' school card.
4. Check students' security since they enter till they leave, including break time.
5. Coordinate and maintain permanent communication with parents about student's performance.
6. Promote and participate in keeping order and neat the classroom with students' collaboration.

Article 26th Teachers' Committee

Teachers' Committee is composed by all teachers of the same level. It is led by the school principal and he /she will have meeting once every month in order to inform and evaluate activities development of the education institution and school year progress for

making necessary adjustments to educational institution project (Proyecto Educativo de Unidad). Teachers' Committee decisions will be adopted by simple majority of the attenders; in case of a tie, the director will make the final decision.

Article 27th Class Adviser

In elementary level, in first and second of primary level the teacher of the same can be the class adviser.

Since third of primary and secondary, a teacher will be named as class adviser, he/she will be elected by the principal and teachers' committee.

Article 28th

Advisers' Functions

- a) Make easy the integration of students in groups and promote their participation in school's activities.
- b) Assist to parents inquiries about their children.
- c) Help to solve demand and students' inquiries

Article 31st Secretary

His or her duties are:

1. Receive, register, distribute, file and take care of all documentations of the education institution.
2. Process and elaborate certificates that authorities, students, parents or tutors ask for.
3. Elaborate and update the general register of the school.
4. Take care of material and equipment of common usage in the different shifts of each level, caring its maintenance.
5. Fulfill and centralize students and teachers' registration books, scores, forms and kardex.

Article 33rd Janitor

Janitor's must:

1. Take care of school's goods and infrastructure and inform to principal about any damage done to those.
2. Ask to authorization to principal's office for letting parents and other particular people entrance to school in class hours; members of parents committee do not it.
3. Clean classrooms, bathrooms and other places of school when there is no cleaning staff and, if there is, deal and help mentioned task.

Policy and Institutional Environment

Students Rights:

Students have the right to:

- a) Be respectful
- b) Receive an integral formation in ethical and moral values in their personality formation
- c) Be taken into account for all activities of the institution, without discrimination.
- d) Do not receive psychological and physical punishments from teachers, regent or any other member of the education community.
- e) Be informed that generates qualitative changes in behavior.
- f) Participate actively and effectively in the teaching and learning process, prioritizing learning development.
- g) Be evaluated based on proper pedagogic criteria. Besides receiving reinforcement.
- h) Organize in students' center to legal purposes.
- i) Be informed about scores, test and behavior by the teachers in time.
- j) Know the current evaluation system.
- k) Complain if he or she believes his/her rights have been ignored.

Students' Duties

Students must:

- a) Wear the uniform everyday:

- Dark red sweater, gray pants and shirt (male)
 - Dark red sweater, gray, skirt or pants (female)
 - Physical education class: white t-shirt, red shorts, white socks, sport shoes, dark red sweater and gray jogging pants(female and male)
- b) Presentation: students have to attend wearing clothes cleanly
 - c) Arrive in the school 10 minutes before entrance time
 - d) Have good communication and respectful treatments with teachers, administrative staff and other authorities. As the same as with classmates
 - e) Let parents know about instructions and appointments as the same as give and return signed score cards by parent.
 - f) Keep clean the school, classrooms, bathrooms, corridors, stairs and other school places.
 - g) Take care of school's furniture, infrastructure and gardens that are in the institution, be responsible of damages produced by miscare, negligence, guilt and they must be replaced right away.
 - h) Avoid saying offensive language inside the school.
 - i) Attend compulsory to activities and civic demonstrations wearing the school's uniform.

Prohibitions

Students are not allowed to:

- a) Bring valuable stuff such as cellphones, walkmans, videos, radios etc.)
- b) Wear earring, pony tails, long hair and sun glasses (male); wear makeup and extreme short skirt (female).
- c) Promote indiscipline, disorder, demonstration or other negative attitudes that affect the institution.
- d) Drink spirits outside or inside the school, and /or attend in an inconvenient state.
- e) Bring more than 3 bs as allowance (more than 3bs will be keep for a time).
- f) Participate or organize gangs or any other groups.
- g) Be part of fights between classmates inside or outside the school.
- h) Have or manipulate sharped weapons.
- i) Rehearse folk dances outside the school.

- j) Celebrated classmates birthdays in the classroom.
- k) Throw parties outside the school(on behalf of the school)
- l) Hang around the school's yards or hallways in class time.

Penalties

- a) Valuable objects and devices which were kept will be returned at the end of the year to the parents
- b) Parent will be told if the student arrived late three times, so that the student won't be able to come to school for a day.
- c) In case that a students has come to school in an inconvenient state, the institution will apply article 21 section band c; which are tied to procedural norms established in the rules of administration in administrations of education institutions (temporary and definite removal from the school)

Parents' rights

Parents have the right to

- a) Receive permanent information about process, changes of their children academic formation
- b) Receive punctually achievements and difficulties score of their children academic performance.
- c) Meet tutor teachers during break time (Elementary – Secondary level) to clarify complains, suggestions, etc. (for pedagogic reasons, it is not allowed to interrupt the class during class time).
- d) Elect two representatives of each class; as well as elementary or secondary level who will attend to scheduled meeting by the principal office, sociocultural and economic activities organized by the class whom they represent.

Parents' Duties

- a) Parents' first and main obligation is to educate their children. The school helps but it will never replace them
- b) The school begs parents special control their children at attending to classes and controlling homework be done on time, with honesty and neat.

- c) School performance and students' behavior is, in most of the cases, the image of family situation. For this reason family harmony is necessary for the school in the children education.
- d) It is required parents sign and return on time the school's citation, score card and agenda.
- e) The school insists on attendance to meeting, citation, reunion, retirement trip, partnership and other activities are an obligation with their children and the school.
- f) Parents must check on children study two hours (at least)
- g) Parents must pick their children up at the end of school time.
- h) In case of accidents, the institution won't be responsible of those accidents caused by students' imprudence and negligence.

1.2.5 Management Process

1.2.5.1 Activities Planning and Development.

Teachers should make, before beginning school year, the year plan of the education institution according with institution's education program (Programa de Unidades Educativas), likewise plan and programs which should be readjusted when necessary considering the following elements.

- a) Methodology of teaching in each area, and the criteria for grouping students and special and temporary activities organization
- b) Specific criteria about evaluation of learning and students' promotion
- c) Decisions related to curriculum modification necessities to respond to linguistic and cultural diversity.
- d) Criteria and procedures anticipated to make curricular adaptations proper for students with special education needs.
- e) Didactic Materials and resources which will be used for students and teachers.
- f) Organization of the class cancelling and scholar orientation.

1.2.5.2 Evaluation

Evaluation is important issue in the education process due to it guides and regulates it, so it gives us current information that permits feedback and improves learning and teaching

process, through a constant and systematic process of reflection about students' pedagogic and learning development.

Teachers of “Yunguyo” Fe y Alegría High School as other education institution evaluate students' learning and developments on personal and social issues in different stages and in elementary, primary and secondary level according to the 59th administrative resolution of Vice minister of Initial ,Primary and Secondary Education (Viceministerio de Educacion Initial Primaria Secundaria) on July 26,1996

1.2.6 Inter-institutional Relationship

In all its activities, “Fe y Alegria“ has always worked with all communities involved, fulfilling its compromise at improving education systems in public school and social change, in favor of a fairer and inclusive society

1.2.7 Infrastructure and Equipment

Since 1983, there is noticeable improvement due to the progressive growth of the neighborhood .From instable construction and basic services to a modern infrastructure that has all basic services like water, electricity and gas. All this was possible for G.A.P. Providencia Nuns.

Some characteristics such us:

- Wide and comfortable classrooms, which were built between 1997 and 2003, with necessary classroom furniture in it.
- A Computing Lab well equipped
- A Video room
- Four soccer -basketball courts
- An outdoor soccer-basketball court all cover for rainy days where students can have physical education classes.
- A middle size auditorium for graduation and other kind of events for different important dates.
- Gardens, which were constructed by parents and a small playground that requires some fixing.

2. NEEDS DIAGNOSTIC

2.1 PROBLEM LOCATION

English role in Bolivia

English as any other language is a vehicle for a wide range of communicative intension (Valian,2009:7).Nevertheless, this becomes now, one of the main spoken languages for international communication due to economic and cultural influence from the countries where English is the official language. Therefore, business and academic exchange uses English language in high proportion. The global scale having as reference data, the 27 % percent of the users in internet uses English keeping, still, as the most used worldwide (Miniwatts Marketing Group, 2010).

It's necessary to admit that English language is not the most spoken worldwide but according to the Bolivian geopolitics context this becomes needed for business and academic development of all Bolivian inhabitants. The current national policy of productivity should addressed the seeking of markets of high consume like north America continent and take advantage of the scientific advances of these countries through English language.

2.1.1 English as Foreign Language

English in the Bolivian Education System

The education system in Bolivia has suffered changes since the Education Reform (reforma Educativa) has been applied till the time that it was replaced by Law N° 070 ,Avelino Siñani - Elizardo Perez Education Law, It has been proclaimed and applied as Bolivian Plurinational State law on December 20th , 2010 which has intracultural, intercultural and plurilinguistic basis (Gaceta Oficial del Estado Plurinacional de Bolivia,2013). This new perspective aims to strengthen the intraculturality, interculturality and plurilinguism, and full achievement of all Bolivian community for a good living .Also it intends firmly to introduce the new ideologies of no racism and no social discrimination, gender equality, and sociocultural and linguistic promotion.

This view focuses on teaching different systems of communication that integrates all people. The subsystem of regular education aims to build trilingual community competencies through originary, Castillian and a foreign language development.

In Bolivian education system, learning English language is obligatory from the seventh grade of primary to fourth grade of secondary. Although according to the recent law, it must be learnt from the first grade of primary to the fourth grade of secondary increasing the amount of learning time from six years to twelve.

English Teaching Situation in the Education System

English teaching in the education system has been organized in three levels the regular, alternative and superior professional education. In the case of superior professional training Major of San Andres University, in La Paz, offers a Linguistic and Language department in which English language is one of the major subjects to train future teacher, translators and researchers. The same in Simon Bolivar teacher's training School has recently opened language and communication as a major for the ones who have vocation for teaching English as a foreign language. The alternative education joins private language institutes which offer different capacitation on language proficiency, one of those language, English, as technical training for people who need the language as a tool to work, to understand written material related to their major, to have some entertainment on English written or spoken websites, to communicate with foreign speaking people and soon. The regular education which is the case of private and public schools, English is taught as one of the subject in the curriculum.

English Language Teaching as a Foreign Language

English language teaching as a foreign language is a facilitation of learning process (Brown, 2000: 1). Such process is achieved through the generation of practice opportunities, that is to say, by the language usage in a variety of communicative situation. Its purpose is to get learners acquire competence and domain level of English language (Consejo de Europa, 2001:12).

The objective of English language teaching as a foreign language is to achieve the domain of the language through practice in communicative situation inside and outside classroom. The practice of English language will happen by the generation of communicative needs. In order to make easy students' learning process; learners' teaching form should be structured.

Public Education vs. Private Education at Secondary Level

The regular education system shows two sides the public and the private education institution. Most of Private schools offer lots of facilities, infrastructure for different disciplines, computing and language labs, the quality of teaching is more strict and varied. Teacher's job is supervised frequently to check students' improvement. This means that they can expand knowledge buying varied of audiovisual material, updated original books and other kind of resources which facilitate English learning process. Most of those private school students spend more time from Monday to Saturday, focusing in concrete subjects like Math, Chemistry, Biology and English. Students have two or more time for those subjects during week. The amount of students distribution in each classroom is 20 or in the worse cases 30. On the other hand public school count with the basic facilities, infrastructure such as soccer and basketball courts, some of them have computing labs with some computers given by the government, no language lab in most of the cases, the quality of teaching gets harder because teachers try to do their best in order to offer quality teaching to the student community using all available material in schools. The disadvantages in public school are clear; teachers' job becomes difficult sometimes due to students usually cannot afford original books for all subjects even for English for their high cost, non-contextualized, complicated to use.

2.2 NEEDS IDENTIFICATION

Needs analysis is an important step on building this project .This process aims to determine the problem about the high school “Yunguyo” Fe y Alegria regarding English learning by analyzing it and finding out a possible solution to this need. This needs test and questionnaires were conducted mainly in the same public high school in El Alto, La Paz, in Bolivia, and the target respondents were Third grade secondary students and teachers.

The students of high school “Yunguyo” Fe y Alegria study English as a subject part of the Bolivian education curriculum. The respondents’ age ranges from 12 to 16, 36 students, the 51% of who were female students and the 49% were male. On the other hand an elementary experienced teacher was the respondent to the questionnaire related to teaching methodology. This sample was composed by a female teacher. The research techniques were mainly classroom observation, questionnaires, test and interviews. The data collection procedure started with the observation of classrooms in the public high school, the observation scheme consists of the following elements:

1. The effective teaching techniques or strategies used by teachers at teaching vocabulary, grammar, pronunciation
2. Indicate the relative emphasis on language skills such as listening, writing, reading, speaking, vocabulary, grammar, pronunciation, for every topic
3. How cooperative learning is included in the classroom
4. The techniques used to keep students actively involved during a lesson
5. The methods used to assess student learning
6. The different students’ learning styles and how the teacher adjusts lessons to benefit those differing styles.
7. How the teacher deals with the unmotivated student
8. If drill and practice are important, how and when they are used

After observation visits, which lasted for one and half hours, a short interview was conducted with the school’s EFL teacher about his/her instructional practice. It is important to note that the teacher was not informed about the real objective of the observation beforehand. It is only at the time of the interview that the real objective was revealed. This measure was thought to be necessary to guarantee that the teacher would not alter the results to suit the observer’s objective. The information collected during the observation served to design a test and a questionnaire which were administrated to secondary level students (see Annex pages 1 and 9).

The piloting of the questionnaire and test were applied to 36 respondents. The first part of it is a test; it was called *what I know*, where students answer 48 questions about vocabulary, grammar, word order and reading comprehension. The questions were

presented as multiple choices, and true or false statements. The second part was a questionnaire. The questionnaire was divided in two parts called *what I want to learn* and *how do I learn*. The first part of the questionnaire is composed by seven open questions which reflect students' needs, wants and likes referred to English; on the other hand the other part *how I learn* shows student's learning habits, activities and task students prefer in order to learn better English. Students must rank the list of activities they prefer to do for learning English and such others they think could work for them. To be sure about the understanding of the questions the Test and questionnaire were written in Spanish because the target respondents are truly beginners, and probably they might not have a full command of English to understand or answer the test and questionnaire in the target language.

Three main points should be mentioned as far as the test and questionnaire are concerned. The first part of the questionnaire is the fact close opened ended questions. The reason behind this is to limit the scope of the data elicited and on the other hand to have a bit more data related to the close ended questions. The second part is for ranking from 1 to 5 to define which activities are found more useful for students at learning English and there is one option to suggest the other learning habits they enjoy. In fact, this might be seen as a way to get a large bulk of potentially relevant data. One of the most helpful points of this is that the students were not to be required to write their names on the questionnaire and test only the age and the grade they belonged to. The choice of making those unanimous is due to the fact that the respondents might feel more comfortable to answer the test and questionnaire without writing their names. The last step in the procedure of collecting data was interviews with some students. Volunteers were invited to comment on their answers.

2.2.1 Data Description of English Test Proficiency to the Student

Data description of English as a second language needs assessment test and questionnaire to students.

TEST: STUDENTS' PERSONAL INFORMATION SECTION

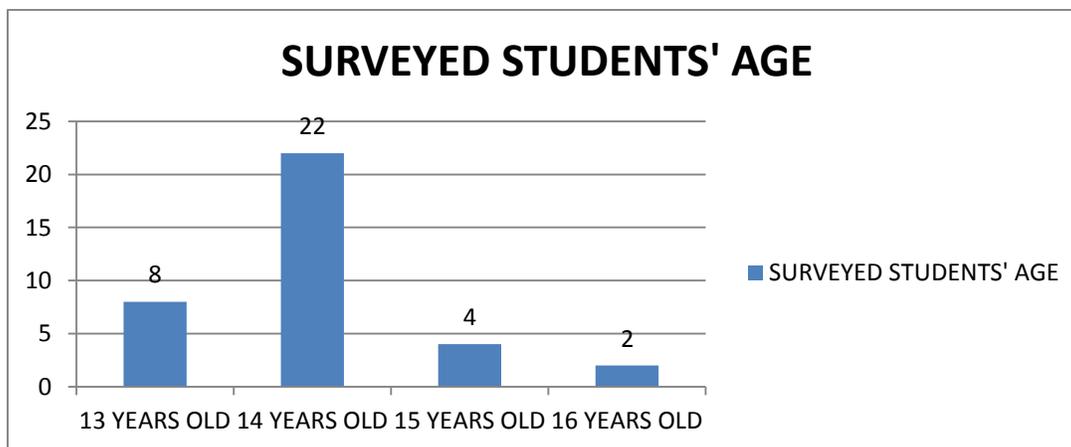


Figure 2 Age of Students at "Yunguyo" Fe y Alegria High school

TEST: WHAT I KNOW SECTION

Table 2 *Students' Vocabulary and Grammar Knowledge*

A. MULTIPLE

**-CHOICE
QUESTION**

QUESTION	Correct answer	No Answer				Percentage of ..		
		A	B	C	Incorrect answers	No answers	Correct answers	
1	b	3	33	0	0	9 %	0 %	91.6 %
2	b	2	18	16	0	50 %	0%	50 %
3	a	29	6	0	1	16.6 %	2.7 %	80.5 %
4	b	2	2	28	4	83.3 %	11.1 %	5.5 %
5	a	16	11	4	5	15.6 %	13.8 %	44.4 %
6	a	9	13	10	4	63.8 %	11.1 %	25 %
7	c	4	10	16	6	38.8 %	16.6 %	44.4 %
8	b	0	35	0	1	0%	2.8 %	97.2 %
9	b	0	35	1	0	0%	2.8 %	97.2 %
10	c	0	0	35	1	0%	2.8 %	97.2 %

11	c	3	12	14	7	41.6%	19.4%	38.8 %
12	a	24	6	6	0	33.3%	0%	66.6 %
13	c	5	13	18	0	50%	0%	50 %
14	b	12	18	6	0	50 %	0%	50 %
15	a	9	17	7	3	66.6%	8.3%	25 %
16	b	3	17	14	2	47.2%	5.5%	47.2 %
17	c	13	19	3	1	88.8%	2.8%	8.3 %
18	c	16	8	10	2	66.6%	5.5%	27.7 %
19	a	11	5	13	7	50%	19.4%	30.5 %
20	a	13	15	7	1	61.1%	2.8%	36.1 %
21	b	6	19	9	1	41.6%	2.8%	52.7 %
22	c	4	24	8	0	77%	0%	22.2 %
23	c	7	13	15	1	55.5%	2.8%	41.6 %
24	a	16	9	11	0	55.5%	0%	44.4 %
25	c	4	24	8	0	77.7%	0%	22.2 %
26	a	14	14	8	1	61.1%	2.8%	38.8 %
27	b	19	11	6	0	69.4%	0%	30.5 %
28	a	12	17	6	1	63.8%	2.8%	33.3 %
29	a	10	13	13	0	72.2%	0%	27.7 %
30	c	16	11	6	5	75%	13.8%	16.6 %
31	a	6	7	0	23	19.4%	63.8%	16.6 %
32	b	6	7	0	23	19.4%	63.8%	19.4 %
33	a	9	17	5	5	61.1%	13.8%	25 %
34	c	10	15	9	2	69.4%	5.5%	25 %
35	a	10	12	13	1	69.4%	2.8%	27.7 %

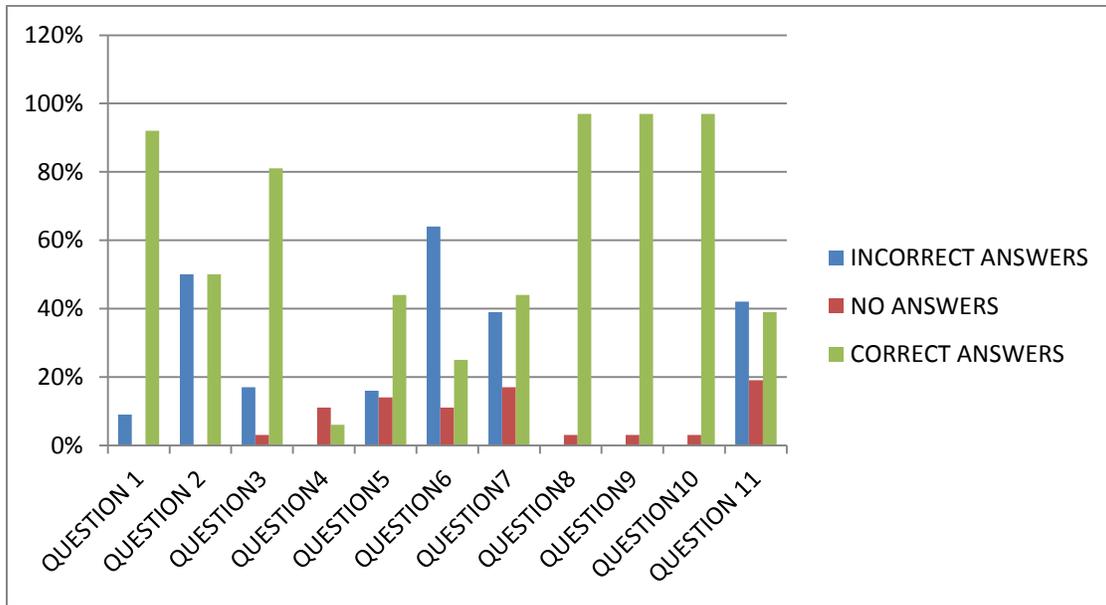


Figure 3 Vocabulary Multiple- Choice Questions

These questions attempt to find out whether students have vocabulary grammar knowledge. The first four questions on Vocabulary question focus on number spelling where students were able to recognize number seven and nine with no problem in its majority, having 91% and 80.5% and 50%. In question number 14 which was about spelling, students had troubles just 5.5% were able to choose the right answer. In general we can say students are able to recognize basic number but students could remember number that perhaps do not use often. In the case of information sequence question 5 and 6, 44.4% and 25% of students could choose the right answer, what let us know that problem was probably they didn't know the difference of after and before. Color spelling question 7 and 8 answered favorably 44.4% and 97.2% which students were able to get the idea of combining color. Questions 9, 10 and 11 which were about object recognition 97.2% were correct in both. However, question 11 which 38.8% of students recognize the object inferring from chair and pencil.

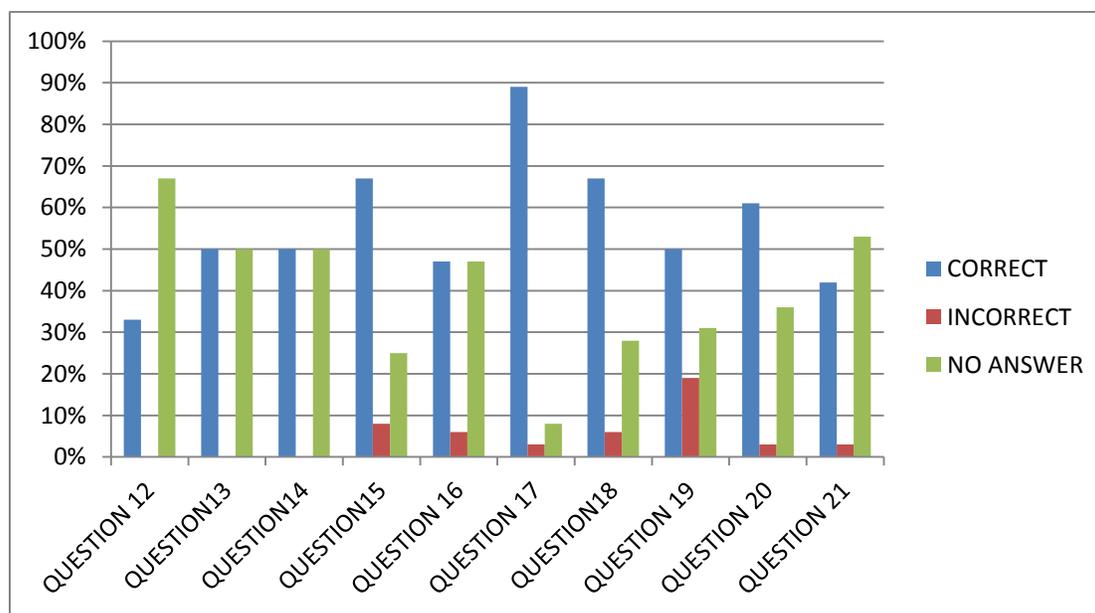


Figure 4 Grammar Multiple-Choice Question (A)

Grammar section presented ten questions, which were from 12 to 21, these referred to verb to be in affirmative, negative and question form in which student had to choose one of the three multiple choices, taking into account number (plural) and spelling. In affirmative form question 12, 13 and 14, the results were almost above the average 66.6 %, and the 50% students have doubts or confusion, which means almost half of them, had difficulty at identifying pronouns that work with am, is or are. In negative form question 15,16 and 17 the result were below the average 25%, 47.2 % and 8.3% of students felt unsure about which answer may be correct, mostly, at time to relate third person and second person plural in negative form. Interrogative form question verb to be question 18, 19, 20 and 21, mostly the answers were *yes / no* question and *yes/ no answer*. In question 18 and 19, yes /no answers were below the average 27.7% and 30.5%. In yes/no question competition, 20 and 21. The result were different 36.1% and 52.7 %, surprisingly, for students was not easy to recognize which answer was correct and again, they didn't take into account the number, third person, and personal pronoun.

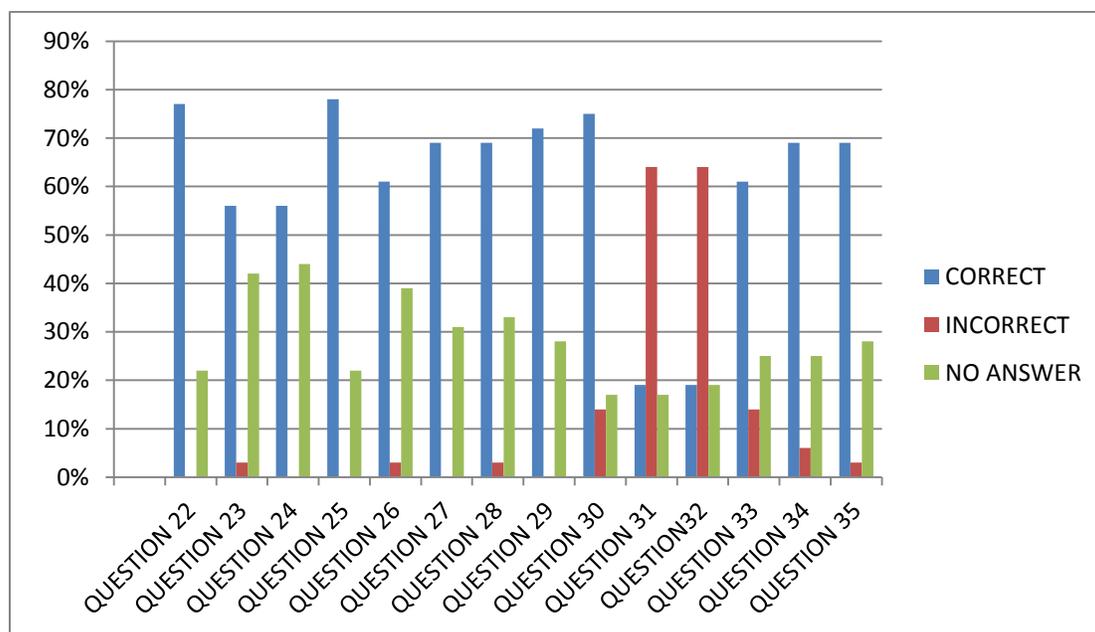


Figure 5 Grammar Multiple-Choice Question (B)

Regarding other grammatical aspect question 22 and 23 that were devoted to possessive adjectives questions 22.2 % and 41.6 % students answer correctly. On the other hand, continuing with present simple tense, questions from 24 to 30 which reflected affirmative, negative and question form. In the affirmative form question 24 and 25, that addressed result below average 44.4 % and 22.2% ,where student mostly choose verb to be as the answer. In the negative form question 26 and 27 the results were below average 38.8% and 30.5%, most of the students exchange answers, that is to say, they interchanged.

In the interrogative form, question 28 that was directed to yes/no answer, 33.3% student answered correctly, nevertheless, question 29, the result was 16.6 % ,over the average, these percentage of students answered wrongly .Other aspect in this test was demonstrative pronouns. In question 31 and 32, surprisingly, over the average did not answer, they preferred to omit these questions, only 16.6 % and 19.4 % answered correctly this question .The question 33 and 34 focused on simple past tense affirmative and negative form, in question 33, the 25 % of students could answer well as on question 34, which also 25 % were correct. In question for future *be going to* question 35, 27.7 % the results were well answered. The last questions 33, 34, and 35 were in order to check other tense knowledge in general were above the average.

Table 3 *Word Order Statements***B. WORD****ORDER****STATEMENTS**

		CORRECT ANSWERS		INCORRECT		NO ANSWER		CORRECT	
36	Where is Mario?	31	86%	0	0%	5	13.8%		
37	There are tables in my bathroom	33	91.6%	3	8.3%	0	0%		
38	There aren't any lamps in the living room	33	91.6%	1	2.7%	2	5.5%		
39	Jim Carey is a comedian	20	55.5%		0%	16	44.4%		
40	She never texts at school	29	80.5%	1	2.7%	6	16.6%		
41	My school opens at 2pm	24	66.6%		0%	12	33.3%		
42	What is your name?	28	77.7%	1	2.7%	7	19.4%		

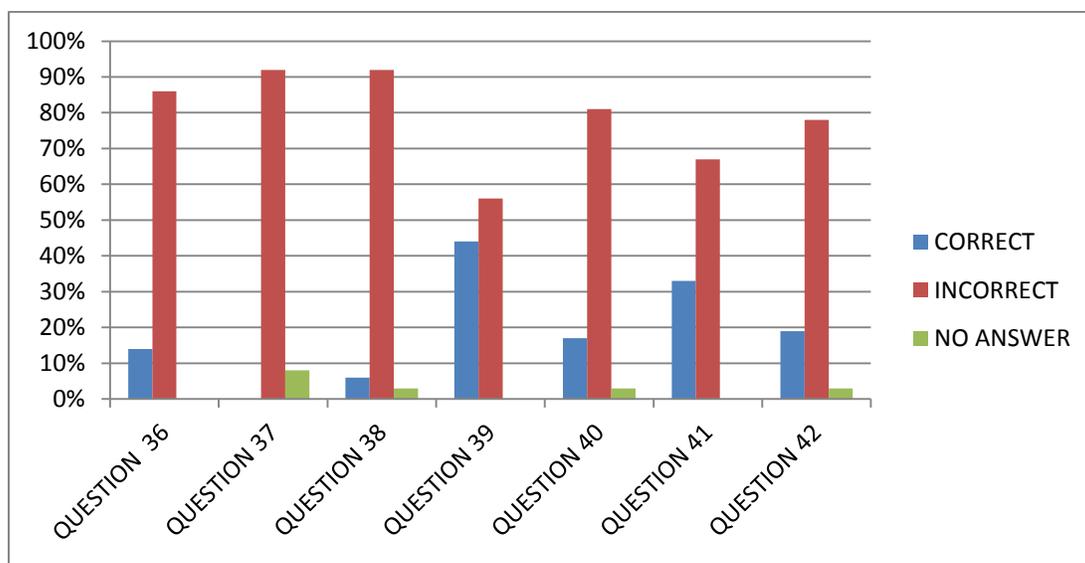
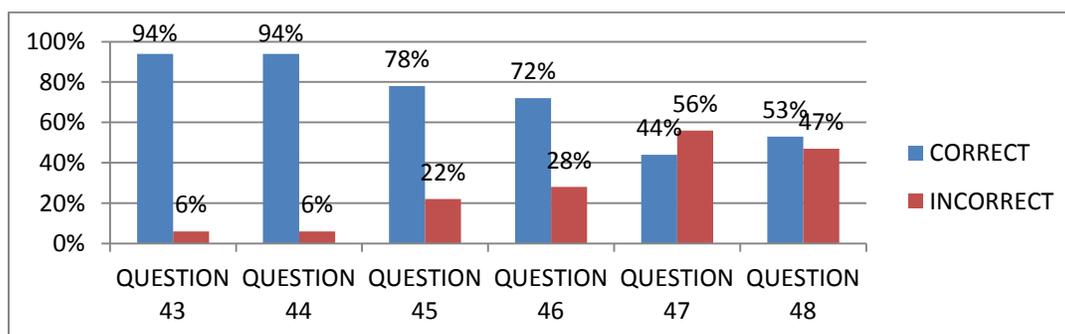


Figure 6 Word Order Statements

Questions above were addressed to check statement order knowledge. In general these statements varied in affirmative, negative and question form, moreover they were in present simple tense, and in which students had different difficulties at getting these statements scrambled. In terms of question order like question 36, there were several answers; most of them were incorrect, having a result of 86% incorrect. In question 37 most of the answer reflected several answers in which the correct answer were 91.6 % and even 8.3 % of students prefer not to answer. In question 38, that was devoted to negative form, the majority of the answers were wrong, just 5.5% could get the right answer, and 2.7 % preferred not to answer. Regarding affirmative statements in question 39, which was about simple present with verb to be, there were almost equal result 55.5 % of the answered were wrong, and 44.4 % were a little bit different. In question 45, which was presented in affirmative simple present tense with other verb, 16.6 % answered correctly, among the different answers students were much closer to the wright answer. In question 40, which presented a result of 80.5%, the most troubling thing was the preposition *at* that was located in different part of the sentence. In question 41, the same as the previous question 33.3 % of students did well ,the preposition *at* was troubling ,due to students got a kind of confusion at deciding where to place that preposition. .In question 42, the result was surprising which was the most known the wrights were 19.4 %.

Table 4 True and False Statements

C.TRUE AND FALSE STATEMENTS	Question Number	Correct Answers	Correct	Correct	Incorrect	Incorrect
	43	⊗ F	34	94.4%	2	5.5%
	44	⊗ F	34	94.4%	2	5.5%
	45	⊗ F	28	77.7%	8	22.2%
	46	⊗ F	26	72.2%	10	27.7%
	47	⊗ F	16	44.4%	20	55.5%
	48	⊗ F	19	52.7%	17	47.2%

**Figure 7** Reading Comprehension True and False Statements

This section was devoted to reading comprehension question where students were asked to read a short excerpt in simple present mainly with a variety of information like time, places, actions, so students had to read these information and the answer true or false. In all the answers were false in order to have students analyzing each statement before responding. “A”, as we have seen on the result in question 43, 44, 45 and 46 the results were above the average which means students really analyzed each answer and took into account all element into the sentence. In question 47, the 55 % chose true, nevertheless question 48, the average of students chose false with a little difference from the ones who chose true.

2.2.2 Data Description of Questionnaire to Students

QUESTIONNAIRE FIRST PART: WHAT I WANT TO KNOW

This section wants to know the different students likes, the language which they feel attracted to, if they think that learning English can be difficult or easy, the skills which they consider difficult at moment of learning it, how much the understand when they watch on TV or any program in English, how much they understand what they read in English or even when they listen to a song. Besides we want to know if they use English for communicating with classmates or the teacher, what skills they would like to improve to make better in English and what skills they consider the most important skill.

Table 5 *Language Students would like to learn*

Valid data	LANGUAGE	1ST		2ND		3RD	
			OPTION		OPTION		OPTION
	English	18	49.9%	4	11.1%	4	11.1%
	Korean	0	0%	2	5.5%	2	5.5%
	French	6	16.6%	2	5.5%	0	0%
	Chinese	4	11.1%	4	11.1%	0	0%
	Italian	1	2.7%	0	0%	0	0%
	Portuguese	3	8.3%	3	8.3%	0	0%
	Russian	0	0	1	2.7%	0	0%
	Aymara	2	5.5%	1	2.7%	0	0%
	Quechua	1	2.7%	0	0%	0	0%
	Either one	1	2.7%	0	0%	0	0%
TOTAL		36					100%

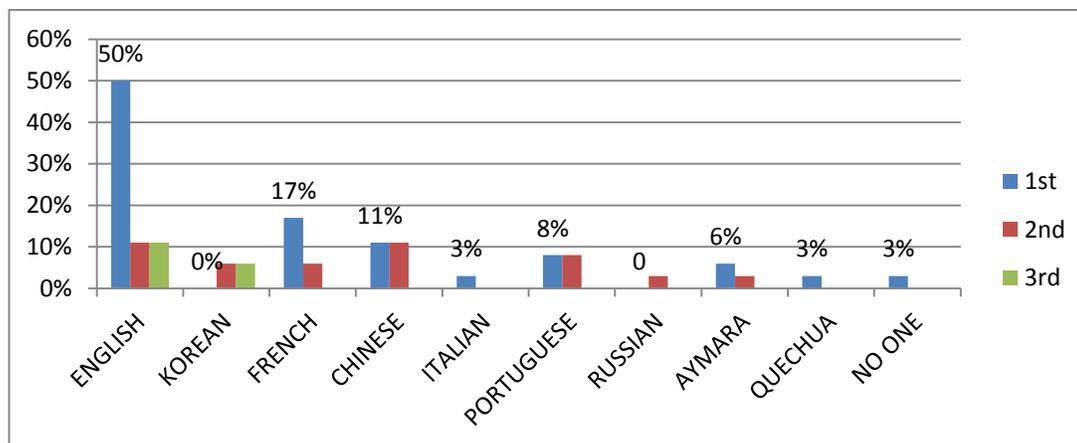


Figure 8 Language Students are interested in Learning

This question wanted to know what language or languages students are interested in learning, the answers to this question, respondents have established a rank of different languages even ranking native languages. As we have seen on the first, second and third option in the chart. In first place 49.9 % of students shown that they wanted to learn English, it is almost the half of students said they do not know it very well .Furthermore they mentioned they wanted to learn how to speak and write in English, because it is necessary and nice. Most of them said they like it and want to travel where English is spoken. Then comes French in second place with 16.6 %, respondents would to learn French. In third place, Chinese got 11.1 % of respondents inclined in this language they said they want to travel to Asian countries. In fourth place is Portuguese, due to they would like to live in Brazil, because they consider it necessary and they like it. In fifth place we find Aymara in the answers there was no justification for this. And sharing the sixth place are Italian, Quechua and no one mentioned why they feel interested in learning these languages.

Table 6 *Students' Opinion about English Learning Difficulty or Simply*

Valid data	LANGUAGE	DIFFICULT	EASY	NO ANSWER
	English	24 66.6%	7 19.4%	5 13.9%

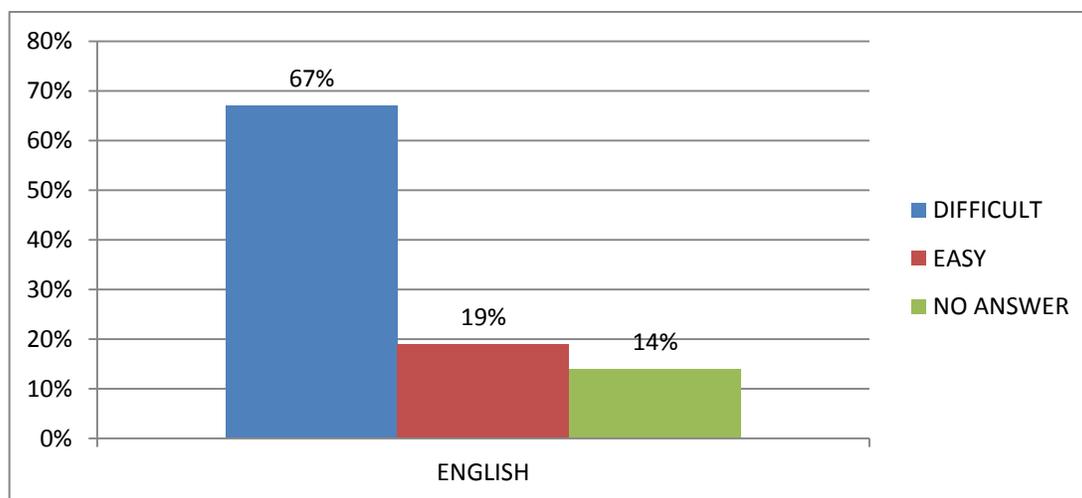


Figure 9 English Difficulty

This question wanted to know if students consider English difficult or easy to learn and why, we obtained different answers. Most of them consider English as difficult to learn, that is to say, 66.6 % of them. It was said that it becomes difficult if one does not pay attention. The 19.4 % said it was not hard, it just matter of adaptation.

Table 7 English Competencies Difficulty

Valid data	LINGUISTIC	EASY		DIFFICULT	
	COMPETENCIES				
	Reading	0	0%	8	22%
	Writing	2	6%	14	39%
	Speaking	2	6%	4	11%
	Listening	1	3%	4	11%
	Vocabulary	0	0%	6	17%
	Pronunciation	2	6%	14	39%
	Grammar	0	0%	0	0%

Note. Students give examples of situations that are difficult or easy for them for instance: reading, writing, speaking, listening, vocabulary, pronunciation and grammar.

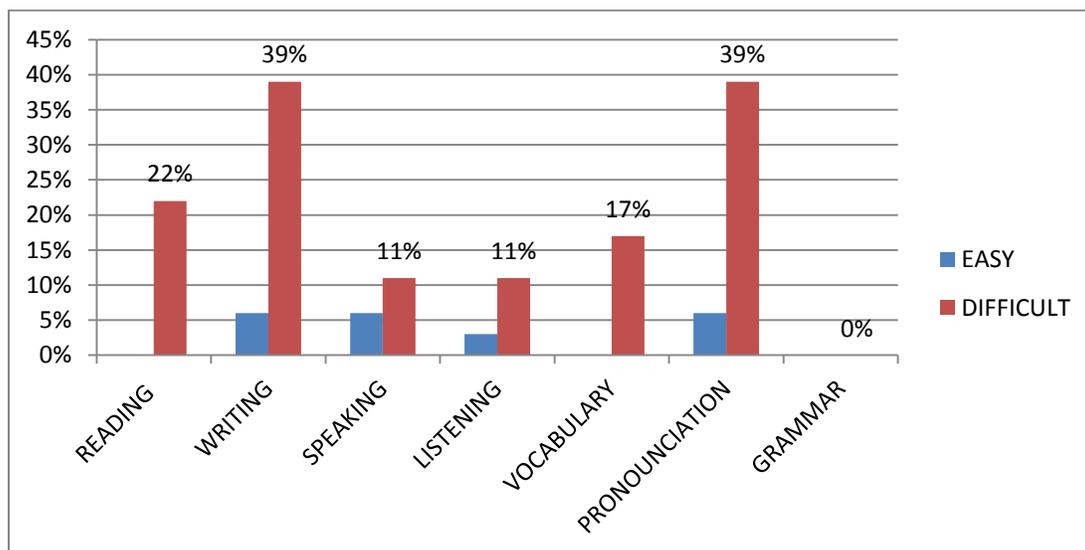


Figure 10 English Competencies Difficulty

Students were asked about examples of situations that are difficult or easy for them. For instance: reading, writing, speaking, listening, vocabulary, pronunciation, grammar. The amounts of difficult situation were varied, for instance the most difficult were writing and pronunciation. Reading was considered very difficult for students, in the case of vocabulary, it was difficult, and on the contrary speaking and listening were less difficult than the other competencies.

Table 8 When Students listen to music Tv Programs in English, How much they understand

Valid Data	They understand ...	FREQUENCY	PERCENTAGE
	<i>Everything</i> of what they listen	0	0%
	<i>Most</i> of what they listen	1	2.7 %
	<i>Some</i> of what they listen	24	66.6%
	<i>A Little</i> of what they listen	8	22.2%
	<i>Very Little</i> of what they listen	3	8.3%

Total

36

100 %

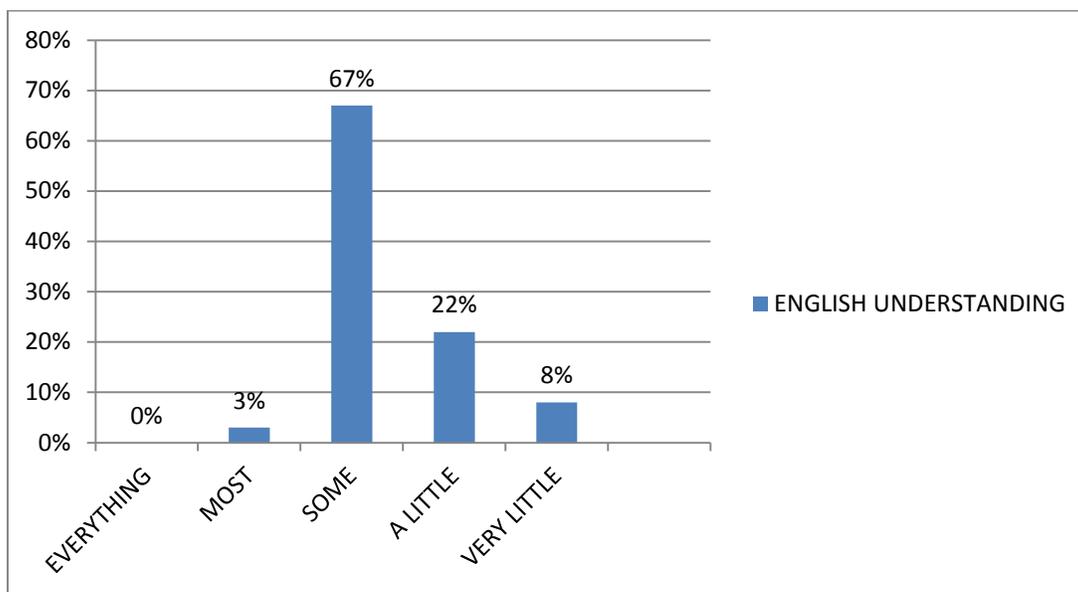


Figure 11 English Auditory Understanding

Question 3 wanted to know how much students understand when they listen to music or watch TV programs in English, most of students say they understand some English 66.6 % , some of them say they understand a little and 8.3 % say they understand very little and only 2,7 % say most of .

Table 9 When Students read Internet Ads, Videos Games Instructions, How much They understand

Valid Data	When they read, they understand ...	FREQUENCY	PERCENTAGE
	Everything of what they read	0	0%
	Most of what they read	3	8.3 %
	Some of what they read	17	47.2 %
	A little of what they read	10	27.7 %
	Very Little of what they read	6	16.6 %

Total 36 100 %

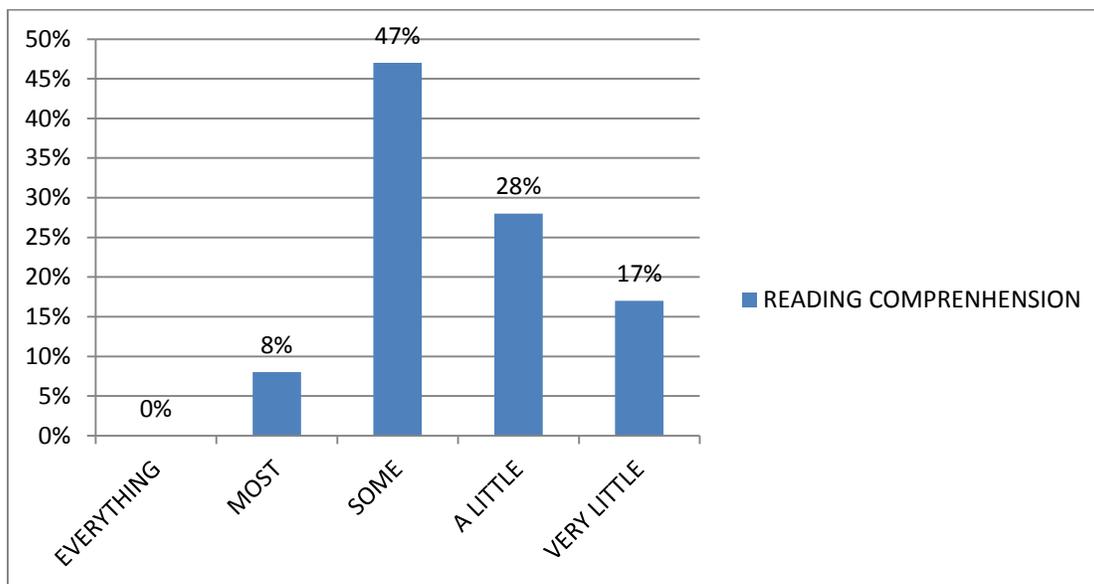


Figure 12 Reading Comprehension

Question 4 wants to know if student they understand what they read in English like ads, video game instructions or books. They reply that understand some of what they read. The 27.7 % say they can understand a little, 16.6 % say they understand very little and 8.3 % they understand most, none of them say they understand everything. It means that students are not to isolated from the English language exposure, it is clear that in this new era of technology that they are closer with internet which mostly of its ads are in English and video games are in English as well, not too much of reading books thus the only input from books are the ones used in some English classes.

Table 10 *Frequency of English usage in class with the Teacher or Classmates*

Valid Data	We..... use English in class	FREQUENCY	PERCENTAGE
	Always	5	13.8 %
	Often	9	25 %
	Sometimes	16	44.4 %

	Never	6	16.6 %
Total		36	100%

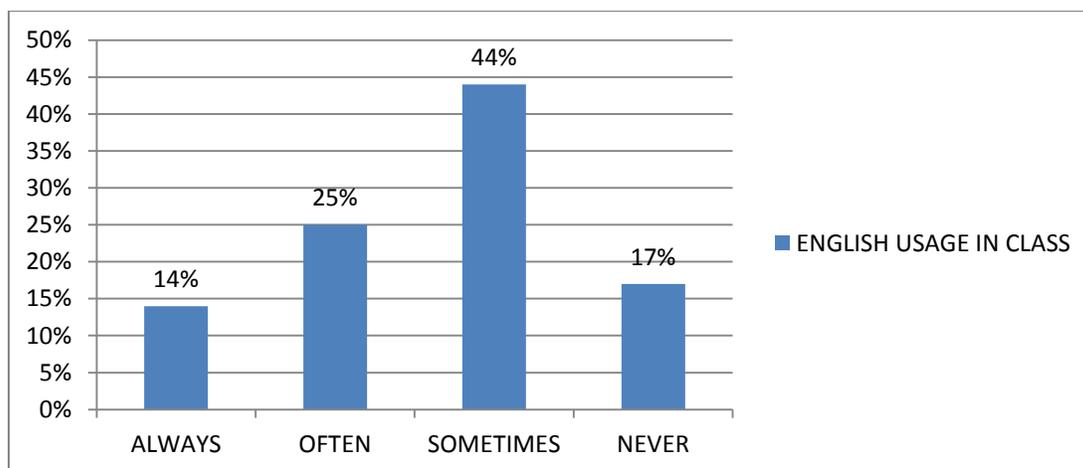


Figure 13 English Usage in Class

In question 5 students were inquired the frequency of use of English in class for communicating with classmates or the teacher, student use English in class sometimes, 44.4 %, because they do not understand when the teacher explains, they cannot produce for lack of practice, there is no enough time, do not understand, the words are complicated, they cannot pronounce properly, most of their classmates speak Spanish during English class. The 25 % of them use English often, due to they do not practice, do not understand and consider it difficult, the teacher greets and leaves take in English. The amount of students is the problem; English in some cases is used in English class. Some students say they always use it practice to master it, practice in class with the teacher who greets and says good bye in the first language. The 16.6 % do not understand what the teacher says and they are not good at pronunciation.

Table 11 Areas of English to They would like to improve at the end of the School Year

Valid Data	SKILL	FREQUENCY	PERCENTAGE
	Reading	9	25%
	Writing	18	50%

Speaking	21	58.3%
Listening	9	25%
Vocabulary	2	5.5%
Pronunciation	10	27.7%
Grammar	0	0
TOTAL	36	100

Note. For instance: reading, writing, listening, speaking, vocabulary, pronunciation, grammar.

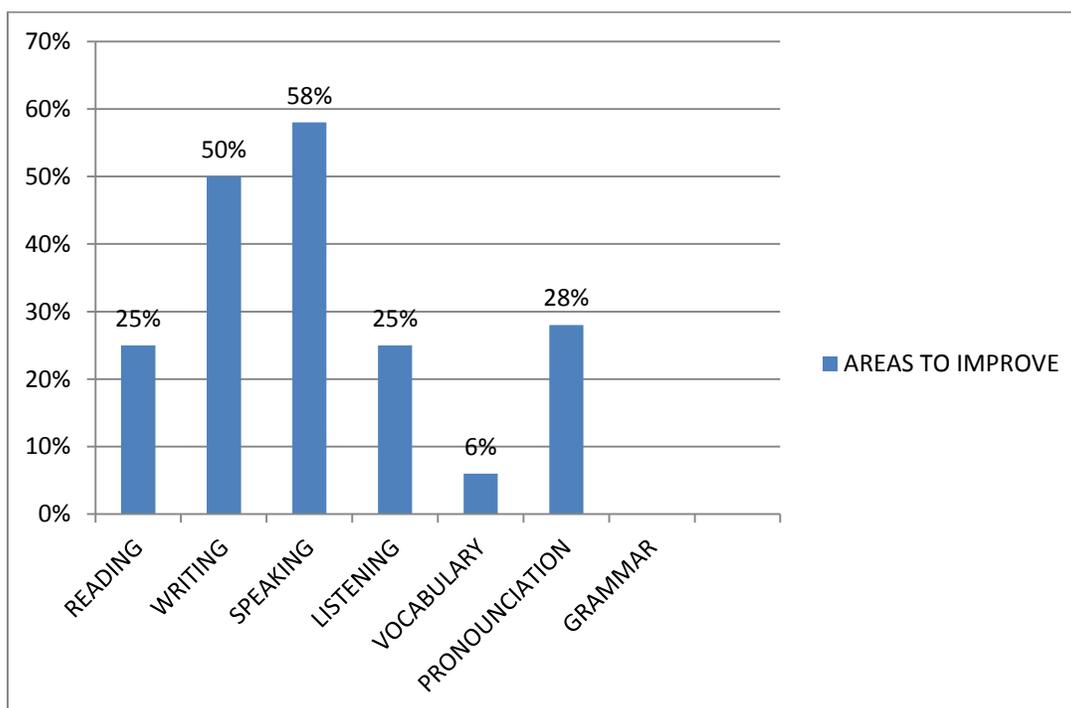


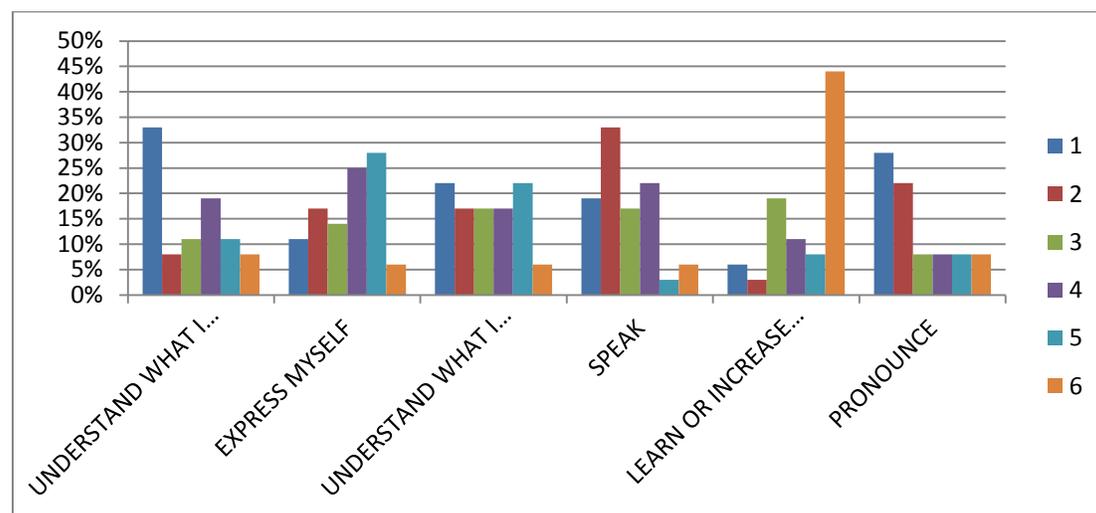
Figure 14 Areas to Improve

Student would like to improve different areas of English before they finish the school year. The area which they want to be improved is speaking in order to communicate with others, and writing because they feel confused, communicate better and it is difficult mostly, also pronunciation and reading. As well as listening for understand what is being said to them, and finally vocabulary to speak, understand what they read, to get good pronunciation and writing.

Table 12 *Ranking of Skills Importance*

Valid data	I need to	1	2	3	4	5	6
	...understand what I read	12	3	4	7	4	6
	...express myself	4	6	5	9	10	2
	...understand what I listen	8	6	6	6	8	2
	...speak	7	12	6	8	1	2
	...learn or increase new vocabulary	2	1	7	4	6	16
	...pronounce	10	8	3	3	6	6
	Total						

Note. The students surveyed ranked the most important skills. 1 =the most important, 2 = Very important, 3 = Important, 4 = somewhat important 5 = slightly important, 6=the least important

**Figure 15** *Ranking of Skills Importance*

This question wants to know the skills student need they were told to number from 1 to 6, from the most needed to the least. The most important is to understand what they read, very important to speak, important to increase new vocabulary, somewhat important express by themselves slightly important express themselves and the least learn new words.

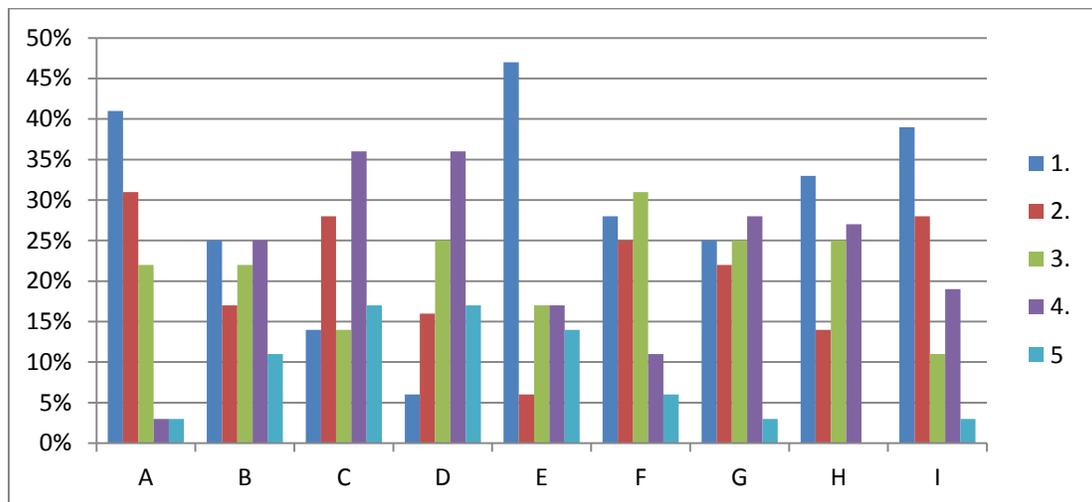
QUESTIONNAIRE SECOND PART: LEARNING HABITS

This section is devoted to inquire students learning habits. There are many ways to learn a new language, student are asked to think about their own language learning

Table 13 *Enjoying Activities*

Learning Habits:	1	2	3	4	5
A Working with the one other student	15	11	8	1	1
B Working in small groups	9	6	8	9	4
C Working as a class	5	10	5	9	7
D Completing a task through a problem solving activity	2	6	9	13	6
E Acting out a role play exercise example buying a ticket	17	2	6	6	5
F Making decision about personal learning activities	10	9	11	4	2
G Prefer a teacher directed lesson with explanations	9	8	11	7	1
H Completing imaginative and creative -project work	12	5	9	10	0
I Giving and accepting advice and decision	14	10	4	7	1

Note. They rank the activities they enjoy more doing at learning. 1 = Most enjoyable and important 2 = Very enjoyable and important 3 = Enjoyable and important 4 = slightly enjoyable 5 = Not enjoyable or important

**Figure 16** *Enjoying Activities*

Students think that:

- Acting about a role paly exercise is the most enjoyable and important.
- Working with the one other partner is very enjoyable and important.

- Making decision and teacher directing lesson with explanation is enjoyable and important.
- Completing task through a problem solving activity is slightly enjoyable and important.
- Working as a class is not enjoyable or important.

Table 14 *Other Enjoying Learning Habits*

Other Learning Habits : I enjoy ...	1	2	3	4	5
A talking to friends	4	0	0	0	0
B practicing what was taught by the teacher	1	0	0	0	0
C reading	0	1	0	0	0
D having extra classes	7	0	1	0	1
E having a lot of homework and teacher's explanation	0	0	1	0	0
F learning by songs	1	0	0	0	0
G having a native speaker	1	0	0	0	0
H studying In silence	1	0	0	0	0
I listening to music	1	2	0	1	0
J learning Through internet	2	0	0	0	0
K singing	4	0	0	0	0

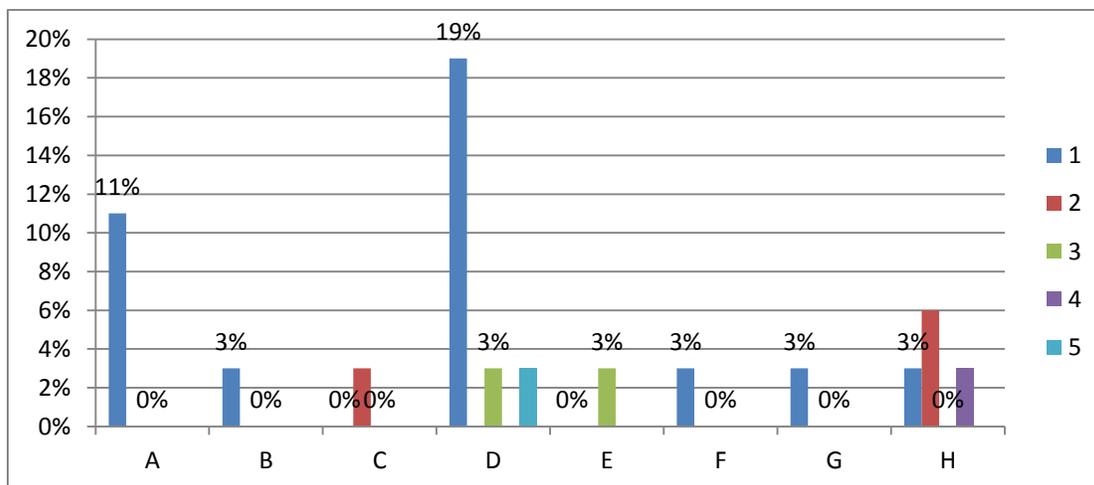


Figure 17 Other Enjoying Learning Habits

We have established an extra option in order to give students the chance to give us more data related to other ways they learn. So as a result we got a bunch of these ones which were very nice to know. Thus it is the way they like to learn in first place we got having extra classes, talking to friends and singing with the highest frequency item among other which of course are useful to take into account in the moment of teaching.

The questionnaire for the English teacher of the high school, so that we collect the major amount of vital information (see annex pages 9-12). This test was designed and divided in different aspects such as teacher characteristics, professional experiences, class description, instructional skills, classroom management, knowledge of content/materials, planning skills which were addressed for different objectives. First of all the questionnaire was introduced with professional experiences question, this wanted to identify the position and the teaching experience of one of the important performers in the teaching- learning process ;class description which attempts to obtain information regarding the quantity of students in a classroom, the time devoted for English in a week and in a class, the quantity of weak students, and the students attitude regarding English from the teacher perception; instructional skills this part wants to identify techniques and strategies for teaching vocabulary, grammar and pronunciation at the same time to indicate the relative emphasis that the teacher gives to language skills for every topic as well as the way the teacher deals with motivation, weaknesses of the students, needs ,abilities and wants for learning and

improving English; classroom management wants to know what a typical English class and the techniques used in the classroom; knowledge of content/materials want to know material used for assessing students weaknesses and strengths in speaking skills and the kind of material the need to do their best also the changes they hope for the next years, and finally planning skills has to do with planning, problems solving about speaking and the amount of homework assignment.

2.2.3 Data Description of Instructional Practices Teacher Questionnaire

A. PROFESSIONAL EXPERIENCES

- | | |
|---|---|
| 1. What grades do you teach..? | The surveyed teacher currently teaches secondary students from 3 rd grade to 6th grade |
| 2. How many years have you taught English prior to this year? | She has taught English for 8 years |
| 3. How long have you been assigned to teach at your current school? | She has been assigned to teach English at the currently high school for 7 years. |

According to the answers the teacher is experienced enough, she knows how the school is organized as well as the institution weaknesses and strengths. The years of experienced would really be a great help for slow and bright students, also the flexibility to teach different level from basic to intermediate.

B. CLASS DESCRIPTION

- | | |
|--|--|
| 4. How many students are in the target class? | Approximately there are 40 students in each classroom with some exceptions in classrooms where there are around 45 students. |
| 5. During a typical week, approximately how many hours do the target class spend in English instruction? | One class per week, a class is two periods |
| 6. What is the average length of each class | Each period 45 minutes it means 1 |

- period for the target English class? hour 30 minutes per week.
7. For how many weeks does the target English meet this school year in total? Around 35 classes per year
8. What percentage of students in the target class are Limited English Proficient (LEP)? About 62% of the students

English classes are only once a week so this can be an obstacle due to students can forget, there is no much time for practicing per month they have four classes and per year around 35 classes, this without taking into account holidays, school activities, or even strikes this can be against students learning, in the case of limited English proficiency , 62% of them could be the result of the time devoted to English and other external factors.

9. How many students at your school: Out of ten students how many students....

Table 15 *Out of Ten Students, How Many...?*

Out of ten students how many	1	2	3	4	5	6	7	8	9	10
A Have high expectations for learning English				x						
B Are very committed to learning English				x						
C Are familiar with the language		x								
D English is really new for them					x					
E Try to do the best for learning			x							
F Are willing to take risk to make their learning better			x							
G Are not interested on learning				x						
H Think is another subject to pass							x			
I Are willing to learn but do not have the enough motivation, resources and time					x					
J Think English doesn't have any benefits for their future objectives				x						

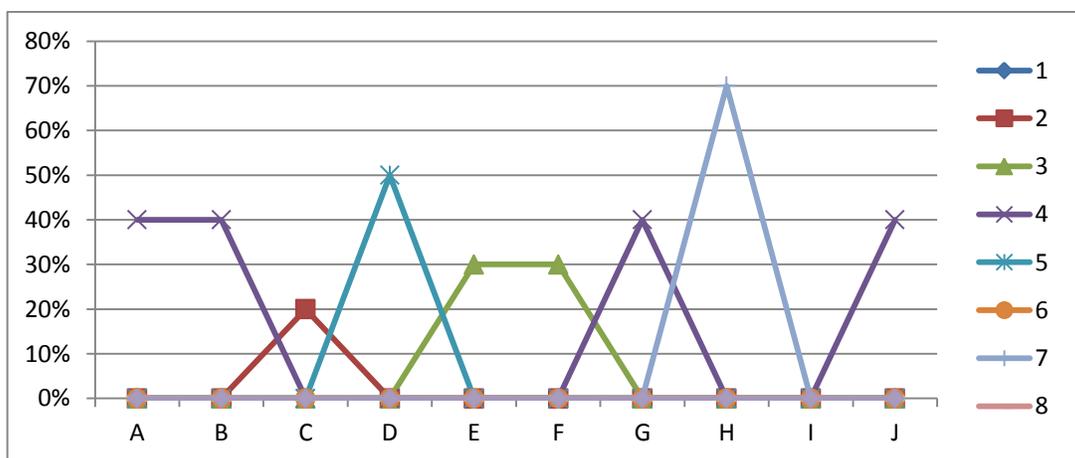


Figure 18 Out of Ten Students,How Many..?

C. INSTRUCTIONAL SKILLS

10. Indicate relative emphasis on language skills such as listening, writing, reading, speaking, vocabulary, grammar, pronunciation, for every topic.

Table 16 *Teacher's Emphasis Linguistic Competence*

	0	1	2	3
LINGUISTIC COMPETENCIES	No emphasis (Not an expectation for this topic)	Slight emphasis (Accounts for less than 25% of the time spent on this topic)	Moderate emphasis (Accounts for 25% to 33% of the time spent on this topic)	Sustained emphasis (Accounts for more than 33% of the time spent on this topic)
Listening	0	15%	0	0
Writing	0	0	27%	0
Reading	0	17%	0	0
Speaking	0	15%	0	0
Vocabulary	0	0	27%	0
Grammar	0	0	0	38%
Pronunciation	0	0	25%	0

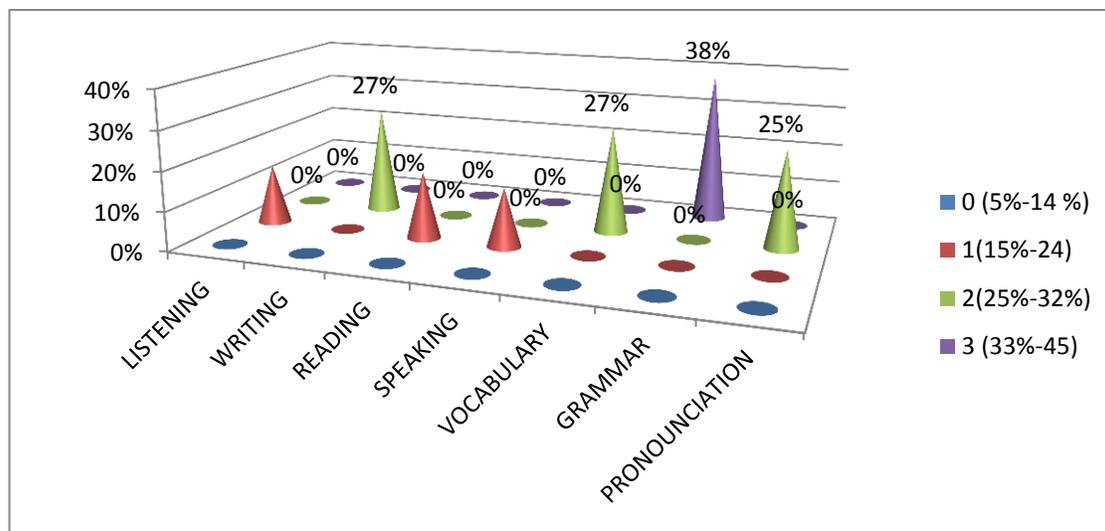


Figure 19 Teacher's Emphasis Linguistic Competence

Based on the result in order to know the emphasis on the different skills, we have noticed that grammar had the 38 percent of importance or dedication of time during a common class after that writing and vocabulary with 27 % which means that in a time or 45 minutes per period the teacher applies 27 minutes for vocabulary and writing and 25 minutes for pronunciation the other hands 15 % of the time to listening and speaking as well as 17 minutes for reading In other words productive skills only writing is being exploded and not speaking and about receptive skills like reading and listening are not being developed enough, on the case of grammar is greatly built.

11. Describe the teaching techniques or strategies that are most effective for you in order to teach vocabulary grammar, pronunciation?
 - Vocabulary is taught by memorization
 - Grammar is directly taught to students by given them rules. Pronunciation by repetition

12. What do you see as the relative strengths and weaknesses of students regarding listening, writing, reading, speaking, vocabulary, grammar, pronunciation, for every topic?
 - Students find complicated deal with grammar and assimilate rules, forget easily words learned previously, there is no much time for practicing speaking or other kind of activities because of quantity of students.

13. Do you identify the special needs of your students and include them when you write learning objectives
- It is difficult to do it due to the curriculum is already done and we have to follow it
14. How you adjust lessons to benefit those differing styles?
- It is hard but I tried to, I try to adjust to things that are current like music
15. What techniques do you use to keep students actively involved during a lesson focus on developing speaking skills?
- Not much, very short conversation that have to translate at time or try to role play
16. What do you do if 50% of your class does poorly on speaking skills?
- I try to give them easy task sometimes memorization.
17. Do you include cooperative learning in your classroom?
- Rarely, because of time and discipline.

The surveyed teacher deals with difficulty to reach the English learning expectation due to many factors. In the measure of the possibilities tries to handle with students need and learning styles however there are limitations such as quantity of students and the capacity to monitor students learning and based on that take action on it, time is one factor, the curriculum is already done to be followed and the material to be chosen can be limited moreover the techniques are suited based on this reality in a way to have students controlled and evaluated easily.

D. CLASSROOM MANAGEMENT

18. Describe what you consider to be the model classroom. What does a typical day look like in this	To have all most of the students participating in all activities. A typical day students having troubles with new grammar
---	---

classroom?	or with the activities at using grammar rules
19. Share three interesting classroom management techniques used in your classroom for developing speaking skills.	Memorizing conversation, reading conversation and translation of text.

For the teacher a model classroom could have more performance by the students on the contrary to have just grammar in the class. Besides at having student memorizing conversation and translating text can be a way to reach the objectives but not all, to join students' participation by doing other kind of stuff.

E. KNOWLEDGE OF CONTENT/MATERIALS

- | | |
|---|--|
| 20. What kinds of materials have you used to assess student strengths and/or weaknesses? | Reading material, some excerpts of English books, and extra activities like oral presentation. |
| 21. Are there any materials you have used that you find are especially effective for teaching speaking with slow learners or bright students? | Singing, basic games for vocabulary for everyone with no distinction of proficiency. |
| 22. What kind of materials and supplies would you need to do your best job? | More time, material for every specific area for reading ,listening ,speaking etc. |
| 23. What curricular changes do you hope to see over the next few years? | More reachable objectives, realistic and for each level |

The teacher has tried to introduce oral presentation in order to improve speaking skills, some excerpt for improving reading understanding, and she found singing and playing games for improving vocabulary effective but she does not select material for slow students or bright students and the activities are for everybody. In addition she would like to have

more time, material for building reading, listening, speaking, etc. In the case of the curricular changes she hopes the curriculum shows reachable objectives according to the reality and necessities of every level.

F. PLANNING SKILLS

24. How do you handle vocabulary, grammar, pronunciation, reading, listening, writing and speaking in your lesson planning?	It is according to the book we have been using there is it already organized.
25. How much homework do you assign? How do you know how long it will take your students	Students have enough homework to do it is usually related to writing.

The teacher has been using a book which has a program and a sequence, about homework students have enough homework which basically is for writing.

2.2.4 SWOT Analysis

Table 17 *Strengths, Weaknesses, Opportunities and Threats in "Yunguyo" Fe y Alegria High School*

STRENGTHS	WEAKNESSES
<input checked="" type="checkbox"/> Students high level of motivation	<input type="checkbox"/> Teachers' job turns difficult when there is lack of appropriate visual aids such as poster, flashcards and even there is not an specific book of English subject due to high prices of it, in the best cases photocopies are the only available material.
<input checked="" type="checkbox"/> Students' potential through expanding knowledge about what they want like and need.	<input type="checkbox"/> Lack of a proposal that enhance Students' participation so that they interact among them in speaking activities.
<input checked="" type="checkbox"/> Teacher's great effort for getting students learning.	<input type="checkbox"/> Teacher does not deal with the lack of motivation
<input checked="" type="checkbox"/> Teacher's creativity at experiencing new teaching techniques and strategies.	

- ⊖ Little emphasis given to power and expand students' vocabulary and use of it which help at developing communicative skills.
- ⊖ Lack of communicative activities in the teaching –learning process that support the use and development of communicative skills
- ⊖ Little emphasis in coming up with interaction strategies according to students needs and likes so that students participate and cooperate in students' academic surrounding in order to enhance their speaking abilities.
- ⊖ Lack of motivation for learning and discovering their linguistics abilities.

OPPORTUNITIES

THREATS

- | | |
|--|---|
| <p>↑ Taking advantage of the quantity of students, it can be conducted many activities having students involved during the lesson.</p> | <p>✗ Students do not usually cooperate among them ,cause the activities are only individual sentences writing or exercises filling the blank</p> |
| <p>↑ the school owns a computing lab which could be used as a good source for teaching English</p> | <p>✗ Teacher tries to monitor students 'performance, but there is not much time to assess them all during class. On the other hand students sentences or answered are not checked in class.</p> |
| <p>↑ Love / enthusiasm for English</p> | <p>✗ There is a test every three months</p> |
| <p>↑ Student's desire of improving and increasing their linguistic abilities.</p> | <p>✗ The lesson are not adjusts to benefit students' learning styles in most of the cases</p> |
| <p>↑ Institution administrative staff and parents' support.</p> | |

- ✘ Students lack of motivation because of other subjects pressure.
- ✘ Students' homework could not be scheduled appropriately to hand in to teachers.
- ✘ Lack of a method that help student to apply social language dynamic interaction towards speaking ability development.

2.2.5 Need assessment conclusions

English is seen by students as a subject hard to understand and assimilate, which is not fun or senseless, because they do not find the relation of what they learn in class with what they live in daily life routine and this in most part is due to formal lectures and less practice and production, besides English is worked fragmentally; that is to say only worked on the correspondent days.

All that affects competencies development at knowing, doing, deciding in the community increases the lack of interest on the students at learning a foreign language.

In other words teaching and learning English in the present time is being occurring in an non- contextualized form, without mentioning students' lack of emphasis on communication focus in the teaching-learning process that can help in the communicative skills development through this, students can be supported in the practice of social interaction At the same time, it improves their ability of establish relationships with other people and act out in new ones.

It is good to remember that teen age is the appropriate stage of life to learn a second language (English) that will help them at their adulthood in order to find better labor positions that will let them to perform better in this globalized and changing world in which we live.

The process of globalization has created huge advances in the media, at work, and in technology, where one should domain and value a foreign language, as a communication,

participation, integration and strengthening tool of identity, a varied of languages could be included in teen education, however, English is one of the most used language in the scientific, academic, technologic and economic field, it is fundamental to teach this language in our schools, where through the study of a foreign language, not only more upper social class can be benefit of its advantages, but also the less fortunate will be able to have the control of regulation, the administration and the technology that there are in the knowledge of another language, in this way, we offer a great instrument of communication inside our culture ,tradition, geography to students, with the objective to give them better opportunities to the less fortunate.

Most discussion about the age regarding language acquisition questions if the age determines when language can be acquired more easily and beyond which time language increasingly difficult to acquire, critical period hypothesis.

This argument claims children can acquire a foreign language easily and fast, because of the plasticity of the brain, this argument is supported by studies and observation in several disciplines, such as Penfield, a neurologist, in the 60's that said childhood was the favorable age to learn a foreign language. This researcher claimed the first years of life were the most appropriate age to start the process of teaching-learning a foreign language.

The classic argument is that a critical point for second language acquisition occurs around puberty, beyond which people seem to be relatively unable of acquiring a second language. This has led to some assume, incorrectly, that by age of twelve or thirteen you are “over the hill” when it comes to the possibility of successful second language learning, particularly in the role of accent as a component of success.

As the human brain matures, certain functions are assigned, or “lateralized” to the left hemisphere of the brain and certain others to the right hemisphere. Eric Lenneberg (1967) and other suggested that the process of lateralization is a slow process that begins around the age of two and is completed around puberty. Most of the evidence indicates that person beyond the age of puberty do not acquired what has come to be called “authenticity” (native-speaker) pronunciation of the second language.

In Education for English teaching, it is only done by the implementation of methods that demand the participation of the learners in the learning building, as Piaget (1972) outline, at the puberty (age of eleven in his model). It is here the age a person becomes capable of abstraction and formal thinking which transcends concrete experience and direct perception. Vigotsky (1985) who claims referred to the relation that exist between learning and the individual that learns in social context. It means learns build most of their communicative skills when interacting with their peer, this gives them the chance to communicate.

All human being, since very early age, need to communicate their thought and feelings through verbal o no verbal language. R. Brown (1973), in his study of first language acquisition, noted that some of his subjects' sentences were memorized wholes and patterns. He hypothesized that prefabricated routines in children were the result of very high input frequency of structure that was, at that time, beyond the child's linguistic maturational level.

The impression one gets from the literature on child second language acquisition is that the second language performer relies far more on routines and patterns than does the first language acquirer. Hatch (1972) describes the case history of Paul, a 4-year-old acquirer of English as a second language, Paul, a Chinese speaker, was exposed to English in an informal environment, interacting with American children in school and in the playground. He made early use of the gestalt style. During the first month, "it seemed as if Paul was learning by imitation. He might repeat the sentence immediately after the other person said it, or he might remember it and use it later in the appropriate situation"

In another case history, Hakuta (1974) reported on the linguistic development of Uguisu, Japanese-speaking 5-year-old acquiring English as a second language in informal situations in the United States. Hakuta reports that he found evidence for "a strategy of learning on the surface structure level: learning through rote memorization of segments of speech without knowledge of the internal structure of those speech segments

Synthesizing both Hatch and Hakuta, one may conclude that the child second language acquirer has both an increased need and ability to use routines and patterns. The child

second language performer is placed in peer and school situations that demand linguistic interaction before competence is attained the "slow way", and the older child's advanced short-term memory allows him to pick up and retain the necessary formulas to facilitate interaction.

Hanania and Gradman (1977) studied the English development of Fatmah, a 19-year-old Arabic speaker living in the United States. Fatmah had little formal schooling in Arabic and encountered English "primarily in natural communicative settings" (p. 76). Hanania and Gradman report that at the start of their study, Fatmah's English output "consisted mainly of memorized items that are commonly used in social contexts with children". They also noted that "the use of these expressions, however, does not imply that she recognized the individual words within them, or that she was able to use the words in new combinations. They were merely strings of sounds that she used appropriately in particular situations". In other words, she knew routines.

Therefore learners, beginners, are apprentice of a language of great potential and very little limitations. Teaching a foreign language to these students is to find a balance between teaching vocabulary, grammar and the expected production .However, we find some factors that condition learning, among them the time and the frequency of contact with the new language and the socio cultural context in which they are immersed.

For all mentioned above, we have designed a proposal to help students to develop communicative skills through a communicative focus. So taking result of this needs analysis, it is established student are more interested in getting the ability to communicate either by speaking or writing preferable by speaking having enough vocabulary and basic structures to do it as the first tool to start to be understood and be able to understand the teacher and among their classmates.

2.3 SCOPE AND LIMITATIONS OF THE PROJECT

In order to fulfill this student community necessity, it has been decide to design a project which can reach and fulfill students' needs; our work area will be limited by taking into account the following information that will be the basis for planning the guide project proposal.

This project will be conducted at “Yunguyo” Fe y Alegria High School in El Alto city , La Paz, Bolivia, and the target sample are third grade high school students with a little or any knowledge of English. Generally students who study in public schools consider English as another subject in the curriculum. The age of the learning participants ranges from 13 to 16 who will be chosen at random. The sample of learners is composed by approximately 40 students, 51% of whom are female students.

This Project will be oriented to teach English through a communicative approach, but mainly communicative approach using a variety of techniques and material such as: conversational worksheets, flash cards, short stories, videos, games, board games and other kind of suitable material which make meaningful learning in students of “Yunguyo” Fe y Alegria High School.

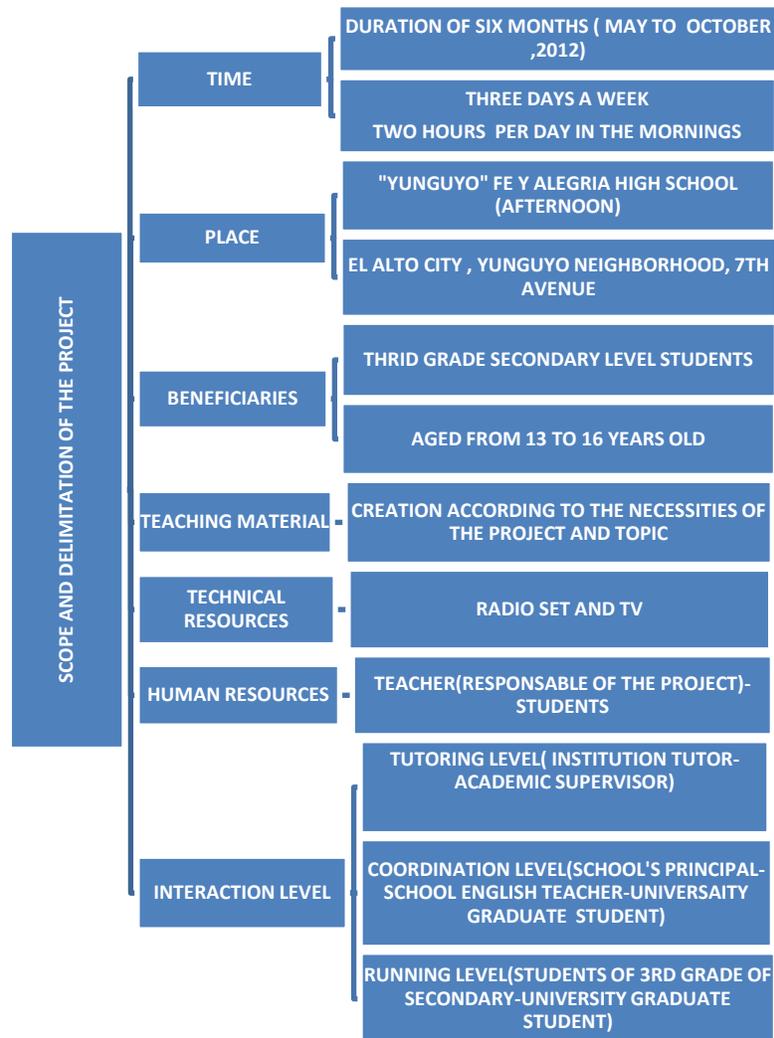


Figure 20 Scope and Limitations of the Project

2.4 IMPACT OF THE PROJECT: A COURSE ON DEVELOPING COMMUNICATIVE SKILLS THORUGH A COMMUNICATIVE FOCUS AT AN ELEMENTARY LEVEL DIRECTED TO 3RD SECONDARY GRADE STUDENTS” AT “YUNGUYO “FE Y ALEGRÍA HIGH SCHOOL

There could be many reasons for doing this project but it could be too long to mention all of them. This Education institution has little financial resources to accomplish the basic needs. Teachers and students who belong there realize about the educational and infrastructure limitations .Usually, teachers of different subjects do all what they can to overcome those difficulties in order to benefit students, but it is not enough. One of

troubling and realistic situations are time and amount of students in each classroom. Classroom in public school are so crowded where it is hard enough to develop educative activities. Talking about English at school, it is just seen as another subject that students think they must pass. Students do not have the chance to build and discover their skills to learn a second or third language, in this case English, what this project pretends to give students in this public school the opportunity to learn communicative and expressive skill using suitable amount of vocabulary and basic structures, stimulating them to develop cooperative learning environment and collaboration by working in groups and what is more, teach them .responsibility, punctuality and respect

CHAPTER II

2. WORK PROPOSAL : A COURSE ON DEVELOPING COMMUNICATIVE SKILLS THROUGH A COMMUNICATIVE FOCUS AT AN ELEMENTARY LEVEL DIRECTED TO 3RD SECONDARY GRADE STUDENTS” AT “YUNGUYO “FE Y ALEGRÍA HIGH SCHOOL

Introduction

The pre-professional work of Linguistic and Language department is the stage where theory and practice are articulated through a process of investigation and social interaction. Moreover, it is the change for public university students to contribute to society by all knowledge acquired during university studies stage in a more practical way. In effect ,teaching field work is really helpful for us as novice teacher to clear and master our teaching skills getting nice experiences from the students and novice teachers, based on a single objective to get students have the chance to be in touch with English through the most affordable and productive methods. To this end, the idea of this project is to make this view real so this will benefit directly to students in “Yunguyo” Fe y Alegría High School.

The project a Course on Developing Communicative Skills through a communicative focus at an Elementary Level directed to 3rd Secondary Grade Students” at “Yunguyo“Fe y Alegría High School was born, based on this principle of social interaction between Major San Andre’s university graduate students and students of “Yunguyo” Fe y Alegría High School. The development of the project since its beginning has to do with the purpose of contributing the student community, and also the personal satisfaction of sharing all learnt with this social group.

The development of this project began, firstly to choose the potential place, that is to say, potential of its components for constructing a project; like a reason, beneficiaries and the motivation to fulfill an objective. Secondly was to find that place, after looking for it, it was decided to apply in El Alto where there are lots of places like this. Specially school working with a particular support like “Fe y Alegria” Chain. Thirdly, after making an exhaustively analysis of the background, development, weaknesses and strengths of the

place, so that we have real information referred to what exactly this education institution needs.

Institution Identity

“Yunguyo” high school was founded on March 23rd, 1983 in Yunguyo neighborhood in El Alto city, administrated by Julieta Orosco, with the name of Escuela de Villa Yunguyo “Jaime Paz Zamora”(Yunguyo ‘neighborhood school “Jaime Paz Zamora”), the first year classes took place at the Mr. Raul Ticona Siñani’s house who was one of the founders ; after three year the school was refounded and was named Technic Humanistic Yunguyo School on March 23rd, 1986 in order to concrete its institutional development, under the management of teacher Mateo Quispe Laura and lead by Mr. Ticona who was an active member of neighborhood committee federation of El Alto City.

These days, this high school is recognized as an education center of agreement between the state and the Catholic Church, through the administration of Fe y Alegria system since 1997. This organization gives education services of quality to children and youth community. At the same time, it depends on education district administration of El Alto.

Supporting Needs

Students at “Yunguyo “Fe y Alegría high school, afternoon turn, are organized in two levels primary and a secondary. Secondary students have classes from Monday to Friday, from 2 pm to 6:30pm, in some cases students are asked to come 30 minutes before the established entrance time this because the amount of time for each subject is not enough during the week. English as a subject is taught from the 3rd to sixth grade. English class is once a week for about 90 minutes.

Students of 3rd grade are between 13 and 16 years old. Besides they are grouped in three classes, each one with approximately 50 students, every class with the same amount of girls and boys. At this grade, they have started the first experience with English as a foreign language during their scholar life

Understandably, 3rd grade student in this high school have claimed on the need surveyed the curiosity and the interested they have to learn new languages among them English, they

have said that one of the aspect they really feel attracted to is to have the ability to express themselves and understand others when using English or at least to be able to know what has probably been told or said to them, and with a few words make themselves be understood with this aim it has been designed a plan to fulfill this necessity in pro to this social community ;a course on developing communicative strategies at an elementary level directed to 3rd grade secondary students” at “Yunguyo “Fe y Alegría high school. For the most part this is a plan that tries to cover all necessities found on need analysis taking in to account the external and internal factors .As a consequence; we developed the basis that this project has had as guidelines.

2.1 FUNDAMENTATION

We can say Bolivia, being a democratic and social country by right (Political Constitution of State), where the main objective is to educate women and men who can integrate to the society of 21st century, who can be able to face any kind of daily events (Gaceta oficial de Bolivia ,2008). The national government has been doing structural changes in the field of education in order that education institution through their teaching; contribute positively in the cultural transformation towards a new society. Therefore education institutions should target to same objective and that are achieved through an integral education because human beings cannot be considered as an individual isolated from others, human beings should be conceived as an integral being in all aspect of his or her life, Article 80th.

Political Constitution of State

It is understood education as a fundamental human right, it is proper to remember education institutions are forced to offer quality service according to the needs of each social and cultural context; together with the administrative staff responsible to guarantee children human rights as it says Article 78th.

It is for that reason Bolivian government is thinking about children community establishing compulsory elementary level education, Article 78th, that clams all performers have the responsibility to be part actively of children learning process based on integral, participation and ludic principles (decree 3rd) making sure proper integral learning.

In social cultural context is an excellent place where children acquire their major knowledge as Vygotsky claims” social interaction turns into developing inner driver, so in the learning model places an important role and by this media they learn their first social habits and through the years styles of socialization are being built that it is joined in their closest environment, that will permit interact with people who make part of their cultural context.

Particularly, educational institutions should take into account that for teaching social habits, students learn fast and efficiently by living, daily and real experiences that surrounds their world, these real experiences will turn into meaningful learning that will be related significantly to learner’s knowledge development where they establish a relation with what should be learned from their environment. (Ausubel ,D.1986)

On the whole, schools through didactic and participative strategies, can make an interactionist and meaningful learning transformation of this experiences giving sense to what they know and live day by day, where students are active performers of their learning by communicative strategies such as communicative activities that give them the chance to interact one with another. Today, most of researches about teaching focus their attention to have learners be able to communicate, motivating them by a variety of communicative activities. The reason why researchers showed a lot of concern in teaching Communicative Strategies (CSs) is that most textbooks are not concerned with communication but with language forms. McGillick states that “teachers are obliged to raise the learners' consciousness concerning CSs and the purposes of these strategies. This way, he says, we encourage learners to focus on communication itself rather than on language forms. The conversations which students engage into in the class are part of the bigger activity of communication in general.

Teachers are usually unaware of the importance of the activities that leads to train in communicative strategies have hardly been developed. These results in a lack of expressing themselves and conversational skills, which students usually feel frustrated about. Training this type of competence, in particular, helps in developing the learner's confidence when getting into a conversation. Strategy training, Dörnyei and Thurrell believe, “facilitates spontaneous improvisation skills and linguistic creativity” (1991, p.22). So the major point

is that the significance of these strategies lies in its effect on improving the learners' performance skills, which is the ultimate aim of teaching a foreign language, with this students are provided the tools to survive or improvise when having a conversation, where they want to be understood, but do not know how to let know what they want to say, just by using formulas which can make their messages gotten across.

Theoretical Framework

This section is designed to outline conceptions in first language learning as a foundation on which we can build an understanding of principles of second language learning. A coherent grasp of the nature of first language learning is an available aid, if not an essential component, in the construction of a theory of second language learning. This chapter gives us a general view of a variety of theoretical positions which can be related to the paradigms in first language acquisition, and a particular significance in second language learning understanding.

Theories of First Language Acquisition

Everyone at some point has observed the remarkable ability of children to communicate .As small babies, children babble, coo, cry and vocally or non-vocally send an extraordinary number of messages and receive even more messages. As they reach the end of their first year children make specific attempts to imitate words and speech sounds they hear around them and about this time they utter their first” words”. By about 18 months of age, these words have multiplied considerably and are beginning to appear in two-word and three word “sentences”-commonly referred to as “telegraphic” utterances. By age three children can comprehend an incredible quantity of linguistic input; their speech capacity expands as they become generator of nonstop chattering and incessant conversation. At school age, children not only learn what to say but what not to say as they learn the social functions of their language.

The question is how can we explain this fantastic journey from that first anguished cry at birth to adult competence in a language? .The following positions attempts to answer this question through behavioristic, nativist and functional positions.

Conditioning Theory

The behavioristic approach focused on immediately perceptible aspects of linguistic behavior, the publicly observable responses and the relationships and association between those responses and events in the world surrounding them. It might be considered effective language behavior to be production of correct responses to stimuli. If a particular response is reinforced, it then becomes habitual, or conditioned. One of the most best known attempts to construct a behavioristic model of linguistic behavior was embodied in B.F Skinner's classic verbal behavior (1967). Skinner was commonly known for his experiments with animal behavior, but also he gained recognition for his contributions to education through teaching machines and programmed learning (Skinner, B.F 1968). Skinner's theory of verbal behavior was an extension of his general theory of learning by operant conditioning. Operant conditioning refers to conditioning in which the organism (in this case a human being) emits a response or operant (a sentence or utterance), without necessarily observable stimuli; that operant is maintained (learned) by reinforcement (for example, a positive verbal or nonverbal response from another person). If a child learns language as parents selectively reward or punish only those behaviors which they recognize as appropriate, grammatically correct utterances; or when there is total lack of reinforcement, the behavior is weakened and eventually extinguished.

Chomsky's Theory or Lad

Noam Chomsky (1967) believes that children are born with an inherited ability to learn any human language. He claims that certain linguistic structures which children use so accurately must be already imprinted on the child's mind. Chomsky believes that every child has a 'language acquisition device' or LAD which encodes the major principles of a language and its grammatical structures into the child's brain. Children have then only to learn new vocabulary and apply the syntactic structures from the LAD to form sentences. Chomsky points out that a child could not possibly learn a language through imitation alone because the language spoken around them is highly irregular – adult's speech is often broken up and even sometimes ungrammatical. Chomsky's theory applies to all languages as they all contain nouns, verbs, consonants and vowels and children appear to be 'hard-wired' to acquire the grammar. Every language is extremely complex, often with subtle

distinctions which even native speakers are unaware of. However, all children, regardless of their intellectual ability, become fluent in their native language within five or six years.

Cognitive Theory

Piaget (1972) stressed the importance of individual cognitive development as a relatively solitary act. Biological timetables and stages of development were basic; social interaction was claimed only to trigger development at the right moment in time. On the other hand, Vygotsky (1978), described as a social “constructivist by some, maintained that social interaction was foundational in cognitive development and rejected the notion of predetermined –stages. Piaget (Piaget and Inhelder 1969) described overall development as the result of children’s interaction with their environment, with a complementary interaction between their development perceptual cognitive capacities and their linguistic experience.

Social Constructivist Theory

Vygotsky, a Russian psychologist, created a model of human development now called the sociocultural model. He believed that all cultural development in children is visible in two stages. Firstly, the child observes the interaction between other people and then the behavior develops inside the child. This means that the child, first, observes the adults around him communicating among them and then later this child develops the ability by himself to communicate. Vygotsky also theorized that a child learns best when interacting with those around him to solve a problem. At the beginning, the adult when interacting with the child is responsible for leading the child, and eventually, the child becomes more capable of problem solving on his own. This is true with language, as the adult first talks at the child and eventually the child learns to respond in turn. The child moves from gurgling to baby talk to more complete and correct sentences. Moreover every child reaches his or her potential development, in part, through social interaction with adult or peers. Vygotsky (1978) come up with zone of proximal development (ZPD) , which he says, it is the difference between a child’s actual developmental level as determined by independent problem solving, that is to say, “what I can do “ ,and his or her level of potential development as determined “what I cannot do” through problem solving in collaboration

with a more competent adult or peer “what I can do with help” in other words zone of proximal development.

Theory or Problem Solving

Jerome Bruner (1983), best known for his discovery learning theory, believes that learners, whether they are adults or children, learn best when they discover knowledge for themselves. He believes that students retain knowledge best when it is something they have discovered on their own. Bruner argues that an adult and an infant have conversations despite the child being unable to speak. The interaction between the two, such as games and non-verbal communication, build the structure of language long before the child is able to communicate verbally.

Furthermore, discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned. Students interact with the world by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. As a result, students may be more likely to remember concepts and knowledge discovered on their own (in contrast to a transmissionist model). Models that are based upon discovery learning model include: guided discovery, problem-based learning, simulation-based learning, case-based learning, incidental learning, among others. Proponents of this theory believe that discovery learning has many advantages, including: encourages active engagement, promotes motivation, promotes autonomy, responsibility, independence, the development of creativity and problem solving skills, and a tailored learning experience

Interactionist Theory and English as Second Language

Social interactionists argue that an understanding of the workings of the human mind is not in itself adequate to explain what goes on when we learn something. This is because learning occurs first through interaction with other people, then the individual (Williams and Burden 1997). Vygotsky (1960, 1962, 1978 cited Williams and Burden 1997) emphasized the importance of language in interaction with people, and the role of teacher as mediator who helps learners move to the next level of the developmental process. Social

interactionism emphasizes the dynamic nature of the interplay between teachers, learners, tasks, learning environment, and the importance of the role of social strategies which involve interacting with other people in learning and using a second language.

When faced with learning English as a second language, the student is essentially an infant. They cannot communicate with the teacher except through non-verbal communication. Therefore, it is up to the teacher to act as the adult in the infant-adult relationship. He or she is responsible for leading all interaction at first, and as the student becomes more familiar with the English language and able to communicate, the control of the interaction can be relinquished a bit and the students can take more control of their own language learning. Also, if students are encouraged to experiment with the language and learn that it is okay to make mistakes, they will be able to discover for themselves how to combine words and phrases to form full sentences and dialogues.

Activities to Promote Interaction and Communication

“Learning language is not to master rules, but to make connections with other people and to make sense of experiences” (Wells, 1986).

Therefore speaking skill is connected with the view of communicative competence. Hymes’s (1972) theory of communicative competence is a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes’s view, a person who acquires communicative competence acquires both knowledge and ability for language use. When we teach speaking, we need to focus on some characteristics of this communicative view of language which are given below; Language according to the Communicative Approach:

- Language is a system for expression of meaning.
- The primary function of language is for interaction and communication.
- The structure of language reflects its functional and communicative uses.

- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Bygate (1987, 3) who views speaking as revolving around two fundamental components- production and interaction. While making the oral production, the speaker undergoes the process of either 'facilitation' or 'compensation', both of which requiring the speaker to use adjusting tools to the context such as simplifying structures, formulaic expression, ellipsis, fillers, hesitation devices or self-correction etc.

All learners at all proficiency levels need to speak and understand spoken English for a variety of reasons. Immigrants learners need English for daily life to communicate with the doctor, the school, the community, and the workplace, working learners need English to get a better job in which English is required for successful performance or a better job position, university learners need English for reading updated material related to their majors so they can have latest information. In addition learners at all proficiency levels can communicate, and they appreciate being encouraged and challenged to further their skills. They participate in interactive, communicative activities in all facets of the class—from ice-breaking activities, needs assessment, and goal-setting to life-skills, phonics, and spelling. This is especially true where there is a strong classroom community that supports natural language production.

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with the community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson. Furthermore, research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes (Moss & Ross-Feldman, 2003).

Benefits of Communicative Activities

Some students who just are passive learners who study English as a subject that they have to pass it does not matter if it is the minimum passing score may feel unmotivated and experience frustration or have low self-esteem at learning a new language which seems or make them feel is difficult or even impossible to learn. They may begin to feel that they will never learn English or never feel comfortable in the English subject. Offering well-designed and well-executed communicative activities can help turn the English classroom into an active, safe, and enjoyable place where very beginning-level learners can learn what they need and want to learn.

Challenges

Most English language learners have likely had access to some English knowledge in their previous schooling grades. Their teaching was probably very teacher-directed. Learners were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one correct answer. Because of this, some adult English language learners may be initially disconcerted when their English teacher begins asking them to get up and move around, work in pairs or groups, and talk to one another. It also may be difficult for learners to realize that there can be more than one correct response to a question and many ways to ask a question. However, many, if not most, learners adapt and prosper with increased interactivity and independence.

In Bolivia English teaching, at different levels of education, where English is taught as a compulsory subject, the listening and speaking skills are neither seriously taught nor formally tested. Communicative language teaching is based on the inductive method of teaching which gives importance on the process of communication. Local teachers, however, resort to deductive methods that focus on grammatical structure of sentences without paying much attention to any sort of genuine communication. What is clear from the theories of communicative competence, on which the concept of CLT is based, is the success of the integration of the genuine function and usage of the language by the students. But in most parts of Bolivia, the vast majority of public school students have no scope to use the language outside the classroom and teachers' reluctance and the absence of

provision for a speaking component. In the perspective of, most of the teachers are not fully aware of the ways and the media their students prefer to learn for speaking. It is undeniably true that, in most cases, language teachers are not perceptive of the following problems for a language learner in Speaking:

- Shyness of the learner
- Students are worried about mistakes in pronunciation
- Lack of practice and opportunities
- Limited vocabulary and syntax
- Influence of Grammar Translation method
- Students are over conscious of grammar
- Low or uneven participation
- Use of mother tongue
- Lack of training environment
- Insufficient knowledge of target language.

Even if some are a bit aware of them, they hardly pay or have little scope to pay attention to it, which naturally leads to the failure, no motivation and even frustration to attain its general as well as specific language teaching goals and objectives.

Characterization of communicative activities

Littlewood (1981), talks about two types of activities: “functional communication activities” and “social interaction activities”. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences, working out a likely sequence of events in a set of pictures, discovering missing features in a map or pictures; following directions; and solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations and debates.

Besides this, the language teachers should ensure a classroom of successful speaking activity where students will be active participants and self-motivated. Classroom discussion is not to be dominated by minority of talkative participants. We should manage a classroom where all get a chance to speak, and their contributions need to be appreciated. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. Jeremy Harmer (1991) suggests some classroom activities for speaking that can be followed in a language classroom:

- *Acting from a script:* we can act our students to act out scenes from plays and their course books, sometimes recording the results. Students will often act out dialogues they have written by themselves.
- *Play scripts:* it is important that when they are working on plays or play scripts, they should treat it as ‘real’ acting. In other words, we need to help them to go through the scripts as if we were theatre directors, drawing attention to appropriate stress, intonation and speed. By giving students practice in these things before they give their final performances, we ensure that acting out is both a learning and language producing activity. According to Mark Almond (2005), “Quite apart from the benefits for pronunciation and general language use, drama also helps to build students confidence, contextualize students, develop students empathy for other characters, involve students in appropriate problem solving and engage them as ‘whole’ person.
- *Communication games:* there are many communication games like information-gap games, television and radio games, all of which aim to get students talking as quickly and fluently as possible.
- *Instant comment:* another way in which we can train students to respond fluently and immediately is to insert ‘instant comment’ mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.
- *Unplanned discussion:* some discussion just happen in the middle of the lessons which students are not prepared for by the teacher, but, if encouraged, they can

provide some of the most enjoyable and productive speaking activities in language classes.

- *Reaching a consensus*: one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.
- *Formal debate*: in a formal debate, students prepare arguments in favor or against various propositions. when the debate starts, those who are appointed as panel speakers produce well-rehearsed ‘writing-like’ arguments, whereas others, the audience, pitch in as the debate progresses with their own (less scripted) thoughts on the subject
- *Simulation and role play*: simulation and role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes. When students are doing simulations and role plays, they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly.

Characteristics of Communicative Activities

If we wish to achieve an optimum result from the above mentioned classroom activities, we have to follow the instructions of David Nunan (2003) ,on teaching speaking, talks about the principles for teaching speaking that are given below:

- Giving students practice for both fluency and accuracy.
- Providing opportunities for students to talk by using group or pair work, and limiting teacher talk.
- Planning speaking tasks that involve negotiation for meaning.
- Making a careful choice of topic and task to stimulate interest.
- Keeping students speaking the target language

- Designing classroom activities that involve guidance and practice in both transactional and interactional speaking.
- Making proper selection of appropriate material for the learner to enhance the possibility of the success of teaching speaking.

Objectives of communicative activities

Based on those principles applied to communicative activities we have as objectives to:

- Give the learner the opportunity to experience, encouraging learners that making mistakes is ok in learning process strengthening self-confidence so they can feel ok with themselves and be able to enjoy environment of learning sharing this experiences with their peers.
- Improve pronunciation on through choral practice
- Establish practice and opportunities to develop their linguistics skill by decreasing low or uneven participation and usage of mother tongue
- Provide variety of vocabulary and syntax of different topic thought creative and stimulating environment
- Decrease influence of Grammar Translation method ,so students avoid being over conscious of grammar

Communicative activities and learning

A research in contemporary dictionaries reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. About specialized definitions, “Learning is a relatively permanent change in a behavioral tendency and is the result of a reinforce practice” (Kimble,G and Garmezy 1963:33). Ausbel, D (1986:15) states that learning is to acquire living experiences so that people include them in their lives in order to change our behavior. It is the process by which they obtain knowledge, abilities, skills and attitudes by means of vivid experiences .This produces a change in behavior.

Basically it has been defined as a modification in behavior due to experience and re-signification of that experience.

The field of psychology has been interested in interpersonal relationships, in the value of group work, and numerous of self –help strategies for attaining desire goals. The same era Linguistics has started to look for even more deeply for answers to the nature of communication and communicative competence and for an explanation of the interactive process of learning. The language teaching profession responded to these theoretical trends with approaches and techniques that have stressed the importance of self- esteem ,of students cooperatively learning together, of developing individual strategies for success, and above all of focusing on communicative process in language learning.

Furthermore human being has always learned through experiences .the best example can be seen in children that know more about the world playing since there are born. In nursery, games constitute a fundamental resource for learning. Young children are not generally aware that they are not acquiring a language, nor are aware they aware of societal values and attitudes placed on one language or another. Piaget stated at puberty (age eleven in his model).It is here that a person becomes capable of abstract, of formal thinking which transcends concrete experience and direct perception.

Besides, through this activities we teach learners how to express themselves and communicate with one to another which can be a really challenging task even though not impossible as teacher, we should be so creative to find manners to promote learning on learner, we have to be aware of every little detail, we can find lots of resources but we should make sure that the materials, activities, techniques or strategies we use must be suitable for the learners' level of competence, their age and experience. As teachers, we need to be careful about their roles in a speaking classroom. When students are involved in classroom activities, a language teacher needs to perform his duty efficiently, encouragingly and supportively.

According to Breen and Candlin (1980:99), “the teacher has two main roles: the first role is to facilitate the communication process between all participants and the various activities and the texts. The second role is to act as an independent participant within the

learning- teaching group”. The language teacher should bear in mind that engaging learners intellectually with clear, systematic and relevant instruction will make them able to transfer their knowledge and the skills they gain from the English language classroom to the outside world. For teaching speaking, materials should be related to the needs, age and interests of learners. Topics should be related to “real life” that will include language- based ‘realia’, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which activities can be built. There should be variety of activities that will cover speaking and listening skills.

If learners soon give up without achievement or interactive strategies at their disposal, then it is unlikely they will develop their conversational ability through communication strategies use by which the channel will remain open. Hence, learners receive more input, can stay in the conversation, and develop their ability. Communication strategies are the means by which learners can act on .Hatch’s (1978) advice that “Finally, and most important, the learner should be taught not to give up” (p. 434).

Researches about communicative activities

Language is best learned and taught through interaction; hence, teaching CS is the recommended fulcrum by which strategic competence can be developed. Maleki (2007) in a study considers the possibility of teaching communication strategies and the feasibility of incorporating them into school syllabi. The findings of the study reveal that teaching communication strategies is pedagogically effective, that interactional strategies are more effectively and extensively used, that communication strategies are conducive to language learning, and that language teaching materials with communication strategies are more effective than those without them (583-594).

In the same vein, Rabab'ah (2005) believes that there are three reasons for CS training. First, CS use can lead to learning by eliciting unknown language items from the interlocutor, especially appeal for assistance. Second, it is the means by which conversation continues. Third, CS use helps learners solve their communication problems and achieve their communicative goals (194).

Classroom communicative strategies

It is useful to make a clear distinction between different types of communicative contexts in which learners need to speak English as they require different communicative strategies. One type of interaction that occurs on innumerable occasions during every lesson is that of routine student-student interaction within the learning context. Unfortunately, for many students, the classroom is the only chance they get to speak English and in big classes there is rarely enough time for the teacher to talk to all the students individually. We should therefore exploit the amount of English students use in these repetitive student-student or student-teacher exchanges. Examples of general interaction in a typical EFL class include comparing answers to an exercise, discussing options in order to complete an exercise together, checking answers, borrowing a piece of paper or a pen, asking what something means or how something is spelled or pronounced, asking someone's opinion and agreeing or disagreeing. When we stop and think about how much class time such exchanges take up, students who carry out this communication in the mother-tongue, and many do, are wasting an opportunity to develop their communication skills. If students are linguistically prepared and motivated to do so, there is no reason why all of this type of classroom interaction cannot take place in English. The more English learners speak in the classroom, the more confident and autonomous they will become and the more risks they will be prepared to take in L2. Students can be taught formulaic expressions that will help them cope with communication in the learning context. The teacher can begin by introducing such expressions on the first day of a course at any level, and gradually build up the number and complexity of the expressions. However, creating a more 'English' environment in a monolingual classroom does not happen overnight and requires constant encouragement from the teacher and constant effort from the students. Teachers can build their students' confidence by not over-correcting, by giving praise when they use communicative strategies appropriately and by allowing students to refer to a written version of the language to aid memory until they remember them and can use them spontaneously. This could be a record of the phrases at the back of their course book or language posters on the classroom walls.

For students who are reluctant to use English in class, one way of encouraging them to try to use as much as possible and active participation in English is by assessing their general classroom communication skills and awarding a grade for their ongoing performance as part of their overall speaking assessment. There are many examples of formulaic expressions that can be introduced to students. A few examples for low-level students could include:

Table 18 *Classroom Formulaic Expressions*

ASKING ABOUT LANGUAGE	MATCHING THINGS (e.g. words to pictures)	ASKING FOR THINGS	COMPARING ANSWERS
Can you repeat (that) please?	Is picture 1 <i>a mobile phone</i> ?	Can you lend me <i>a piece of paper</i> , please?	What have you got for number 1?
What does...mean?	Yes, it is / No, it's <i>an MP3 player</i> .	Can I borrow <i>a pen</i> , please?	Me too.
What's...in English?	I think it's a...	Yes, here you are.	I don't have.
How do you spell...?		Can you turn it <i>up/down</i> ? (audio)	I have...
Can you write that on the board?		Can you make it <i>bigger/smaller</i> ?	
		Can you move the page <i>up/down</i> ?	

When introducing the language to students, it is useful to carry out activities that appeal to all types of learners; visual, auditory and kinesthetic learners. The teacher can use a range of activities to consolidate the language. Flashcards with each phrase written big enough for all students to read can be used in a variety of ways with the whole class. For example, the teacher divides the class into two teams and the team that shouts out the correct phrase the loudest wins a point. Visual activities could include flashing the cards quickly, pulling the cards slowly out of an envelope or mouthing the phrase silently while students lip read what the teacher is saying. Auditory activities could include humming the intonation of the phrase, tapping the stress pattern of the phrase or saying the phrase slowly

word by word and students complete the phrase as soon as they know what it is. Kinesthetic activities could include miming the phrase or writing the phrase in the air. Possible pair or small group activities to help students consolidate the language and commit it to memory could include ‘Jumbled words’ where students are given the phrases with the words in the wrong order and have to correct them or ‘Look how many I’ve used!’ where students write the expressions on individual slips of paper and put them down on the table every time they use one appropriately or tick the expressions on a list every time they use them during a speaking activity. The aim is to use as many as possible.

Formulaic speech

Formulaic consists on phrases and expressions learned as wholes and used on particular occasions. (Kent Bach, *Routledge Encyclopedia of Philosophy*)

In studies of language acquisition, several words that are customarily used together in a fixed expression, such as "in my opinion," "to make a long story short," "How are you?" or "you know what I mean?". Also known as: language chunk, lexical chunk, praxon, formulated speech, formulaic phrase, formulaic speech, lexical bundle, lexical phrase, collocation.

“Formulaic sequences (multiple-word strings that behave as single units, e.g., realizing a single meaning or function) are a key component of language and are fundamental to the way language is used, processed, and acquired in both the first (L1) and second language ” (Alali F.A and Schmitt N. ,2012)

Identification and classification of formulaic speech

Researchers are often vague in their definition of Formulaic Speech and in the choice of the terms they use. So before considering FS in language use, it seems important to answer two basic but essential questions: What is FS and how can the difference be made between formulaic and non-formulaic speech? These questions may be answered by looking into the nature of FS at the structural and lexical levels using examples from first and second language acquisition production. We will first carry out a brief review of the classifications of what we will later call *formulaic speech* or *formulaic sequences* which have been

proposed by researchers, then we will look into the structuring components and vocabulary of formulaic speech to reach the conclusion that formulaic speech cannot only be defined in structural or lexical terms. Researchers in the field of second language acquisition have observed the use of formulaic utterances in the early stages of acquisition (Bohn ,1986; Clark ,1974; Hakuta ,1974; Krashen & Scarcella, 1978;Towell,R 1987). However, very few have described or defined the phenomenon precisely. The classification of formulaic utterances is rather difficult to establish since there is no generally agreed upon.

Researchers usually differentiate formulaic expressions according to their degree of variability. At the syntactic level, formulaic utterances may not be, as Lyons (1968) suggests, “*unstructured or only partially structured*”. In fact, they are structured, but are actually learned and used as chunks (Skehan,P 1998: 53). For Klein (1986: 77), formulaic utterances are “*complex patterns of speech perceived as an entity*”.

Table 19 *Formulaic Expression Taxonomy*

Hakuta (1974)	“ <i>routines</i> ” “ <i>prefabricated patterns</i> ”, which are memorized whole utterances or phrases that may be used without any knowledge at all of their internal structure
Nattinger and DeCarrico (1992)	Both consider all formulaic expressions and classify them in terms of their various functions in the organization of discourse. <i>Lexical phrases</i> that allow the construction of full sentences, with fillable slots, allowing lots of variation and insertions. They also identify four classes of lexical phrases : - <i>Polywords</i> are phrases that operate as single words, allowing no variability or lexical insertions (for the most part, in a nutshell, by the way) - <i>Institutionalized expressions</i> are sentence-length, invariable, and mostly continuous (how do you do, nice meeting you, be that as it may, and longtime no see) - <i>Phrasal constraints</i> allow variations of lexical and phrase categories, and are mostly continuous (a day ago, a year ago, a very long time ago, as I was saying, in summary). - <i>Sentence builders</i> are lexical phrases that allow the construction

of full sentences, with fillable slots, allowing lots of variation and insertions (*I think that X, I think that it's a good idea, I think he ought to do it, not only X, but also Y*)

Those four large categories because of their function are:

-*Social interaction markers* deal with conversational maintenance such as “summoners” (pardon me, hello, what's up).

-*Topic markers* are lexical phrases that mark topics often discussed in daily conversation: my name is - ' I'm from ___.

-*Discourse device lexical phrases* which connect the meaning and structure of the discourse: as a result (of ~; nevertheless; because.

Fluency devices include you know, it seems (to me), by and large, so to speak.

Krashen and Scarcella (1978) “*prefabricated patterns*” which are partly creative and partly memorized wholes: They consist in sentence frames with an open slot for a word or phrase

Clark (1974: 3) Coined the term “*unopened packages*” to suggest that FS was like a package that had to be opened for the learner to analyze its content. In the same manner

Bohn (1986) uses the term “*formula*”, with the meaning of “magic formula” that helps convey an idea when you do not have the linguistic means to do it, for “*expressions in which no part is substitutable*”, and the term “*frame*”, with the meaning of “functional frame” that helps to place the lexical elements that convey meaning, for “*expressions which contain slots for more or less extensive paradigms of lexical elements*”

Towell (1987) *Utterances or phrase* used by the learner that are wholly memorized

without knowledge of internal structure

Utterances that are partly creative, partly memorized, for examples, sentence frames with open slots such as “good ___(morning/afternoon/evening)

Fully productive, rule based speech.

Importance of formulaic sequences

Martinez and Schmitt (in press) review the reasons why formulaic sequences are so essential in language they claim:

- Formulaic sequences are widespread in language use. Moreover a large amount of discourse is made up of different kinds of these sequences.
- Meanings and functions are often realized by formulaic sequences. One reason that these sequences are so widespread is that they communicate a wide number of meanings (e.g., on the other hand = conversely) and functions (e.g., Watch out! = warning) in discourse. In fact, it has been suggested that for every recurrent communicative need, there is typically conventionalized language (i.e., formulaic sequences) available to realize this need (Nattinger & DeCarrico, 1992, pp. 62–63).
- Formulaic language has processing advantages. There is now ample evidence to show that formulaic sequences are processed faster and more accurately than creatively generated language. For example it is accurately than creatively generated language or when embedded in reading texts or when part of grammaticality judgments (Conklin, K and Schmitt, N.2008). This processing advantage promotes efficient and effective communication.
- Formulaic language can improve the overall impression of L2 learners' language production. Boers, F ; Eyckmans, J; Kappel ,J; Stengers, H and Demecheleer, M (2006) showed that L2 speakers were judged as more proficient when they used formulaic sequences.

Function of Formulaic Speech

The first function of for formulaic sequence is they save precious processing resources. In fact they act like the frames for expressing what we intent as we want to express opinion we only start by saying *I think that X*.

“(They) give us ready-made frameworks on which to hang the expression of our ideas, so that we do not have to go through the labor of generating an utterance at the way out S every time we want to say anything”(Becker, J, (1975)

They can also be applied for socio-interaction, that is to say they have socio-interactive function which can be used for greeting, thanking, apologizing so on .Many such function seem to rely on the use of agreed forms to a greater or less extent. Wray and Perkins (2000), identifies three of socio-interactive functions for formulaic sequences. All related to aspects of we want others to treat or view us. The first reflects or need to change our physical world through the action of another person, and includes commands, request, bargains, and the frames which characterize politeness in these contexts.

Interaction

The main aim of learning a language is to use it in communication in its spoken or written forms. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other as Rivers writes:

“... Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges ...” (Rivers, W.M. 1987: 4-5)

Types of oral interaction

In communicative approach of language teaching, classroom interaction became an important feature of second language pedagogy. It can occur between the teacher and learners, and/or between learners themselves, either collectively or individually. According to Angelo (1993), classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching: “create an active learning environment; focus attention; connect knowledge; help students organize their knowledge;

provide timely feedback; demand quality; balance high expectations with student support; enhance motivation to learn; encourage faculty- student and student-student interaction and communication; and help students to productively manage their time. Learners will get more knowledge from the lessons when they actively participate in their learning.” However, Van Lier (1996) has pointed out that two types of classroom interaction present different opportunities for negotiation, so each type needs to be evaluated within its particular context.

Teacher-learner interaction

In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities. These forms are called teacher-learner interaction. Generally, such interactions take place between the teacher and the class and/or small groups in the class and/or individuals.

In the traditional classroom, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions whereas students’ role are sitting, listening and taking notes passively. The focus of interaction was predominant between the teacher and learners. This one is usually initiated and controlled by the teacher. The teacher’s central role is to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk, and determines when start and stop talking in the classroom (Cazden,C.B. 1988; Tsui,A.1995).

According to Chaudron (1988), teacher talk takes up the largest proportion of classroom talk. It represents approximately two-thirds of the discourse in both L1 and L2 classrooms. The findings of a study of teacher-student interaction conducted by Musumeci (1996) showed that the teacher talk time occupies about 66% or 72%. Kundu (1993) observes the analogous phenomena:

“Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive. ” (Kundu, 1993: 13)

Edwards and Westgate (quoted by Van Lier in Candlin and Mercer, 2001: 91) echo the sentiment: "...students have only very restricted opportunities to participate in the language of the classroom. "Therefore, this kind of interaction does not clearly provide a motivating learning environment. However, teaching is always a shared-relationship job. It involves the participation from many people as Brown (2001: 99) recommends: "Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk." According to Harmer (1991: 49), to foster learners to produce communicative outputs, learners should be engaged in communicative activities. It means the teacher's intervention should be avoided.

Learner-learner interaction

Learner-learner interaction occurs among learners. In this form of interaction, the teacher plays a role as a monitor and learners are the main participants. Learner-learner interaction occurs in groups called learner-learner interaction, in pairs called peer interaction

Pair work and group work

Many researchers assert that practice is the most beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting. Significantly, students almost always initiate their questions during small-group rather than whole-class activities. In fact, cooperation in groups also contributes to a more relaxed atmosphere in the classroom, lessens anxiety and inhibitions, and thus leads to an increase in both the quantity and quality of practice (Ur,P. 1996, Altay,M. and Ozturk,P. 2004). Collaborative work often exerts a beneficial effect on task performance (Storch, ,N. 2001). Therefore, it can be concluded that collaborative practice should facilitate language development.

Task-based activities

The need for well-planned and well-designed group work activities seem to be of great significance (Gillies,R.M. 2004). To increase the quality and quantity of such discourse in

the classroom, the teacher needs to organize the most beneficial speaking activities that afford the most opportunities for students to collaborate and negotiate meaning during the interaction (Skehan, P. & Swain, 2001; Ellis, R. 2003). Ur, P. (1996) describes some characteristics of good speaking activities: There is a large amount of learner talk during these activities. Learners have ample opportunities to speak and participate in activities. Learners are also highly motivated and interested in the activity. They use language which is relevant, comprehensible and fairly accurate.

Task based activities, are ‘convergent’ in nature (Duff, P. 1986) since learners are required to use the target language as a means to reach a specific outcome or consensus. This outcome may be open-ended, however, with no single “right” answer. During the activity, there is more emphasis on learners through expressing the meaning by using all the target language to ensure comprehension, rather than using particular linguistic features or conversing on a specific topic. This category includes things such as role-play, problem solving and information-gap activities. The main objective is to engage in real communication as Nunan states:

“A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form.” (Nunan, D. 1989:10)

According to Willis (1996), two general goals for using task-based activities are communicative effectiveness and second language acquisition. The reasons are that task-based activities give learners confidence in trying out whatever they know, give learners experience of spontaneous interaction, give learners the chance to benefit from noticing how others express similar meanings, give learners chances for negotiating turns to speak, engage learners in using language purposefully and cooperatively, make learners participate in a complete interaction, not just one-off sentences, give learners chances to try out communication strategies and develop learners’ confidence that they can achieve communicative goals.

Gillies, R.M., 2004 states that cooperative group learning involves working together on a common group task by helping each other and facilitating each other’s learning. Besides,

it is accepting the responsibility for contributing to the group's task. In brief, for language learners in classroom setting, interactional language activities occur either between the teacher and other learners or between learners themselves.

CONCEPTUAL FRAMEWORK

Foreign Language Learning

Learning a foreign language is completely different from than learning a first language. The advantage that foreign language learner's experiences is that he or she is able to observe, analyze and concentrate if he or she has passed childhood age. According to Finochiaro (1983) individual's ability to reason allows them to be creative. This occurs when they make new patters and structures making them part of previous learned information. A disadvantage for this kind of learner is that he or she might not be able to hear or produce sounds only by imitation; instead he or she has to be taught.

When learning a foreign language students have to cope with new habits and new ways of using speech organs so that they acquire new forms and the arrangements of these forms in this system. On the other hand, adults level of maturity, intellectual skills and techniques they have mastered, help them to learn more effectively either a foreign or second language.

If we consider that leaners have already learned their mother tongue, then we should imply that they have a cognitive disposition to learn, this is affirmed by Celce,M (1979:125-127) to learn a foreign language is to acquire a new set of symbols from the mother tongue. To use this, means new utterances in the target language

Carol, J proposed a conceptual model for foreign language learning.

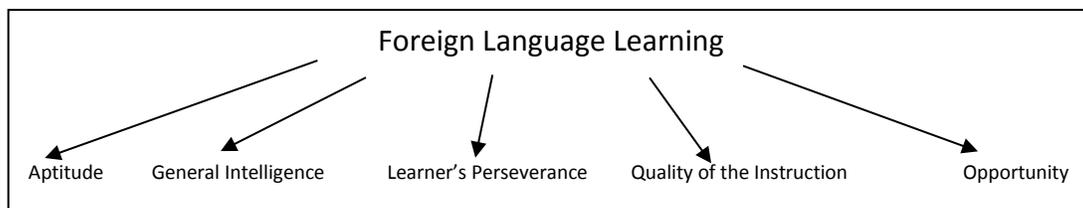


Figure 21 A Conceptual Model for Foreign Language Learning.

Source Note: Data retrieved from Prepare for Language Learning, by Carol J. Orwing, 1999 SIL International

Methodology

- a. Active and interactive methodology that takes into account the interactionism. The active and interactive methodology let learners to participate in activities in which the main objective is to show or give example of how grammatical structures by doing activities using the foreign language. This method permit students to be actors that use foreign language for communicating actively as well as in the classroom or any other circumstances where it is required. So this way socialization and knowledge building take place, and connection with other, therefore they develop tolerance, respect, solidarity and self-love and toward other human beings.
- b. Meaningful and interesting activities centered in the students, if the student is the center of learning process, as it was said before, is logic that the selected activities for the teaching and learning show their interest and needs; this way will be meaningful for them and will be related with the concrete experiences of daily life.
- c. Activities that permit de potential development of each student, with the object of letting develop students' potential, the activities should be appropriate for different ages and level. The activities selected are divided and organized in a sequence, in order to facilitate learning process. The pedagogical exploitation of the selected activities demands to take into account the cognitive and linguistic development in the present mother tongue of the learners and contributions of teachers, in the same way, in order leaners can reach the potential development.
- d. A method that integrates what was known with something new. As part of the methodological process it can include reflexive elements, where learners can be lead to at times to an individual analysis of what is being learned. This process of reflexing is oriented to make leaners aware there is a relation of what is being learnt with what they already know, in order to get across knowledge and experiences that they bring to the class and show them that these form a coherent everything. In the context of learning a foreign language, what learners know is the use of first

language; we have to consider their mother tongue as a valuable resource in order to facilitate the access to a foreign language.

- e. Flexible methodology. The flexible methodology permits learners the use of the strategies of learning without extreme toughness of some traditional methodologies and gives the teacher a variety of activities and the selection of appropriate techniques and procedures for each case.

Methodology for English Teaching

The Communicative Approach or Communicative Language Teaching

This approach is usually called *communicative*, though other labels –particularly *functional* or *notional* at its early stages- have also been used as synonyms. The term *communicative*, in relation with language teaching, denotes a marked concern with semantic aspects of language (Wilkins,D. 1978).

What is language according to the Communicative Approach?

- A) Language is a system for expression of meaning.
- B) The primary function of language is for interaction and communication.
- C) The structure of language reflects its functional and communicative uses.
- D) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Theory of Language and Learning

The Communicative Approach draws upon some changes and innovations coming mainly from applied linguistics, so here is a summary of changes about language nature and its knowledge. Language is considered a social phenomenon by this approach, as it is a

means of communication and interaction between members of a community. The goal, then, of FLT is to develop students' *communicative competence* (Hymes, D. 1972), term coined in opposition to the Chomskian concept of *competence* that refers to the abstract grammatical knowledge speakers have for producing connect sentences in a language. Communicative competence, on the other hand, extends Chomsky's concept to the ability to understand and produce messages appropriate to a socio/psycho/cultural situation, so that language users can relate their linguistic knowledge to everyday conventions. Later on this knowledge of language use was extended to the capacity to participate in discourse and to the knowledge of pragmatic conventions governing that participation. It was also added the competence to be creative with these rules and conventions, and to negotiate them during communication. This is then a set of language knowledge competencies which interact during real communication.

Teaching and Learning Characteristics

- a) Meaning is a paramount.
- b) Dialogs, if used, center around communicative functions and are not normally memorized.
- c) Contextualization is a basic premise.
- d) Language learning is learning to communicate.
- e) Communication is sought.
- f) Drilling may occur, but peripherally.
- g) Comprehensible pronunciation is sought.
- h) Any device that helps the learner is accepted.
- i) Communication may be encouraged from the beginning.
- j) Judicious use of L1 is accepted.
- k) Translation may be used.
- l) Reading and writing can start from first day.
- m) Communicative competence is the desired goal.

- n) Sequencing is determined by any consideration of content, function or meaning that maintains interest.
- o) Language created through trial and error.
- p) Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
- q) Students are expected to interact with other people.

Objectives

To make students communicatively competent (i.e., being able to use the target language appropriately in a given context). For this reason, students need knowledge of linguistic forms, meanings, and functions. Students must know that many different forms can be used to perform a function, and one single form can serve a variety of functions. Students should be able to choose the most appropriate form for a specific function.

Syllabus

Usually (but not always) functional-notional syllabus is used (e.g. frequency, motion, location).

Teacher's Role

The teacher is a facilitator of his/her students' learning. He/she is a manager of classroom activities. He/she acts as an advisor and monitors students' performance.

Students' Role

Students are communicators. They are engaged in negotiating meaning actively. Students are responsible managers of their own learning.

Interactions

Student-student interactions' takes place very often. Students benefit from group work, pair work, group discussions, projects...etc.

Teaching Material

Authentic materials, articles from magazines or newspapers, songs, short stories, advertisements...etc., which are used by native speakers in real life are used as class materials. Communicative activities (information gap, opinion gap activities) are used to promote students' communication in classes. Pictures, and other visual aids and realia are very important to support meaning. Task based activities are also used to promote students' involvement in classes.

Vocabulary Teaching

Meaning is paramount. Meaning should be conveyed through visual aids, real objects, models, and context. Vocabulary should be taught within the context.

Grammar Teaching

Each linguistic form has a function. One function may be expressed with different forms.

"May I go out?" or "Would you let me go out?" etc.) In addition, different forms may have one function. E.g. (The modal "can" has various functions)

"I can lift this chair" = ability

"It can rain today" = strong possibility

"Can I use your telephone?" = asking for permission

Functions are taught explicitly. Grammatical explanations can be given explicitly if it is believed to be useful for the acquisition of the form and function.

Role of L1

Students' L1 has no particular role in the Communicative Approach. L2 should be used during not only activities, but also when the teacher is giving explanations, instructions, and homework. Students should see L2 as a tool for communication, not a subject to study.

Error Correction

Errors of form can be tolerated since they are natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators.

Students' Feelings

Students' motivation is important. Students should feel that they are learning something useful for their lives. Students' security is enhanced by many opportunities for co-operative interactions with their fellow students and the teacher. The teacher gives students an opportunity to express ideas and opinions on a regular basis so that students integrate the target language with their own personality. Thus, they feel more secure about using the target language. Games, dramas and other enjoyable activities are used to make classroom atmosphere better, more friendly and relaxing.

Techniques

- a) Authentic Materials: Genuine materials from newspapers, magazines, videos from real English TV channels, menus, time tables, etc. is used.
- b) Scrambled Sentences: for cohesion and coherence.
- c) Language Games: In order to provide valuable communicative practice of the target language.
- d) Picture Strip Story: This activity provides opinion gaps. Students discuss which activity should come first.
- e) Role Play: this technique provides the opportunity to practice the target language in various social contexts. If the role plays is unprepared improvisation it also provides genuine communication (i.e., information gap - natural unpredictability of what each participant will say to each other).

Skills and Language Areas

Language functions are emphasized over forms. The target language is taught at supra sentential or discourse level, too. Students learn cohesion and coherence. Conversation

structure in the target language is also reviewed. The four language skills are learnt from the very beginning. "Skimming, and "Scanning" in reading and listening are improved.

Evaluation

The teacher evaluates students' accuracy and fluency. The teacher may give communicative tests, which are integrative tests and which have real communicative function. The teacher may tell students to write a letter to a friend to test their writing skill. Improvisation of a situation orally can also be a means of evaluation of the students' oral performance.

An article written by Maddalena Taras (2005) make a difference between the terms 'Evaluation' or 'Assessment', she claims that both term are in common usage in educational circles. 'Assessment' is to refer to judgments of students' work, and 'evaluation' to refer to judgments regarding courses or course delivery, or the process of making of such judgments.

A study, focused upon quality of English language learning assessment and evaluation process in the educational system by Taghi Jabbarifar (2009), cited that *evaluation in teaching English language* a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs. In other words, teacher has the responsibility to translated all information collected, either subjective or objective, to have a measure of the objectives achievements or failure. That is to say we need to, firstly identify students' progress level, in order to make decisions about the way learning process is going to be interfered, secondly diagnose and expose the difficulties, bridges in his or her knowledge and lacks in linguistic and communicative abilities, in order to make decisions about the later pedagogic intervention.

In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Biggs (1999) maintains, two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been

successful, and the other one is to clarify the expectations of the teachers from the students (Dunn, R. et al., 2004).

Assessment is a process that includes four basic components:

- 1) Measuring improvement over time.
- 2) Motivating students to study.
- 3) Evaluating the teaching methods.
- 4) Ranking the students' capabilities in relation to the whole group evaluation.

The purpose of classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned. Needless to say, evaluation and assessment can focus on different aspects of teaching and learning: student achievement instructional materials, and whole programs of instruction. In order describe students' achievements we take formative assessment and summative, so we can have qualitative and quantitative data.

There typically are two uses for assessment in educational settings:

Formative assessment (“Assessment for Learning”) is generally carried out throughout a course or project. It is used to aid learning in that it helps the student and teacher to find out what the student knows so that the teacher can address any areas of weakness or misconceptions in subsequent lessons. The purpose of formative assessment is to see if students have mastered a given concept and can typically be assigned a pass/fail grade (if used for grading purposes at all). (*Center for the Enhancement of Learning & Teaching*)

Summative assessment (“Assessment of Learning”) is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade, and often a scaled grading system enabling the teacher to differentiate students will be used. (*Center for the Enhancement of Learning & Teaching*).

For this project, evaluation is formative and summative by using rubrics. In particular, we frequently face with student questions about why they received a certain grade on

vocabulary, grammar, pronunciation, written assignments, oral production, and projects. We usually know what we are looking for when we grade these assignments, but all too often students challenge the grades they receive. One way to lessen these complaints is to use a rubric (grading guide) that lists the criteria and the areas of focus for grading. A rubric is an appropriate method to use to assess students if their learning outcomes involve the synthesizing information, learning of new techniques or methods, analyzing problems, writing papers, or giving oral presentations.

Rubrics focus on the most important outcomes ,provide diagnostic formative feedback so students can improve, communicate explicit expectations to students at the time an assignment is given, articulate how scoring is determined, provide a rationale for grading accountability, produce more consistent and reliable grading. We take into account:

- Participation, interaction in pair or group working with a variety of communicative activities
- Elementary classroom language toward developing speaking skills
 - Elementary vocabulary related to each unit toward using them at developing speaking skills
 - Working with a variety of communicative activities appropriate applying elementary English grammar structures toward developing speaking skills
 - Using social language (formulaic expression) in Student-Student and Student-Teacher interaction for developing speaking skills
 - Encouraging students to develop participative and cooperative learning in an environment of collaboration by group and pair interaction toward speaking skills development.

Some assessment of the Communicative Approach

It is difficult to assess the Communicative Approach as it is not a totally defined method and has been subject to several interpretations -as we have seen above-, especially at the level of design and classroom procedures. It has had a strong impact on language teaching

and the importance of its contribution is shown in this summary (McDonough and Shaw 1993):

1. Increasing concern with the meaning potential of language.
2. The relationship between language form and function is of a rather complex character
3. The concept of communication goes beyond the sentence to texts and conversations.
4. Appropriacy of language use is considered alongside accuracy, which has implications for error correction, materials and activities.
5. It provides realistic and motivating language practice.
6. The concept *communicative* is applied to all four language skills.
7. It can use learner's knowledge and experience with their mother tongue.
8. It has introduced a better level of language reflection and awareness in its later times.

But, on the other hand, it is evident that there are still some unresolved problems with the Communicative Approach:

- a) Too much emphasis has been given -particularly in its early stages- to speaking and listening, to the detriment of reading and writing.
- b) There has been a lack of reflection on language aspects.
- c) It is not clear the criteria for selecting and grading the chosen functions and grammatical exponents to be taught.
- d) Critics have pointed out that it is not appropriate to foreign language situations, so advocate more emphasis to language awareness.
- e) Again, not all the teachers whose mother tongue is not English are confident enough to work with this approach.
- f) In fact, some of the proposals imply a new selection of language through functions, as the structuralisms did with structures.

- g) Its advocacy of a meaningful use of the language is not always clear, as the activities or tasks to be undertaken are not always really meaningful.

Thematic Unit

The thematic are knowledge that students will develop in order to domain English language. According to learner centered teaching, content are defined according to students' interest and needs, but at the beginning of the content selection is based on the interest of how, why and when learners would need the language, therefore it is established the most possible a variety of usages (Harmer,J. 2001: 9-10). When those are define its easy to plan the content according to the required usages.

Common Task/Activity Types for Practicing Communication Strategies

- a) Dialogues
- b) Video/audio tape analysis
- c) Spotting the difference among similar drawings or objects
- d) Jigsaw tasks
- e) Simulations
- f) Describing the strange gadget, cultural concept or other unfamiliar objects or concepts
- g) Crossword puzzles
- h) Assembling parts
- i) Role-playing
- j) Games, riddles, brain-teasers
- k) Identify familiar objects
- l) Directions/map routes
- m) Story telling

Note: Based on a literature review of communication strategies and activities found in surveyed ELT materials.

2.2 OBJECTIVES OF THE PROJECT

Evidently objectives help us to provide a consistent focus for the syllabus, establishing criteria for the selection of content and learning experiences. Objectives guide and direct evaluation of learning outcomes. At the same time objectives, content, and learning experiences are being selected and organized, teaching strategies must also be planned and developed.

The process of determining this field work objectives began with the development of overall goals, originating from a variety of sources for example, the demands of society, the needs of students, and the social science disciplines; also students' outcomes expectation for instance, the development of thinking skills, the acquisition, understanding and use of important elements of knowledge.

The society as technology has been growing a lot in the last decades; day by day all people attach their life to it by using it; from adults to five year old children who are really into technological advances having the latest cellphone, computer program for several kinds of duties either for fun or work. Those programs usually are in English and people have had problems understanding the functioning. Furthermore internet which has been a great invention through we can get any kind of stuff, opens a world of discovery where anyone can have free access of available information .The key to access to most of information which is not translated into Spanish. Indeed English knowledge is what the society demands; people who have a basic knowledge of English language in order to be understood and understand what is being heard, read or written on most of website.

There was a curious situation where I was walking down a street in a fair uptown, looking at different stuff to be sold, something grabbed my attention, there were some foreigners talking or trying to communicate with a vendor, as I could overhear their conversation , the foreigners were asking about how they could return to downtown from the place they were at that moment; the vendor , who was young, was trying to answer obviously into Spanish and through some mimics , in that moment came to my mind how good would have been for that young man to have some knowledge of English for

understanding and be understood by them, at least to have some basic words to express himself. Similarly cases can be happening these days in other location, who knows. So it may be good to do something in order to have students prepared for a similar situation or other situation that requires English, a good start can be done at school.

The social science disciplines have focused on studies that can help human being to wide their knowledge, to integrate society through several connection issues in this case language. Language is the key that can open or close doors, if we could just take advantage of language to get different objectives for people have a better communicative situation, I would have reached something valuable.

Students' expectations are also something to think about when establishing objective as students have respond on the question about what language they want to learn, what skill they want to emphasize more and how they want to learn. We have a clear idea of the basis of this project, so that student can get what they are waiting to speak English through more interaction with the teacher and classmates, this can be the beginning of something bigger.

Consequently, based on previous explanation we have come up with a proposal in order to cover students' needs in benefit to the society after the needs assessment has been applied to a population of students at "Yunguyo" high school, it was so interesting to know in general words that they need, want and would like to communicate in English.

The needs survey has given us the indicator to conduct our main object for this field project which we have called "A Course on Developing Communicative Skills through a communicative focus at An Elementary Level Directed To 3rd Grade Secondary Students" at "Yunguyo "Fe y Alegría High School .

The result of mentioned needs assessment has conducted us to state the following objectives, these one will be our map deal the field work process by which it aims and objectives attempt:

General objective

General Objective : To design a proposal for English learning at an elementary level in order to develop communicative skills through a communicative focus on 3rd secondary grade students at “Yunguyo “Fe y Alegría High School in El Alto city.

Specific objectives

Objective 1: To introduce elementary classroom language toward developing speaking skills on 3rd secondary grade students.

Objective 2: To introduce elementary vocabulary related to each unit toward using them at developing speaking skills on 3rd secondary grade students.

Objective 3: To implement a variety of communicative activities appropriate applying elementary English grammar structures toward developing speaking skills on 3rd secondary grade students.

Objective 4: To introduce students at using social language (formulaic expression) in Student-Student and Student-Teacher interaction for developing speaking skills on 3rd secondary grade students.

Objective 5: To apply strategies which encourage students to develop participative and cooperative learning in an environment of collaboration by group and pair interaction toward speaking skills development.

2.3 FULFILLING INDICATORS

- Usage frequency at using social language (formulaic expression) at interacting with teacher and classmates.
- Difficulty of communicative activities for 3rd secondary grade students.
- Effectiveness of communicative activities on 3rd secondary grade students.
- Level of participation, interaction in pair or groups

- Cooperative learning in an environment of collaboration by group and pair interaction.

2.4 ACTION PLAN

In order to carried out the main goal of this work, were defined four stages where activities and programs will be developed during the development of this project.

2.4.1 Syllabus

Table 20 *Course Syllabus*

	COMPETENCIES OBJECTIVES	CONTEND	METHOD	RESOURCES	EVALUATION	RESPONSABLE	TIME
UNIT ONE : WELCOME							
1	To greet and leave take	Basic expression of greeting Basic instruction for classroom	dialogue simulation	a blackboard, chalks of different color	Performance of the conversation	The responsible of the project	May 4 th ,2012
2	To introduce themselves to spell their names	Short responses the alphabet	Asking and answering Choral repetition Simulations dialogues	a blackboard, chalks of different color, alphabet flashcards and a poster	word spelling for their partners so they have to take note of it then write it on the blackboard	The responsible of the project	May 8 th ,2012
3	To introduce people to each other To greet, say and ask for name and last names to use	a new expression for requesting spelling and repetition a new expression for introducing a	Group work Spelling bee Game Creation of dialogues	a blackboard, chalks of different color, alphabet flashcards posters of different famous people, extra name spelling	create conversations	The responsible of the project	May 11 th ,2012

	occupation To identify different occupation to respond to yes/ no question To confirm or deny appropriately.	of responding to yes/ no questions	Choral repetition dialogue	chalks of different color posters of different famous people		the project	25 th,2012
8	To improvise, talking English they know to express their thoughts in their own words To question <i>what do you do?</i>	Pronunciation yes/no question and wh-question intonation (rising and falling intonation)	Riddles Dialogues Fill in the blacks	handout (<i>a/an</i>)	listen for the names, occupations and write them down on	The responsible of the project	May 29 th ,2012

UNIT THREE: WHO ARE THEY?

9	To describe themselves member by and their classmates using adjectives.	Opposite adjectives	Identifying familiar Description Choral repetition	Adjectives and occupation flashcards, a blackboard, chalks of different color posters of different famous people.	paste pictures cut from newspaper or magazines and write below them description	The responsible of the project	June 1 st ,2012
10	To describe family member using adjectives.	family members other social relationships <i>we / they</i> subject pronouns Possessive adjective <i>my</i> , <i>her, his,etc.</i>	Picture description Spot the difference among similar drawings	Occupation, family members and adjectives flashcards, a blackboard, chalks of different color.	Production of a poster of their family tree pasting pictures presentation	The responsible of the project	June 5th,2012

11	<p>To use number to talk about amounts or whenever the give cellphone numbers</p> <p>To use regular and irregular plural nouns.</p>	<p>Vocabulary: numbers (0-10) new words like <i>apple, egg, orange</i>, etc.</p> <p>pluralization of countable nouns.</p> <p>Pronunciation of numbers.(0-10)</p> <p>What-WH question? <i>What is your name? what`s your cellphone number</i></p>	<p>Asking and answering</p> <p>Simulation</p> <p>Pair dialogue</p> <p>categorization</p>	<p>Occupation, family members and adjectives</p> <p>flashcards, a blackboard, chalks of different color.</p>	<p>Ask them to illustrate the number. And cut from newspapers and magazines examples of irregular plural nouns</p>	<p>The responsible of the project</p>	<p>June 8th,2012</p>
12	<p>To distinguish between singular and plural nouns when describing people.</p>	<p>Irregular and regular plural nouns.</p>	<p>Picture recognition</p> <p>spot the difference</p> <p>asking an answering</p>	<p>Different kind of pictures, a blackboard, chalks of different color.</p>	<p>Ask them past picture and write down question and answers below them</p>	<p>The responsible of the project</p>	<p>June 12th,2012</p>
13	<p>To ask and respond to question <i>who</i></p> <p>To describe possession using possessive adjective</p>	<p>wh- question <i>who is.....? Who are.....?</i></p> <p>.</p> <p>possessive adjectives</p> <p>school and personal items</p>	<p>Simulation</p> <p>Drilling</p> <p>Filling in the blanks</p>	<p>Handouts, possessive adjectives</p> <p>flashcards, a blackboard, chalk of different color.</p> <p>School and personal items.</p> <p>Family members</p>	<p>complete extra handout about possessive adjectives</p>	<p>The responsible of the project</p>	<p>June 15th,2012</p>
14	<p>To greet someone, give names and phones numbers</p> <p>To express thanks by using basic expression</p>	<p>expression of giving names and cellphone number</p> <p>expression for asking about people`s mood and appropriate responses</p>	<p>Dialogue</p> <p>Simulation</p> <p>substitution</p>	<p>Possessive adjectives, Greetings, family members and others.</p>	<p>Create and demonstrate their dialogues.</p> <p>listen for the names and cellphones numbers and write it down</p>	<p>The responsible of the project</p>	<p>June 19th,2012</p>

and variations.

on

15	To give personal information To verify name by spelling	present tense of verb to <i>be</i> in affirmative and interrogative form	Brain- teaser Filling in the blanks Listen for specific information	handout of verb to <i>be</i>	Describe a famous family	The responsible of the project	June 22 nd,2012 <i>First written evaluation</i> <i>UNITS 1,2and 3</i>
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UNIT FOUR: WHERE ARE YOU?

16	To name places where they live and to talk about locations.	vocabulary related to places like: the bank, the wh-question <i>where</i> preposition <i>on</i> (street/avenue) for location	spot the difference listing asking an answering	a city map, different color chalks, blackboard	Write sentences about other places in the neighborhood	The responsible of the project	July 17 th ,2012
17	To answer question with where for talking about origin.	Personal items vocabulary like a watch, a ring, etc. simple countries name of five continents Preposition <i>from</i> (country).	Brainstorming Simulation Asking and answering	real personal items like a watch, a ring,	Give students some other items list to write down sentences	The responsible of the project	July 20 th ,2012
18	To tell addition and subtraction operation by using numbers. To give their age when asked <i>how old</i>	Numbers from 11 –to 100. <i>how much is ...plus/minus/multiplied by /divided by?</i> Pronunciation difference between <i>-teen/ -</i>	Brain teaser Spot the difference Elicitation Dictation Asking and	Chalks of different colors, blackboard.	Assign them a hand out related to number and long Math operation of addition and subtraction.	The responsible of the project	July 24 th ,2012

	<i>are you?</i>	ty stress. Thirteen / thirty	answering				
19	To respond appropriately To question with <i>where</i> to make difference between <i>on</i> and <i>at</i>	New vocabulary related to places like café internet, church. preposition <i>on</i> and <i>at</i> for question with <i>where</i>	Riddles Identifying familiar Listing in pairs	A city picture, chalks of different colors, blackboard.	Give them exercises with <i>on, at</i> so students write down answers	The responsible of the project	July 27 th , 2012
20	To express negative statements using verb to be when talking about people and places locations.	Places and personal items, countries. expression like <i>at home, at work, at school</i> verb to <i>be</i> in negative statements	Drilling Sport the difference Filling in the blanks dialogue	Occupations pictures. a city picture, chalks of different colors, realia of personal items.	demonstrate the conversation in front of the class	The responsible of the project	July 31 th , 2012
21	To express and accept compliments To conjecture	expression for giving compliments and accepting compliments: <i>that's a beautiful/nice dress, what a nice/beautiful dress, thanks</i>	Riddles Conversation chunks simulation	Chalks of different colors realia of personal items.	Students go in front of the class and present their conversation The student's audience listens and takes note about the object and where is it from? ask question to check understanding	The responsible of the project	August 3 rd , 2012

UNIT FIVE: WHEN IS THE CONCERT

22	To state events with locations and time	Vocabulary related to events such as: a movie, a	Brainstorming Filling in the	samples of events flash cards, a	Write sentences about the	The responsible of the project	August 7 th , 2012
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	information when asked questions with where and when.	concert, a play, and etc. days of the week. <i>there is/ there are</i>	blank Listening for specific idea eliciting	calendar	events given		
23	To tell the time and specify time of the day.	Vocabulary related to time of the day such as: <i>morning, afternoon and night.</i> The time.	Asking and answering Eliciting information Filling in the blanks simulations	Bingo handout "What Time Is It?" Time of the day flashcards, and a calendar poster.	Ask students to complete the rest of exercise related to telling the time. Compare in class	The responsible of the project	August 10th,2012
24	To express time information when talking about holidays and events.	months of the years seasons holidays preposition of time <i>on, in, at</i>	Choral repetition Eliciting information Drilling simulation	A current calendar, holidays (Mothers' day, Fathers' day, Alasitas, Teacher's day etc.) and season flash cards. Events calendar poster.	Complete the sentences with the months	The responsible of the project	August 14th,2012
25	To elicit information from an ad.	To introduce and apply seasons. To introduce way to identify themselves on the phone and arrange a date.	Asking and answering Categorization Listening for specific information simulation	chalks of different colors, a blackboard, flashcards of seasons	Create their own conversation patterned listen for the names and write them down on their notebooks	The responsible of the project	August 17 th ,2012
26	To use <i>there is</i> when making invitations by phone To identify themselves	Vocabulary related to events, days, time, months, and place. <i>there is/ there</i>	Asking and answering Spot the difference simulation	Sets of days, months and season cards. Chalks of different colors, a blackboard, flashcards of	Students perform it in front of the class he audience take notes, eliciting	The responsible of the project	August 21 st ,2012

To ask for someone on the phone. At the same time accepting or rejecting an invitation.	<i>are</i> Expressions: Do <i>you want to...?</i> , <i>Would you like to go?</i>	seasons	information about the invitation
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UNIT SIX : HE IS WATCHING TV

27	To describe things like furniture and appliances in different rooms	To introduce vocabulary related to furniture and appliances in the house. Prepositions of locations.(<i>In, on ,under, next to,</i>).	Listing in pair Asking and answering Riddle Spotting the difference simulation	Sets of furniture and appliances, chalks of different colors, a blackboard, extra handout about locations	Students describe objects in the class and their location student report	The responsible of the project	August 24 th ,2012
28	To describe things in different rooms in the house using there is/ there are.	Vocabulary related to rooms in the house like <i>the kitchen, the dining room, etc.</i> new prepositions of location like <i>in front of, opposite</i> clarification expression	Hangman Riddles Brainstorming Drilling Simulation Choral repetition	Rooms flash cards, chalks of different colors, a blackboard, extra handout about rooms in the house. Sets of furniture and appliances	Have work individually drawing a room a write a short description of things location of that room Memorization	The responsible of the project	August 24 th ,2012
29	To describe activities going on around using present continuous.	verbs in the base for to express activities in the house and outside Vocabulary related to meals like <i>breakfast, lunch and</i>		verbs and rooms flash cards, chalks of different colors, a blackboard, extra handout about present continuous exercises	Play mime, students take a picture and mime the action students should guess the action by saying she is eating he is playing	The responsible of the project	August 28 th ,2012

		<i>dinner.</i>			students model some actions		
		affirmative form of present continuous					
		Listing in pairs					
		Memorization					
		Spot the difference					
		Identifying familiar					
		Description					
30	To talk about current activities in a telephone conversation..	To introduce new verbs for describing current actions To introduce the negative and interrogative form of present continuous Categorization Identifying familiar Description Simulation		Verbs and rooms flash cards, chalks of different colors, a blackboard, extra handout about present continuous exercises in affirmative, negative and interrogative form.	The class take notes and report their answers	The responsible of the project	August 31 st ,2012
31	To ask for someone on the phone, ask someone hold on line, and ask and give reason.	To introduce expression to ask to talk someone one the phone	Role play Dialogue Filling in the blanks	chalk of different colors, verbs flashcards	Students perform their dialogues	The responsible of the project	September 4th,2012
32	To ask for someone on the phone, ask someone hold on line,	wh-question why and because for answering	Identifying familiar Riddle	chalk of different colors	Students perform their dialogues Ask student	The responsible of the project	September 7 th ,2012

and ask and give reason.	Eliciting	why-question, encourage them to use because in their answers
	Simulation	

Second written evaluation

UNITS 4,5 and 6

September 11th,2012

UNIT SEVEN : I LIKE ICECREAM

33	To describe foods and drinks. To classify healthy and unhealthy food.	Vocabulary related to food and drinks. To introduce adjective <i>hungry and thirsty</i>	Eliciting Choral repetition Spotting the difference Simulation	chalk of different colors, healthy and non-healthy food and drinks	Students listen and take note of important information	The responsible of the project	September 14 th ,2012
34	To express themselves telling what they want, have, like and need and their classmates'	new verbs like, <i>want, and need ,salty and sweet</i> vocabulary related to food Affirmative form of simple present.	Brainstorming Classifying Discussion reporting	Chalk of different colors, healthy and non-healthy food flash cards and drinks. Other object flash cards	Have students working in pair to make a poster of the things they need ,want and like Presentation of the poster		September 18 th ,2012
35	To contrast affirmative and negative sentences in simple present at reporting question using <i>Do or Does and don 't and doesn 't for expressing things they don 't like, want or need.</i>	negative statements in present simple Comparison of affirmative and negative statements in simple present. auxiliary verb <i>Do / Does</i> for question in simple present	Scrambling Eliciting Spotting the difference surveying	Chalk of different colors, food flash cards and drinks. Other object flash cards extra handout about affirmative and negative statements.	Create a conversation Present it to the class	The responsible of the project	September 28 st ,2012

36	To offer and accept an invitation, ask for additional information and express surprise	Expression to invite <i>How about...?</i> express agreement <i>great, sounds good, etc.,</i> Expression for asking additional information Surprise expression: <i>you're kidding, I don't believe it, and you don't.....?</i>	Listing in pairs Discussion Role playing	chalk of different colors	The responsible of the project	October 2nd,2012
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UNIT EIGHT : I ALWAYS WEAR JEANS

37	To describe clothing using present continuous.	vocabulary related to clothing present continuous for describing adverbs of frequency Present continuous and simple present. Distinction	Categorizing Recognition Description Simulation	clothing flashcards, chalk of different colors, a blackboard	Student listen to their partner and get information about what they usually wear for different events	October 5th,2012
38	To use <i>this/that/these/those</i> for point out object when going shopping.	To introduce <i>this/that/these/those</i> Expressions for going shopping, like prices. and offering help	riddle Description Asking and answering simulation	clothing flashcards, chalk of different colors, a blackboard, fake money	The responsible of the project	October 9th,2012

UNIT NINE : TAKE AN ASPIRINE

39	To describe parts of the body using verb to <i>be</i> and describe ailments or feelings.	Vocabulary related to body parts, ailments and feelings. verb to be Verb <i>hurt</i> when talking about ailments and feelings.	Brain-teaser Description Giving direction Filling in the blanks	body parts, ailments and feelings flashcards	The audience listen conversation about ailments and get information about recommendations for ailment	The responsible of the project	October 16 th ,2012
40	To express sympathy and give advices using imperatives	Imperatives in affirmative and negative form. new verbs and compound nouns	Riddles Listing in pairs Spotting the difference Role playing	Body parts, ailments and feelings flashcards.	Have students report the most things recommended	The responsible of the project	October 23 rd ,2012

UNIT TEN : THE WEATHER

41	To talk about the past when describing the weather.	verb to be in simple past weather conditions time expression of past, <i>last week, last months, two days ago, four months ago</i> asking and talking about the weather expression	Riddles Listing Asking an answering simulation	weather flash cards, the weather report of the last and current week	The responsible of the project	October 26 th ,2012
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Third written evaluation

UNITS7,8 and 9

October 31th,2012

Source Note: Competencies and Contend retrieved from “True Colors: An EFL Course for real Communication, Basic Level,” by J. Maurer and I. Schoenberg, 1998. Pearson.

Content

The syllabus contains a number of eleven teaching-learning units, all emphasizing cognoscitive and linguistic competences. Each unit consists of two kinds of knowledge: cognoscitive (grammar, vocabulary and pronunciation), and linguistic competence (reading, listening, writing and speaking).

2.4.1.1 Cognoscitive Knowledge

Vocabulary Contend Sequence

The words and expression presented for each unit in the vocabulary contend is a sequence of the initial building blocks. As students gain more language with some contextual sentences or synonyms to reinforce the meaning, to make each word more memorable, and to exploit the various learning styles. For this it's necessary to make sure they understand what is being shown , to point the out the use of visual aids like pictures or objects, mime or gestures, its necessary to clarify or reinforce the meaning of each word so learners are prompted to use the vocabulary as we point or mime.

Table 21 *Selected Vocabulary for the course*

UNIT 1:	UNIT 2:	UNIT: 3	UNIT 4:	UNIT 5: WHEN
WELCOME	A STUDENT	WHO ARE THEY?	WHERE ARE YOU?	IS THE CONCERT?
Greeting	Nouns: <i>Occupations</i>	Nouns: Male and female	Nouns: Places In The Community	Events
Good morning	a doctor	a boy	the bank	a basketball game
Good after	a homemaker	a girl	the hospital	a concert
Good night	a nurse	a man	the stadium	a dance a movie
Good evening	a singer	a woman	the super market	a party
See you Later	a student	relationship	the school	a play
Bye	a teacher	classmates	the university	a soccer game
See you tomorrow	a postman	friends	the soccer court	a wedding
Verbs	a police officer	neighbors	the theater	a graduation ceremony
			the church	a birthday party

listen	a farmer	the family	the dentist office	Days Of The Week
complete	a waiter	a brother	the bus stop	Sunday
circle	a firefighter	a sister	the café internet	Monday
look	a carpenter	a son	Places We Live	Tuesday
point	a cook	a daughter	a street	Wednesday
read	a lawyer	a father	a house	Thursday
speak	a baker	a mother	Personal Items	Friday
write	a dentist	a husband	a belt	Saturday
Nouns	a mechanic	a wife	OTHERS	<u>Time of the day</u>
Name	a plumber	a grandmother	a purse	Afternoon
conversation	a builder	a grand father	a wallet	Morning
partner	a driver	a nice	a watch	night
question	a model	an aunt	a backpack	Expressions Of Time
answer	an electrician	a nephew	a cellphone	Today
picture	an astronaut	an uncle	an mp3 player	Tomorrow
	an actor	Other	an address	Tonight
	an artist	Phone number	an avenue	Telling The Time
	an engineer	Subject Pronoun	a business card	Eight –fifteen
	an architect	they	Subject Pronoun	Eight forty-five
	a pilot	we	it	eight o'clock
	Subject Pronoun	Adjectives	Adjectives	Eight thirty
	he	false	beautiful	Months of the year
	I	good	ugly	January
	she	true	big	February
	you	bad	small	March
	Adverb	married	expensive	April
	no	single	cheap	May
	Article		new	

a/ an	old	Numbers	June
Verbs	young	From 1-100	July
Am/is/are	short	Article	August
	tall	the	September
	slim	Wh-Word	October
	chubby	where	November
	Possessive Adjectives	Prepositions	December
	My/your/her/his/our	at(home, school, work)	Seasons
	/	from (country)	The fall
	Their/your	on (street, avenue)	The spring
	Number		The summer
	from 1-10		The winter
	Wh-Words		Adjective
	What / who		Great
	Conjunction		Late
	and		Adverbs
			Later
			There
			Prepositions
			At(the movies)
			At (time)
			In(month)
			On (day)
			Wh-Words
			What time
			When
			Other
			There are

There is

UNIT: 6 HE IS WATCHING TV	UNIT 7: I LIKE ICECREAM	UNIT 8: I ALWAYS WEAR JEANS	UNIT 9 : TAKE AN ASPIRINE	UNIT 10: THE WEATHER
<i>Rooms in the house</i>	Nouns	nouns	<i>Parts of the body</i>	Nouns
The bathroom	drinks	<i>clothes</i>	a back	<i>Weather conditions</i>
The bedroom	coffee	a blouse	a chest	(It's) cloudy
The dining room	juice	a dress	a face	(It's) cold
The kitchen	milk	a hat	a foot/feet	(It's) cool
The living room	soda	a jacket	a hand	(It's) foggy
Furniture and appliances	tea	a shirt	a head	(It's) hot
a bed	water	a shoes	a leg	(It's) raining
a wardrobe	Foods	a skirt	a mouth	(It's) snowing
a night table	a hamburger/ hamburgers	a sock	a nose	(It's) sunny
a lamp	a sandwich/ sandwiches	a suit	a stomach	(It's) warm
a dresser	an egg/eggs	a sweater	a throat	(It's) windy
a chest of drawers	bread	a tie	a tooth/teeth	(It's) hail
		jeans	an arm	storming

a mirror	cereal	pants	an ear	Adverb
a toilet	fish	t-shirt	an eye	Everyday
a shower	ice cream	shorts	hair	<i>Past time expressions</i>
a bathroom sink	meat	gloves	Ailments	A week ago
a bathtub	pasta	pajama	a backache	Last Monday
a stove	rice	sport shoe	a cod	Last month
a refrigerator	soups	cap	a fever	Last night
a cupboard	toast	adjectives	a headache	Last week
a sink	chocolate	clean	a sore throat	Last weekend
a sideboard	pizza	dirty	a stomachache	Last year
a dining table	popcorn	comfortable	a toothache	(Three) years ago
chairs	fried chicken	colorful	an earache	(Two) day ago
a sofa	French fries	loose	Other	(Two) months ago
an armchair	sausage	and tight	an office	Yesterday
a coffee table	potatoes	torn	aspirin	Wh-Word
a rug	cookies	nice	a shower	How (was /is) the weather like?
a washing machine	candy	terrific	verbs	
	cake	really good	call	
Other things in the house	donut	this	come	
a book a letter	chicken	that	exercise	
a magazine	cheese	these	feel	
a newspaper	tomato	those	hurt	
a TV	avocado	colors	sing	
a radio	carrots	beige	Adjectives	
Meals	broccoli	black	hot	
Breakfast	banana	blue	(feel) awful	

Dinner	grapes	brown	(feel) sick
Lunch	Verbs	gray	(feel) terrible
Verbs	be out of	green	(feel) tired
<i>Activities in the house and outside</i>	have	orange	Adverb
	like	pink	Outside
Eat	need	purple	Preposition
shave	want	red	To(work
sleep	Adjectives	white	
study	hungry	yellow	
watch	thirsty	light (blue)	
work	healthful	dark(red)	
write	unhealthful	Adverbs	
dance	nouns	always	
jump	healthy	never	
run	unhealthy	too	
share	Pronoun	usually	
write	Everybody	over there	
play	Adverb	Wh-words	
clean	really	How much	
walk	Preposition	Why	
take a shower	For...(breakfast)	Conjunction	
paint		but	
read			
adjective			
busy			
prepositions			

in(the kitchen)

on(the table)

wh-words

why

conjunction

because

adverbs

just /now /right

now

Source Note: Vocabulary Contend adapted from “True Colors: An EFL Course for real Communication, Basic Level,” by J. Maurer and I. Schoenberg, 1998. Pearson.

Grammar and Pronunciation Contend Sequence

Grammar is introduced in an integrated way, that is to say, it is not explain in rules because it would be complicated and would be necessary to use unknown language. Otherwise this grammar is integrated into the conversations activities. In this way, the grammar is never taught without meaning or purpose. As the grammatical structure is being explained leaners are involved so that they suggest vocabulary from the unit that would be used. They become part of the grammar explanation while writing on the board.

It is important to encourage students to read through the directions and exercise before beginning. This gives them a general idea of what the exercises is about and how it relates to the grammar chart it is based on, which will help students decide how to complete the blanks. For lower levels like 3rd grade who have a basic or none knowledge of English, it is advisable to read the completed text aloud first while students follow along without writing anything in the blanks. After that students can work alone or in pairs to fill in the blanks if working alone students will be asked to compare giving them the chance to discuss the answers, which keeps them involved and reinforces embedded surrounding context.

In pronunciation learners are encouraged to repeat the vocabulary after they listened to the teacher either alone or in short sentences or phrases. For this we use phonetic

transcription and syllable stress marks to make it clear. Pronunciation practice which focuses on stress and intonation as well as individual sounds.

Table 22 *Selected Grammar and pronunciation Emphasis*

	GRAMMAR	PRONOUNCIATION
UNIT ONE:		<input checked="" type="checkbox"/> To Repeat individually and orally
WELCOME		
UNIT TWO:	<input checked="" type="checkbox"/> Verb to be	<input checked="" type="checkbox"/> Yes/no question intonation present simple tense verb to be.
I AM A	<input checked="" type="checkbox"/> Affirmative,	
STUDENT	<input checked="" type="checkbox"/> Interrogative and short answers <input checked="" type="checkbox"/> Indefinitive articles A/AN	
UNIT THREE:	<input checked="" type="checkbox"/> Singular and plural nouns	<input checked="" type="checkbox"/> Wh-question intonation
WHO ARE	<input checked="" type="checkbox"/> Information questions using who and what	<input checked="" type="checkbox"/> simple present tense of to be
THEY?		<input checked="" type="checkbox"/> To distinguish singular and plural nouns /s/ /z/ and /iz/
UNIT FOUR:	<input checked="" type="checkbox"/> -Possessive adjectives	
WHERE ARE	<input checked="" type="checkbox"/> Questions with WHERE	<input checked="" type="checkbox"/> To reinforce adjective pronunciation
YOU?	<input checked="" type="checkbox"/> Preposition of location <input checked="" type="checkbox"/> Verb TO BE in negative form <input checked="" type="checkbox"/> Adjective order	
UNIT FIVE:	<input checked="" type="checkbox"/> To introduce THERE IS/THERE ARE	<input checked="" type="checkbox"/> To hear and produce 0
WHEN IS THE	<input checked="" type="checkbox"/> To introduce simple present tense question using when and why	
CONCERT		
UNIT SIX : HE	<input checked="" type="checkbox"/> To introduce preposition AT	
IS WATCHING	<input checked="" type="checkbox"/> Present continuous affirmative ,negative and interrogative YES/ NO questions	<input checked="" type="checkbox"/> To distinguish –ing endings
TV	<input checked="" type="checkbox"/> Preposition of location IN, AT, ON	

UNIT SEVEN : I LIKE ICECREAM	<input checked="" type="checkbox"/> To introduce simple present	<input checked="" type="checkbox"/> To distinguish third person ending in simple present /s/ /z/ and /iz/ verbs. Pronunciation
	<input checked="" type="checkbox"/> To reinforce the third person "S" in affirmative form	
	<input checked="" type="checkbox"/> To reinforce use of DON'T /DOESN'T in negative statements	
	<input checked="" type="checkbox"/> To emphasize use of auxiliary DO/DOES IN YES / NO question and information question	
UNIT EIGHT : I ALWAYS WEAR JEANS	<input checked="" type="checkbox"/> To introduce the use of frequency adverbs in simple present statements	<input checked="" type="checkbox"/> To distinguish singular and plural demonstrative pronouns
	<input checked="" type="checkbox"/> To contrast simple present continuous and simple present	
UNIT NINE : TAKE AN ASPIRINE	<input checked="" type="checkbox"/> To practice Possessive nouns	
	<input checked="" type="checkbox"/> To introduce subjects and object pronouns	
UNIT TEN : THE WEATHER	<input checked="" type="checkbox"/> DO'S /DON'TS	
	<input checked="" type="checkbox"/> Imperatives	
	<input checked="" type="checkbox"/> To introduce Simple past tense	<input checked="" type="checkbox"/> To distinguish ending in simple past /d/ /t/ and /id/ regular verbs. Pronunciation
	<input checked="" type="checkbox"/> verb TO BE simple past	
	<input checked="" type="checkbox"/> To introduce simple past tense in affirmative with regular and irregular verbs	
	<input checked="" type="checkbox"/> To introduce DIDN'T in negative	
	<input checked="" type="checkbox"/> To use DID in interrogative form in simple past	

Source Note: Grammar and Pronunciation contend retrieved from "True Colors: An EFL Course for real Communication, Basic Level," by J. Maurer and I. Schoenberg, 1998. Pearson.

Formulaic Expressions Contend Sequence

Selected Classroom Formulaic Expressions

When teaching a foreign language. The goal of a teacher is to use as much of the target language of the target language as possible. One of the most frequent ways that language is used in the daily routines are referred to as classroom language. Teacher can take great advantage of daily routines to maximize and promote the usage these classroom expression used by students.

The following sequence of formulaic expression presents classroom language which makes language environment more authentic ,knowing these language basics reduces the amount of the students are forced to use their mother tongue and increases the amount of the target language they are using.

Students are offered a good deal of controlled oral practice, which gives them the language they need as well as the confidence to perform the less controlled speaking task later in each unit.

Table 23 Selected Classroom Formulaic Expressions

CLASSROOM FORMULAIC EXPRESSIONS							
ASKING ABOUT LANGUAGE	MATCHING THINGS (E.G. WORDS TO PICTURES)	ASKING FOR THINGS	COMPARING ANSWERS	ACCEPTING REQUEST	EXPRESSING UNCERTAINTY /EXCUSE	ASKING FOR CORRECTNESS	EXPRESSING CORRECTNESS/ INCORRECTNESS
Can you repeat that, please? Can you repeat again? What does.....mean? What's.....in English? How do you spell.....? Can you write that on the board? How do you read this? Can you explain that again?	Is picture <u>a mobile phone</u> ? Yes, it is / No, it's <u>an MP3 player</u> . I think it's a/an.....	Can you spell <u>it</u> , please? Can I have <u>a piece of paper</u> , please? Can I borrow <u>a pen</u> , please? Yes, here you are. Can you turn it <u>up/down</u> ? (audio) Can you make it <u>bigger/smaller</u> ? Can you move the page <u>up/down</u> ?	What have you got for number 1? I've got... Me too. I haven't. I've got...	Sure Of course Here it is/ here you are	I don't know I don't understand What page? Excuse me . I didn't do my homework	Is it correct to say? Is it wrong to say?	That's right That's wrong It's ok It isn't ok

		Can I go out for a moment Can I leave the class early today? I'm late, can I come in? Can you come, please? Can you help me please?					
--	--	--	--	--	--	--	--

Source Note: Useful Expression adapted from "Useful Expression Handout", by J. Sanchez, 2004.

Selected Formulaic Sequence for Conversation

Conversation, these are short conversation are productive models, they present natural social language in everyday conversation for students to imitate and practice orally. They are easy enough to become part of each student's productive language. Variations for certain parts of the conversation are also offered so that students feel they have and even greater command of the language. With open or closed book students listen and understand the conversation, allowing them to become familiar with it, after that have students repeat phrase by phrase, they must be encouraged to imitate the rhythm, stress, and intonation. Other one would be to have student memorize the conversation with the help of one-word prompts ,the students can practice taking part chorally with half of the students taking one role and the other half the other, and finally students can practice with a partner.one they are fairly familiar with the conversation, they may act out. This helps reinforce the language by giving it more reality.

Variations are pointed out to students where two sets of conversation are given, making sure students understand that the single or double line indicates where each set of variation can be substituted with the conversation.

Improvisation, these tasks provide further, freer, more communicative practice of the new social language and grammar that was exhibited in the conversation. This practice is a crucial step in the development of ownership, confidence, and fluency with the new language and is a logical follow up to the previous sections. The purpose of this

improvisation is to have students to say as much as they can, show delight when they take the conversation onto new routes. In that way we are encouraging them to take risk. Students will eventually move away from the language of the text book and the classroom, applying words they already know, improvising with known language in the real world, which is what their ultimate goal must be.

Table 24 *Selected Conversation Formulaic Expression*

	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
TOPIC	Welcome	I am a student	Who are they?	Where are you?	When is the concert?
FORMULAIC FUNCTIONS	FORMULAIC SEQUENCES				
<i>Greeting and leave taking</i>	Hello				
	Hi				
	Good				
	Morning				
	Good Afternoon				
	Good Evening				
	See you Later				
<i>Introducing oneself</i>	Bye				
	See you tomorrow				
<i>Asking for one's name</i>	I 'm				
	My name is				
	A: What's your name? B: I 'm _____ My name is _____				
<i>Expressing glad</i>	Nice to meet you				
	Glad to meet				

	you
<i>Introducing people to each other</i>	_____,this is____, this is_____
<i>Describing one's and people occupation</i>	I am a_____ She/he is a_____
<i>Clarification</i>	How do you spell_____?
<i>Confirming name and occupations</i>	Are you_____ -? Are you a/an_____ Is_(name)_a /an_____?
<i>Answering to confirm or deny identity and occupation</i>	Yes ,I am / no, I am not Yes, she /he is No, she is not
<i>Stating turn</i>	What about you? And you? And what do you do?
<i>Describing people and family relationships</i>	This is my <u>sister</u> . She is <u>single</u> This is (<u>his,your,her</u> <u>,our,their,its</u>)
<i>Asking question with who</i>	A: Who <u>am I/</u> <u>is she/ are</u> <u>they?</u> B: she is my

	sister	
<i>Asking question with what</i>	What is _____ telephone number?	What day is today? What month is it?
<i>Answering to who question</i>	What is <u>your</u> name? You are _____ She is _____ They are _____	
<i>Answering to what question</i>	It is a _____ They are _____	
<i>Asking for something's owner</i>	A: Whose's this? B: It's <u>her</u> <u>pencil</u>	
<i>Asking for something</i>	Can I borrow <u>your pencil</u> ?	
<i>Accepting request</i>	Sure, here it is Of course. Here it is	
<i>Denying request</i>	I'm sorry. I'm using it	
<i>asking about personal state</i>	How are you? How is it going?	
<i>Responding to personal state</i>	Great Ok Fine, thanks My telephone number	

*Giving names and
phone numbers*

is_____.

____telephone
number

is_____

Thanks

Expressing thanks

Thanks a lot

Thank you

*Replying to a
thank*

You are
welcome

*Describing places
and things*

The hospital is on
Juan Pablo II
avenue

*Talking about
origin*

A: Where is your
backpack from?

B:It's from japan

*Inquiring about
algebraic result*

How much is
...plus/minus/mu
ltiplied by/divided
by?

*Expressing
addition
subtraction,
multiplication and
division result?*

.....is
.....

*Talking about
locations*

A: Where is the
restaurant?

B:It's on
Camacho avenue

Giving addresses

it's
on_____

*Giving and
accepting a
compliment*

That-s a beautiful
belt

That's a nice belt

What a beautiful
belt

conjecturing

Where is the book

	from, <u>Brazil</u> ?
	Yes, it is
<i>Confirming/denying</i>	No, it is not, It's from Peru
<i>Stating events</i>	There is a <u>concert</u>
<i>Expressing days, months, and season</i>	Today is <u>Monday</u>
<i>Asking about events dates</i>	A: When is the concert? B:It's on Monday A: When is mother's day? B:It's in February
<i>Asking and giving the time</i>	A:What time is it? B:(it's) ___ o'clock. (it's) half past ___
<i>Identifying one in the telephone</i>	Hello, _____ this is_____. Is <u>Susana</u> there?
<i>Asking about someone on the phone</i>	Yes, she is No, she is not
<i>Making invitation</i>	Do you want to go? Would you like to go? How about going? Sure Maybe
<i>Accepting or</i>	

refusing invitation

I don't know

TOPIC	UNIT 6	UNIT 7	UNIT 8	UNIT 9	UNIT 10
	He is watching TV	I like ice cream	I always wear jeans	Take an aspirin	The weather
FORMULAIC SEQUENCES					
FORMULAIC FUNCTION					
	A: What is this?				
<i>Asking about the language</i>	B: don't know				
	How do you say <u>mesa</u> in English?				
<i>Confirming properties of furniture and appliances</i>	Is the <u>sofa</u> ugly?				
	Is it a <u>rug</u> ?				
<i>Answering to confirm or deny identity and occupation</i>	Yes ,it is / No, it isn t				
<i>Describing rooms furniture and appliances</i>	There is a <u>sofa</u> in the <u>living room</u>				
<i>Describing items location</i>	There is a <u>newspaper</u> <u>on</u> <u>the table</u>				
<i>Describing activities in a house</i>	<i>It's 8:00 . What is she doing ?</i> she is <u>eating breakfast</u>				
<i>Starting and interrupting a conversation</i>	Excuse me. Are you busy? A: Oh, hi <u>Diane</u> .				
<i>Taking about current activities</i>	B: No, I'm not working right				

now.

I'm just reading
the newspaper

Come in

<i>Asking to callback</i>	Can I call you back later?
<i>Agreeing</i>	Sure. No problem Fine Ok.
<i>Asking to talk on the phone someone</i>	A: Is <u>Tony</u> there?
<i>Asking to hold on line</i>	Sure. Just a minute. Hold on , <u>Tony</u> . It's for you
<i>Asking and Giving reason</i>	A: Why <u>is he</u> <u>reading</u> a <u>newspaper</u> ? B: because Adam's <u>watching TV in</u> <u>the living room.</u>
<i>Giving opinion</i>	<u>I think apples</u> are healthy <u>We</u> think <u>cookies</u> are not healthy
<i>Classifying healthy and unhealthy food and drinks</i>	<u>Cake, soda and</u> <u>cookies</u> unhealthy <u>Milk and carrots</u> are healthy
<i>Expressing likes and dislikes</i>	I _____ like I _____ dislike

	<u>Andres</u> told me
<i>Reporting a classmate likes</i>	<u>HE</u> likes _____
<i>and dislikes</i>	<u>He</u> doesn't like _____
	I need _____
<i>Expressing possessions, wants and needs</i>	I want _____
	I have _____
<i>Asking about needs, wants and likes</i>	What do you <u>need/want/like?</u>
	Carla told me
<i>Reporting possessions, wants and needs</i>	She needs _____
	She wants _____
	She has _____
<i>Offering and invitation</i>	How about <u>lunch?</u>
	What about <u>lunch?</u>
<i>Accepting Invitation</i>	Great Ok Sounds Good That's Fine
<i>Asking additional information</i>	A: What do <u>we</u> have? B: hamburgers A: What do we need? B: We are out of milk, eggs and

	juice
<i>Asking for additional items</i>	Anything else? Is that all?
<i>Asking about meal menu</i>	A: What's for <u>lunch</u> ?
<i>Expressing surprise</i>	You're kidding I don't believe it really
<i>Describing clothes</i>	I 'm wearing _____ She/he is wearing _____
<i>Asking about one's wearing</i>	What are you wearing? I 'm wearing _____
<i>Reporting about one's wearing</i>	My classmates _____ _____ is wearing <u>jeans, and a sweater.</u>
<i>Talking about frequency</i>	A: How often do you wear your <u>gray skirt</u> ? B: I <u>always</u> wear my gray skirt
<i>Describing near and not near items</i>	<u>That</u> dress is pink <u>This</u> sweater is dark gray
<i>Talking about appearance</i>	A: I like <u>that sweater</u> B: <u>really?</u> A: it's really nice. <u>Is it</u> new?

B: no, it is not

<i>Offering help and accepting help</i>	A: May I help you?
	B: Yes, please
<i>Asking and giving prices.</i>	A: How much is <u>that black hat</u> ?
	B: It's <u>forty</u> bs.
<i>Expressing Surprise</i>	That's really expensive
	That's too much
	You're kidding
<i>Describing parts of the body</i>	This is my <u>arm</u>
<i>Describing ailments and feelings</i>	My back hurts. I have a backache
	My head hurts. I have a head ache
<i>Reporting about classmates ailment and feelings</i>	His back hurts. He has a backache
	He head hurts. He has a head ache
<i>Asking about physical sensation</i>	A: How do you feel?
	B: I feel <u>sick/terrible/tired</u>
	A: What's the matter /problem/wrong?
	B: My back hurts. I have a backache
<i>Expressing sympathy</i>	That's too bad
	Oh no
	I'm sorry to hear that
	Why don't you <u>drink tea with</u>

Offering advice

lemon

A: I feel awful.
My back hurts

B: Take aspirin,
that might help

*Giving
instructions*

A: Aspirin?

B: Uh-uhh .and
don't go to work
today.

Ok, thanks

*Describing the
weather*

A: What day is
today?

B: Today is
Wednesday. To
day is sunny

*Talking about the
past weather
conditions*

A: What day
was yesterday?

B: Yesterday
was Tuesday.
Yesterday was
cold

A: what month
was the last
month?

B: Last month
was October
Last month
was windy

Source Note: Formulaic expression adapted from “True Colors: An EFL Course for real Communication, Basic Level,” by J. Maurer and I. Schoenberg, 1998. Pearson.

2.4.1.2 Linguistic Content Sequence

Linguistic content and skills are needed to attain the objectives that were placed for this proposal. Content are knowledge and abilities that student will develop in order to use English for communicative purposes according to a learner center approach content, it should be selected according to the interest and needs of the student more interest than necessity, this must be on the basis of how, why, and when question English should be carried out.

Listening

Listening exercises occur at the end of the vocabulary section and are designed to build auditory discrimination. On the other hand, this listening builds on two most elementary listening skills: determine the context and focus attention.

-Determine the context; the aim for students is to listen to get the general idea of who is talking, where the conversation is taking place, and what is being said

-Focus attention, these tasks work on intensive skills requiring students listen selectively to pick out specific information from the text. First, students need to be allowed to get the general idea of the conversation before beginning a focus attention exercise individually or in pairs; the more time students listen to the excerpt, the better.

Reading

The reading tasks on this project aim to reinforce the new language of the unit in a written context. Reading tasks include some but not much unknown language. The new language is pointed out so the teacher clarifies with examples in context. It is really necessary to discourage learners to read word by word, and encourage them to read for the main idea and to guess at the meaning of new words as much as possible.

Speaking

Students are offered a good deal of controlled oral practice, which gives them the language they need as well as the confidence to perform the less controlled speaking task later in each unit.

Writing

Writing tasks, get substantial after the first few units, serve to consolidate the language taught and introduce basic writing skills. Many writing tasks are personalized to encourage students to use their own ideas and opinions as subject matter.

Writing task can be done at any time, but it are recommendable students can do it for homework or silently in class. They can write in pairs or groups and display what they have written.

Table 25 *English Competencies Focus in the Course*

	LISTENING	READING	SPEAKING	WRITING
UNIT ONE: WELCOME	<ul style="list-style-type: none"> To understand greetings and answers to greeting 	<ul style="list-style-type: none"> To understand what is read 	<ul style="list-style-type: none"> To greet someone and introduce oneself 	
UNIT TWO: I AM A STUDENT	<ul style="list-style-type: none"> To understand yes / no question in the simple present tense of to be 	<ul style="list-style-type: none"> To understand what is read 	<ul style="list-style-type: none"> To spell aloud To talk about your own occupation 	<ul style="list-style-type: none"> To take notes when dictating to practice capitalization of names of people and places To fill out the conversation To create conversation following a model
UNIT THREE: WHO ARE THEY?	<ul style="list-style-type: none"> To understand wh-question in the simple present tense of to be 	<ul style="list-style-type: none"> To use prior knowledge To identify the main idea To extract specific information 	<ul style="list-style-type: none"> To talk about your family and friends To use bands flash cards to add a variety of question using what's..? To practice use of <i>who</i> 	<ul style="list-style-type: none"> To draw a family tree and write descriptive paragraph about it
UNIT FOUR: WHERE ARE YOU?	<ul style="list-style-type: none"> To understand question where are you from To ask and report information To understand addition, subtraction multiplication and division problems 	<ul style="list-style-type: none"> To understand details To draw conclusions 	<ul style="list-style-type: none"> To answer question where are you from ? To tell the result of addition - subtraction multiplication and division To describe places location in the city To give your 	<ul style="list-style-type: none"> To write a review of your favorite place in a city or neighborhood

classmate a
compliment

UNIT FIVE: WHEN IS THE CONCERT	<ul style="list-style-type: none"> • To listen for specific details 	<ul style="list-style-type: none"> • To get the meaning from context • To interpret and analyze 	<ul style="list-style-type: none"> • To talk about different festivities dates • To tell the time • To describe seasons • To invite a classmate to areal event 	<ul style="list-style-type: none"> • To fill out with missing information • To fill out with missing information in conversation • To write description of your daily routines and schedules
UNIT SIX : HE IS WATCHING TV	<ul style="list-style-type: none"> • To understand sentences in simple present continuous • To listen for specific details 	<ul style="list-style-type: none"> • To read descriptive paragraph • To read for specific details • To understand sequence 	<ul style="list-style-type: none"> • To describe what your family and friends are doing right now • To ask and report information about things in the house location 	<ul style="list-style-type: none"> • To fill out with missing information • To write descriptive sentences about their bedroom • To write a letter following a model
UNIT SEVEN : I LIKE ICECREAM	<ul style="list-style-type: none"> • To listen negative, and interrogative forms • To practice third person ending in simple present verbs. 	<ul style="list-style-type: none"> • To get the main idea and details. 	<ul style="list-style-type: none"> • To talk about foods you like and dislike 	<ul style="list-style-type: none"> • To fill out with missing information. • To write and e-mail to a friend about foods your diet and how much you eat

UNIT EIGHT : I ALWAYS WEAR JEANS	<ul style="list-style-type: none"> • To listen the different demonstrative pronouns in conversation 	<ul style="list-style-type: none"> • To interpret and analyze frequency adverbs in an article • To understand meaning from context 	<ul style="list-style-type: none"> • To talk about clothes and colors you like and dislike • To reinforce demonstrative pronouns when going shopping 	<ul style="list-style-type: none"> • To make a shopping list of clothes you need, including items, colors, and sizes • To describe a classmate what she/he is wearing at the moment and what she/he usually wear.
UNIT NINE : TAKE AN ASPIRINE			<ul style="list-style-type: none"> • To talk about ailments WHAT 'S THE MATTER? And express sympathy • To give advice who someone who feels sic on what to do 	<ul style="list-style-type: none"> • To write and email to your boss or teacher giving an excuse for not going to work or school. • To reply a friend who is sick giving some advises
UNIT TEN : THE WEATHER	<ul style="list-style-type: none"> • To listen a description of peoples vacation activities- • To recognize sounds in simple past regular verbs 	<ul style="list-style-type: none"> • To understand meaning from context • To interprete and analyze 	<ul style="list-style-type: none"> • To talk about your own weekend and vacation activities 	<ul style="list-style-type: none"> • To write giving helpful information to a visitor • To write a paragraph describing what you did or didn't do last week.

Source Note: Linguistic Contend Sequence retrieved from "True Colors: An EFL Course for real Communication, Basic Level," by J. Maurer and I. Schoenberg, 1998. Pearson.

Topic Sequence

The syllabus design is based on the following criteria *Content Sequence* that is based on what basic content and easy learning will be taught before increasing the level of difficulty fulfilling their students' necessities.

The contend will be carried out within a six months work, it is incorporated into learning experiences selected and organized in accordance with clearly specified criteria

(for example, justifiability, transferability, variety of function, open mindedness, etc.). Every unit has functional and linguistic objectives selected material according to the objectives, lesson procedure and evaluation. Care is taken to ensure that the learning experiences develop multiple objectives: thinking, attitudes, knowledge, and skills.

Methodological Strategy

This project aims to develop all four skills. It is understood that students need to activate their receptive abilities as much as productive abilities of speaking and writing. They also need to encounter and practice the target language in a variety of ways. Particular attention is given to speaking skills. Although reading and writing task are included to support and reinforced the language being acquired.

Every unit is intended to help students learn from spoken English models right from the beginning of the course.

Table 26 *Methodological Strategy*

DIDACTIVE MATERIAL	COMMUNICATIVE TASK /ACTIVITIES FOR PRACTICING COMMUNICATION STRATEGIES
▪ Classroom	• dialogues
▪ Class expression poster	• video/audio tape analysis
▪ Photocopies	• spot the difference among similar drawings or objects
▪ Realia	• simulations
▪ flashcards	• describe the strange gadget, cultural concept or other unfamiliar objects or concepts
▪ Different color chalks.	
▪ Communicative board games	• role-playing
	• games, riddles, brain-teasers

- communicative board games
- identify familiar objects
- directions/map routes
- story telling
- Asking and aswering
- Choral repetititon
- Pairwork
- Group work
- Games

As teacher we should be able to encourage student to get onto expressing themselves, it is highly needed to push them in a fun and subtle way to communication as Jeremy harmer has suggested some classroom activities foe speaking

We let student to write their own play script, we give them the model and the bases to write new play script, what they created will be controlled dialogues with students' personal touch. We give them the freedom to use words the want to use on the dialogue, previous structure or words learnt before.

There are also communicative games, in this field work will apply communicative board games so that students will use classroom English for playing asking or their turns, using number or any other phrase or word needed for playing.

Another way to motivate students participation has to with instant comments showing them picture for introducing the lesson or at the middle of the lesson to share opinions or comparing two different pictures, find differences or similarities in pair or groups or by naming students to participate saying first thing that come to their minds.

Simulation and role play can be used to encourage students train for specific situation, as the context is placed they practice taking a role, so they know exactly how to respond to

the situation for this they need to have enough information about the background to perform properly.

Sequence of the Activities

The activities will be carried out from the easiest as soon as they catch up it will increase in difficulty. First we show activities where they practice vocabulary like identifying object, describing an object, person or place etc, word completing playing games like hangman.

After vocabulary has been practiced we go over sentences applying vocabulary and the grammar from the unit for creating new sentences or conversation. On the conversation student start with short conversation and then as soon as they increase vocabulary the conversation takes long.

Temporary Delimitation

It is divided into three stages:

Table 27 *Temporary Delimitation*

Stage	ACTIVITIES	MAY	JUNE	JULY	AUG	SEPT	OCT
1 st	UNIT ONE: WELCOME	x					
	UNIT TWO: I AM A STUDENT	x					
	UNIT THREE: WHO ARE THEY?		x				
	First evaluation units 1,2 and 3 orally and written		x				
2 nd	UNIT FOUR: WHERE ARE YOU?			x			
	UNIT FIVE: WHEN IS THE CONCERT			x			
	UNIT SIX : HE IS WATCHING TV				x		
	To evaluate units 4,5 and 6 orally				x		

	and written		
	UNIT SEVEN : I LIKE ICECREAM	x	
3rd	UNIT EIGHT : I ALWAYS WEAR JEANS	x	
	UNIT NINE : TAKE AN ASPIRINE		x
	UNIT TEN : THE WEATHER		x
	To evaluate units 7,8 and 9 orally and written		x

Resources

Developing the course on developing communicative strategies we have taken into account certain aspects that help us to select and determine the strategies for the course.

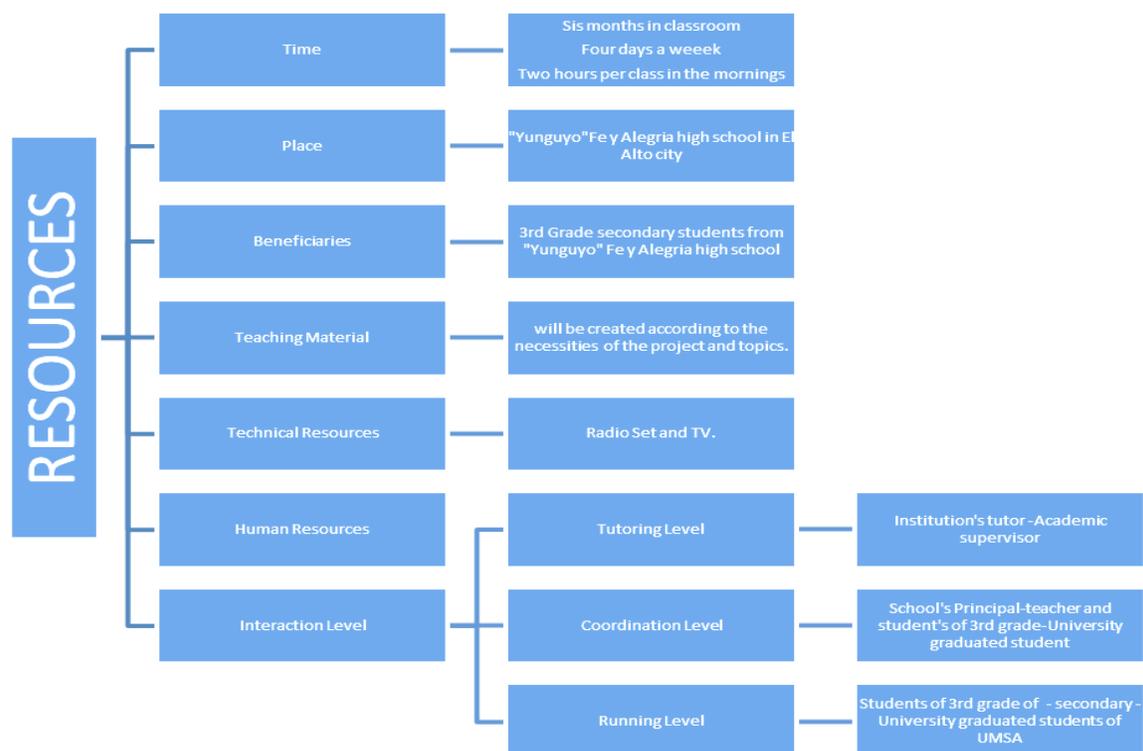


Figure 22 Resources

Scope and Limitations of the Project

This project was conducted at “Yunguyo” Fe y Alegria High School in El Alto city, La Paz, Bolivia, and the target sample are third grade high school students with a little or any knowledge of English. Generally students who study in public schools consider English as another subject in the curriculum. The age of the learning participants ranges from 13 to 16 who were chosen at random. The sample of learners is composed by 40 students, 51% of whom are female students.

This Project was oriented to teach English through a communicative approach using a variety of techniques and material such as: conversational worksheets, flash cards, short stories, videos, games, board games and other kind of suitable material which make meaningful learning in students of “Yunguyo” Fe y Alegria High School

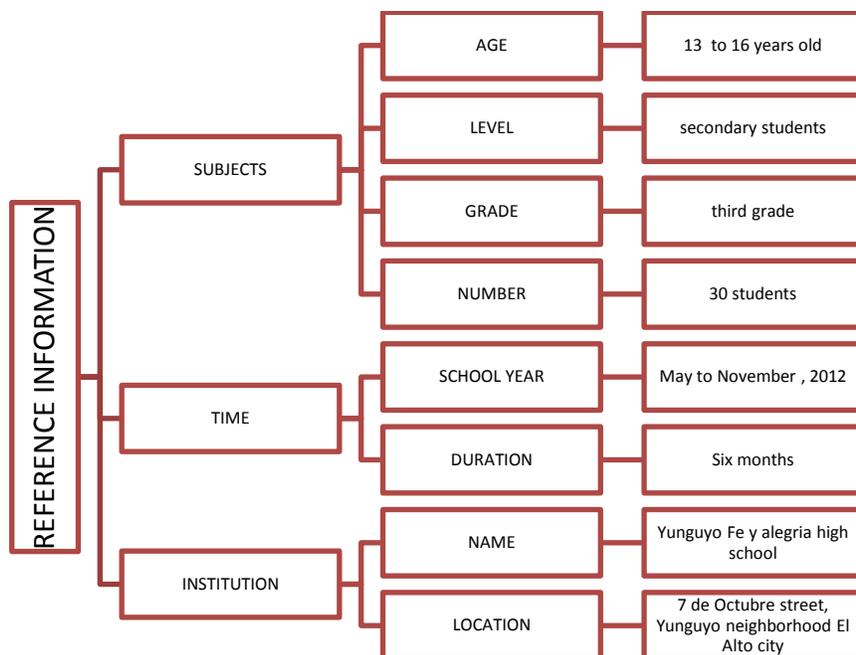


Figure 23 Reference Information of the Project: Scope and Limitations

Evaluate in formative assessment

- Student's participation observations during in-class activities; of students participation individually, in pair and in group
- Homework exercises as review before test
- Question and answer sessions, both formal—planned and informal spontaneous
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress
- Examinations (every three units a partial will be taken)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during its development as a formative assessment)

- Performances in class
- Student evaluation of the course (teaching effectiveness)

2.5 WORK PLAN

Lesson Plan

A lesson plan acts as a road map for a class session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson). It is an aid for both new and seasoned teachers. New teachers should write down the details of each activity—perhaps even script them. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners (e.g., writing the objective and a brief description of activities on the board) keeps both the teacher and the learner focused on where they are going, how they are going to get there, and when they arrive (see anex)

A lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

- *Objectives* are determined according to students needs for learning English: *linguistic objectives* are the basic skills (language skills such as vocabulary, grammar, and pronunciation) and *functional skills objectives* which are the real life situation where linguistic knowledge is applied
- *Materials and equipment* should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include realia (real-life materials like bus schedules and children’s report cards), visual aids, teacher made handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc.
- *Activities* generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). They should be varied in type (e.g., whole group, paired, individual) and modality (e.g., speaking, listening, and writing).

- *Lesson procedure* a good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages:

Warm-up/Review—encourages learners to use what they have been taught in previous lessons

Introduction to a new lesson, it focuses the learners' attention on the objective of the new lesson and relates the objective to their lives, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage

Main Activity -- provides opportunities to practice and apply the new language or information

Follow Up -- enables the instructor and learners to assess how well they have grasped the lesson

CHAPTER III

3. PROPOSAL DEVELOPMENT

The pedagogic proposal “A Course on Developing Communicative Skills through a communicative focus at an Elementary Level Directed to 3rd Grade Secondary Students” at “Yunguyo” Fe y Alegría High School “ is directed to propose and development alternatives on pedagogic work that permits a major positive response to students and teacher regarding teaching and learning a foreign language (English). This is oriented to recognize English teaching as fundamental part in the integral development of students, in the same way the importance to give the change to students communicate since very beginning.

March, 2012

The beginnings to this project starts when contacting the institution where to apply this field work project, unfortunately the first education institutions where the project was introduced accepted the proposal, after having a meeting with the principal in that time teacher Edson Guisbert, weeks later he was replaced by Pablo Quispe Quispe who with no limits contributed in the regular process of this project. Two weeks later a situational diagnostic assessment was administrated for observing and inquiring the school' strengths and weaknesses based on this we interviewed school's English teacher to know more about students' needs and difficulties in order to plan the diagnostic test according to the 3rd grade secondary students' needs

April, 2012

Once the result of the needs test were interpreted and after some meetings with the academic tutor, the final field work profile was handed in to begin in carrying out the proposal the first week of May.

Implementation of The course on developing communicative strategies directed to 3rd secondary grade students at "Yunguyo "Fe y Alegría high school had three stages in which every stage was evaluated.

3.1 SEQUENCE OF THE ACTIVITIES

Accordingly, this course was divided in three stages

Table 28 *Sequence of the Activities*

	FIRST STAGE	SECOND STAGE	THIRD STAGE
DURATION	(May 4 th to June 22 nd , 2012)	(July 17 th to September 11 th , 2012)	(September 14 th to October 31 st , 2012)
UNITS	1. Welcome 2. I'm a student 3. Who are they?	4. Where are they? 5. When is the concert? 6. He is watching TV	7. I like ice cream 8. I always wear jeans 9. Take an aspirin

			10. The weather
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May 4th to June 22nd, 2012

At time the project implementation was in order to let students adapt and build a comfortable atmosphere of learning (ice breaking). Students were given a series of activities easy to do, so that they can interact among others to know each other. They introduced themselves one by one later on they introduced themselves in pair after having practice they introduce a third person in the conversation. They practiced spelling names, middle names and last names.

In the second unit, students name occupation, as they knew the alphabet they play hang name for getting the occupation name ,after that they have learned occupation the practice the third person pronouns in order to identify other occupations, they learnt how to ask for other occupation and answered yes/no question.

In the third unit, student learnt adjectives to describe things, places and people, as they were practicing personal pronoun, recognizing family member and asking other partners family member, they were asked to draw a family tree, so then they named them.

July 17th to September 11th, 2012

At this stage students learnt to identify places near where they live, they name things that there are in the neighborhood to say direction, ask for direction, to say where they can find a dentist or if they are asked where is the school. Later they learnt how to say event like birthdays, they created their own invitation, using the grammar and vocabulary of previous units. In the unit 6 students could express activities that were occurring in that moment, to correct false statement which were not what they were observing.

September 14th to October 31st, 2012

This phase students could express what they like or don't like talking about food ,they could name food, beverages, classify them on healthy and non-healthy , sweet or not sweet at the same time they express opinion debating at classifying after that they could describe

clothes showing the frequency they go shopping what they usually shop for, the kind of clothes they usually wear for coming to the school or for different subjects such as sport. What they often wear when they are at home. The unit about taking an aspirin showed ailments, symptoms they describe the symptoms for different ailments, students could discuss for suggestion when having one of these ailments. Using imperatives do and don'ts. And the last unit talked about the weather where students describe different weather conditions in different areas of the country, the weather in that day yesterday's weather. The idea of this unit was to introduce the verb to be in past but it was not possible for matter of time, due to students were in final examination.

In the following section, we will show the sequence of field project activities and content, regarding:

- a) Content Sequence : cognitive and linguistic
- b) Vocabulary Content Sequence: every single unit vocabulary
- c) Formulaic Expressions Content Sequence: Classroom formulaic expression and unit formulaic expression.

3.1 INITIAL ACHIEVEMENTS

May 4th to June 22nd, 2012

In the first stage, the achievements were little visible, for students were kind of challenging, for them to deal with the language which viewed in a new perspective a bit farther from just grammar explanation, they were timid for interacting with their own classmates, at participating individually students could manage with the language committing common mistakes, the most favorable thing was they took risk at expressing themselves.

July 17th to September 11th, 2012

In the second stages things were going good, students could use classroom formulaic expression for asking for permission, repetition and meaning which were the most used

during class with these students could communicate with the teacher. During students interaction they could construct short conversation regarding what they were learning.

September 14th to October 31st, 2012

In the last stage students could say short expression using some of the formulaic expression at constructing conversation. The major problem was they just remembered uncompleted phrases, and a few samples of the learnt vocabulary. At following the model they could fulfill the activities, through mainly practicing in class and role playing.

3.3 EXPERIENCES

The beginning this project, as everything ,it has been so challenging to start, since the interview with the principal ,who was at time difficult to meet for his busy schedule, till the time to be in class with the student try to maintain them motivated and eager to participate as I was saying, the very beginning achievement of this project was to be accepted I did not have to ask other schools the first one on my list approved this field project . later one it was kind of hard to arrange and schedule for the needs assessment test, when I entered to the chosen class, there they were waiting for me I felt so nervous to be there it reminded me those time where I was studying at school, those times my class used to be packed as it was that class I visited. While the needs assessment test was being carried out, students were so excited to do the test. I asked them to answered honestly as they were answering they used some words in English some other didn't understand even a word of it in spite of that they try to response, it was clear to see the excitement something related to a language they felt curious about, just this let me know that perhaps they will be willing to participate in this project just at seeing this reaction with a test. One of the test was done they were happy to have been part of this that did not care about me taking photos doing the test.

During this running of this field project there were lots of nice, funny and complicated experiences that as they have come I have learnt a lot from.one of those anecdotes has to do with the first day of class, before I had talking to the principal about the students I would have, the amount of them, he let me chose the way I would classify them for the project. Therefore I decided to let them all come the first day with no number of any kind of restriction, I thought that everyone who had the will to learn could come and stay. That day there were a lot of students coming more than I thought would come, from the 60 students

who came the first week, only half of them stayed. This because most of them just came to see, they could come the first days and then as they said parents did not let them come any more, they had homework to do and it was more important. However this project continued with those 30 students till the end.

By the end of the implementation of this project, the last two months was getting little harder to fulfill the lesson objectives, during this time students started to have absences due to the final test, presentation and other projects done at the end of the school year, which was one of the reason students mention for not coming to class, in spite of this the project kept on with lateness and absences. at this time of the project was richer, because students showed interested in coming, that such interested was demonstrated in asking for permission for classes and asking about what was learned the class they did not come.

CHAPTER IV

4. RESULTS

This section is divided in two; the first one gives us a general analysis of its effect on its application and implementation through this work, and the second part explains the achievements of language skills at the target groups regarding our objectives and having as parameters the following fulfilling indicators:

- Usage frequency at using social language (formulaic expression) at interacting with teacher and classmates.
- Difficulty of communicative activities for 3rd secondary grade students.

- Effectiveness of communicative activities on 3rd secondary grade students.
- Level of participation, interaction in pair or groups
- Cooperative learning in an environment of collaboration by group and pair interaction.

Project Implementation: The Course on developing communicative skills through a communicative focus directed to 3rd secondary grade students at “Yunguyo “Fe y Alegría high school

Students' Profile

- Subject : Students
- Age : 13 And 14 Years Old
- Nationality : Bolivian
- Level : Secondary
- Grade : 3rd
- Number of Students : 30

Language Background

- Target Language: Use English language in a communicative way
- Mother Tongue: Spanish / Aymara

Teaching English Requirement

- 3rd secondary grade students at “Yunguyo “Fe y Alegría high school

Project Duration

- Almost a school year from May to October, 2012.

Session Periods

- Supporting English classes Tuesday, Wednesday and Friday, every morning from 10 am to 12 am (after one month it was change to Tuesday and Friday due to students had troubles coming three days).

Communication channel

- English mainly, at the beginning Spanish usage at time but 60 % English in class.
- This was in receptive and productive, where students received input and they use that to express themselves.
- Reinforcement through different kind of activities such as dialogues, pair, and group work, role plays, surveys, interviews, coral repetition, face to face communication.

Objective

- This project aimed mainly support by applying a proposal for English learning at an elementary level in order to develop communicative skills on 3rd secondary grade students at “Yunguyo “Fe y Alegría High School in El Alto city.

In other words by developing communicative and expressive strategies, providing learners useful vocabulary, basic structures in English common situation and build cooperative and collaboration environment through pair and group interaction

4.1 PROJECT IMPLEMENTATION RESULTS

During the time this project has been applied we could collect a lot of experiences. Students and I enriched in knowledge and many other fields such as motivation, participation, collaboration, responsibility, team work, self-confidence and tolerance.

Proposal Objectives Fulfillment indicators

1. Usage frequency at using social language (formulaic expression) at interacting with teacher and classmates.
2. Difficulty of communicative activities for 3rd secondary grade students.
3. Effectiveness of communicative activities on 3rd secondary grade students.

4. Level of participation, interaction in pair or groups
5. Cooperative learning in an environment of collaboration by group and pair interaction.

3rd Grade Secondary Students of “Yunguyo” Fe y Alegría high school Course Evaluation

Accordingly, this course was divided in three stages

	FIRST PHASE	SECOND PHASE	THIRD PHASE
DURATION	(May 4 th to June 22 nd , 2012)	(July 17 th to September 11 th , 2012)	(September 14 th to October 31 st , 2012)
UNITS	<ol style="list-style-type: none"> 1. Welcome 2. I'm a student 3. Who are they? 	<ol style="list-style-type: none"> 4. Where are they? 5. When is the concert? 6. He is watching tv 	<ol style="list-style-type: none"> 7. I like ice cream 8. I always wear jeans 9. Take an aspirin 10. The weather

4.1.1 Detailed Achievement View

Objective 1: To introduce elementary classroom language toward developing speaking skills on 3rd secondary grade students.

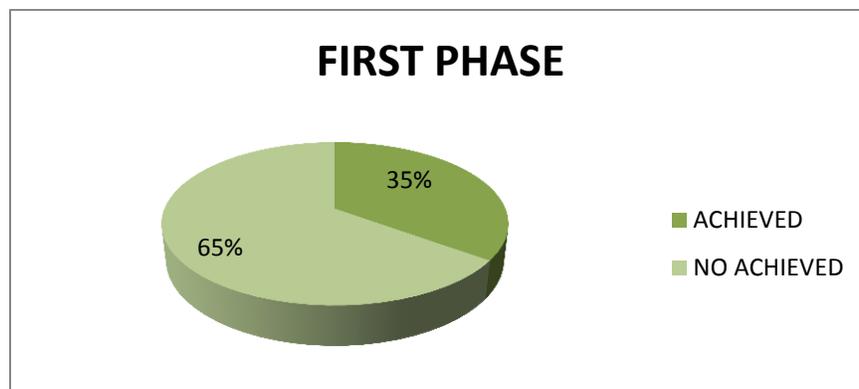


Figure 24 First Phase Objective 1

In this first phase , classroom formulaic expression were introduced, expression for asking for meaning, asking for saying certain words or even phrases from Spanish into English, asking for permission, pronunciation mainly in words. During this phase it was very challenging students start to use this tool as the first code to communicate with the teacher firstly, we tried to have this as a channel of first interaction with the teacher, so that way the student can communicate their first communicational needs ,in other words, in order to get them into English softly. The 35% of achievement in the first phase has to do with the introduction of this first tool of communication, that is to say, for them was something really new that they can be so included in the English learning by these expressions. A good number of students were so eager to use it and ask for another expression for asking for help or communicating that *how do you say in..... English* was so common to be used by them, or the simple curiosity to know a word in Spanish. The rest of the students were on the way to used them, but it was a bit difficult to memorized or remember those expressions.

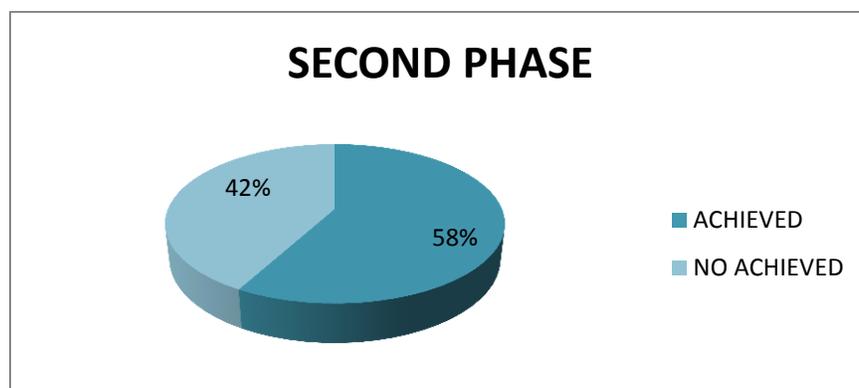


Figure 25 Second Phase Objective 1

In the second phase, the ones who were on the way to use these classroom expression were able to use them with no problem, so the amount of classroom expression users started to grow, with the practice and imitation of the ones who had begun to used them which was really helpful, because they became the sample for the rest of the class.

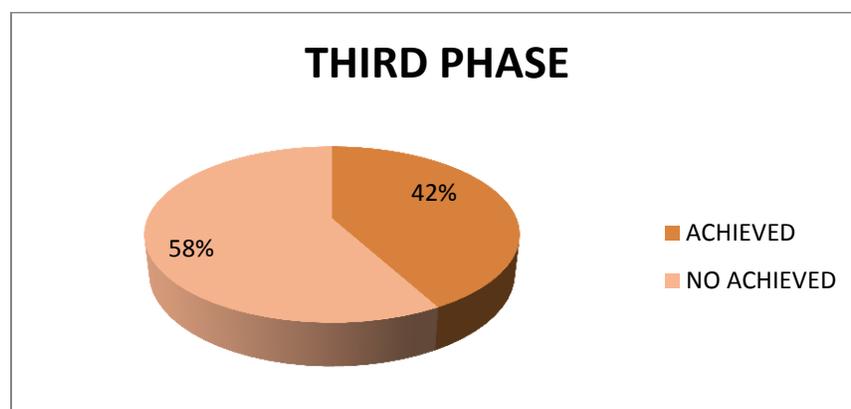


Figure 26 Third Phase Objective 1

In the third phase, the amount of classroom expression users decreased a bit. It was seen more on students who started to use these expression from the second phase and not in the case of the first users who used these expressions till the end. In conclusion we tried to maintain the amount of user by forcing them to use them in all moment mainly with the teacher.

Objective 2: To introduce elementary vocabulary related to each unit toward using them at developing speaking skills on 3rd secondary grade students.

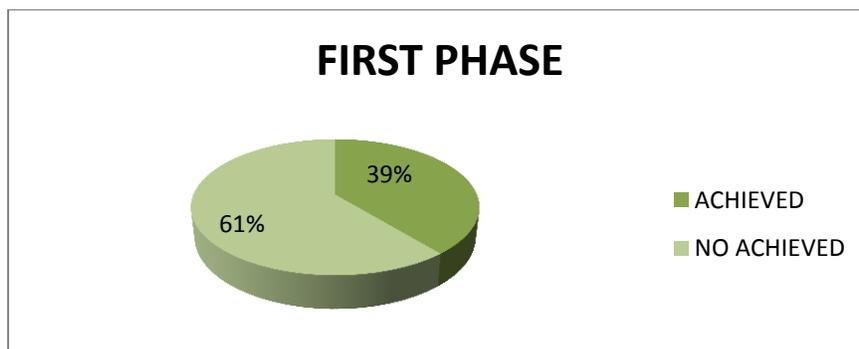


Figure 27 First Phase Objective 2

In the first phase introducing vocabulary was such a mechanical habit for students. Most of them were accustomed to memorize words for their regular English class, so this was a very good manner to deal with English. On the other hand, some students, vocabulary was difficult to remember the words of the unit one, two and three though the vocabulary was introductory, that is to say, somewhat basic. They had a bit of complication. The words that were presented in these three units were related to basic class object and instructions. Regarding occupations, family members and adjectives vocabulary, these words were used for making small conversation about what family member do and who were certain people. The short conversation which were kind easy because they could realize what they conversation was about.

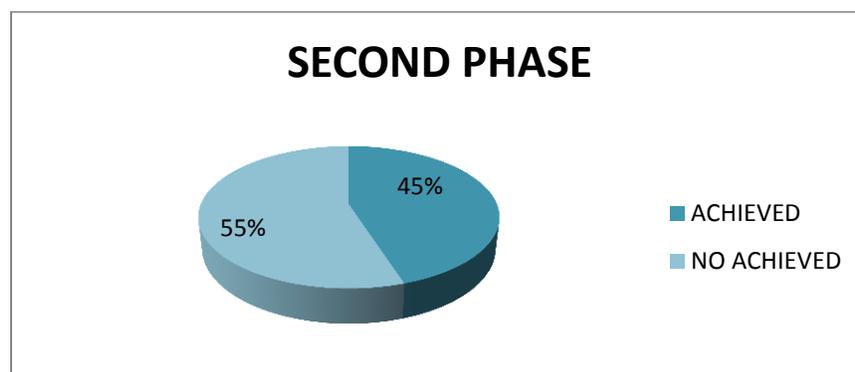


Figure 28 Second Phase Objective 2

In the second phase, things were getting a bit harder for students because as the unit four, five and six in which places in a city, personal objects, some other adjectives to describe the objects, rooms in a house as well as furniture, appliances and verbs. Those words helped them to make conversation for answering question like *what is it?*, *what are they are?*, *where is the sofa or where are the lamps?* Etc. Students could make conversation by using this wh- question so they could describe and talk about location making difference of singular and plural. The new thing was learning verbs that were used for describing current actions in the class. Verbs were difficult for them to get and know the meaning, but with drilling continuous practice they could use in conversation some of the most common verbs.

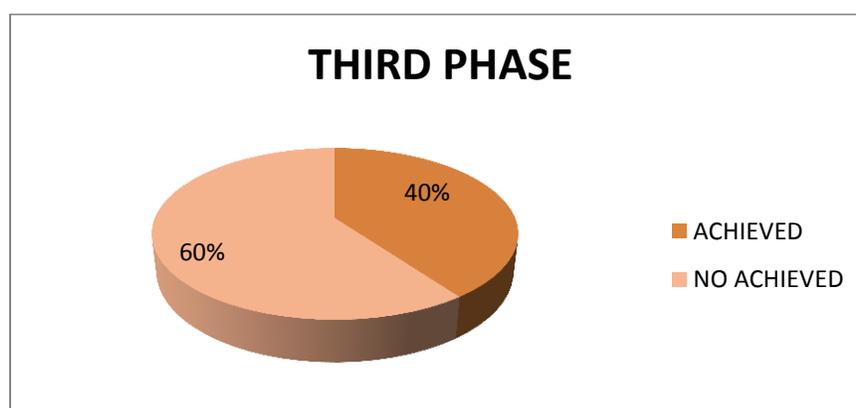


Figure 29 Third Phase Objective 2

In the last phase, vocabulary got harder to students to get and use. In the units seven, eight, nine and ten vocabulary such as drinks, food, clothes adjectives for describing clothes, colors, adverbs of frequency, parts of the body, ailments, verbs adjectives in order to describe personal status talking about health, weather condition, past expression. This vocabulary contend was for making conversation about what they like or don't like, need and want by classifying healthy food, describing clothes by color or characteristics and talking about the frequency they use certain clothes in different occasions by using adverbs of frequency. It was very nice because students felt comfortable taking about this and it was not so troubling for them. Nevertheless unit nine was a bit harder, due to the vocabulary about body parts were so new for them, however when they practice, they could easy

remember and identify the body parts for making conversation talking about how they feel, at this, they could use verbs like hurt or feel. As well in this unit with the vocabulary, they could give advices by using imperatives. Finally in unit ten students words related to weather condition were presented in which they could express weather condition with difficulty, because they had to use them for talking about past.

Objective 3: To have students working with a variety of communicative activities appropriate applying elementary English grammar structures toward developing speaking skills on 3rd secondary grade students.

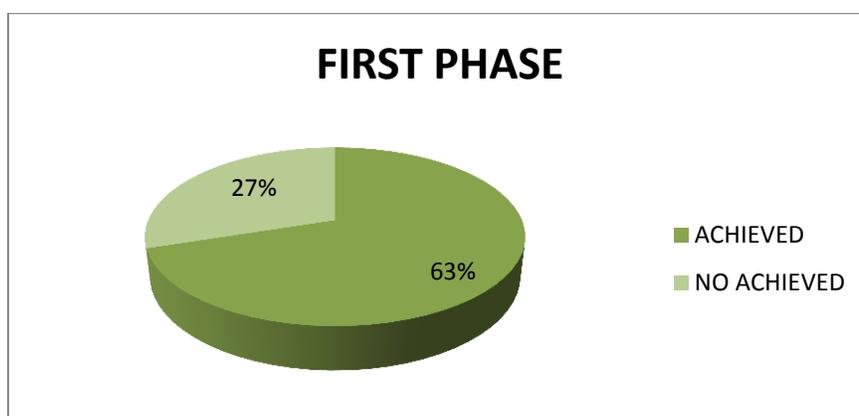


Figure 30 First Phase Objective 3

In the first phase, most of the communicative activities were applied, elementary English grammar structures, which were in the model conversation, were introduced, explained and then role played. Finally, after that procedure students had to create a new conversation and after that role play it. Students at this stage could make basic, short and simple conversation by using wh – question word like what, so that they could ask for name, last name, and even occupation, as well as asking about who are the member of their families and their names. Mainly those conversations were done by using verb to be in affirmative, negative, yes/ no question. In spite of being verb to be students had problems at the beginning to create new conversation and using words from vocabulary. Only a few of them could really apply these new words on their conversations.

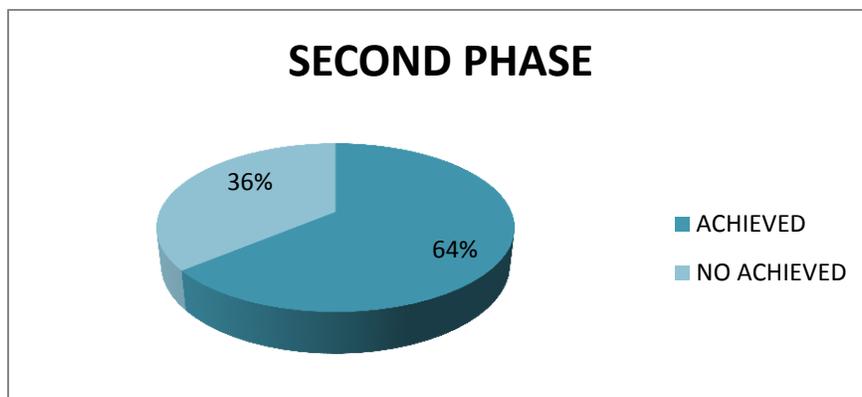


Figure 31 Second Phase Objective 3

In this phase, there was a little change. Role playing was easier than creating their own conversation, as well as vocabulary. It was introduced and used for the first time for them. They could hardly complete the activity.

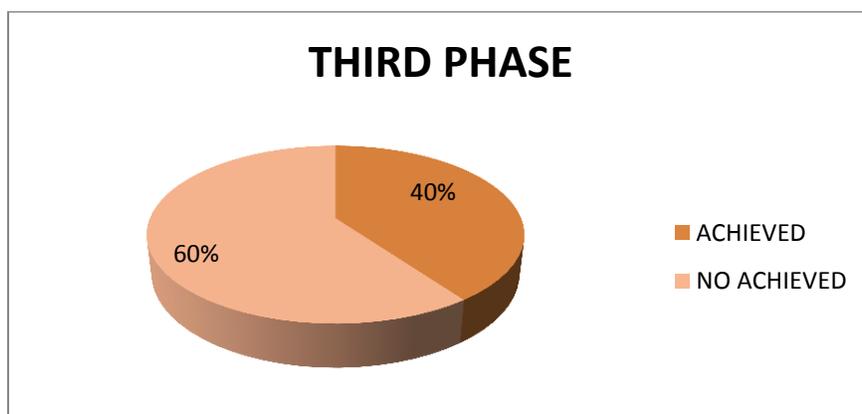


Figure 32 Third Phase Objective 3

In this phase this did not change much. Working with present simple verbs, that may be common, was complicated. First of all, to have them know the meaning of them and getting across the concept of third person, and the negative form did not work without forgetting the introduction of simple present which was only about the verb *to be* in affirmative form.

Objective 4: To introduce students at using social language (formulaic expression) in Student-Student and Student-Teacher interaction for developing speaking skills on 3rd secondary grade students.

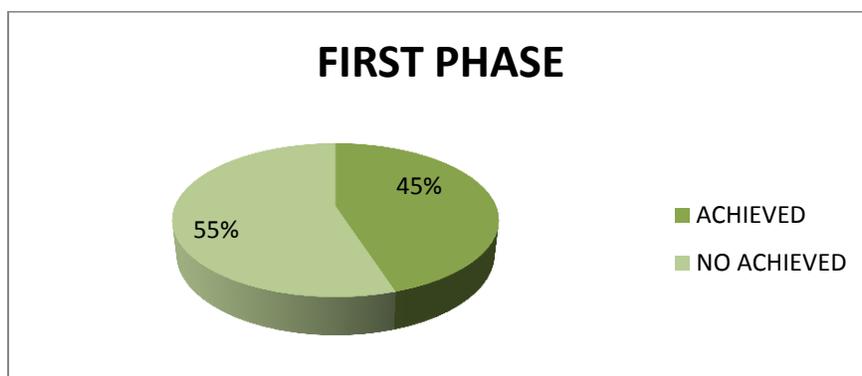


Figure 33 First Phase Objective 4

In this phase, social language was focusing on the different intention inside of the model conversation presented in each unit. Moreover student could role play the conversation getting the freedom to make mistake which were overcome with the creation of other conversation based on the models. As this was the beginning of the course the conversation were simple, so that students could practice in pairs or in groups in some cases. The same conversation was monitored by choosing some students to interact Student and Student or Teacher- Student. It was quite simple but harder to get student having a conversation but it was a bit achieved.

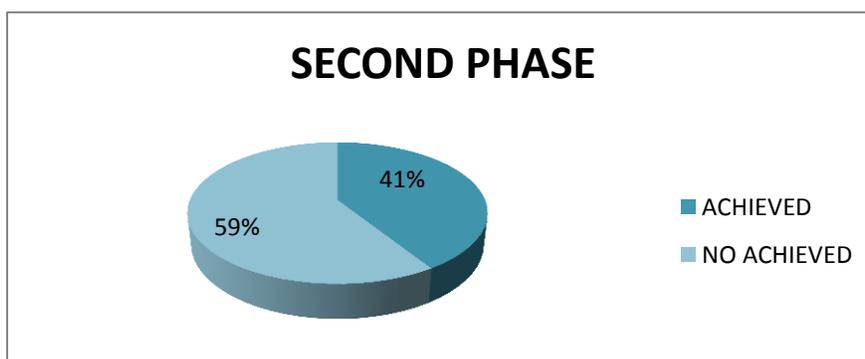


Figure 34 Second Phase Objective 4

In the second phase, social language became a bit harder, because vocabulary increased as well as grammar structures. Students had difficulty at assimilating the rules. On the other

hand conversation models were a big help for them to finally understand and model creating their own conversation. It became, little by little, they feel kind of comfortable doing this activity.

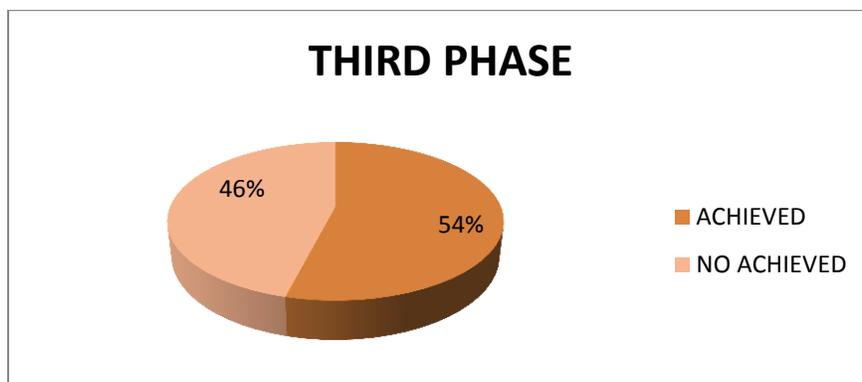


Figure 35 Third Phase Objective 4

Creating their own conversation well or wrongly done was common but students tried to do it which I consider was good for being the first time making their own conversation were their imagination and well usage of vocabulary could create the nicest conversation. For others, it was still a challenge to get their intention of expressing themselves through the tools given such as vocabulary and grammar .other got still on the way to improve but at least tried to complete it.

Objective 5: To apply strategies which encourage students to develop participative and cooperative learning in an environment of collaboration by group and pair interaction toward speaking skills development.

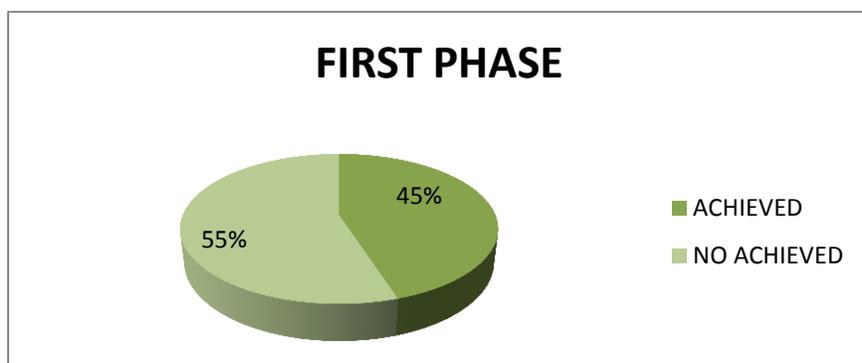


Figure 36 First Phase Objective 5

In this phase we can say that the fact of trying to increase communicative skill on students was so helpful from the beginning, students were afraid of the new language and a different way of learning by doing more active stuff in pairs or in groups. From the beginning, students responded well.

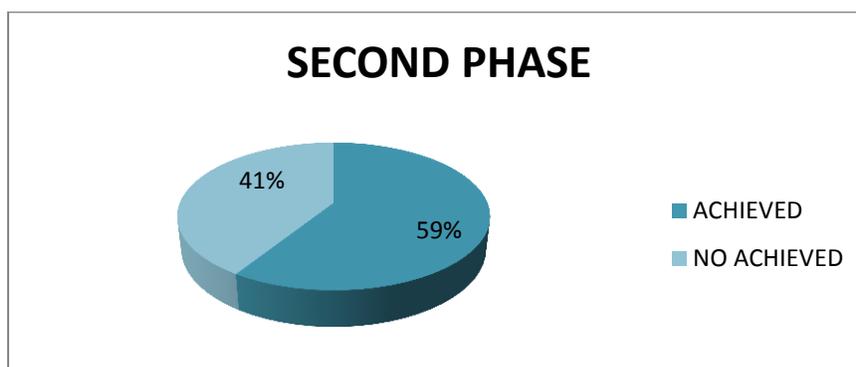


Figure 37 Second Phase Objective 5

In this phase, student still developed interaction skill through English by cooperating by recalling word meaning, by the games presented as warm up. They like this a lot, so step by step students could strengthen their collaborative attitude toward their classmates. Through this they could reach the class challenges. At times it was seen no motivation as the units got harder, however, by working in groups they succeeded.

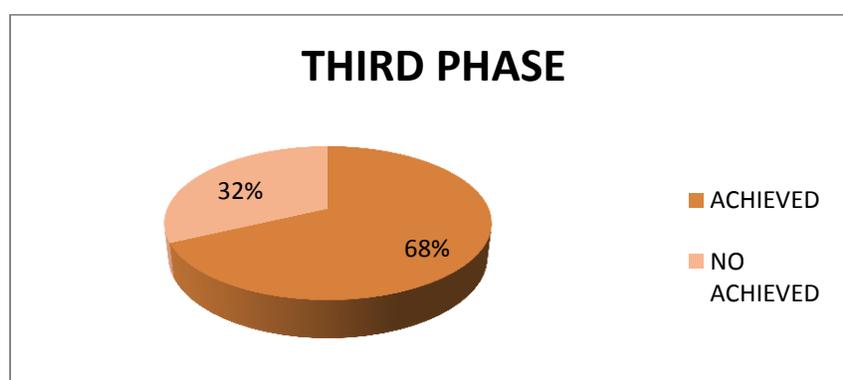


Figure 38 Third Phase Objective 5

Due to the last month of school year, students were more concentrated on their other subject homework so they were distracted and unmotivated. Therefore, they had no good reaction to the activities and even more at working in groups, that is why, the level of

participation got down. We tried to maintain a good atmosphere of working in groups, consequently it was not enough.

4.1.2 General Achievement View

Objective 1: To introduce elementary classroom language toward developing speaking skills on 3rd secondary grade students.

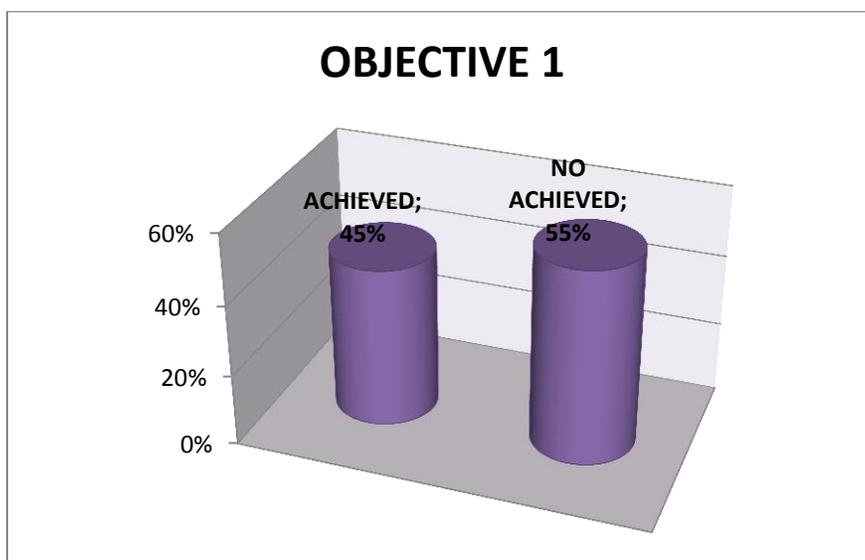


Figure 39 General View Objective 1

In general, objective one was achieved in 45 %, elementary classroom language was really helpful for student in order to be more independent with language. Moreover it was truly the beginning course. Student were introduced in the English language for using it as their most useful and easy tool. Admittedly at the beginning, the results were going good. A long the project it seemed to increase the percentage of achievement, however, at the end it started to decrease, fortunately, the level of achievement at that time went up from 48% to 58%; it was because of motivation mainly for students was easy to memorize phrases and expression that can use as the sample shown to start asking for things. At the same time, the start of interaction with the teacher and possible with their peers, moreover the interest was still, in spite of school responsibilities.

Objective 2: To introduce elementary vocabulary related to each unit toward using them at developing speaking skills on 3rd secondary grade students.

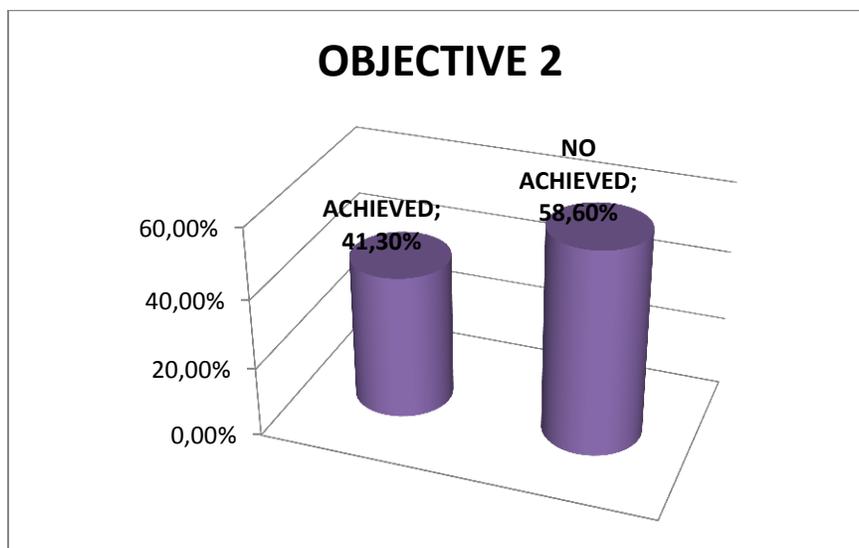


Figure 40 General View Objective 2

As a whole, at the beginning it was quite easy presenting to students the vocabulary related to each unit. It was simple because students were a little bit familiar with some words or few words. Meanwhile the units were presented, it started to become difficult for students, the fact of getting most of the words in mind, or remember what the meant .A long the course, the new words, which approximately less than 50%, were acquired. After the new vocabulary was presented in each unit, it was used in examples given by the teacher, in new examples construction those were done with the help of the students, and later on, they use that input when constructing a new conversation according to the context of each unit. In a few words we can say that the acquisition and usage of vocabulary in developing speaking skill couldn't reach more than the 50% of achievement.

Objective 3: To have students working with a variety of communicative activities appropriate applying elementary English grammar structures toward developing speaking skills on 3rd secondary grade students.

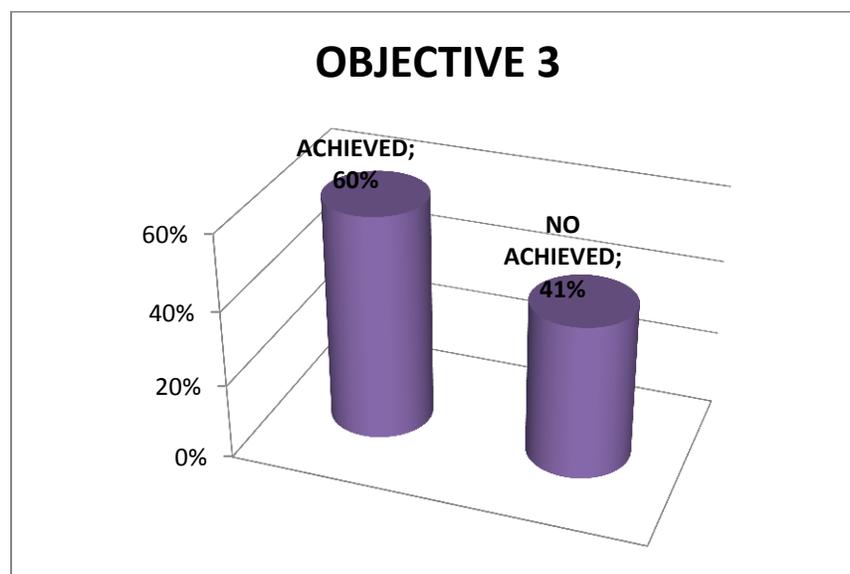


Figure 41 General View Objective 3

Generally students were presented mostly communicative board games, flashcard descriptions, simulation, riddles, role plays which were the beginning of having students start to develop their communicative skills first by games for vocabulary like hang man, classification, description, naming activities so that students could participate by using simple sentences mainly with verb to be for completing the activities. Later on having students simulating conversation, role playing, and finally creating their own conversation with the words they have already learnt of course practicing and applying according to the unit.

Objective 4: To introduce students at using social language (formulaic expression) in Student-Student and Student-Teacher interaction for developing speaking skills on 3rd secondary grade students.

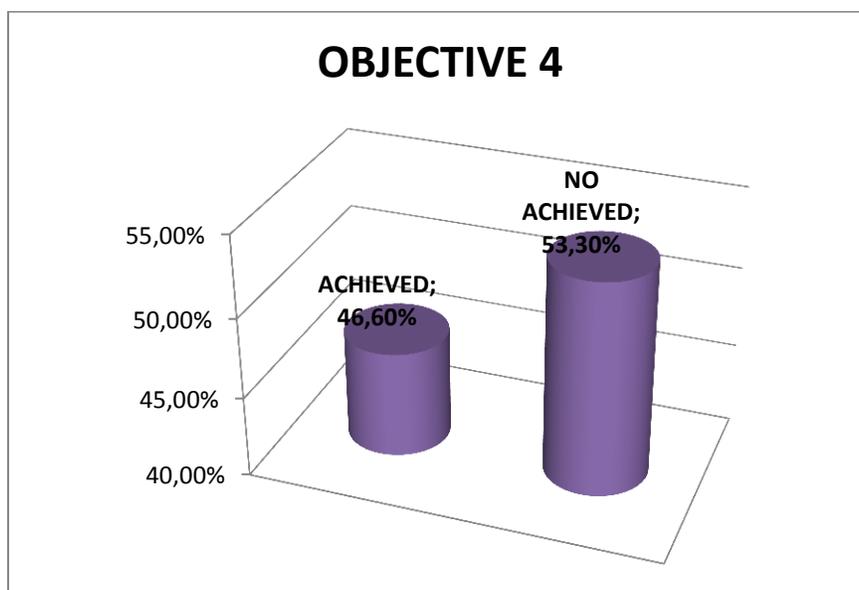


Figure 42 General View Objective 4

Each unit had social language related to a certain real situation which was presented to students, for each unit. They were, at the beginning, reluctant because it was something new for them. Furthermore, start making their own conversation, obviously, monitored by the teacher, students had to practice them, and later they had to present their conversation in front of the class. The progress of this objective went from 45 %, to 41% and finally to 54 %. At the end of the course, students could do conversation hardly, not correctly grammatically, but they tried.

Objective 5: To apply strategies which encourage students to develop participation and cooperative learning in an environment of collaboration by group and pair interaction toward speaking skills development.

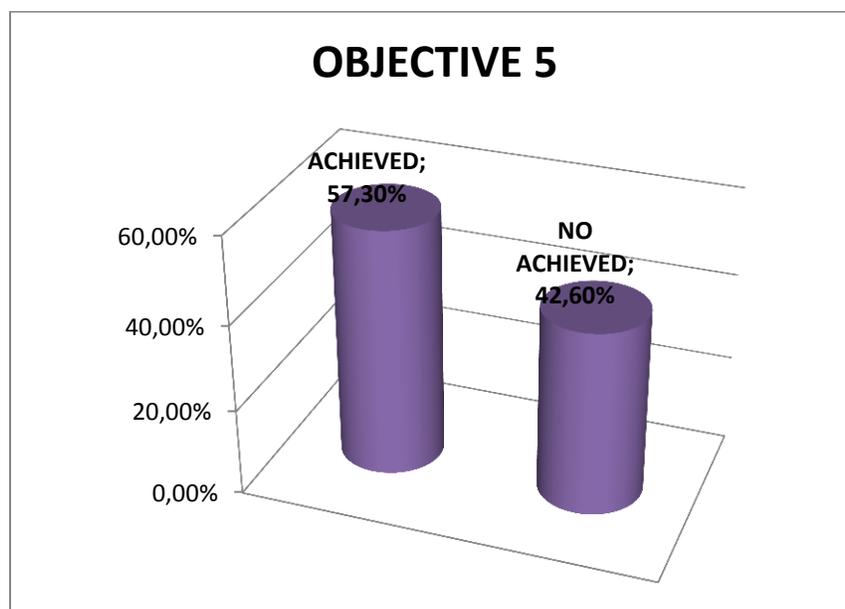


Figure 43 General View Objective 5

In general terms of participation, as a whole class as individual inside a group work, students were, at the beginning of the course, reluctant at taking a physically active part in games or activities. Due to, they belonged to different courses. A long the first weeks were pretty hard to join them, or having them working together. They were shy, kind of unsure about their performance. It was comprehensible, at moments, there was tense environment of inactiveness and undisciplined inside the classroom. Consequently, as they were meeting new classmates inside this course with the activities, role plays and games introduced, their attitude started to change progressively. Once they knew each other, they gained self-confidence, some outstanding students showed up, these ones participated actively during classes, coming to class every single day, being voluntary when teacher – student interaction for modeling the activities. Before being done, those were the leader that got other students participating too and were the ones who motivated others to try at moment of participation in class, answering question, helping to model and encouraging other to participate, contributing with new ideas inside their group works.

Pair and group work was really important in this project, as this was directed to interaction among students joined by the same issued in order to communicate through English. The action of working together with one or more people in order to achieve something was frequent in each class; it was tried to apply activities in which students interrelated. They contributed and be supportive to the task, helped the group to stay on the task, helped the group review the task and used their strengths to enhance the task

4.1.3 Report of Course Evaluation for The Institution

In order to determine knowledge, skills and attitudes which have been developed over these phases and summarize student's progress. Students were assigned a course grade, applying a scale grading of 100 % system, enabling us to differentiate students. The aspects taken in to account were:

Table 29 *Grading System*

ATTENDANCE	PARTICIPATION	WRITTEN PRODUCTION	ORAL PRODUCTION
20%	30%	20%	30%
<ul style="list-style-type: none"> • Comes to class • Punctuality • License • Lateness 	<ul style="list-style-type: none"> • Participation in class • Classwork • Homework • Portafolios • Projects 	<ul style="list-style-type: none"> • Examination(one quiz per phase) 	<ul style="list-style-type: none"> • Performances • Role plays • Interviews • Surveys Report • Teacher-student interaction(question and answer)

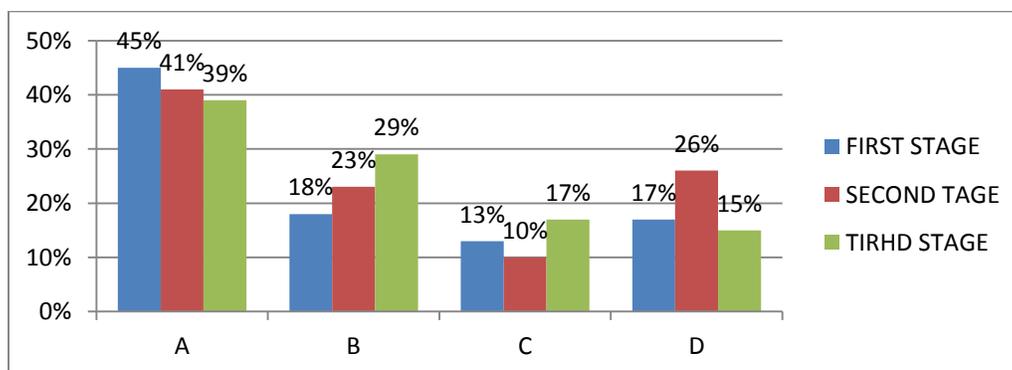


Figure 44 Attendance

- A) Most of the time comes to class and comes on time
- B) Most of the time comes to class , but comes late
- C) Sometimes comes to class and on time
- D) Sometimes comes to class ,but comes late

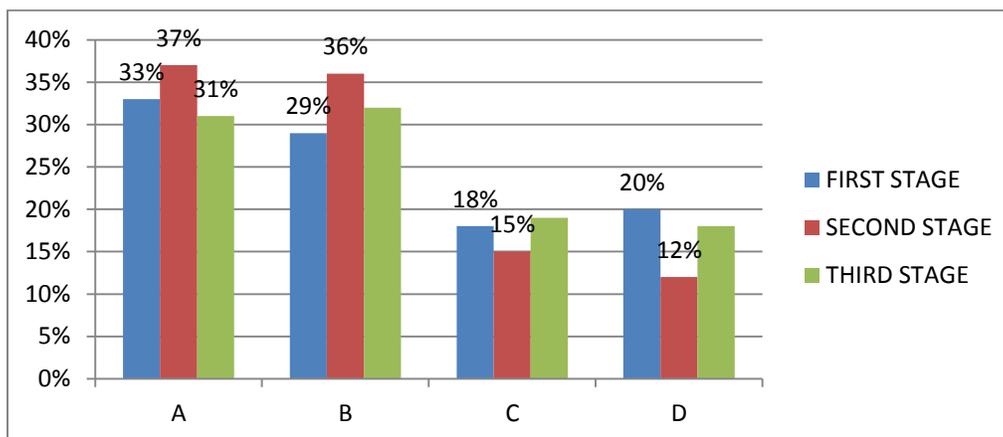


Figure 45 Participation in Class

- A) Participates while in groups in his /her appropriate share of time
- B) Participates while in groups more than his /her appropriate share of time
- C) Participates while in groups less than his /her time appropriate share of time
- D) Doesn't participate in groups or rarely speaks when in groups.

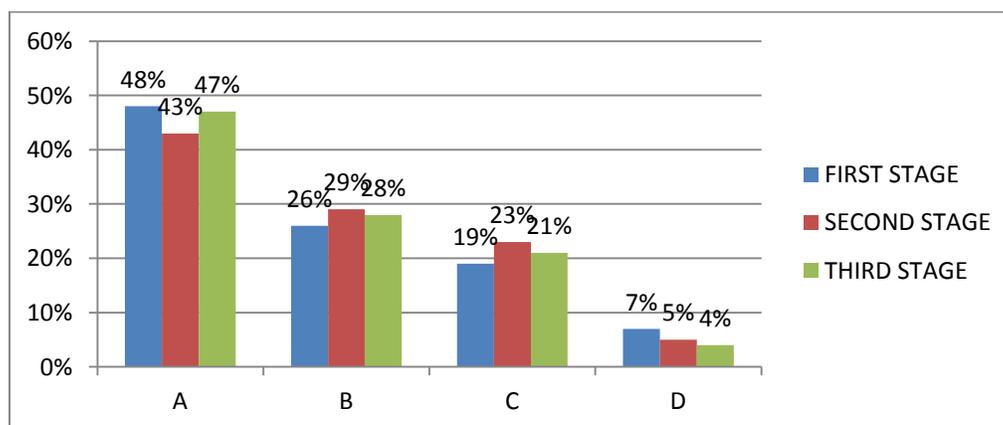


Figure 46 Classwork

- A) Always takes part of the class activities actively
- B) Often takes part actively on class activities
- C) Sometimes takes part of the class activities.
- D) Rarely takes part of the class activities

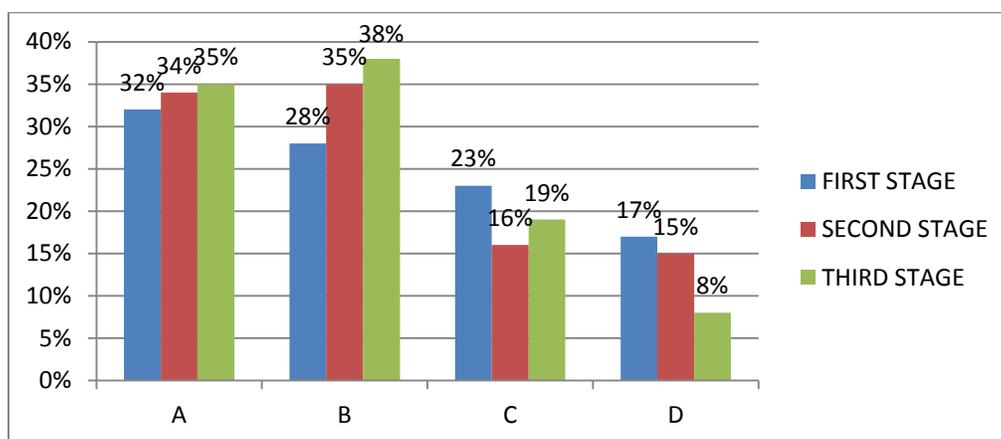


Figure 47 Homework

- A) Often studies the lesson outside of class.
- B) Sometimes students the lesson outside of class.
- C) Rarely students the lesson outside of class.
- D) Never studies the lesson outside of class.

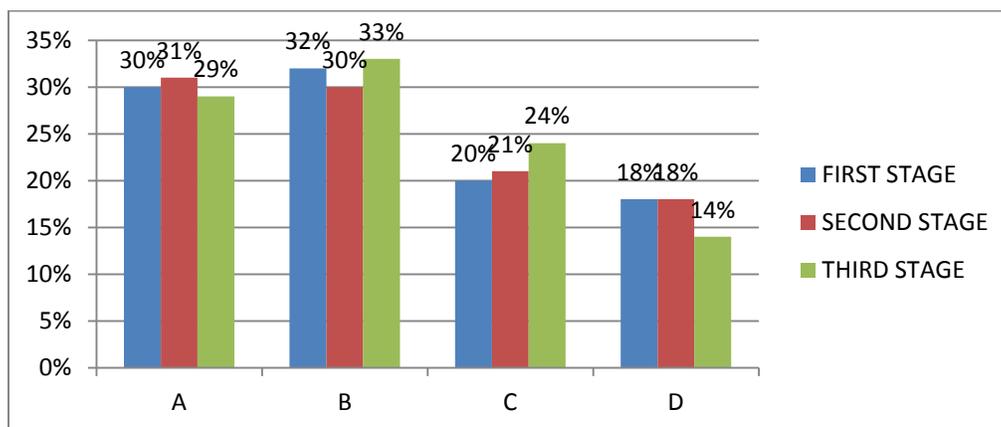


Figure 48 Portafolios

- A) Maintains a notebook or other system with sections areas such as vocabulary, grammar, etc.
- B) Maintains a notebook or other system that is not well organized.
- C) Doesn't maintain a notebook or other system
- D) Doesn't no organize and collect papers handouts and other classroom material

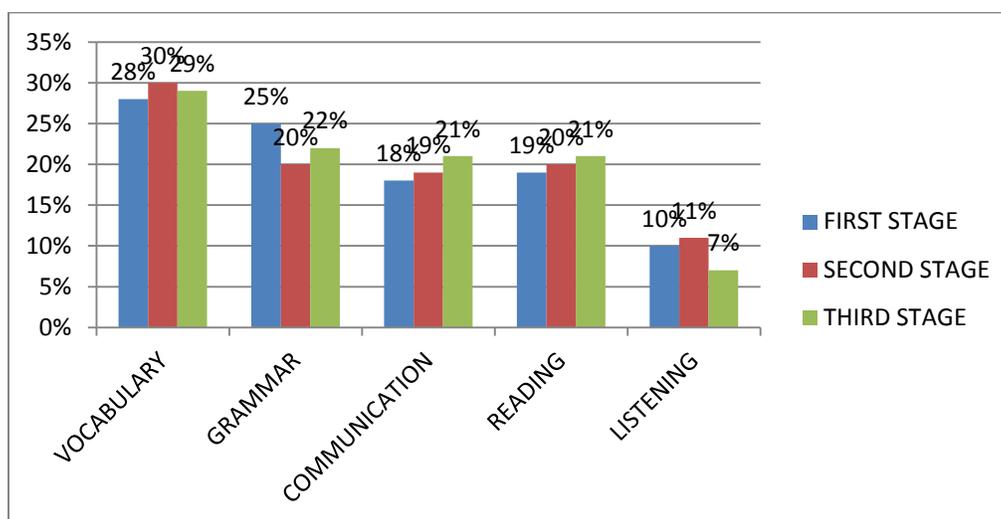


Figure 49 General View of Test Results

Written and Oral Production Evaluation Aspects

Students were examined three times, the instruments used for this purpose were quizzes which vocabulary, grammar, reading and listening exercises were included.

Besides, for oral performance, Analytic Oral Language Scoring Rubric was used. Rubrics are accurate guides that grade learning and production. These are charts that are developed in level of student's performance in a determined way, with specific output criteria, point out curriculum objectives and teacher's expectations, permits to identify clearly the established academic work importance of the content and the objectives. The new trend of education, rubrics or matrixes of value that we give another paradigm with relation to traditional scoring that evaluate the grade of student learning, expressed in number or letters.

In this case we have applied analytic rubric due to, it determines student's performance, strengths, weaknesses and let students know the aspect he or she needs to improve, also it feedbacks to students in a detailed way.

Rubric Scoring and translation to grades

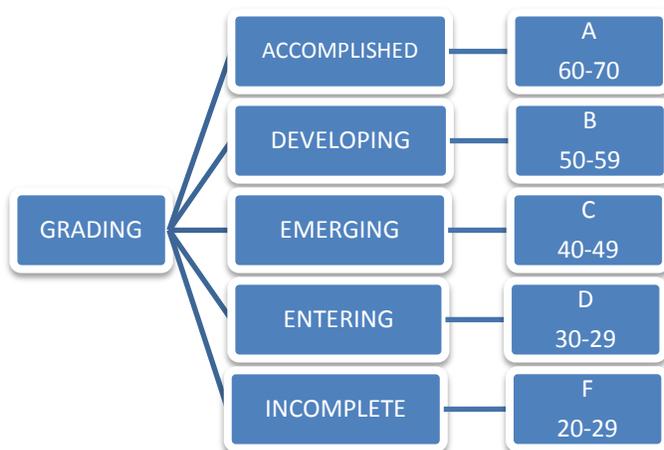


Figure 50 Grading

Table 30 Analytical Oral Language Scoring Rubric

Analytic Oral Language Scoring Rubric				
TASK LEVEL FOCUS	<i>ENTERING</i> (1)	<i>EMERGING</i> (2)	<i>DEVELOPING</i> (3)	<i>ACCOMPLISHED</i> (4)
<i>Initiation</i>	is reluctant to initiate speech and struggles to ask questions. Speech is halting.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Eagerly initiates speech, utilizing appropriate attention getting devices. Easily asks questions and speaks spontaneously.
<i>Response</i>	Rarely responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Almost always responds appropriately to questions/statements.

<i>Organization</i>	Audience cannot understand conversation because there is no sequence of information.	Audience has difficulty following conversation because student jumps around.	Students' conversation presents information in logical sequence which audience can follow.	Students' conversation presents information in logical, interesting sequence which audience can follow.
<i>Content</i>	Students' conversation does not provide relevant information on the topic.	Students' conversation is somewhat relevant to the topic and provides some related information.	Students' conversation provides relevant content on the topic but without additional details.	Students' conversation provides detailed relevant content (more than required) with explanation and elaboration.
<i>Mannerism</i>	Student is very nervous and talks in a stilted manner.	Student is a little nervous but is able to converse coherently.	Student is comfortable conversing with partner and converses in a natural manner.	Student is totally at ease with conversing with partner and converses articulately and confidently.
<i>Eye Contact</i>	Student reads out conversation with no eye contact.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with partner and seldom returns to notes.
<i>Elocution</i>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing the conversation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear conversation.	Student uses a clear voice with correct, precise pronunciation of terms so that all audience members can hear conversation.
<i>Conversational Strategies</i>	Uses none strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting.	Uses once request for repetition strategy and needs frequent prompting to further the conversation.	Uses at times request for repetition strategies, but may need occasional prompting.	Clarifies and continues conversation, using request for repetition strategy

Source Note: Adapted from “Measuring Success: The Second Language Proficiency Examination Informal Speaking Rubric” (p. 58) and “Developing And Utilizing Rubrics Oral Communication Rubrics” by Dr. L. H. Kelley

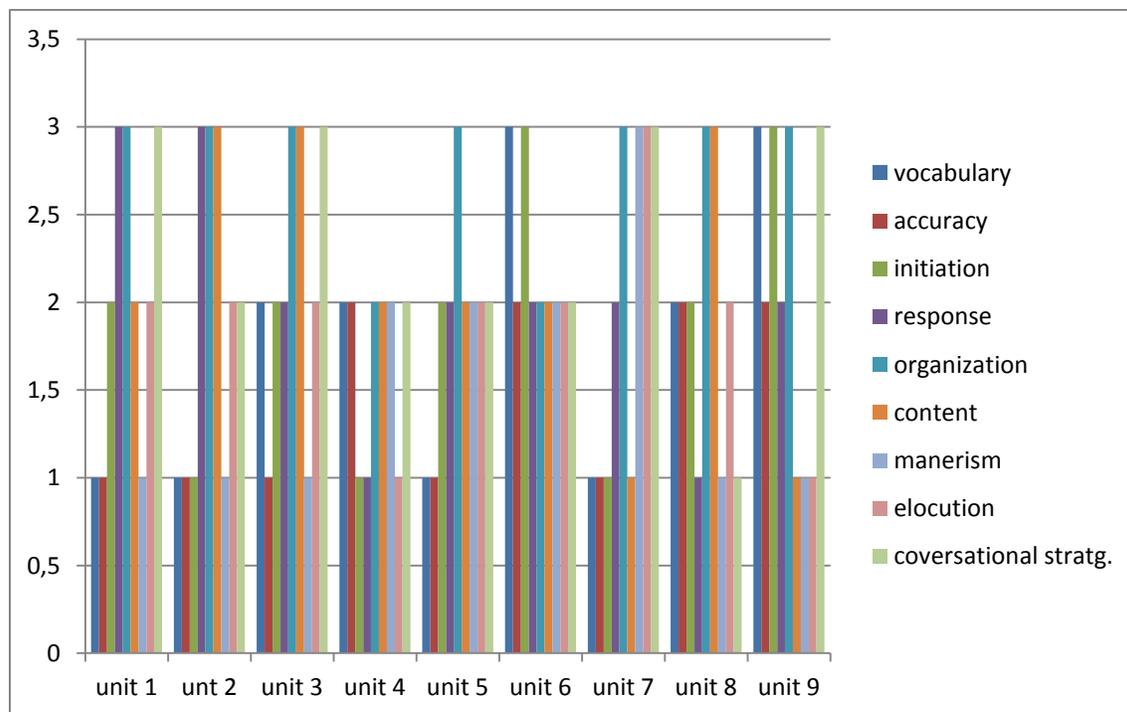


Figure 51 Rubric of Analytical Oral Language Scoring Rubric

TEACHER'S REPORT	
"SUPPORTING ENGLISH COURSE"	
Teacher's Name :	GRACIELA QUISPE MAMANI
Institution:	"Yunguyo" Fe y Alegría High school
Schedule:	10 :00 -12:00
Starting Date:	May,2012
	Grade: 3rd grade of Secondary
	Estimated Ending Date: October , 2012

Nº	NAMES	1st PARTIAL	2nd PARTIAL	3rd PARTIAL	AVERAGE
1	CM Vladimir	36	33	25	31
2	PB Josue	25	20	23	22
3	CQ Vladimir	28	29	30	29
4	YY Ivan	36	37	38	37
5	LG Milton	38	36	35	36
6	AMB Omar	40	39	41	40

7	CAE Elena	42	44	43	43
8	CR Soledad	45	47	50	47
9	HQ Gabriela	37	47	36	40
10	CC Xena	49	45	50	48
11	HCA Maycol	50	52	57	53
12	CM Jaime	48	46	47	47
13	CH Franz	37	36	40	38
14	CC Melissa	38	33	25	32
15	PH Claudia	33	35	27	32
16	HQS Giovanna	40	45	43	43
17	MB Jhovanna	41	36	44	40
18	HC Abraham	43	47	50	47
19	MM Margarita	48	48	50	49
20	MC Maribel	52	55	59	55
21	GV Edwin	36	36	37	36
22	AM Celia	37	36	38	37
23	AQL Alfredo	46	40	48	50
24	PT Limber	48	50	55	51
25	BC Moises	52	49	55	52
26	CFL Eusebia	50	51	51	51
27	AAA Ana	52	49	50	50
28	CC Rodrigo	48	55	59	54
29	YQ Maribel	45	47	50	47
30	AQ Henry	36	33	38	36

Checking most of the methods, we could see that all of them have one thing in common; they are focused on communicative objectives, one more than the others. Most of the people learn to communicate through it, read ads, manual or even video game instructions, understand their favorite songs, use it as a tool at work, or get a better job, etc.

Teaching and learning English objectives have as major aim to develop linguistics and communicative competence. As we know learning a language means to learn the four skills, writing, listening, reading and speaking, so that in this project attempted to develop them.

Students learned to communicate and express themselves through classroom formulaic expressions which they often used in classroom for asking permission, asking for meaning in Spanish in order to translate a word into English, asking for help, asking for something, and soon as they were, in some way, forced to use those formulaic expressions as much as they could in every class. Inside the classroom, through the forced usage, students were motivated and introduced to communicate through English in simple and usual classroom situation.

Students learned to applied useful vocabulary into basic grammar structures to make conversation about real life situation. Students were given the enough vocabulary input for applying into each grammar structured. Examples were given with the purpose of being used in statements, and then those were used for constructing conversations base on model conversation. Also they were enriched with variations. Later those new conversations were role played in front of the class, during the conversation creation and classwork, students built cooperative and collaborative work.

CHAPTER V

5. CONCLUSIONS

Conducting this project has depended on my understanding of teaching English especially in how to make a class more communicative using a variety of activities and contribute for enabling learners to interact more often in spoken English. In addition, it was an enjoyable experience from which I learned much about conducting an interactional systematic classroom. I will be able to use this experience to continue examining my own teaching and in particular to continue thinking about how I can support the development in my learners of oral communication strategies.

Teaching communication skills is controversial in two ways: whether to teach them or not; if yes, how? In what was discussed in the previous sections, it was argued that teaching communicative skills are not only useful, but also feasible. As communication strategies are conducive to language learning, techniques were introduced to teach them. Most of the techniques presented here are pinned down mainly on the Communicative Approach, which is a useful approach to teaching English as a foreign language. There is still a long way to go to consolidate the evidence presented thus far and to use the knowledge to further classroom language pedagogy. Virtually no classroom materials and programs are available commercially that capitalize on the vital significance of formulas in production and acquisition.

Given our abundant knowledge about the role of formulaic language in acquisition and production, it appears high time that we began to teach formulas and facilitate their acquisition more directly in the classroom

As teacher, we are to help students develop their communicative competence, it is essential that we expose them to and draw their attention to a variety of communicative skills, give them opportunities to apply the skills in similar contexts and give them structured feedback on their performance. With careful planning, I do believe this is possible and indeed necessary from the initial stages of language learning. We introduce learning strategies to help students develop their reading, writing or listening skills, so

teaching students how to develop their communicative competence should be no exception. In today's world where a high percentage of students need or will need to be able to speak English outside the classroom, there is an absolute necessity to develop communicative competence as an integral part of an effective EFL syllabus.

5.1 CONCLUSIONS OF THE PROJECT BY OBJECTIVE

Objective 1:

The first objective was addressed to introduce elementary classroom language toward developing speaking skills on 3rd secondary grade students. Generally students this objective was achieved in a 45 % almost the half of students could understand and use this classroom expression of asking the meaning, or the translation of certain words that they needed to know and use in that moment, situation like asking for permission to go to the restroom etc. As we have said previously in the results students caught and used the list of expression mostly in effective way and it was a something really new for them to start to use language by basic and simple thing. Maybe with some little time and more formality of the course we could have complete the course with higher result. The less achievement of the course mainly was because of vacation , beefier this winter vacation students were on the way, they were a bit more excited for learning coming back this vacation students' performance was becoming lower and lower which was difficult to get them on the way even more when the school year was finishing they were pressured by other subjects ,perhaps we could have gotten students in a good learning rhythm with formality it means to talk to other subject teacher to ask for a support for the students and give a bit of tolerance to students who were part of this project, parents more support so that students can be controlled in coming to the course on time and on the days the course were, and the English teacher to let them practice this expression in her class.

Objective 2:

The second objective intended to introduce elementary vocabulary related to each unit toward using them at developing speaking skills on 3rd secondary grade students. In this students were introduced and amount of 8 to 15 words per unit, words related to each unit, students were shown the words by using flashcards, miming, body language and drawings

after students have understood the meaning of the words, they practiced by doing a sort of activities like guessing, paraphrasing miming games, board games, and other dynamics to monitor students understanding. So that students once they understood could use this word in grammar section. Nevertheless students could only reach 41.30 % of the expectancy to learn the words. At the beginning words were easy, because, as they said, had been introduced the words by the school teacher and they just remembered those, on the other hand it was just partially, on this project knowing this we have introduced more new words therefore as the unit were going by the words become really new for them some of the words were not tough to deal with but other were. Students got troubles remembering at the moment they work on them the next classes they were complicated to recall mostly.

Objective 3:

The third objective had to do with the implementation a variety of communicative activities appropriate applying elementary English grammar structures toward developing speaking skills on 3rd secondary grade students. This objective reached 60% of achievement we could involve students in more than teacher mastering grammar, we applied grammar teaching by showing not just formulas, by using teacher examples and with the help of students other examples once students understood they did their own examples firstly by completing then by playing on board games so that they could use classroom expression, vocabulary that was introduced or even ask for the words that they lacked.

Objective 4:

The fourth objective, students were introduced social language (formulaic expression), and later on they were expected to use them in Student-Student and Student-Teacher interaction for developing speaking skills. This objective reached 46.60% of achievement, students were happy to communicate, it was inevitable to have grammar errors or not using the appropriate words according to the conversation, though they enjoyed a lot because they could interact with their peers, with the teacher. They could become part actively of their learning, they become actors by using or trying to overcome communicational situation, surviving with the little or some English language they had. Unfortunately as the topic, grammar, vocabulary started to get complicated they got frustrated and unmotivated, some

of them gave up, were absent in classes. The situation became frustrating as well for them. However, they could create simple conversation according to the unit, answer not automatically to question, the beginning step was done but there was much more left to do.

Objective 5:

The last objective wanted to apply strategies which encourage students to develop participative and cooperative learning in an environment of collaboration by group and pair interaction toward speaking skills development. In general terms of this objective reached 57.40 % of achievement. Participation as a whole class as individual and inside a group work, students were at the beginning of the course, they were reluctant at taking a physically active part in games or activities. Due to, they belonged to different courses. Along the first weeks as they were meeting new classmates inside this course, it was pretty hard to join them, having them working together, they were shy, kind of unsure about their performance, it was comprehensible at moments there was tense environment of inactiveness and undisciplined inside the classroom. Consequently, with the activities, role plays and games introduced, their attitude started to change progressively. Once they knew each other, they gained self confidence among them, some outstanding students showed up these ones participated actively during classes, coming to classes every single day, being voluntary when teacher – student interaction for modeling the activities before being done, those were the leader that got other students participating too, and the ones who inspired other to try to participate in class, answering question, helping to model and encouraging other to participate, contributing with new ideas inside their group works.

Collaboration and team work

Pair and group work was really important in this project as this was directed to establish interaction among students joined by the same issued to communicate through English. The act of working together with one or more people in order to achieve something was frequent in each class; we tried to apply activities in which students interrelated with each other. They contributed and be supportive to the task, helped the group to stayed on the task, helped the group review the task and used their strengths to enhance the task

Other aspect the project such as motivation, responsibility, self-confidence and tolerance

and respect

Motivation

Student had been learning English in a passive way despite teacher's effort of changing this. Once the course has been started on May, student showed the predisposition of learning, it was really amazing to see them coming with great expectation of the course. They were motivated of being closer to the language, since they were asked what language they would have liked to learn and answered English as the first option, since this, they have woken up this curiosity, they realized that they could be able to understand it and express themselves, just they needed the chance to, so this was the chance for them to wake up and exploit their abilities of learning a foreign language in a more communicative way. During this process, students were motivated mostly; the proof of this was the predisposition of trying new things and the respond to these ones, at moments this changed due to the responsibilities at school, homework and test. Nevertheless, students have found the way of full filling with their responsibilities with the course and do their best.

Responsibility

Responsibility was also one of the positive result of this project, student were not given such difficult task to do. There were given mostly class work, in this they did their share of the work to complete at the provided task inside the group work, as well as coming to class and on time mostly.

Self-confidence

Students were so timid the first weeks, especially at moment of acting out the role plays, coral repetition even moving of desk to participate with other classmates from other courses, happily little but with student were got part of it and once they through themselves into this swimming pool of new experiences, they were proud of the outcome of the tasks. Furthermore they learn something meaningful during the tasks in this course, consequently they saw that they should not be afraid of something they do not really know, trust on themselves in the process of learning there is no fault.

Tolerance and respect

At moment of participating individually in pair and groups students felt the tension of

the audience glances , the uncomfortable moment of being observed by a bunch of people who may laugh or make of any mistake, this is not new. People could be so cruel when judging, it is so common people overcomes this situation. It happened to me and happened to anyone. People do not know that saying the wrong word in a wrong way, we are killing the person, we are killing their ideals, and we are decreasing their self-esteem. So understanding this, was tried to light this kind of behavior on students, teaching them that we are all human being, there is no perfection, respecting one to each other, it is so important to push them, encourage them to try new things when learning. Students were lead to be open minded about different interpretations, shared ideas openly, listen respectfully to each other's ideas, listen carefully to other group member's ideas, work out differences of opinion in an appropriate manner.

Teaching and Learning Experience

This, hard, enriching but pleasant experience was unique, I have not known how hard it was, till the moment I started this project, since the very beginning day till the last day of class, to deal with different kind of students' behavior, mood and learning styles. Discipline was one of the hardest issue which demanded great patience and logistic .On the contrary, enriching because with every kind of situation, there was knowledge, in how to manage such big amount of people, getting them working in groups or pairs, where they do not like each other, how to join weak students with outstanding ones in order to have them helping nicely and friendly, how to motivate students who were isolated , shy and jittery, to be part of the task showing them that there is no fear at speaking English and everybody can learn. Finally, pleasant hence the beginning, during and at the end student learn not everything and mostly what was taught to them. It was so amazing to see practicing, interacting with each other, enjoying the activities. It is gratifying to see them speaking, articulating word, making and acting out conversations. And more gratifying making them part of this experience which I think they will remember.

5.2 COMMENTS

This Project came up due to the restlessness to offer to students of “Yunguyo” Fe y Alegría high school, the opportunity to have a supporting English course. Thus public schools do not give importance because of different circumstances. The main objective of this project was to help 3rd grade students at learning English through methods, techniques, material, and the entire will to teach them and clear up any doubt furthermore offer students a proper English learning practice and usage environment which was one of the objective that gave life to this project

One of the main strengths during this period was the motivation and the predisposition from the students in the first part before winter vacation when the students' attendance was regular, besides they were willing to practice what was being taught, showing responsibility, enthusiasm, doing task in class and making conversation according to the presented syllabus. It is with no doubt necessary offer students the chance to express by themselves, use the vocabulary and the grammatical structures giving them the proper environment to do it.

On the other hand, weaknesses were seen when after winter vacation the interest on the course declined significantly due to their priorities with other subjects at school as the final examinations were closer which demanded them more responsibility and attention in relation with their homework, reports, and presentations. Their performance in this course had a declined because of frequent absences. Thus this situation was managed by ending in the most proper only in 90 %.

Finally, We can mention that there were several aspects that threaten this project the lack of commitment and assimilation of this kind of learning opportunities were one of them.

5.3 RECOMMENDATIONS

To sum up, communication strategies remain an important element in foreign language learning. In particular, we need undoubtedly to promote learners' communicative competence. Teachers can play an important role in conveying communication strategies to students and thereby assisting them to practice the target language. I highly recommend that EFL teachers instruct learners' communication strategies so as to value English language

learning more meaningful and influential. Apart from that, teachers should also motivate learners to apply communication strategies as greater motivation relates to higher frequencies of strategy use that highly motivate learners adopt “a significantly greater range of appropriate strategies than do less motivated learners”.

In addition, an English-speaking environment needs to be created to the largest extent, because by continual exposure to natural conversation students may learn through opportunities both to hear more of the target language and to produce new utterances to test their knowledge (Wenden & Rubin, 1987: 26). As a consequence, motivation for more learning can be enhanced. As Graham (1997: 89) states, key factors for communication strategies include the aim of decreasing anxiety and increasing participation. The English corner is one of the most effective ways to fulfill this goal. Although many schools do have this kind of activity, the frequency and the extent to be emphasized may not be satisfactory. What's more, English speaking contest, short play performance, English tour guiding and other sorts of activities should be popularized in line with the specialties of different schools. Furthermore, local educational organizations should attach more importance to learners' communicative competence in FLL. In an effort to improve the situation that communication strategies still do not feature in many L2 syllabuses in Bolivia, I am eager to suggest that (1) local educational organizations should highlight students' communicative competence in English rather than their testing scores; (2) authentic English teaching materials including textbooks and other reading materials should be developed; (3) appropriate methodologies for English teaching should be applied and (4) new testing system should be created to accord with the requirements of fluent oral English. Lastly, I hope what I have suggested is helpful for all teachers to improve their own practice in foreign language teaching.

TABLE CONTENT

ABSTRACT

INTRODUCTION 7

CHAPTER I 10

1. “YUNGUYO“FE y ALEGRÍA HIGH SCHOOL GENERAL BACKGROUND 10

1.1. EXTERNAL CHARACTERISTICS 10

1.1.1 Historical Background 10

1.1.2 District and Neighborhood Organization 10

1.1.3 Geography 11

1.1.4 Economy 12

1.1.5 Social and Cultural Aspects 12

1.1.6 Political, Administrative and Education Aspects 12

1.2 INTERNAL CHARACTERISTICS INSTITUTION BACKGROUND 13

1.2.1 “Yunguyo” Fe y Alegria High School Background 13

1.2.1.1 Foundation 13

1.2.1.2 Consolidation Stages 14

1.2.1.3 Identity of the Institution 14

1.2.1.5 Objectives of the Institution 15

1.2.1.6 Achievements 15

1.2.2 Administrative Area 15

1.2.3 Organization Squema 15

1.2.4 Rules for Administration and Functioning in the Education Institution 17

1.2.5 Management Process 22

1.2.5.1 Activities Planning and Development 22

1.2.5.2 Evaluation 22

1.2.6 Inter-institutional Relationship 23

1.2.7 Infrastructure and Equipment 23

2. NEEDS DIAGNOSTIC 24

2.1 PROBLEM LOCATION 24

2.1.1 English as Foreign Language 24

2.2 NEEDS IDENTIFICATION 26

2.2.1 Data Description of English Test Proficiency to The Student 28

2.2.3 Data Description of Instructional Practices Teacher Questionnaire 49

2.2.4 SWOT Analysis	55
2.2.5 Need assessment conclusions	57
2.3 SCOPE AND LIMITATIONS OF THE PROJECT	60
2.4 IMPACT OF THE PROJECT: A COURSE ON DEVELOPING COMMUNICATIVE SKILLS THOROUGH A COMMUNICATIVE FOCUS AT AN ELEMENTARY LEVEL DIRECTED TO 3RD SECONDARY GRADE STUDENTS” AT “YUNGUYO “FE Y ALEGRÍA HIGH SCHOOL	62
<u>CHAPTER II</u>	64
2. WORK PROPOSAL : A COURSE ON DEVELOPING COMMUNICATIVE SKILLS THROUGH A COMMUNICATIVE FOCUS AT AN ELEMENTARY LEVEL DIRECTED TO 3RD SECONDARY GRADE STUDENTS” AT “YUNGUYO “FE Y ALEGRÍA HIGH SCHOOL	64
2.1 FUNDAMENTATION	66
2.2 OBJECTIVES OF THE PROJECT.....	103
2.3 FULFILLING INDICATORS	105
2.4 ACTION PLAN	106
2.4.1 Syllabus	106
2.4.1.1 Cognoscitive Knowledge.....	118
<u>Vocabulary Contend Sequence</u>	118
<u>Grammar and Pronunciation Contend Sequence</u>	124
<u>Formulaic Expressions Contend Sequence</u>	126
2.4.1.2 Linguistic Contend Sequence	139
<u>Topic Sequence</u>	143
<u>Methodological Strategy</u>	144
<u>Sequence of the Activities</u>	146
<u>Temporary Delimitation</u>	146
<u>Resources</u>	147
<u>Scope and Limitations of the Project</u>	148
<u>Evaluate in formative assessment</u>	149
2.5 WORK PLAN	150
<u>CHAPTER III</u>	151
3. PROPOSAL DEVELOPMENT	151
3.1 SEQUENCE OF THE ACTIVITIES	152
3.1 INITIAL ACHIEVEMENTS	154
3.3 EXPERIENCES	155

<u>CHAPTER IV</u>	156
<u>4.1 PROJECT IMPLEMENTATION RESULTS</u>	158
<u>4.1.1 Detailed Achievement View</u>	159
<u>4.1.2 General Achievement View</u>	169
<u>4.1.3 Report of Course Evaluation for The Institution</u>	174
<u>CHAPTER V</u>	183
<u>5. CONCLUSIONS</u>	183
<u>5.1 CONCLUSIONS OF THE PROJECT BY OBJECTIVE</u>	184
<u>Collaboration and team work</u>	186
<u>Motivation</u>	187
<u>Responsibility</u>	187
<u>Self-confidence</u>	187
<u>Tolerance and respect</u>	187
<u>Teaching and Learning Experience</u>	188
<u>5.2 COMMENTS</u>	188
<u>5.3 RECOMMENDATIONS</u>	189

BIBLIOGRAPHY

APPENDIX

LIST OF FIGURES

FIGURE 1 EDUCATION CENTER "YUNGUYO" FE Y ALEGRIA ORGANIZATION	16
FIGURE 2 AGE OF STUDENTS AT "YUNGUYO" FE Y ALEGRIA HIGH SCHOOL	29
FIGURE 3 VOCABULARY MULTIPLE- CHOICE QUESTIONS	31
FIGURE 4 GRAMMAR MULTIPLE-CHOICE QUESTION (A)	32
FIGURE 5 GRAMMAR MULTIPLE-CHOICE QUESTION (B)	33
FIGURE 6 WORD ORDER STATEMENTS	35
FIGURE 7 READING COMPREHENSION TRUE AND FALSE STATEMENTS	36
FIGURE 8 LANGUAGE STUDENTS ARE INTERESTED IN LEARNING	38
FIGURE 9 ENGLISH DIFICULTY	39
FIGURE 10 ENGLISH COMPETENCIES DIFICULTY	40
FIGURE 11 ENGLISH AUDITORY UNDERSTANDING	41
FIGURE 12 READING COMPREHENSION	42
FIGURE 13 ENGLISH USAGE IN CLASS	43
FIGURE 14 AREAS TO IMPROVE	44
FIGURE 15 RANKING OF SILLS IMPORTANCE	45
FIGURE 16 ENJOYING ACTIVITIES	46
FIGURE 17 OTHER ENJOYING LEARNING HABITS	48
FIGURE 18 OUT OF TEN STUDENTS,HOW MANY..?	51
FIGURE 19 TEACHER'S EMPHASIS LINGUISTIC COMPTETENCE	52
FIGURE 20 SCOPE AND LIMITATIONS OF THE PROJECT	62
FIGURE 21 A CONCEPTUAL MODEL FOR LEARNING LANGUAGE LEARNING	91
FIGURE 22 RESOURCES	148
FIGURE 23 REFERENCE INFORMATION OF THE PROJECT: SCOPE AND LIMITATIONS	149
FIGURE 24 FIRST PHASE OBJECTIVE 1	160
FIGURE 25 SECOND PHASE OBJECTIVE 1	161
FIGURE 26 THIRD PHASE OBJECTIVE 1	161
FIGURE 27 FIRST PHASE OBJECTIVE 2	162
FIGURE 28 SECOND PHASE OBJECTIVE 2	162
FIGURE 29 THIRD PHASE OBJECTIVE 2	163
FIGURE 30 FIRST PHASE OBJECTIVE 3	164
FIGURE 31 SECOND PHASE OBJECTIVE 3	165
FIGURE 32 THIRD PHASE OBJECTIVE 3	165
FIGURE 33 FIRST PHASE OBJECTIVE 4	166
FIGURE 34 SECOND PHASE OBJECTIVE 4	166
FIGURE 35 THIRD PHASE OBJECTIVE 4	167
FIGURE 36 FIRST PHASE OBJECTIVE 5	167
FIGURE 37 SECOND PHASE OBJECTIVE 5	168
FIGURE 38 THIRD PHASE OBJECTIVE 5	168
FIGURE 39 GENERAL VIEW OBJECTIVE 1	169
FIGURE 40 GENERAL VIEW OBJECTIVE 2	170
FIGURE 41 GENERAL VIEW OBJECTIVE 3	171
FIGURE 42 GENERAL VIEW OBJECTIVE 4	172
FIGURE 43 GENERAL VIEW OBJECTIVE 5	173
FIGURE 44 ATTENDANCE	174

FIGURE 45 PARTICIPATION IN CLASS	175
FIGURE 46 CLASSWORK	175
FIGURE 47 HOMEWORK	176
FIGURE 48 PORTAFOLIOS	176
FIGURE 49 GENERAL VIEW OF TEST RESULTS	177
FIGURE 50 GRADING	178
FIGURE 51 RUBRIC OF ANALYTICAL ORAL LANGUAGE SCORING RUBRIC	180

LIST OF TABLES

FIGURE 1 EDUCATION CENTER "YUNGUYO" FE Y ALEGRIA ORGANIZATION	16
FIGURE 2 AGE OF STUDENTS AT "YUNGUYO" FE Y ALEGRIA HIGH SCHOOL	29
FIGURE 3 VOCABULARY MULTIPLE- CHOICE QUESTIONS	31
FIGURE 4 GRAMMAR MULTIPLE-CHOICE QUESTION (A)	32
FIGURE 5 GRAMMAR MULTIPLE-CHOICE QUESTION (B)	33
FIGURE 6 WORD ORDER STATEMENTS	35
FIGURE 7 READING COMPREHENSION TRUE AND FALSE STATEMENTS	36
FIGURE 8 LANGUAGE STUDENTS ARE INTERESTED IN LEARNING	38
FIGURE 9 ENGLISH DIFICULTY	39
FIGURE 10 ENGLISH COMPETENCIES DIFICULTY	40
FIGURE 11 ENGLISH AUDITORY UNDERSTANDING	41
FIGURE 12 READING COMPREHENSION	42
FIGURE 13 ENGLISH USAGE IN CLASS	43
FIGURE 14 AREAS TO IMPROVE	44
FIGURE 15 RANKING OF SILLS IMPORTANCE	45
FIGURE 16 ENJOYING ACTIVITIES	46
FIGURE 17 OTHER ENJOYING LEARNING HABITS	48
FIGURE 18 OUT OF TEN STUDENTS, HOW MANY..?	51
FIGURE 19 TEACHER'S EMPHASIS LINGUISTIC COMPTETENCE	52
FIGURE 20 SCOPE AND LIMITATIONS OF THE PROJECT	62
FIGURE 21 A CONCEPTUAL MODEL FOR LEARNING LANGUAGE LEARNING	91
FIGURE 22 RESOURCES	148
FIGURE 23 REFERENCE INFORMATION OF THE PROJECT: SCOPE AND LIMITATIONS	149
FIGURE 24 FIRST PHASE OBJECTIVE 1	160
FIGURE 25 SECOND PHASE OBJECTIVE 1	161
FIGURE 26 THIRD PHASE OBJECTIVE 1	161
FIGURE 27 FIRST PHASE OBJECTIVE 2	162
FIGURE 28 SECOND PHASE OBJECTIVE 2	162
FIGURE 29 THIRD PHASE OBJECTIVE 2	163
FIGURE 30 FIRST PHASE OBJECTIVE 3	164
FIGURE 31 SECOND PHASE OBJECTIVE 3	165
FIGURE 32 THIRD PHASE OBJECTIVE 3	165
FIGURE 33 FIRST PHASE OBJECTIVE 4	166
FIGURE 34 SECOND PHASE OBJECTIVE 4	166
FIGURE 35 THIRD PHASE OBJECTIVE 4	167
FIGURE 36 FIRST PHASE OBJECTIVE 5	167
FIGURE 37 SECOND PHASE OBJECTIVE 5	168
FIGURE 38 THIRD PHASE OBJECTIVE 5	168
FIGURE 39 GENERAL VIEW OBJECTIVE 1	169
FIGURE 40 GENERAL VIEW OBJECTIVE 2	170
FIGURE 41 GENERAL VIEW OBJECTIVE 3	171
FIGURE 42 GENERAL VIEW OBJECTIVE 4	172

FIGURE 43 GENERAL VIEW OBJECTIVE 5	173
FIGURE 44 ATTENDANCE	174
FIGURE 45 PARTICIPATION IN CLASS	175
FIGURE 46 CLASSWORK	175
FIGURE 47 HOMEWORK	176
FIGURE 48 PORTAFOLIOS	176
FIGURE 49 GENERAL VIEW OF TEST RESULTS	177
FIGURE 50 GRADING	178
FIGURE 51 RUBRIC OF ANALYTICAL ORAL LANGUAGE SCORING RUBRIC	180

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Appendix A

A.1 STUDENTS NEEDS ASSESSMENT TEST AND QUESTIONNAIRE

LET'S SPEAK ENGLISH!

Edad _____ Nivel: Secundario Curso _____

QUE ES LO QUE SE

A. Pon en un círculo la respuesta correcta

1. 7 = a) seventy b) seven c) six
2. 14 = a) fifteen b) forty c) fourteen
3. 3+6 = a) nine b) eleven c) one
4. 10+30+40 = a) twenty b) fifty c) eighty
5. The day after Monday is a) Tuesday b) Friday c) Wednesday
6. The day before Friday is a) Monday b) Friday c) Thursday
7. My notebook is a) bleck b) block c) black
8. Yellow+ blue = a) pink b) green c) white

9. This is a....



- a) table b) book c) bag

10. This is a



- a) car b) pen c) bicycle

11. This is a



- a) pencil b) chair c) bag

12. My mother.....happy a) is b) are c) am
 13. I a student a) is b) are c) am
 14. We friends a) is b) are c) am
 15. Hefrom Brazil a) isn't b) aren't c) m' not
 16. Iamerican a) isn't b) aren't c) m' not
 17. Leon and Javierten a) isn't b) aren't c) m' not
 18. Are you ok? a)Yes, I is b) yes I isn't c) Yes, I am
 19. Are they from Argentina? a) No, they aren't b) No, they isn't c) No they are
 20.he sad? a) Is b) Are c) Am
 21.they from Mexico? a) Is b) Are c) Am
 22. This isbag a) I b) you c) my
 23. Is this.....cellphone? a) yours b) its c) your
 24. She two sisters a) has b) have c) is
 25. They..... Brown eyes a) has b)are c) have
 26. We any pens a) don't have b) doesn't have c) no
 27. He..... brown eyes a) don't have b) doesn't have c) no
 28.Pedro have short hair? a) Does b) Is c) Do
 29. Do you have video games? a)Yes , I do b)Yes, I can c)Yes ,I am
 30. Does he have a new car? a) No , he aren't b) No , he can't c) No ,he doesn't
 31. **This / Those** is my pen
 32. **That/ Those** are my pens
 33. He didn't..... last Tuesday ,heat home
 a) go, was b) went,was c) going ,was
 34. What time..... home yesterday?
 a) Do you arrive b) Did you arrived c) did you arrive
 35. My cousin and I.....to the concert tomorrow night.
 a) are going to go b) is going to go c) am going to go

B. Escribe las palabras en el orden correcto para formar oraciones

36. Mario /where/ is /?

37. There/ tables /in / bathroom my/ are/

38. There/ any/ lamps/ the/ in/ living room/ aren't

39. is/ / Jim Carey/ comedian/a/

40. never/ texts/ She/ at/ school/

41. My/ opens/school/ 2 pm/at

42. your/What/ name/ is/ ?

C. Lee el siguiente texto y responde a las siguientes oraciones con falso (F) o verdadero (V)

David and Lucas are brothers they get up at seven o'clock in the morning. David has eggs for breakfast, but Lucas and his parents have cereal. School starts at eight thirty and ends at four o'clock. After school, David calls his friends, but Lucas watches TV. Then they do their homework. After dinner, David listens to music, and Lucas plays videos games, they go to bed at ten o'clock.

- | | | |
|--|-------------------------|-------------------------|
| 43. David and Lucas are cousins | <input type="radio"/> F | <input type="radio"/> V |
| 44. They get up at six o'clock in the morning | <input type="radio"/> F | <input type="radio"/> V |
| 45. David has chocolates for breakfast | <input type="radio"/> F | <input type="radio"/> V |
| 46. School starts at eight thirty and ends at nine o'clock | <input type="radio"/> F | <input type="radio"/> V |
| 47. David plays with his friends, but Lucas watches TV | <input type="radio"/> F | <input type="radio"/> V |
| 48. After dinner David doesn't listens to music, and Lucas doesn't play video games. | <input type="radio"/> F | <input type="radio"/> V |

QUESTIONARIO

Primera parte: QUE ES LO QUE QUIERO APRENDER

- ¿Qué idioma o idiomas te gustaría aprender? Y ¿Por qué?

-
2. ¿Crees que aprender el idioma Inglés es fácil o difícil? ¿Por qué? menciona ejemplos de situaciones que son difíciles o fáciles para ti. Ej.: *escuchar, leer, hablar, escribir, pronunciar, vocabulario*
-

3. ¿Cuándo escuchas música en Inglés o ves programas de televisión en Inglés, cuanto puedes entender? Pon en un círculo la cantidad

Todo Mucho Algo Un poco Muy poco

4. ¿Cuándo lees, anuncios en el internet, libros, instrucciones de juegos de video en Inglés, cuanto puedes entender?

Todo Mucho Algo Un poco Muy poco

5. ¿Cuando estás en la clase de Inglés, con qué frecuencia usa el Inglés para comunicarte con el(la) profesor@ o compañer@s de clase? Porque?

Siempre

A menudo

A veces

Nunca

6. ¿Cuáles son las aéreas específicas del Inglés que quisieras mejorar antes de terminar el año escolar? Ej.: *escuchar, leer, hablar, escribir, pronunciar, vocabulario.*
-

7. Numera las habilidades relacionadas al idioma Inglés que necesitas más del 1 al 6, numera **1** la más importante y numera **6** la menos importante en este momento, por favor usa cada número solo una vez.

Yo necesito.....

.....entender lo que leo

.....comunicarme a través de lo que escribo

.....entender lo que escucho

.....hablar

.....Aprender o incrementar nuevas palabras

.....Pronunciar

Segunda parte: COMO APRENDO

Hábitos de Aprendizaje: Hay varias maneras de aprender un idioma. Piensa en la manera que tú aprendes mejor.

¿Qué actividades disfrutas hacer más en clase?

Por favor, marca una de las casillas que describa mejor tu respuesta

1 = es el más divertido e importante 2 = muy divertido e importante 3 = divertido e importante 4 = ligeramente divertido 5 = nada divertido o importante

HABITOS DE APRENDIZAJE

1 2 3 4 5

Trabajar con un compañero

Trabajar en grupo

Trabajar toda la clase

Haciendo una tarea completando una serie de ejercicios

Actuando una pequeña obra de teatro por ejemplo, vendedor- comprador

Escogiendo tus propias actividades para aprender o reforzar individualmente

Prefieres que el docente explique la lección

Realizar un proyecto poniendo en práctica la imaginación y la creatividad

Dando y recibiendo consejos y decisiones

(otro)

LET'S SPEAK ENGLISH!

Age: _____ Secondary Level Grade _____

Test : WHAT I KNOW

A. Circle the correct answer

1. 7 = a) seventy b) seven c) six
2. 14 = a) fifteen b) forty c) fourteen
3. 3+6 = a) nine b) eleven c) one
4. 10+30+40 = a) twenty b) fifty c) eighty
5. The day after Monday is a) Tuesday b) Friday c) Wednesday
6. The day before Friday is a) Monday b) Friday c) Thursday
7. My notebook is a) bleck b) block c) black
8. Yellow+ blue = a) pink b) green c) white
9. This is a....



- a) table b) book c) bag

10. This is a



- a) car b) pen c) bicycle

11. This is a



- a) pencil b) chair c) bag

12. My mother.....happy a) is b) are c) am
13. I a student a) is b) are c) am
14. We friends a) is b) are c) am
15. Hefrom Brazil a) isn't b) aren't c) m' not
16. IAmerican a) isn't b) aren't c) m' not
17. Leon and Javierten a) isn't b) aren't c) m' not
18. Are you ok? a) Yes, I is b) yes I isn't c) Yes, I am
19. Are they from Argentina? a) No, they aren't b) No, they isn't c) No they are
20.he sad? a) Is b) Are c) Am
21.they from Mexico? a) Is b) Are c) Am
22. This isbag a) I b) you c) my

23. Is this.....cellphone? a) yours b) its c) your
24. She two sisters a) has b) have c) is
25. They..... Brown eyes a) has b)are c) have
26. We any pens a) don't have b) doesn't have c) no
27. He..... brown eyes a) don't have b) doesn't have c) no
28.Pedro have short hair? a) Does b) Is c) Do
29. Do you have video games? a)Yes , I do b)Yes, I can c)Yes ,I am
30. Does he have a new car? a) No , he aren't b) No , he can't c) No ,he doesn't
31. **This / Those** is my pen
32. **That/ Those** are my pens
33. He didn't..... last Tuesday ,heat home
a)go, was b) went,was c) going ,was
34. What time..... home yesterday?
a) Do you arrive b) Did you arrived c) did you arrive
35. My cousin and I.....to the concert tomorrow night.
a) are going to go b) is going to go c) am going to go

B. Write the words in the correct order to form sentences.

36. Mario /where/ is /?

37. There/ tables /in / bathroom my/ are/

38. There/ any/ lamps/ the/ in/ livingroom/ aren't

39. is/ / Jim Carey/ comedian/a/

40. never/ texts/ She/ at/ school/

41. My/ opens/school/ 2 pm/at

42. your/What/ name/ is/?

C. Read the following text and answer the statements true (T) or false (F)

David and Lucas are brothers they get up at seven o'clock in the morning. David has eggs for breakfast, but Lucas and his parents have

cereal. School starts at eight thirty and ends at four o'clock. After school, David calls his friends, but Lucas watches TV. Then they do their homework. After dinner, David listens to music, and Lucas plays video games, they go to bed at ten o'clock.

43. David and Lucas are cousins ☹ F ☺ V
44. They get up at six o'clock in the morning ☹ F ☺ V
45. David has chocolates for breakfast ☹ F ☺ V
46. School starts at eight thirty and ends at nine o'clock ☹ F ☺ V
47. David plays with his friends, but Lucas watches TV ☹ F ☺ V
48. After dinner David doesn't listens to music, and Lucas ☹ F ☺ V
doesn't play video games

QUESTIONNAIRE

First part: WHAT I WANT TO KNOW

1. What language would you like to learn? And why?

2. Do you think learning English is difficult or easy? Why? Give examples of situations that are difficult or easy for you For instance: *reading ,writing ,speaking,listening,vocabulary ,pronunciation,grammar*

3. When you listen to music or watch TV programmes in English, how much do you understand? Circle the amount.

Everything Most Some A Little Very Little

4. When you read internet ads ,books, video games instructions, how much do you understand? Circle the amount.

Everything Most Some A Little Very Little

5. When you are in your English class, how often do you use English to talk with the teacher or classmates? Why?

Always Often Sometimes Never

-
-
-
6. What specific areas of English would you like to improve before you finish the school year?
For instance: *reading, writing, listening speaking, vocabulary, pronunciation, grammar.*

-
-
-
7. Order the skills that you need from 1 to 6. Number 1 is the most important and number 6 is the least important to you at this time. Please use each number only one time.

I need to.....

-understand what i read
-express myself through what i write
-understand what i listen to
-Speak
-Learn or increase new vocabulary
- Pronounce

Second part: HOW I LEARN

Learning Habits: There are many ways to learn a new language. Think of your own language learning.

Which activities do you find you enjoy doing the most?

Please check only **one** of the boxes next to the language topic that *best* describes your answer.

1 = Most enjoyable and important 2 = Very enjoyable and important 3 = Enjoyable and important 4 = slightly enjoyable 5 = Not enjoyable or important

Learning Habits:

1 2 3 4 5

Working with the one other student

Working in smalll groups

Work as a class

Completing a task through a problem solving activity

Acting out a role play exercise example buying a ticket

Making decision about personal learning activities

Prefer a teacher directed lesson with explanations

Completing imaginative and creative -project work

Giving and accepting advice and decision

others

--	--	--	--	--

A.2 TEACHER NEEDS ASSESSMENT QUESTIONNAIRE

SURVEY OF INSTRUCTIONAL PRACTICES TEACHER SURVEY

C. PROFESSIONAL EXPERIENCES

10. What grades do you teach..?

11. How many years have you taught English prior to this year?

12. How long have you been assigned to teach at your current school?

D. CLASS DESCRIPTION

6. How many students are in the target class?

and time

Think English doesn't have any
benefits for their future objectives

E. INSTRUCTIONAL SKILLS

13. Describe the teaching techniques or strategies that are most effective for you for teaching vocabulary grammar, pronunciation?

14. Indicate relative emphasis on language skills such as listening, writing, reading, speaking, vocabulary, grammar, pronunciation, for every topic.

0 = No emphasis (Not an expectation for this topic)

1 = Slight emphasis (Accounts for less than 25% of the time spent on this topic)

2 = Moderate emphasis (Accounts for 25% to 33% of the time spent on this topic)

3 = Sustained emphasis Accounts for more than 33% of the time spent on this topic)

COMPETENCIAS	0	1	2	3
Listening				
Writing				
Reading				
Speaking				
Vocabulary				
Grammar				
Pronunciation				

15. What do you see as the relative strengths and weaknesses of students regarding listening, writing, reading, speaking, vocabulary, grammar, pronunciation, for every topic.

16. Do you identify the special needs of your students and include them when you write learning objectives
17. How you adjust lessons to benefit those differing styles?
18. What techniques do you use to keep students actively involved during a lesson focus on developing speaking skills?
19. What do you do if 50% of your class does poorly on speaking skills?
20. How do you include cooperative learning in your classroom?

D. CLASSROOM MANAGEMENT

21. Describe what you consider to be the model classroom. What does a typical day look like in this classroom?
22. Share three interesting classroom management techniques used in your classroom.

E. KNOWLEDGE OF CONTENT/MATERIALS

23. What kinds of materials have you used to assess student strengths and/or weaknesses?
24. Are there any materials you have used that you find are especially effective for teaching speaking with slow learners or bright students?

25. What kind of materials and supplies would you need to do your best job?

26. What curricular changes do you hope to see over the next few years?

F. PLANNING SKILLS

29. How do you handle varied speaking activities in the content areas?

30. How much homework do you assign? How do you know how long it will take your students?

B.1 ORAL PRODUCTION RUBRIC

INDICATORS	ENTERING (1)	EMERGING (2)	DEVELOPING (3)	ACCOMPLISHED (4)
Vocabulary	Mostly identify the items pictured	Somewhat identify the items pictures	Mostly identify the items pictured	Completely identify the items pictured
Accuracy	Mostly inaccurate subject- verb agreement	Somewhat accurate subject - verb agreement	Mostly accurate subject -verb agreement	Completely accurate subject - verb omission
Response	Rarely responds	Sometimes responds appropriately to	Frequently responds appropriately to	Almost always responds appropriately to

	appropriately to questions/statements.	questions/statements.	questions/statements.	questions/statements.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing the conversation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear conversation.	Student uses a clear voice with correct, precise pronunciation of terms so that all audience members can hear conversation.

Source note: Adapted from “Oral Conversation Rubric”, retrieved from http://www.ncsu.edu/midlink/rub_pres.html . Adapted from “Speaking Rubrics and Checklists”, retrieved from <http://www.en.copian.ca/library/learning/bgt/ed/evaluation/jordan/htm#presentation>

ANALYTIC ORAL LANGUAGE SCORING RUBRIC

<i>TASK</i> <i>LEVEL</i> <i>FOCUS</i>	ENTERING (1)	EMERGING (2)	DEVELOPING (3)	ACCOMPLISHED (4)
<i>Initiation</i>	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Eagerly initiates speech, utilizing appropriate attention getting devices. Easily asks questions and speaks spontaneously.

<i>Response</i>	Rarely responds appropriately to questions/statements.	Sometimes responds appropriately to questions/statements.	Frequently responds appropriately to questions/statements.	Almost always responds appropriately to questions/statements.
<i>Organization</i> (<i>comprehensibility</i>)	Audience cannot understand conversation because there is no sequence of information.	Audience has difficulty following conversation because student jumps around.	Students' conversation presents information in logical sequence which audience can follow.	Students' conversation presents information in logical, interesting sequence which audience can follow.
<i>Content</i>	Students' conversation does not provide relevant information on the topic.	Students' conversation is somewhat relevant to the topic and provides some related information.	Students' conversation provides relevant content on the topic but without additional details.	Students' conversation provides detailed relevant content (more than required) with explanation and elaboration.
<i>Mannerism</i>	Student is very nervous and talks in a stilted manner.	Student is a little nervous but is able to converse coherently.	Student is comfortable conversing with partner and converses in a natural manner.	Student is totally at ease with conversing with partner and converses articulately and confidently.
<i>Eye Contact</i>	Student reads out conversation with no eye contact.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with partner and seldom returns to notes.
<i>Elocution</i>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear conversation.	Student uses a clear voice with correct, precise pronunciation of terms so that all audience members can hear

	hear.	the conversation.		conversation.
<i>Conversational Strategies</i>	Uses none strategies. Relies heavily on conversation partner to sustain conversation .Rarely responds even with frequent prompting.	Uses once request for repetition strategy and needs frequent prompting to further the conversation.	Uses at times request for repetition strategies, but may need occasional prompting.	Clarifies and continues conversation, using request for repetition strategy

Source Note: Adapted from “Measuring Success: The Second Language Proficiency Examination Informal Speaking Rubric” (p. 58) and “Developing And Utilizing Rubrics Oral Communication Rubrics” by Dr. L. H. Kelley

B.2 STUDY HABITS RUBRIC

GRADING	ATTENDANCE	PARTICIPATION IN CLASS	CLASSWORK	HOMEWORK	PORTAFOLIOS
ENTERING A	Most of the time comes to class and comes on time	Participates while in groups in his /her appropriate share of time	Always takes part of the class activities actively	Often studies the lesson outside of class.	Maintains a notebook or other system with sections areas such as vocabulary, grammar, etc.

EMERGING B	Most of the time comes to class , but comes late	Participates while in groups more than his /her appropriate share of time	Often takes part actively on class activities	Sometimes studies the lesson outside of class.	Maintains a notebook or other system that is not well organized.
DEVELOPING C	Sometimes comes to class and on time	Participates while in groups less than his /her time appropriate share of time	Sometimes takes part of the class activities.	Rarely studies the lesson outside of class.	Doesn't maintain a notebook or other system
ACCOMPLISHING D	sometimes comes to class ,but comes late	Doesn't participate in groups or rarely speaks when in groups	Rarely takes part of the class activities	Never studies the lesson outside of class.	Loses papers handouts and other classroom material

Source note: Adapted from “Incorporating Rubrics Into Instruction” ,ESL Rubrics.

**C.1 ENGLISH AS A SECOND LANGUAGE NEEDS ASSESSMENT TEST
APPLICATION ON STUDENTS OF 3RD GRADE AT "YUNGUYO "FE Y
ALEGRIA HIGH SCHOOL**



C.2 A CLASS SESSION: STUDENTS WRITING SENTENCES ON THE BOARD ABOUT HOW OFTEN THEY DO THINGS -STUDEN OF 3RD GRADE AT "YUNGUYO "FE Y ALEGRIA HIGH SCHOOL



D.1 CLASS PROJECT: STUDENTS PASTED AND MADE POSTER FOR PRESENTATION STUDENT OF 3RD GRADE AT "YUNGUYO "FE Y ALEGRIA HIGH SCHOOL

UNIT TWO: I 'M A STUDENT



En la comunidad de los barrios

There is a bakery, there a lot of people, houses,
there are some cars. There is soccer court,
there is a dentist office, there is a drug store,
there is a police station, but there aren't
vendors, there isn't a hospital.
Is there a police station in your neighborhood?
Are there any bakeries near your house?

In La de Agosto neighborhood
there are a lot of houses
internet cafes, some wall
There is school. There are some
stores. There are not any
es.

Is there any library in your neighborhood?
Is there a super market next to your house?



Interesting places



<h3>MEXICO</h3>  <p>Is She Mexican? Yes, she is.</p>	<h3>BRAZIL</h3>  <p>Shakira is not Brazilian.</p>	<h3>COLOMBIA</h3>  <p>Colombia is beautiful.</p>
<h3>JAPAN</h3>  <p>Sushi is Japanese!</p>	<h3>ITALY</h3>  <p>Is he Italian? Yes, he is.</p>	<h3>INDIA</h3>  <p>Kareena Kapoor is Indian</p>

The Cupcakes are American



The Pollo Pizziola is Italian



Culture **Sports** **Entertainment**

The Squit is Canadian



F1 is Italian and German Sport

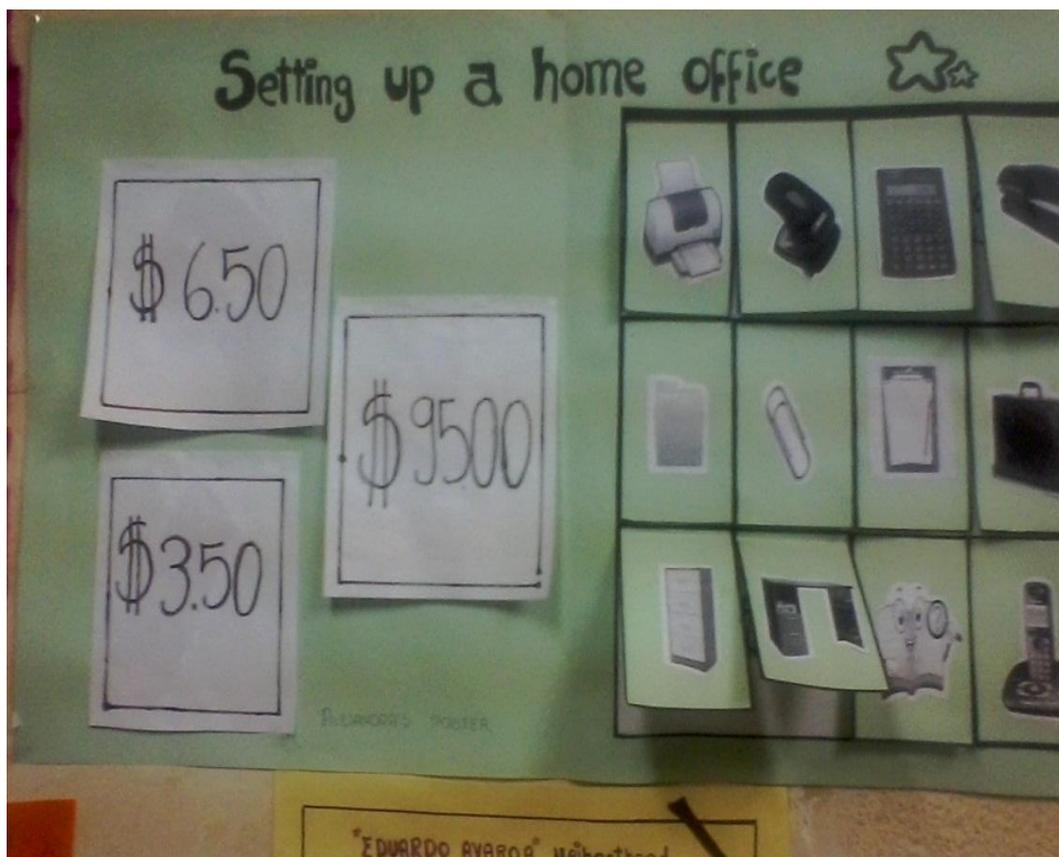
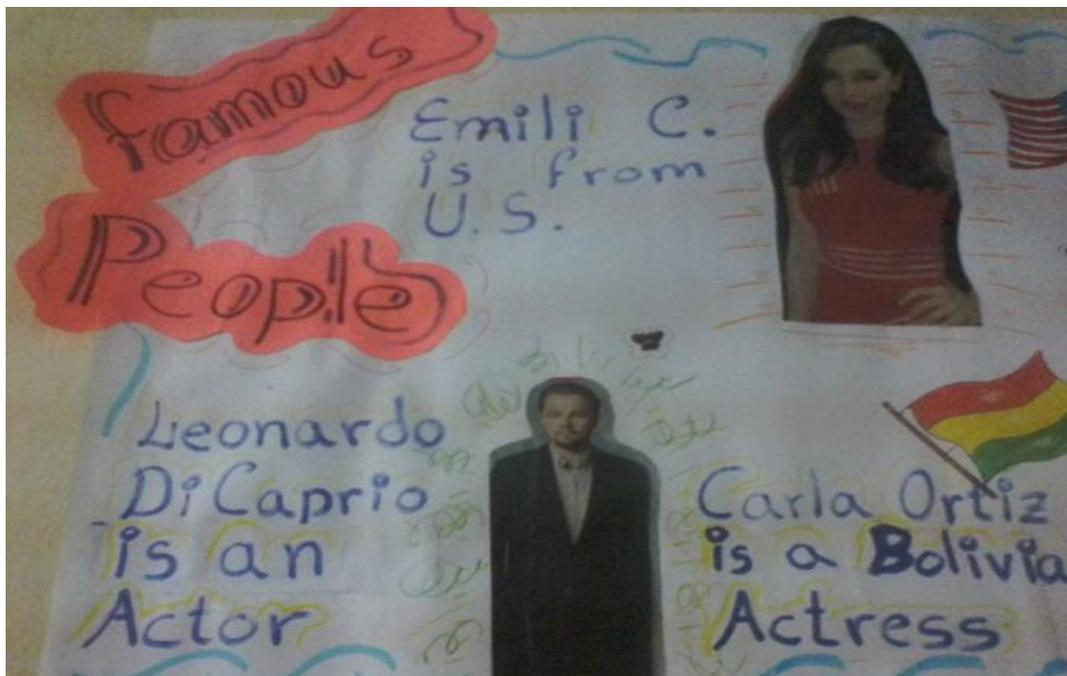


Guns N' Roses is American Group

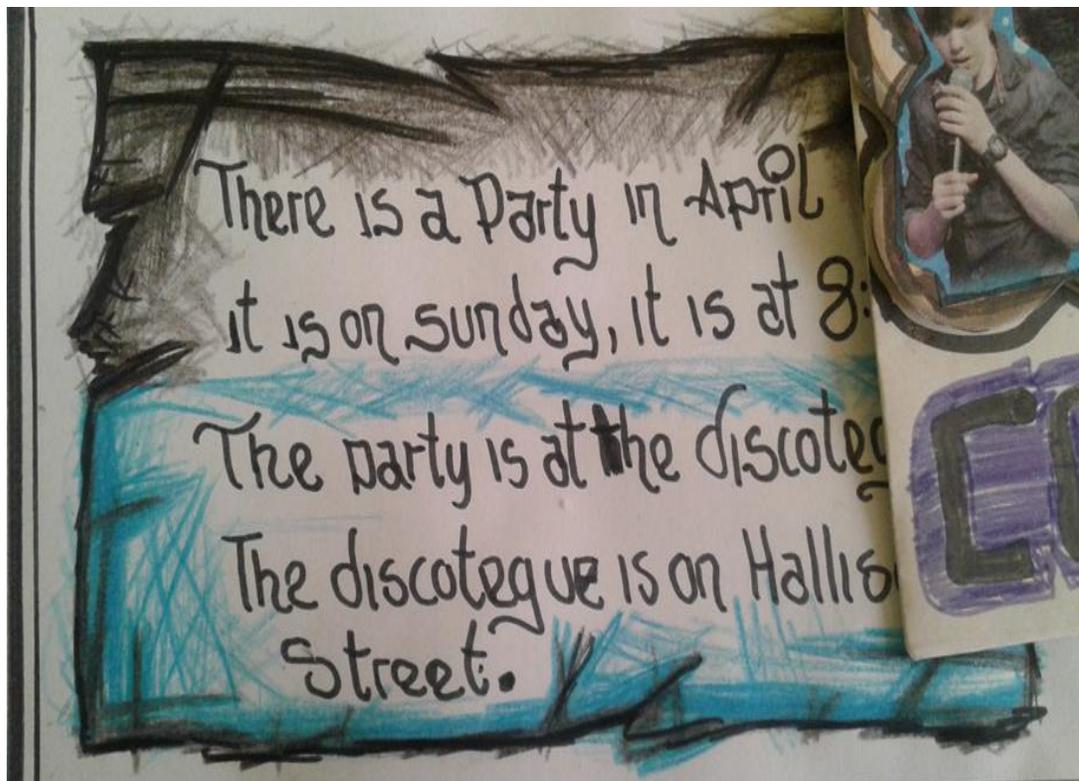
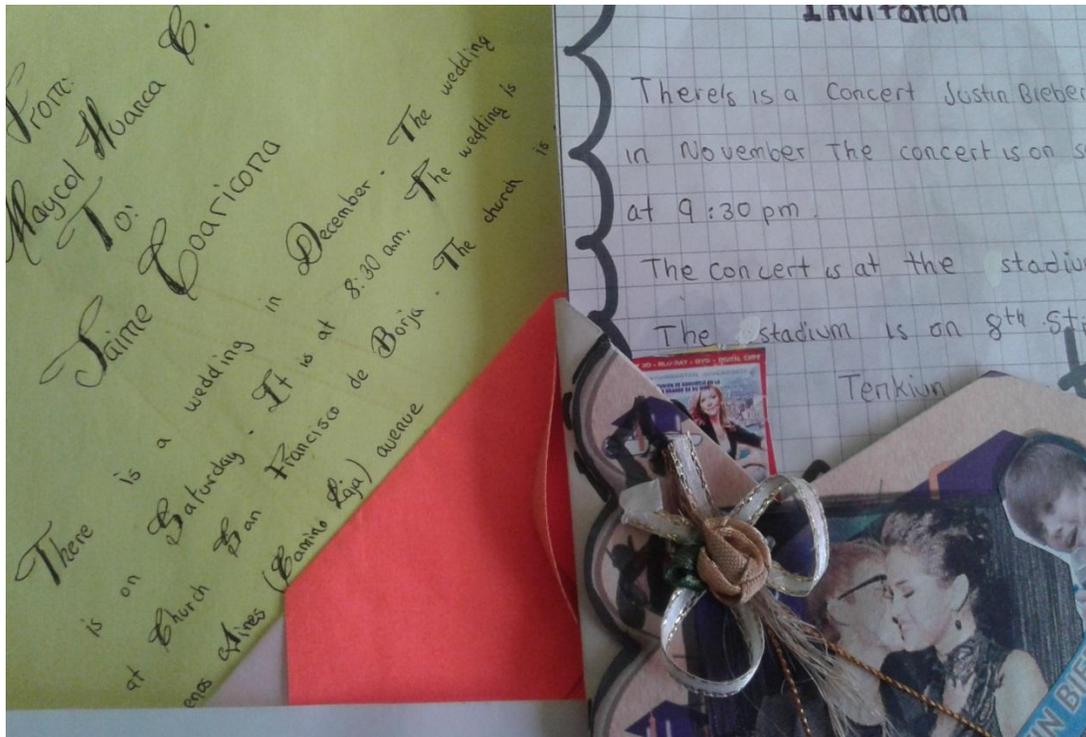


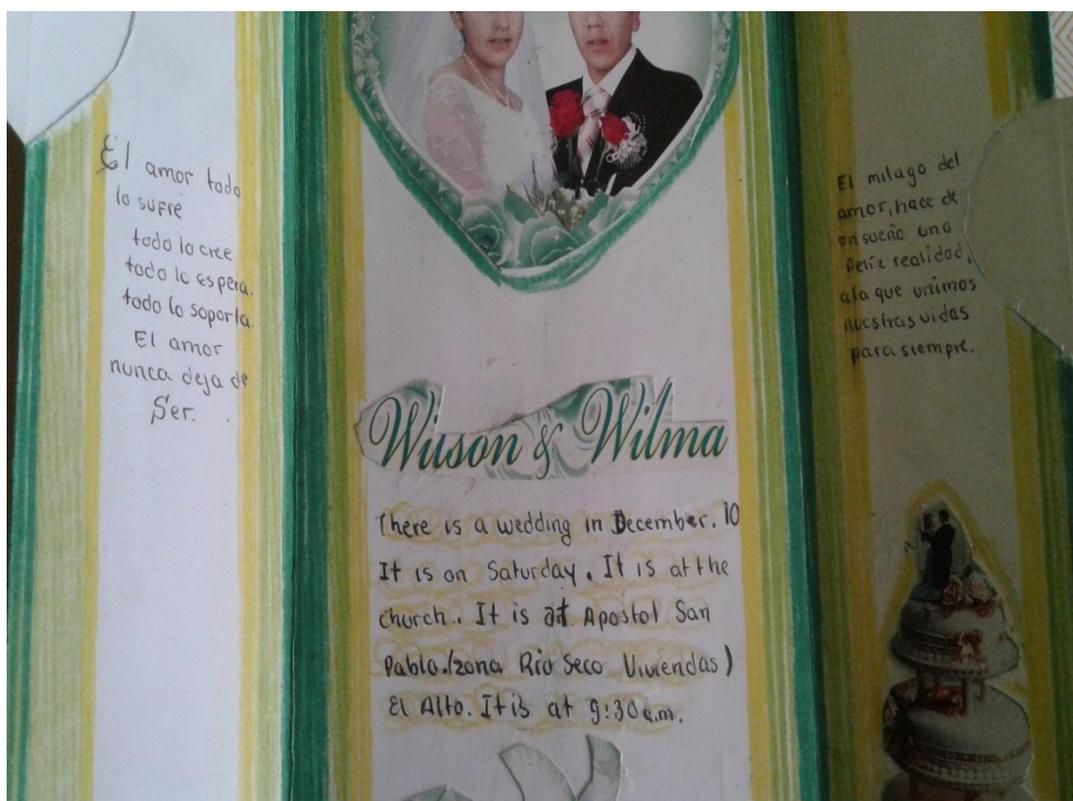
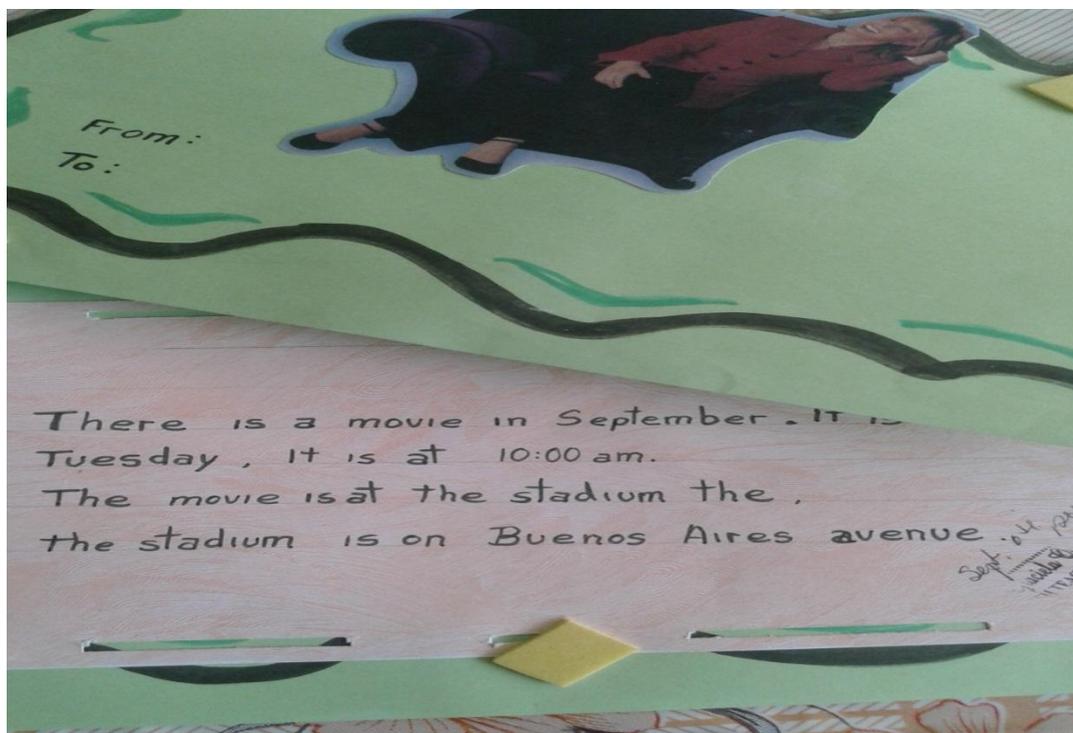
The Leaders are Bolivian



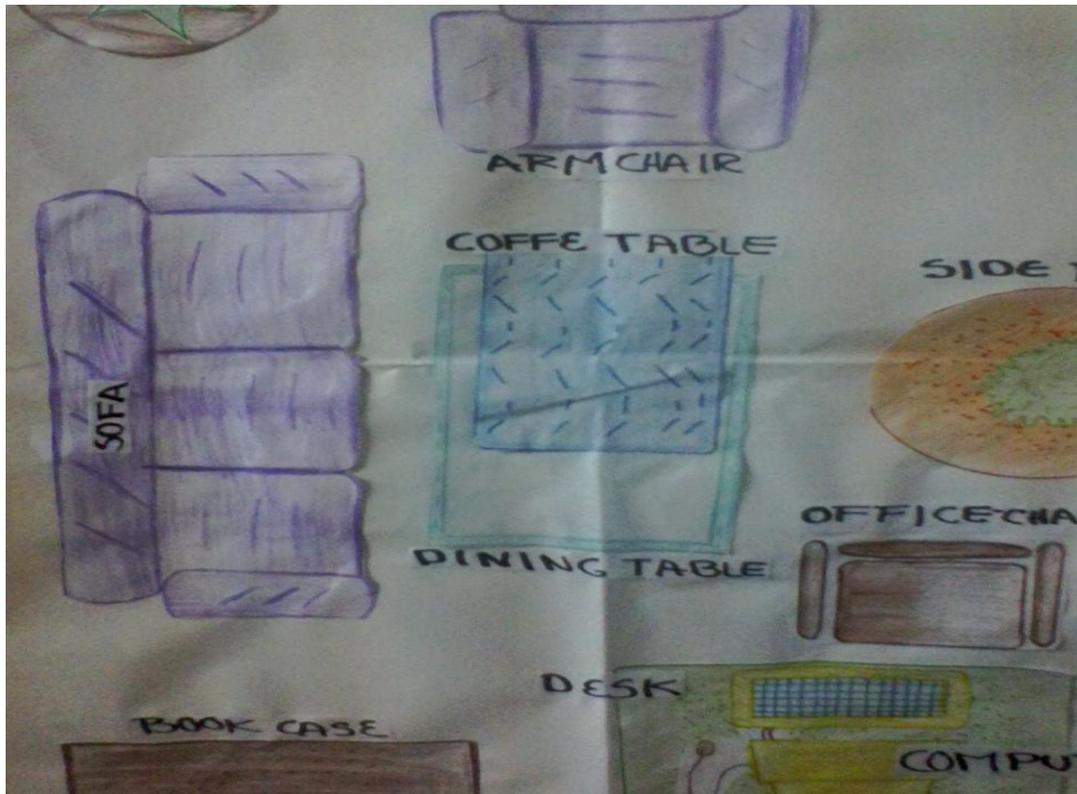


UNIT FIVE: WHEN IS THE CONCERT?





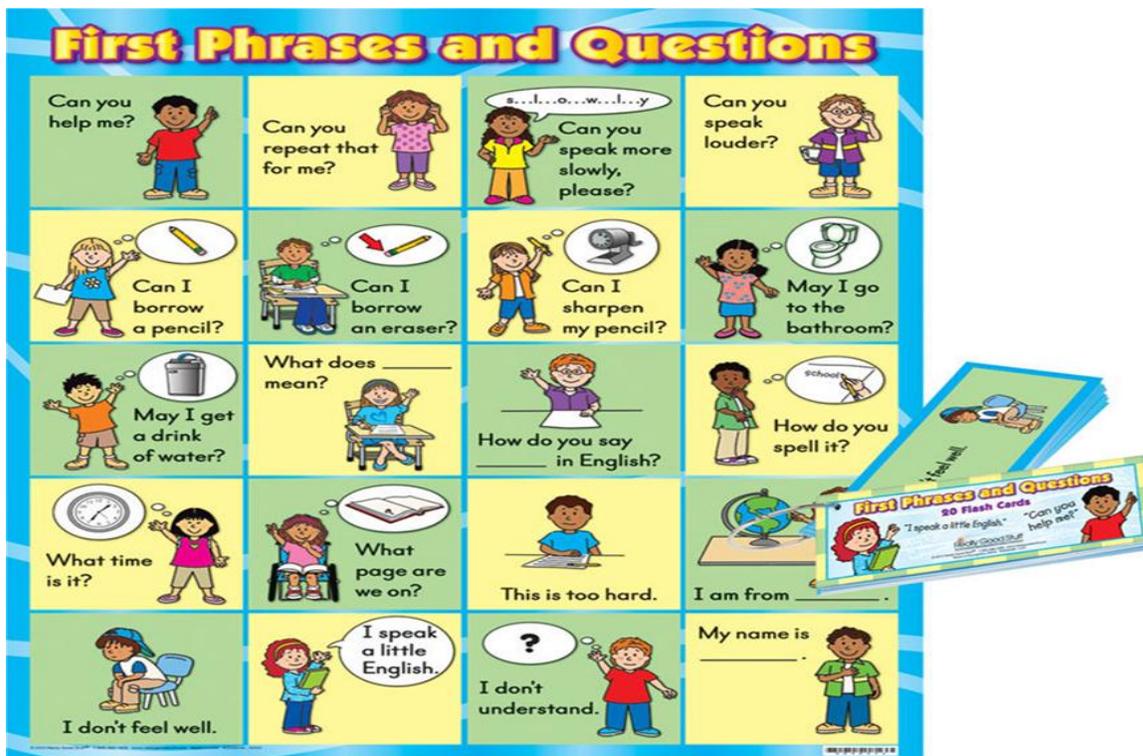
UNIT SIX: HE'S WATCHING TV



UNIT TEN: THE WEATHER



E.1 FORMULAIC EXPRESSION SAMPLE: 1



E.2 FORMULAIC EXPRESSION SAMPLE: 2



APPENDIX

A.1 STUDENTS NEEDS ASSESSMENT TEST AND QUESTIONNAIRE.....	201
A.2 TEACHER NEEDS ASSESSMENT QUESTIONNAIRE.....	210
B.1 ORAL PRODUCTION RUBRIC.....	214
ANALYTIC ORAL LANGUAGE SCORING RUBRIC	215
B.2 STUDY HABITS RUBRIC.....	217
C.1 ENGLISH AS A SECOND LANGUAGE NEEDS ASSESSMENT TEST APPLICATION ON STUDENTS OF 3RD GRADE AT “YUNGUYO “FE Y ALEGRIA HIGH SCHOOL	219
C.2 A CLASS SESSION: STUDENTS WRITING SENTENCES ON THE BOARD ABOUT HOW OFTEN THEY DO THINGS -STUDEN OF 3RD GRADE AT “YUNGUYO “FE Y ALEGRIA HIGH SCHOOL	220
D.1 CLASS PROJECT: STUDENTS PASTED AND MADE POSTER FOR PRESENTATION STUDENT OF 3RD GRADE AT “YUNGUYO “FE Y ALEGRIA HIGH SCHOOL	221
UNIT TWO: I ‘M A STUDENT	221
UNIT THREE: WHO ARE THEY?	222
UNIT FOUR: WHERE ARE YOU?	222
UNIT FIVE: WHEN IS THE CONCERT?	226
UNIT SIX: HE’S WATCHING TV	228
UNIT TEN: THE WEATHER.....	228
E.1 FORMULAIC EXPRESSION SAMPLE: 1	229
E.2 FORMULAIC EXPRESSION SAMPLE: 2	229

PLANES DE TRABAJO

FIRST PART

UNIT 1 : WELCOME

LESSON PLAN 1

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May 3 rd ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**

By the end of the lesson students will be able to greet and leave taking and introduce themselves and request for repetition and ask for their name using *what's your name? , What's your last name?*

- **Linguistic:**

To introduce basic expression of greeting formal and informal such as *hi,hello, good morning,good afternoon, good night,see you later,good bye,see you tomorrow*

To present basic instructions to use in class

MATERIAL: a blackboard, chalks of different color

BACKGROUND: students brainstorm some expression for greeting

LESSON PROCEDURE:

- ❖ **Warm Up:** (15 minutes)

1. Suggest some examples of greetings expression like *:hi, good morning, bye etc*

2. Introduce oneself, the teacher should model a conversation greeting, and saying her name. Repeat the action twice, so students may understand, after
3. Ask some students to repeat the same action say hello then his or her name.

❖ **Main Activity:** (45 minutes)

1. Have students working on pairs saying *hi* or *good morning*, then ask for their names what's your name and say good bye or other from the list above

❖ **Follow Up:** (30 minutes)

1. Continue with the dynamic ask student to stand up and make a circle, so students must say hi then good bye or use another variation of greeting and leave taking.
2. Ask students to repeat the same action with five more people but in this case, they should greet then ask for their name and last names and finally say good bye.

EVALUATION: (30 minutes)

1. Students in designated pairs perform the conversation in front of the class.

LESSON PLAN 2

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**

By the end of the lesson students will be able to manipulate the conversation model limited, controlled, and on basis in their own words. and will be able to introduce them, spell their names and lastnames and their classmates'

- **Linguistic:**

To introduce simple and short responses with *hello*, introduce themselves with *hi, I am.....* And response using *nice to meet you, nice to meet you, too*

To introduce the alphabet

MATERIAL: a blackboard, chalks of different color, alphabet flashcards and a poster

BACKGROUND: basic expression of greeting formal and informal such as *hi, hello, good morning, good afternoon, good night, see you later, good bye*

LESSON PROCEDURE:

❖ **Warm Up:** (15 minutes)

1. Brainstorm alphabet spelling showing students letters
2. Make a feedback on student
3. Stick in an organize way letters of the alphabet

❖ **Main Activity:** (40minutes)

1. Model students showing flashcards and repeating orally the letters of the alphabet in an organize way
2. Ask them for the pronunciation of each letter.
3. Divide the class in three groups, each group has to get a flash card a pass on to each members of the same group repeating its

pronunciation. So the last person in catching it has to return it to the beginning. The first groups who finishes with all the flashcards wins.

4. Model: My name is Graciela G-R-A-C-I-E-L-A .repeat twice, ask two more students their names, whats your name? My name is JHONNY J-H-O-N-N-Y. ETC. So in that way students wil be ask to do the same.working in pairs.

❖ **Follow Up:** (25 minutes)

1. Practice the short conversation in pair to perform it in front of the class

EVALUATION: (30 minutes)

1. students must spell a word for their partners so they have to take note of it then write i t on the blackboard

LESSON PLAN 3

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of this lesson students will be able to introduce people to each other and to put into practice to greet, say and ask for name and last names and use basic responds, and spell aloud
- **Linguistic:**
To introduce a new expression for requesting spelling and repetition *could you spell your name, please? Can you repeat?*
To introduce a new expression for introducing a new person (Name), *this is (Name) This Is, (name)*
To capitalize proper nouns

MATERIAL: a blackboard, chalks of different color, alphabet flashcards and posters of different famous people, extra name spelling activity

BACKGROUND: short responses like *hello*, introduce themselves with *hi,I am.....*And response using *nice to meet you ,nice to meet you ,too*, the alphabet

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Spelling bee, as students learnt the previous class the alphabet spelling names and different nouns, this time students must spell other words.
2. Model spellign some words and students recognize them such as *name, nice, hello, good, morning* etc, words students have learnt previous clases.
3. Have students work in two groups they should chose a member of their group as a representative ,he or she has to wirte a word that will be spell by another member of their group. So that they can get point for each correct spell Word and the end the group with most right words wins.
4. The other activity is envolve with the spelling this time is a pair work, In pair students has to complete missing imformation. Students should pretend have different names, so that they ask each other

A: *what's your name?*

B: *Bob Dylan.*

A: *Whats your real name?*

B: *My real name is Robert Zimmerman.*

A: *can you spell your name please?*

B: *r-o-b-e-r-t*

❖ **Main Activity:** (40 minutes)

1. Model the conversation chose two voluntaries in order to model a conversation this will help students too understand better what they are beign ask to do here. Model this conversation several times. Once the conversation has been written on the board.
2. Make Students join in groups of three.they will be give pictures of famous pleople, so they have a different identity.then students have to introduce themselves .
3. Read out the conversation, point out stress,and model the pause at the comma.

A: Hi my name is Rosa

B: Hello, my name is Juan.Nice to meet you

A: Nice to mee you, too

B: Rosa, this Hugo.Hugothis is Rosa

C: Hi, Rosa.nice to meet you

A: Nice to meet you, too

4. Check if students may need to practice many time exchanging roles.

❖ **Follow Up:** (35 minutes)

1. Chose one voluntarier, so this will be the” introducer”.
2. Do this a few more times in chain; the one who was introduced should introduce another person and so on.

EVALUATION: (20 minutes)

1. Students will be given some pictures, so that they create conversations.

Unit 2 :I'M A STUDENT

LESSON PLAN 4

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
Date: May ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of this lesson students will be able to describe people and their occupation using basic vocabulary of different occupation and to use the verb *be* in affirmative statements
- **Linguistic:**
To introduce basic vocabulary related to occupations that have the indetermine article *A* like *a student,a doctor,a writer, a singer, a homemaker ,a firefighter a cook,a mechanic etc ,etc*

To introduce subject pronouns he/ I /she /you

To use verb to be in simple statements

To present adverb not

MATERIAL: occupations flashcards, a blackboard, chalks of different color posters of different famous people

BACKGROUND: the alphabeth, some vocabulary related to occupations.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Hangman ,with occupations that students are familiar to, or are similar to spanish such as: *mechanic,teacher,student, pilot, cook,doctor,dentist*.this consist on chose and occupaton for instance doctor wich is composed by six letters, so
2. Draw six space bars, that indicate that the word that will be guessed is form by that amount or letters, students take turns saying possible letters , if they do wrong draw a part of the hangman in the way they complete the drawing .
3. Play this a few times with *mechanic, teacher, student, pilot, cook, and dentist*.

❖ **Main Activity:** (40 minutes)

1. In this section students will be shown captioned illustrations so that the meaning of vocabularyof this new unit will be clear conveyed.
2. Read aloud each new word point to each picture being sure of saying the indefinite article with each Word, in the second time point to each picture and ask students to say the occupations it depicts for example *a student,a doctor,a writer, a singer, a homemaker ,a firefighter a cook,a mechanic etc ,etc*.
3. Point to each female student and say *SHE*, point to each male and say *HE*.after student caught the idea repeat the same procedure using the flash cards showing then mix up female and male, so that students make difference, saying if the picture that is shown is female or male.
4. Ask for some students to recognize female or male.
5. Get them practice,write sentnces on th borad,leaving blanks for various occupations, stick on th board varios picture occupations ,pointing to each one as you write each new example,being sure students hear and understand the difference between *he* and *she*.
6. In pairs, listening and pointing, ask studens to point at each picture that depicts them occupation they hear, then they switch roles.

7. As they are working in pairs, monitor them and correct pronunciation errors you hear.
8. Dictation, students listen and write what they hear for instance ,your hear,"*a writer*".you write :*a writer*

❖ **Follow Up:** (20 minutes)

1. After finishing the activity ask for volunteers to write the correct answers

EVALUATION: (30 minutes)

1. Ask students to cut and paste, to expand on this lesson by using magazine pictures.students write down it occupation name.

LESSON PLAN 5

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time:</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of this lesson students will be able to describe people and their occupation using different occupation by using the verb *be (am, is)* in affirmative statements with the respective personal pronouns *she* and *he*.
- **Linguistic:**
To introduce vocabulary: occupations that have the indetermine article *A* and then new occupation which are introduced by indetermine article *AN* like *an architect, an actor, an engineer, an astronaut*.
To point out pronounciation word stress and review letters of the alphabet.
To practice clarification expresión *how do you spell.....?*
To rehearse subject pronouns *he/she*
To introduce *yes/no* questions

MATERIAL: occupations flashcards, phocopiabe material about occupations, a blackboard, chalks of different colors

BACKGROUND: vocabulary about jobs such as: *a student, a doctor, a writer, a singer, a homemaker, a firefighter, a cook, a mechanic, a hairdresser, a nurse, a secretary, a farmer, bus driver, a builder, a painter etc, etc*

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Divide the class into two groups, divide the blackboard into two after that give to each group a set of different pictures, so they have to recognize the occupations' name, then write down the occupation on their side of the blackboard. In here the first groups who finishes first or/and write down those occupations with good spelling wins
 - *A nurse*
 - *A pilot*
 - *A chef, etc, etc.*
2. Once students have finished correct as a class. If you notice mistakes on spelling ask to the whole class for helping to correct it using question how do you spell "nurse"? So students start to spell it aloud.

❖ **Main Activity:** (35 minutes)

1. Show students different occupation and model for them saying and showing at the same time for instance: *a nurse, a pilot*, then take other occupation that begin with a vowel sound emphasizing *an engineer, an actor*. In the second time, do the same, but this time show and say, *a nurse .she is a nurse*, then
2. Pick up another occupation and say and show an *actor .he is an actor*, repeat that a few times.
3. Move around the class and show the picture and placing it above some students' heads. That will make clear the difference between *he* and *she*. Independently, we can model pronunciation when linking *an*+the vowel sound while modelling.
4. Stick on the blackboard in two columns occupation that begin with consonant and in the other column with occupations that begin with vowel sounds. This will help to students to catch the difference.

5. Point to students an example in the blackborad and ask questions. Students answers *yes* or *no*

- *an artis: Is she an artista?(yes)*
- *an actor: Is he an actor?(no)*

6. Make students work individually,to practice students look at the pictures (phocopiable material about many occupations) and write the occupation, these ones contain ones that begin with consonant and vowel sounds.in pairs, ask them to compare.

❖ **Follow Up:** (20 minutes)

1. Ask for some voluntaries to satnd up and say aloud *an astrount, a teacher and so on.*

EVALUATION: (25 minutes)

1. For the next classes bring some example of occupation pictures that begin with vowel sounds, cut them and past them on their note books, so below those pictures label them.

LESSON PLAN 6

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**

By the end of this lesson students will be able to comfirm people occupation by responding to *yes/ no question* appropriately thourght the use different occupation and the verb *be (am, is ,are)* in affirmative , interrogative and contracted form and to respond to *yes / no question.*

- She is a nurse
- She's a nurse
- Is she a nurse? Yes ,she is /no,she is not

- Linguistic:
To rehearse verb to be in affirmative and contracted form
To rehearse interrogative form and the appropriate way of responding to yes/ no questions

MATERIAL: occupations flashcards, a blackboard, chalks of different color posters of different famous people.

BACKGROUND: some vocabulary related to occupations. Personal pronouns: *I, YOU, HE SHE.*

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Play Guessing the Occupation, divide the class into two groups give a member of each grupo take an occupation picture he draws a symbol or the tool representing the occupation given so the other should guess what occupation is, the group with more correct answers wins.

❖ **Main Activity:** (35 minutes)

1. Circulate around the clasroom, asking *Are you.....?*
2. Ask every student in the class for the affriamtive answer to questionin the first conversation
3. Have students ask you the same question.then as a challenge add a line to the conversation *how do you spell (student's name)? I' m Helen, H-e-l-e-n.*
4. Then in the second conversation ask every student in the class for the negative aswer to the question. *Are you.....?*
5. Have students ask you the same question.
6. Make sure students understand that in all pair practices they are personalizing the preceding conversational model in some way before doing the pair practice,

7. Introduce the verb: be in affirmative. Mime all example but pointing. Then elicit from students the reason for contractic.It's shorter and easier than the full form.
8. To Illustrate for unnderstading the idea.write *he is* on the board .then erase the *i* and replace it with an apostrophe to illustrate the fact that both *he is* and *he's* carry the same meaning.

❖ **Follow Up:** (30 minutes)

1. Go over Grammar exercices, these exercices provide written practice of gramar ítems taught while also providing further models.
2. Ask students to work in groups of four and write as many sentences as they can, while listening a song. Then exchange paper sheets to correct.

EVALUATION: (30 minutes)

1. Provide them exercices to practice and do at home, to check the next class.

LESSON PLAN 7

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time:</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- Functional:

By the end of this lesson students will be able to inquire peoples' occupation and identity using different occupation and the verb *be* (*am, is, are*) in interrogative (yes/no questions), and also to respond to yes/ no question to confirm or deny appropriately.

- Is she a nurse? Yes ,she is /no,she is not
- Linguistic:
To introduce interrogative form and the appropriate way of responding to yes/
no questions

MATERIAL: occupations flashcards, a blackboard, chalks of different color posters of different famous people

BACKGROUND: people occupation using different occupation and the verb *be* (*am*, *is* ,*are*) in affirmative and contracted form

- She is a nurse
- she's a nurse

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Circulate around the classroom, asking *are you (name) ?* to some student in the class.
2. Model the conversation making emphasis on the names then introduce the same question with an occupation, to make clear if the person's name is right or wrong.
3. Have the class practice the dialogue several times.

❖ **Main Activity:** (30 minutes)

1. Make students focus on grammar section and read the example chart aloud
2. Show students that yes/no question have short answers.for example :Are you a student
3. Make sure students understand that affirmative short answers cannot be contracted. (*Yes,she is NOT*) *Yes, she's incorrect.*
4. Stick some occupation on the board and write question below, then have students help you to answer correctly
5. Make students repeat each question and answer after you.

6. Divide the class in half and have one half repeat parts A and the other half part B. Switch parts
7. Write down and stick other pictures and Let students to answer those questions.
8. After they are done, ask them to compare in pairs.

❖ **Follow Up:** (25 minutes)

1. Show the dialogue in writing.
2. Have the students read the dialogue.
3. Have the students work in pairs and practice Reading the dialogue.ask some studentsto demonstrate the dialogue in front of the class.
4. Have then practice the second dialogue working in pairs and call out two people to perform the conversation.

EVALUATION: (30 minutes)

1. in pairs, have the students create their own dialogues patterned after
2. Dialogues 1 and 2, selecting information from the brainstormed lists of ccupation on the board.
3. Have each pair come to the front of the room and use the practice telephones to demonstrate their dialogues.

LESSON PLAN 8

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time:</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson student will be able to improvise, talking English they know to express their thought in their own words. At the same same students will respond correctly to question *what do you do?* And will be practice using the expresión *what about you?*
- **Linguistic:**
To reinforce indefinite article *a/an*, vocabulary: words starting with consonat and vowel, variation of *what about you?* Pronunciation: to make difference

between yes/no question and wh-question intonation (rising and falling intonation)

MATERIAL: handout (*a/an*)

BACKGROUND: vocabulary occupations, grammar: verb affirmative form, yes /no question and responses.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Take any occupation picture; don't let students see what occupation is.
2. Let students guess the occupation by asking *Are you a doctor? Are you an artist?*

❖ **Main Activity:** (40 minutes)

1. Show the students the teacher-created stick drawing of a cook and student. Ask the learners what is happening.
2. Read dialogue 1 to the students. Ask if they were right about what is happening
3. Read the dialogue again and ask the following comprehension questions:
Who is Alex? Who is a cook? What is the matter? Who is a cook?
4. Have the class practice the dialogue several times, repeating each sentence after you. Then divide the class in half and have one half repeat parts A and the other half part B. Switch parts.
5. Show the dialogue in writing. Have the students read the dialogue. Point out the dotted line under the phrase in the conversation that can be varied. Ask students to substitute the variations in that place. Ask if there are any words they do not know. If so, discuss the meanings.
6. Hand out Dialogue 1 to each student.
7. Have the students work in pairs fill out missing information and practice reading the dialogue.
8. Encourage students to use the new variation.
9. After that ask some students to perform the conversation.

10. Reinforce the use of *a /an* ask students; brainstorm with the whole class other reasons for using *a/an* after certain work. Discuss which are acceptable and which might not be. write student's example on the board
11. Have them select words in two groups, write on the board a list of words, draw a line. students write those words in two those groups.
12. Check answer. With the class discuss any mistake

❖ **Follow Up:** (30 minutes)

1. Tell students they pretend they are going to register to an English class, painting class, singing class, or dancing class.
2. Ask students things they like to learn to do the list. so; they should give their personal information such as: name. occupation of course they will apply greetings and leave takings. if possible to ask for spelling.
3. Ask them to think about a different name, lastname and occupations.

EVALUATION: (20 minutes)

1. Have each pair come to the front of the room and demonstrate their dialogues.
2. Have the students in the audience listen for the names, occupations and write them down on. (Note: This is preparation for taking a phone message; it also keeps the listeners focused.)
3. Check answers

Unit 3: WHO ARE THEY?

LESSON PLAN 9

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> May ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- Functional:
By the end of the lesson students will be able to describe themselves member by and their classmates using adjectives.
- Linguistic:

To present vocabulary: married/single, Young/old, tall/short, sad/happy, slim/chubby Female/male.

MATERIAL: adjectives and occupation flashcards, a blackboard, chalks of different color posters of different famous people.

BACKGROUND: Vocabulary: occupations; grammar: personal pronouns (*I/you/he/ she*),verb affirmative form , yes /no question and responses.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Make students focus on the pictures, make sure they understand what is shown. pointing at pictures and use gestures or mime.
2. Reinforce the subject pronoun he and she, (she is *single*, he is *old*)
3. Have students listen and repeat the vocabulary.
4. Have students described themselves, using the words from activity, model for them first say, *I'm single. I'm short*

❖ **Main Activity:** (30 minutes)

1. Point at the pictures stucked on the board, at random ask students to make statements like *he is a doctor* then *he is short* and finally *he is a short doctor*. Make sure to point out that *an* is used before an adjective that begin with a vowel sound.
2. Have students to identify the pictures and number them.
3. Reinforce and review the vocabulary by pointing to random pictures and asking students to make statements such as *She 's a tall girl* or *He 's an old man*.
4. Point a picture, then points to a student.say the sentence, and then have that students repeat the sentence, do this several times.
5. Have students get the idea when they point to a picture they should say the sentence.

❖ **Follow Up:** (30minutes)

1. Ask student to describe a friend of them students should guess who is that person.
2. From the picture shown before, students should describe them and the class should respond with the right answer.

EVALUATION: (30 minutes)

1. Ask student to paste pictures cut from newspaper or magazines and write below them description.

LESSON PLAN 10

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: May ,2012

Time: 2 hours

Number of students: 20

OBJECTIVES:

- Functional:

By the end of the lesson students will be able to describe family member using adjectives.

- Linguistic:

To present vocabulary: family members: *father, mother, son, daughter, aunt, uncle, grandfather, grandmother, grandson, granddaughter, nephew, and niece.*

Relationships: *friends, classmates, neighbors, relatives.*

To introduce we and they subject pronouns

To introduce possessive adjective *my, her, his*

MATERIAL: occupation, family members and adjectives flashcards, a blackboard, chalks of different color.

BACKGROUND: vocabulary: married/single, Young/old, tall/short, sad/happy, slim/chubby Female/male.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Deliver to several students occupation flashcards.
2. Model; describe one of the pictures so students recognize the one that has been described.
3. Describe one, so student elicit if their picture is being described, to make sure they have the right one at the end say the occupation
 - *He is tall, he is slim, he is young he is a cook.*
4. Stick on the board the occupations that are repeated in order to give students the idea of *They*.

- *They are doctors*
- *They are nurses*
- *They are singers*
- *Jose and Pedro are friends*

❖ **Main Activity:** (35 minutes)

1. Point two students then point to both students at the same time and say students write *she is a student, she is a student*, too. They are *students* on the board.
2. Point pictures and ask them to repeat after you. Clarify the use of *a/an* and *-s*.
3. Write on the board wrong answers and ask students to find the mistakes.
 - *A Young classmates*
4. Correct as a class
5. Introduce talking about famous families starting with Adam's family or mime a characteristic.
6. Show them pictures so they recognize famous families.
7. Draw the layout of Simpson family tree; ask students for help saying *father (homer), mother (marge)* say words probably they know.
8. Explain the drawing saying *I'm Lisa, Marge is my mother, and Homer is my father. Etc.*
9. Ask them to draw their own family tree, using real names
10. Monitor them while doing.

❖ **Follow Up:** (30 minutes)

1. Make students work in pairs. Ask students to explain their partner their family tree.
2. Call out a few students to explain their family tree in front of the class.

EVALUATION: (25 minutes)

1. Ask students to make a poster of their family tree pasting pictures.
2. Stick on the wall.

LESSON PLAN 11

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: June ,2012

Time : 2 hours

Number of students: 20

OBJECTIVES:

- **Functional:**

By the end of the lesson studentds will be able to use number to talk about amounts or whenever the give cellphone numbers. And to use regular and irregular plural nouns.

- **Linguistic:**

To introduce Vocabulary: numbers (0-10) new words like *apple, egg, orange,* etc.

To present pluralization of countable nouns.

To reinforce proununciation of numbers. (0-10)

To introduce what-WH question? *What is your name? what`s your cellphone number?*

MATERIAL: occupation, family members and adjectives flashcards, a blackboard, chalks of different color.

BACKGROUND: Vocablary: family members: father, mother, son, doughter, aunt, uncle, gradfather, grand mother, grand son, grand dougther, nephew, niece; realtionships: friends classmates neighbors, relatives.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Show them pictures and ask them to recognize family members, say one mother, two sisters, five cousins.
2. Write the number on the boards in two columns one for odd number and the other column for even numbers.
3. Quiz students by pointing to random numbers and having them say number in unison.

4. Model saying your cellphone number, then ask students to repeat it. Number by number in unison.
5. Ask some students to tell their cellphone numbers make a competition, taking note of the different numerbs.

❖ **Main Activity:** (30 minutes)

1. Test students by pointing to random numbers and having them say number in unison.
2. Model saying your cellphone number, then ask students to repeat it. Number by number in unison.
3. Write on the board example using occupation and family member. In two columns to meake difference between singular and plural nouns.
4. Have them practice with some other simliar examples.
5. Sticks on the board the different cases of pluralization.while explaining make students deduce the rules.
6. Ask them to place the noun wrod on the right chart.

❖ **Follow Up:** (30 minutes)

1. Give students a list of countables nouns containing examples of the cases of pluralization.
2. Ask them to categorize them and write their plural.
3. Ask them to write on the board the write answers.

EVALUATION: (30)

1. Ask them to illustrate the number. And cut from newspapers and magazines examples of irregular plural nouns.

LESSON PLAN 12

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

OBJECTIVES:

- **Functional**
By the end of the lesson students will be able to distinguish between singular and plural nouns when describing people.
- **Linguistic:**
To reinforce irregular and regular plural nouns.

MATERIAL: different kind of pictures, a blackboard, chalks of different color.

BACKGROUND: Vocabulary: numbers (0-10) new words like Apple, egg, orange, etc. Grammar pluralization of countable nouns. Pronunciation of numbers. (0-10)

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Designate a number to each student from 1-10
2. Have students pay attention to number so that if they listen their number should run to the blackboard.

❖ **Main Activity:** (40 minutes)

1. Circulate, asking individual students and have students to respond
2. Wait for each response
 - Are you a woman?
 - Are you an athlete?
 - Are you students?
 - Are you classmates?
3. Divide the blackboard in two on one side of it write singular pronouns with their respective form of *be*. on the other side plural pronouns.
4. Make sure students understand the difference.
5. Make sure students understand that *you are* is both singular and plural

6. Model the question
 - *Are you Barbara? Yes, I am*
 - *Are you students? Yes, We are*
7. Show them pictures make questions students respond *Are they classmates ;Yes,they are or No ,they are not*
8. Have students work with a partner , to complete the questions with *we're,we are,they're ,or they are*
9. Check their answers and practice the questions and answers with a partner.

❖ **Follow Up:** (25 minutes)

1. Make them write question base on some pictures, so students ask a partner
2. Call out students to make a demonstration.

EVALUATION: (30 minutes)

1. Ask them past picture and write down question and answers below them.

LESSON PLAN 13

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> June ,2012	<u>Time:</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson atudents will be able to ask and respond to question *who*. And will be able to describe possession using possessive adjective. And ask forthings using expressions like: *could you lend me your.....? And could you give me back my.....?*
- **Linguistic:**
To introduce wh- question *who is.....? Who are.....?*
To imitate and practice orally given conversation.

To introduce possessive adjectives my/your/his/her/our/their/yours

To introduce school and personal items:

notebook, wallet, pen, pencil, book, stapler, marker, calculator, cellphone

MATERIAL: handouts, possessive adjectives flashcards, a blackboard, chalks of different color. School and personal items. Family members

BACKGROUND: pluralization of countable nouns.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Introduce the concept of questions with *who*
2. Make clear the concept if it is not understood point and say *who 's this?*, follow with the wrong name and no.
3. Ask again *who 's this?* .Students should answer with the correct name.
4. Repeat the same procedure with the question *who are they?*
5. Make students work in pairs and fill in their own words the handout using *who is...? Who are.....?*

❖ **Main Activity:** (35 minutes)

1. Model students each items showing and modelling its pronunciation.
2. Model again using possessive pronoun my, my wallet, my cellphone,
3. Ask students to use my showing their belongs
4. Model this time using my and her or his .show and item .point and students and ask his wallet? Students answer no. Etc
5. Focus on grammar chart, write pronouns on the blackboard then stick next to them their corresponding possessive adjective. ask students to recognize the matching.
6. Make student to practice asking them for their belongs using question *can you lend me your book?* Students answer *yes of course*, as their belongs have been collected. ask them to say *can you give me back my book?*

7. Have students working in small groups of three or four to ask and answer question about the pictures.

❖ **Follow Up:** (25 minutes)

1. Ask students to demonstrate using *my, his, her, their, our*.

EVALUATION: (30 minutes)

1. Students complete extra handout about possessive adjectives.

LESSON PLAN 14

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> June ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to greet someone, give names and phones numbers and express thanks by usings basic expression and variations.
- **Linguistic:**
To introduce expression of giving names and cellphone number *what's your name? What's your cellphone number?*
To introduce expression for asking about people's mood and appropriate responces *how are you? How's it going? How are you doing? , Great, ok, fine thanks*

MATERIAL: a blackboard, chawks of different color

BACKGROUND: possessive ajectives, Greetings, family members and others.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Check students by asking *could you lend me your.....? And could you give me back my.....?*
2. Ask for different things to several students, collect many items and deliver to different students so that owners should ask for their belongings.

❖ **Main Activity:** (40 minutes)

1. Have students look at the conversation, have them circle all the possessive adjectives (my, his)
2. Ask students focus on *brother* and *friend* .ask students to brainstorm possible words to substitute
3. Set up the conversation by modeling one or more examples with a student
4. Prompt the students to substitute by pointing to one of the pictures in the book or by writing a key word on the board.
5. Start with groups of three, then rotate students so they can practice this conversation several times with different people
6. Have students practice the conversation, using their own choice of substitutions.
7. Monitor, listening carefully to ensure that the substitutions are grammatically correct.
8. Make sure students switch roles so that both get a chance to practice both parts.
9. Encourage students to use as many variations as possible.
10. In the second conversation model this conversation with several students, point out to students that zero is pronounced "oh" in a phone number.
11. Have students use their real names and cellphone numbers.

❖ **Follow Up:** (30 minutes)

1. Have students use another names and cellphone numbers to create a new conversation

EVALUATION: (30 minutes)

1. Have each pair come to the front of the room and use the practice telephones to demonstrate their dialogues.
2. Have the students in the audience listen for the names and cellphones numbers and write it down on

SECOND PART

LESSON PLAN 15

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> July ,2012	<u>Time:</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
To review by free speaking practice. To give personal information, ask for personal information like name, lastname, to verify names by spelling.
- **Linguistic:**
To listen for specific information, to review present tense of verb to *be* in affirmative and interrogative form.

MATERIAL: handout of verb to *be*

BACKGROUND: formal and informal greeting leave takings, occupation, family members and personal and school supplies.possesive adjectives.

LESSON PROCEDURE:

❖ **Warm Up:** (15 minutes)

1. Brainstorm occupation that can be done by robots, require no intelligence, have high prestige and occupation will be necessary student wrok in pairs.
2. Compare and disccus answers.

❖ **Main Activity:** (40 minutes)

1. Read the model conversation and underline the verb to be.
2. Ask to practice the conversation with a partner
3. Create another conversation using verb to be and replacin with their own names.
4. Assing handouts to fill in the blancks. Students fill out with right imformation.
5. Focus on exercises to correct mikstakes.

❖ **Follow Up:** (30 minutes)

1. Write sentnces discribing their family members using verb to be
2. Read out in front of class.

EVALUATION: (30 minutes)

1. Students describe another famous family

Unit 4: WHERE ARE YOU?

LESSON PLAN 16

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> July ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to name places where they live and to talk about locations.
- **Linguistic:**
To introduce vocabulary related to places like: the bank, the supermarket, the library, the movie teather, the hospital, the café internet, the church, the school, the dentist office, the hotel, the restaurant office supply store
To introduce wh-question where

To introduce preposition on (street/avenue) for location

MATERIAL: a city map, different color chalks, blackboard.

BACKGROUND: verb to be, some places like *school, park, restaurant, hospital*.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down some places on the board ask students for related occupations like *hospital –doctor or nurse, restaurant- waiter*
2. Ask to compare answers
3. Present places of a city, Reading out each place, avenue and street's name. Then in corall repetition ask students to repeat.

❖ **Main Activity:** (35 minutes)

1. Provide them picture of a city, model describing places location like *The hospital is on Hayes street*
2. Point out the use of *on* for street
3. Ask work with a partner, students talk about the picture continuing describing places locations.
4. Introduce *where* for checking ask

T: where is the school? The school is on Toledo avenue

T: where is the hospital? The hospital is on Hayes street

5. Check by asking students

T: Where is the restaurant?

Ss: The restaurant is on Gardfield street

❖ **Follow Up:** (30 minutes)

1. Write down question about places around the neighborhood, student answers

EVALUATION: (30 minutes)

1. Students write more sentences about other places in the neighborhood.

LESSON PLAN 17

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: August ,2012

Time :2 hours

Number of students: 20

OBJECTIVES:

- Functional:

By the end of the lesson students will be able to answer question with where for talking about origin.

- Linguistic:

To review about class object vocabulary they remember.

To introduce personal ítems vocabulary like a watch, a ring, a belt, a briefcase a purse, a wallet a handlace, a cellphone, backpack.

To introduce simple countries name of five continents

To introduce preposition *from* (country).

MATERIAL: real personl ítems like a watch, a ring, a belt, a briefcase a purse, a wallet a handlace, a cellphone, backpack.

BACKGROUND: some countries's name and personal ítems in English like Argentina, Japan, Brazil, Cellphone, etc.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Introduce talikng about the olimpics games holding place.
2. Mention they five countinents, and to list some of countries are participating
3. Ask students to brainstorm countries they know are winning the most medalls
4. Write down a list of them on the board

❖ **Main Activity:** (40 minutes)

1. Show students different personal items, showing and naming them at the same time
2. Have students working in pairs to talk about various personal items
3. Stick on each object a flag of a country.
4. Model saying.
 - *The cellphone is from Brazil*
 - *The wallet is from Canada*
5. Have students participate by asking to describe their personal items
6. Have them work in pairs and talk about their personal items using their own words.
 - *My cellphone is from China*
 - *My watch is from Germany*

❖ **Follow Up:** (30 minutes)

1. Write down on the board question with
 - *Where is your..... From?*
2. Have students answer question
 - *Where is your wallet from ?*
 - *Where is your backpack from?*

My wallet is from Bolivia
3. To compare in class, calling out some volunteers.

EVALUATION: (30 minutes)

1. Give students some other items list to write down sentences.

LESSON PLAN 18

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson student will be able to tell addition and subtraction operation by using numbers and will be able to give their age when asked *how old are you?*
- **Linguistic:**
To introduce numbers from 11 to 100.
To present *how much isplus/minus/multiplied by /divided by?*
To review pronunciation: to make difference between *-teen/ -ty* stress. **Thirteen / thirty**

MATERIAL: chalks of different colors, blackboard.

BACKGROUND: numbers from 1 to 10, subtraction and addition.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down numbers on the board, like 7, 24, 29, 12, 60 ;what do they mean, what do they refer to?
2. Have students working in groups. And discuss the answers.
3. Compare the answers as a class.

❖ **Main Activity:** (40 minutes)

1. Introduce write down question *How old are you ?* on the board modelling the answer.
 - *How old are you?*
 - *I am 25 years old*
2. Ask several students helping with numbers, write down numbers they say.
3. Introduce number writing down on the board
4. Tell number by number from 11 to 30
5. Emphasize number like 32 (*thirty two*).

6. Ask students to infer other numbers that fall between 30 and 40, answering and 50; etc.
7. Say various number random numbers, such as 44, 57,89, have students write them.
8. Ask students to write down any number from 11 to 100. Ask several students to circle the numbers you say.
9. Have them compare, check answers in class.
10. Write down a pair of number like 13/30,14/40,15/50,16/60, for explaining how to make difference among those number by the stress
11. Test students by asking them to listen and circle one of the numbers in each pair.
12. Have student compare, go over answers.

❖ **Follow Up:** (30 minutes)

1. Play subtraccion and addition games by writing down the on the board,
 $20+45= 65$ $67-7=60$
2. Have students adding and substracting, and then ask for the results.
3. Have students work in groups, asking them to díctate addition or subtraccion operation to the other group. The group with the most correct answers wins.

EVALUATION: (25 minutes)

1. Assign them a hand out related to number and long maths operation of addition and subtraccition.

LESSON PLAN 19

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- Functional:
By the end of the lesson students will be able to respond appropriately to question with where and make difference between *on* and *at*
- Linguistic:
To introduce new vocabulary related to places like café internet, church.
To introduce and rehearse preposition *on* and *at* for question with *where*

MATERIAL: a city picture, chalks of different colors, blackboard.

BACKGROUND: places like the bank, the supermarket, the library, the movie theater, the hospital, the café internet, the church, the school, the dentist office, the hotel, the restaurant, office supply store

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Give them riddles about places around the school. Like this place is *on* Buenos Aires avenue. So students should guess the answer. (The church, the café internet)
2. Write down the beginning or any letter of a place students should guess
 - P _ _ _
 - _ a _ k

❖ **Main Activity:** (40 minutes)

1. Make sure students understand the meaning of where
2. Pretend you searching for something. *Where is my cellphone?*
3. Hand the picture, ask students to identify places they know from the picture.
4. Write down a list of them
5. Encourage students to use *how do you say mercado in English?*, write down those new word a side of the other they already know.
6. Write down question where, next to it the answers.
 - *Where is she ?* *At the bank*
 - *Where are you?* *We're at the bank.*

- *Where is the university? On Camacho Avenue.*

7. Have students find the difference in answers *among questions*.
8. Explain, elicit comprehension by giving oral example then write them down.

❖ **Follow Up:** (30 minutes)

1. Provide them several exercises to reinforce preposition usage.
2. Compare answers in pairs. call out students to provide the correct answers.
3. Ask students to ask question with *where* and call out a volunteer.

EVALUATION: (25 minutes)

1. Give them answers with *on, at* so students write down answers.

LESSON PLAN 20

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to express negative statements using verb to be when talking about people and places locations.
- **Linguistic:**
To reinforce places and personal items, countries.
To introduce expression like *at home, at work, at school*
To introduce verb to *be* in negative statements

MATERIAL: occupations pictures. a city picture, chalks of different colors, realia
Personal items.

BACKGROUND: places and personal items, countries.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Stick on the board several picture of occupation and objects.and ask, *what is it?, or who is he or she?*
2. Have students guess. Repeat this with the rest of things and occupations.
 - *He is a doctor,*
 - *No, he's not*
 - *He is not a doctor, he is a nurse.*

❖ **Main Activity:** (40 minutes)

1. Model examples from the class talking about people that is not in the class, let students predict where they might be.
2. Introduce write down examples on the board.
 - *She is **not** at the bank, she is at the school*
 - *Luis is **not** at school,he is at the cafe internet*
 - *The restauran is **not** on Buenos aires avenue,it is on 2 de Febrero avenue.*
 - *Are they from Australia? No, they **are not**, they are from Peru*
3. Have students focus on the examples, find differences.
4. Provide them more examples orally.
5. Go over exercises to fillout in the blank with negative verb to be.
6. Have students compare their answers.

❖ **Follow Up:** (30 minutes)

1. Provide them a short conversation, ask them the object they are talking about the place it comes from model the pronunciation
2. Have them repeat and practice it.making changes

EVALUATION: (30 minutes)

1. Have them demonstrate the conversation in front of the class.

LESSON PLAN 21

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August ,2012	<u>Time:</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:** By the end of the lesson students will be able to express and accept compliments at the same time will be able to conjecture
- **Linguistic:**

To introduce expression for giving compliments and accepting compliments:
that's a beautiful/nice dress, what a nice/beautiful dress, thanks

MATERIAL: chalks of different colors, realia Personal ítems.

BACKGROUND: places and personal ítems, countries names

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Divide in groups of three, have them checking name of countries started with a vowel or consonat sound: name a country thats startrs with b- for instance *Bolivia* etc
2. Have them work in groups to guess the names, keep score
3. Have them review personal items by explaining for instance *My purse is from Brazil*

❖ **Main Activity:** (40 minutes)

1. Introduce the conversation by chuncks
2. Have them focus in the conversation to analyze what is it about by asking questions? What is beautiful? Where is it from?
3. Have them practice the model conversation in pairs

❖ **Follow Up:** (30 minutes)

1. Have them creating a new conversation
2. Students practice the conversation
3. Walk around making question to reinforce

EVALUATION: (25 minutes)

1. Students go in front of the class and present their conversation
2. The student's audience listens and takes note about the object and where it is from?
3. Later ask question to check understanding

Unit 5 : WHEN IS THE CONCERT?

LESSON PLAN 22

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to state events with locations and time information when asked questions with where and when.
- **Linguistic:**
To introduce vocabulary related to events such as: a movie, a concert, a play, a soccer game, a party, a wedding, a graduation ceremony. and expressing days of the week.
To introduce *there is/ there are*

MATERIAL: samples of events flash cards, a calendar

BACKGROUND: places, verb to be in affirmative and negative form. to talk about locations.

LESSON PROCEDURE:

- ❖ **Warm Up:** (15 minutes)

1. Stick at the wall picture of occupation like singer, actor, soccer player, dancer,
2. Have students to brainstorm places related to these occupations.

❖ **Main Activity:** (40 minutes)

1. Have students focused on the pictures
2. Have students recognize occupations in the pictures.
3. Let students brainstorm other places and events, create a list on the board with two columns, one for places and the other for events.
4. Convey the meaning of there is/there are while pointing at the picture.
5. Make statements with there is a pointing pictures, like
 - *There is a party at the school*
 - *There is a concert at the stadium, etc.*
6. Have students tell you other examples by their own.
7. Have students work in pairs to talk about a picture, pointing and using their own words.
8. Walk around for helping students put an event and place together.
9. Provide students handout, to look at the picture and complete the sentences.
10. Have students listen to check answers
11. Introduce the calendar by showing them. say the present month, the amount of days in this month
12. Point out the present week. ask them for the present day
13. Introduce the seven days of the week orally by showing them the calendar
14. Have students repeat each day of the week
15. Ask students to tell what day was the 16th, 4th, etc. by looking the calendar in their cellphones.
16. Present a calendar with the day of the week, then stick the events in each day of the week.
17. Encourage them to say
 - *A concert*
 - *There is a concert*
 - *There is a concert **on** Monday*

❖ **Follow Up:** (30 minutes)

1. Listen to the conversation. write the day.

- *When is the concert?*

It's on Monday, so they write: Monday

2. Listen and check answers.
3. Call out voluntaries to report answers.

EVALUATION: (30 minutes)

1. Assign students a set of events, so they write down the events and the day. On the board.
2. Check the groups with the most well written sentences.

LESSON PLAN 23

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to tell the time and specify time of the day.
- **Linguistic:**
To introduce vocabulary related to time of the day such as: *morning, afternoon and night.*
To practice how to tell the time.

MATERIAL: bingo handout “What Time Is It?”, time of the day falshcards, and a calendar poster.

BACKGROUND: days of the week, numbers and events.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down an uncomplete list of days, have students complete the lis with the missing days.
2. Show students calendar, point out the day, the event and the place.
3. Ask students *what's on Friday?*.They should answer *The movie is on Friday.*
4. Ask students *where is the movie?* They should answer *The movie is at the movie theater*

❖ **Main Activity:** (40 minutes)

1. Stick time of the day flash card. Write down it times to clarify.
2. Ask students identify the times of the day, point out the time of the day in that, moment.
3. Have students to look at the calendar.
4. Point out the time
5. Have students to infer true or false statements.
 - 9 pm *afternoon* (true or false)
 - 6 am *night* (true or false)
6. Model saying some statements like
 - *When is the play*
It's on Friday
*It's on **Friday night***
7. Ask students to repeat the statements with you
8. Ask some students different event questions. Emphasize day and time of the day combination.
9. Write down some questions, have them to answer.
10. Have students to compare their answers. Call out some volunteers to give the answers.
11. Have students complete the exercise page by dictation by listening the conversation.
12. Have them compare their answers.
13. Show students a current calendar. Point out the current day, saying *Today is.....*, point out the next day, *Tomorrow is.....*, point out the previous day *Yesterday was.....*
14. Model student to convey the meaning.
15. Pretend that is another day repeat the action.
16. Introduce by asking the time *what time is it?* Look at your watch and answer with the right time.
17. Point out to students by modelling using a clock different times. They might say the answer in the simple way.
18. Draw a clock on the board to explain the other way using *to* and *past*.
19. Move the hands around ask for the time.
20. Write down different time on the board students write down the time

21. Correct in class asking for voluntaries.

❖ **Follow Up:** (30 minutes)

1. Play bingo, delivering bingo cards allow to student to look at tought the times
2. Do a quick revision of how time is expressed.
3. Ask individual students to pick one out and read out the time to the rest of the class.

EVALUATION: (30 minutes)

1. Ask students to complete the rest of exercise realted to telling the time. Compare in class.

LESSON PLAN 24

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> August ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to express time imformation when talking about holidays and events.
- **Linguistic:**
To introduce months of the years, seasons holidays
To pratice preposisiton of time *on, in, at*

MATERIAL: A current calendar, holidays (mothers' day, fathers' day, alasitas, teacher's day etc) and season flash cards. Events calendar poster.

BACKGROUND: Days of the week, tell the time, events.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down a list of word ask them to categorize buy event, place and day in pairs.
2. Have students compare their list.correct answers with the class.

❖ **Main Activity:** (40 minutes)

1. Introduce by showing them holidays pictures .stick them on the board at random.
2. Name each holiday.let students infere the holiday meaning.
3. Have students repeat the holidays one by one.
4. Stick holidays next to it write down the month.
5. Point out to students by saying
 - *Mother's day is in May*
 - *Children's day is in April*
6. Have them continue repeating the events and the month.
7. Ask students about birthday.show them a flash and stick on the wall write a question mark next to it?
8. Introduce by saying birthday, *when is my birthday?*
9. Give some statements.
 - *My birthday is in October (true or false)*
 - *My birthday is in September (true or false)*
- 10.Hand in "*when is you birthday?*" handout
- 11.Have students make a survey or birthday moths. By asking different classmates.
- 12.Ask them to report *when is her/his birthday?*
- 13.Make sure students use his /her appropriately
 - *Her birthday is in March*
 - *His birthday is in January*

❖ **Follow Up:** (30 minutes)

1. Have students completing the exercise putting in order months.
2. Show them season flash cards have them infere the meaning
3. Model by explaining *winter is in July, August and September.*
4. Ask students to write down months around the other seasons in pairs.
5. Have them compare their answers.

EVALUATION: (30 minutes)

1. Show them a calendar of event.

2. Ask students to look at the school activities Schedule
3. Have them to complete the sentences with the months.
4. Call out voluntaries to report the answers.

THIRD PART

LESSON PLAN 25

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: September ,2012

Time :2 hours

Number of students: 20

OBJECTIVES:

- **Functional:**

By the end of the lesson students will be able to elicit information from an ad.

- **Linguistic:**

To introduce and apply seasons.

To introduce way to identify themselves on the phone and arrange a date.

MATERIAL: chalks of different colors, a blackboard, flashcards of seasons

BACKGROUND: telling the time, days of the week and events.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Introduce the unit asking about the time, and the date.
2. Show them uncrables words of months and days

3. Have them scramble them in groups.
4. Check the answers as a class.

❖ **Main Activity:** (40 minutes)

1. Write on the board group of months, students have to guess what they refer to.
2. Have them work in groups
3. Show them a set of pictures
4. Have them place them on the correct group of months.
5. Correct as a class
6. Ask students *Which months do they like?*
7. Model the answers and ask several students.
8. Go over listening activity, asking students to look out the chart
9. Instruct them to listen for the information they will need to complete the chart.
10. Allow students to listen several times.
11. Let them to work in pairs to check answers..
12. Play the track to reveal answers.
13. Model a short conversation showing the usage of *this is*.
14. Have students to repeat the conversation and call out one or three students to model the conversation.
15. Have them practice the conversation in pairs.

❖ **Follow Up:** (30 minutes)

1. Have students to modify the conversation with their names and perform it in front of the class.

EVALUATION: (30 minutes)

1. In pairs. Have students create their own conversation patterned.
2. Have each pair come to the front of the room.
3. Have students in the audience listen for the names, and the places mention and write it down on their notebook.

LESSON PLAN 26

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to use *there is* when making invitations.on the phone by identifying themselves, asking for someone on the phone. At the same time accepting or rejecting an invitation.
- **Linguistic:**
To practice and apply vocabulary related to events, days, time, months, and place.
To practice and apply the use of *there is/ there are*
To introduce expressions: *Do you want to...? , Would you like to go?*

MATERIAL: sets of days, months and season cards. Chalks of different colors, a blackboard, flashcards of seasons

BACKGROUND: vocabulary related to events, days, time, months, and places.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down the beginning letter of a day month or season students should guess by asking *Is it a month? Is it a day? Is it a season?*
2. Provide them a set of cards of months, days and season.
3. Have students organize them in three groups, days, months and seasons.

4. Correct them as a class.

❖ **Main Activity:** (45 minutes)

1. Have them take a look of the event calendar. Ask them to classify into events, time and days.
2. Asking them *What is...? When is.....? What time is?*
3. Write down there's there are ans is there begginings on the board
4. Have students pay attention while the sentences are being completed.
5. Make clear give them examples related to the existence of objects in the class.emphasizing on the amount singular and plural.
6. Have students take a look at the event calendar.
7. Write sentences about the events.
8. Let students to write down other sentences individually.
9. Check various responses
10. In pairs, have students to create an event advice and stick them on the board.
11. Have students producing sentences orally.
12. Point out one of the event in the calendar.
13. Mime the model conversation point out the imformation it is being given.
14. Clarify the differents way of inviting and replying and invitation (*Do you want to go? / sure, maybe, I don't know*)
15. Have them repeting the conversation. Then call out some students to practice the coversation.

❖ **Follow Up:** (30 minutes)

2. Have them work in pairs practicing the conversation
3. Walk aroun helping with pronounciation.
4. Have students demonstrating the conversation in front of the class.
5. In pairs, have students working on a new conversation, replacing underlineimformation by their own.
6. Encourage students to use variations.

EVALUATION: (30 minutes)

1. Have students perform it in front of the class
2. Have the students in the audience to take note about the information related to the events, places day and time and acceptance or rejection of the invitation.

Unit 6 : HE 'S WATCHING TV

LESSON PLAN 27

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to describe things like furniture and appliances in different rooms
- **Linguistic:**
To introduce vocabulary related to furniture and appliances in the house.
To introduce prepositions of locations.(*In, on ,under, next to,*).

MATERIAL: sets of furniture and appliances, chalks of different colors, a blackboard, extra handout about locations

BACKGROUND: Object in the class.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Have students mention object they see in the class.
2. In pairs have them write down a list of them.the pair with the most objects wins.
3. Compare the answers as a class.

4. Ask them to name an object starting with the letter T.

❖ **Main Activity:** (40 minutes)

1. Show them furniture and appliances pictures.
2. Have them to repeat them.
3. Provide them picture of furniture and appliances.
4. Have them recognize the name of each or the ones they remember
5. As they dictate, write down the name of each one.
6. Encourage to use the expression how do you say “*mesa*” in English.
7. Have them repeating all the list
8. Have them answering the question *what is this? Or Is it a / an lamp?*
9. Call out several students to answer.
10. Have them practicing in pairs asking and answering each other *what is this?*
11. Then Divide the class into two groups,
12. Provide them a set of pictures.
13. Have students recognize items by requesting a certain object. Using the expression *I need , I want.....*
14. Have students to take a look of the object in the classroom.
15. Model by saying
 - *There is a book **on** the table*
 - *There is a pencil **under** the table*
 - *There are two erasers **next to** the book*

❖ **Follow Up:** (30 minutes)

1. With a partner, have them talk about the classroom object and their locations
2. Provide them handout about locations students complete with the appropriate preposition
3. Correct as a class

EVALUATION: (30 minutes)

1. Have students describe objects in the class and their location.
2. And have them telling.

LESSON PLAN 28

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to describe things in different rooms in the house using there is/ there are.
- **Linguistic:**
To introduce vocabulary related to rooms in the house like *the kitchen, the dining room, the living room, the bedroom and the bathroom.*
To introduce new prepositions of location like *in front of, opposite*
To encourage to use clarification expression

MATERIAL: rooms flash cards, chalks of different colors, a blackboard,extra handout about rooms in the house. Sets of furniture and appliances

BACKGROUND: furniture and appliances int he house. The use of there is/there are, prepositions of locations.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

4. Play hang man, Draw six space bars, that indicate that the word that will be guessed is form by that amount or letters,
5. Have students take turns saying possible letters, if they do wrong draw a part of the hangman in the way they complete the drawing.
6. Play this a few times with other items
7. Let some students deal this game.

❖ **Main Activity:** (45 minutes)

1. Stick on the board a house picture
2. Write names of different rooms around the house's picture.
3. Have students to repeat each room's name.
4. Show them different furniture and appliances.
 - A bed. There is a bed ***in the bedroom***
 - A sink. There is a sink ***in the kitchen***
 - A toilet. There is a toilet ***in the bathroom***
 - A sofa. There is a sofa ***in the living room***
 - A table. There is a table ***in the dining room***
5. Name an object students say where it belongs to *the kitchen, the dining room, the living room, the bedroom or the bathroom.*

Divide the class into two groups

6. Provide them a set of furniture cards, ask students to organize them in the correct rooms group.
7. Stick on the blackboard pictures by picture so students tell aloud things they find in that room.
8. Model a room description.
9. Show them and write sentences with *there is/there are*
 - *This is my bedroom.*
 - *In my bedroom there is a bed.*
 - *There are two lamps.*
 - *There is a rug.*
10. Then write on the board, the locations of those items.
 - *The bed is **next to** the lamp*
 - *The rug is **on** the floor.*
 - *The dressing table is **next to** the door*
11. Divide into three groups and give them a room picture to write a similar description about the things that exist and their location

❖ **Follow Up:** (30 minutes)

1. Have students practice the description a have students give a short presentation of their room description
2. Have students draw what you describe. Such as *There is a door next to the bed* .so students draw a door next to a bed
3. Have them compare their drawing
4. Encourage students to use the phrase *Can you repeat please?*

EVALUATION: (25 minutes)

1. Have work individually drwing a room a write a short description of things location of that room.
2. Have them show and demonstrate in front of the class
3. Ask students to remember the object locations at the end

LESSON PLAN 29

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to describe activities going on around using present continuous.
- **Linguistic:**
To introduce some verbs in the base for to express activities in the house and outside
To introduce vocabulary related to meals like *breakfast, lunch and dinner*.
To present and practice the affirmative form of present continuous

MATERIAL: verbs and rooms flash cards, chalks of different colors, a blackboard, extra handout about present continous exercices.

BACKGROUND: a few basic verbs, rooms of a house.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Have students make a list of object they find in the living room
2. Have them focus on the pictures show, they show memorize them.
3. Then in group name a room to describe, so students make a list
4. Compare as a class.

❖ **Main Activity:** (45 minutes)

1. Show them a set of different verb cards ask them to repeat aloud.
2. Then have them help to make a list of the verbs they remember. Encourage them to use the expression *How do you say.... in English?*
3. Once the list is made, stick a picture of the action with written version
4. Deliver verbs to each student so they stick them on the correct place.
5. Ask them to repeat and check the picture and the verb
6. Ask volunteers to replace the picture wrongly placed.
7. Have them to repeat the verb in the base form
8. Point students' action to clarify the present continuous.
9. Point out a student writing.
 - *He is writing*
 - *The are listening*
 - *I am eating*
10. Mime the action and have students to repeat orally.
11. Show them each picture and tell affirmative sentences referred to the picture.
12. Stick some pictures and write sentences next to them. Have them focus on the combination verb to be and the verb in -ing form.
13. Write the -ing form next to the base form emphasizing that is necessary the gerund when writing the sentence.
14. Write sentences next to the picture.
15. Have them producing sentences for the other pictures.

16. Monitor them for helping.

17. Check answers, call out students to complete the sentences.

❖ **Follow Up:** (30 minutes)

1. Have them work constructing sentences. With

- We/eat/lunch
- I/study/living room

2. Have them to compare

EVALUATION: (25 minutes)

1. Play mimo, students take a picture and mime the action students should guess the action by saying she is eating he is playing etc
2. Model some action ,then ask other students do the same

LESSON PLAN 30

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to talk about current activities in a telephone conversation.
- **Linguistic:**
To introduce new verbs for describing current actions
To introduce the negative and interrogative form of present continuous

MATERIAL: verbs and rooms flash cards, chalks of different colors, a blackboard, extra handout about present continuous exercises in affirmative, negative and interrogative form.

BACKGROUND: a few verbs like sleep, walk, study, play, share, write, read, and dance.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Spread verbs on the table ,so students must pick up the one is needed
2. Stick a verb at the back of some students.
3. Divide students into two groups.
4. Have students look at it. So the one is having the verb at the back should make questions
5. Have students answer question

○ *Am I **studying**?*

Yes, you are

No, you are not

❖ **Main Activity:** (45 minutes)

1. Copy the conversation on the board
2. Have them read the conversation and analyze what it is about.
3. Have them repeat the conversation and practice with a partner
4. Let them realize the affirmative and negative form construction
5. Copy the two examples and write other ones on the board
6. Have them helping with the examples showing at the same time pictures
 - *She is **not** eating. She is **playing***
 - *They are **not** playing They are **eating***
 - *He is **not** studying .H e is **running***
7. Stick other pictures on the board
8. Have them write down some examples individually
9. Call out students
10. Ask them to help with the answers

Is he playing? Yes, he is

Is she studying? No she is not

11. Have students take a look of the letter
12. Ask them different questions like *who is writing, where she is now, Where she is from, what the people on the bus doing. Etc.*

❖ **Follow Up:** (30 minutes)

1. Have students write a letter to someone describing what is happening around them
2. Have students change some details from the model according to the context.
3. Check the letters.

EVALUATION: (25 minutes)

1. Get them reading for the class
2. Have the class take note *where is she or he?, how many people, and what they are doing.*

LESSON PLAN 31

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- Functional:

By the end of the lesson students will be able to ask for someone on the phone, ask someone hold on line, and ask and give reason.

- Linguistic:

To introduce expression to ask to talk someone one the phone

MATERIAL: chalk of different colors, verbs flash cards

BACKGROUND: vocabulary home activities, and present continuous tense

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Divide the class into groups of four
2. Have them writing a list of verbs, they remember in 3 minutes the group who has the most verbs wins.
3. Have them discuss which activities they like to do and don't.
4. Have them reporting by choosing a spoke person.

❖ **Main Activity:** (45 minutes)

1. Show students a variety of verbs pictures so they describe what they see
2. Have them using present continuous for describing
3. Ask students what he /she /they are doing
4. Deliver some action pictures to some students
5. Pretend to talk on the phone choose some volunteers to have a short conversation, asking

A: Hello?

B: Hi, Roberto. *are you eating dinner?*

A: no, I'm not

6. Do the same with other students
7. Hand in the model conversation
8. Read aloud the first dialogue. The students just listen
9. re read the dialogue and ask for volunteers to read the dialogue with you
10. have students practicing the conversation in pairs
11. call out some pairs to demonstrate

❖ **Follow Up:** (30 minutes)

1. Have students creating a new conversation making some changes on the dialogues.
2. Encourage students to be creative. Have them using unusual names, the more unusual the students will remember the dialogue. "Superman" or any popular singer, actor, cartoon character, TV personality, etc.
3. Monitor for vocabulary help

EVALUATION: (25 minutes)

1. Several volunteer students read their dialogues aloud to the class.
2. Encourages their classmates to applaud, cheer, etc.
3. Compliments the volunteers first and then the entire class for all their good work today.

LESSON PLAN 32

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- Functional:

By the end of the lesson students will be able to ask for someone on the phone, ask someone hold on line, and ask and give reason.

- Linguistic:

To introduce expression for asking and giving reason

To introduce wh-question why and because for answering

MATERIAL: chalk of different colors

BACKGROUND: vocabulary home activities, house rooms' name, and present continuous tense

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Mention different appliances and furniture, so that student mention the rooms these objects usually belong to.
2. Have them working in groups of four

3. Have students guessing and specific object by saying *in the kitchen*,
4. They say an appliance or furniture, the ones who guessed gets point
5. Keep score

❖ **Main Activity:** (45 minutes)

1. Help students to understand wh-question word order by showing them that it's like yes-no question word order, but with wh-word.
2. Show them a picture, and write different question referred to the picture like:
 - *Is he reading?*
3. Then erase the *I*, replace it with a small *i*, and put *what, when, where and why* before it.
4. Point out the contraction forms of wh-question words, explain clearly the case of *why*.
5. Be sure students understand the meaning of *why* and *because*
6. Convey the meaning by asking students :
 - *Why are you here? Because you're studying English.*
 - *Why is Gaby in the kitchen? Because she is eating lunch.*
7. Have students listen the conversation
8. Then practice the conversation with two or three students to see if they remember the lines.
9. Encourage to other students to help.
10. Finally have them check the conversation, listen and practice it again.

❖ **Follow Up:** (30 minutes)

1. Have students filling in the blanks to create a new conversation following the format.
2. Have them practicing for a while
3. Monitor pronunciation

EVALUATION: (25 minutes)

1. Have students show in front of the class their conversation.
2. Ask student why-question, encourage them to use because in their answers.

Unit 7 : I LIKE ICE CREAM

LESSON PLAN 33

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> September ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to describe foods and drinks. And classify healthy and unhealthy food.
- **Linguistic:**
To introduce vocabulary related to food and drinks.
To introduce adjective *hungry and thirsty*

MATERIAL: chalk of different colors, healthy and non healthy food and drinks.

BACKGROUND: some vocabulary related to food and drinks such as *chocolate, soda, coffee, tea.*

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down places for students to guess things object they find in each of them
2. Encourage students to use *how do you say.... In English?*
3. Have them work in pairs.
4. Compare answers as a class.
5. Write all answer on the board classifying them

❖ **Main Activity:** (45 minutes)

1. Have students take a look of the list underlined the ones related to drinks.
2. Show them pictures of drinks. Stick them on the board
3. Have students repeat each word.
4. Say statements like

○ *She is drinking soda*

- *He is drinking **milk***
 - *they are drinking **soda and milk***
5. Give some students those drinks flashcards and say
 - *Maria is drinking soda*
 - *Rodrigo is drinking milk etc.*
 6. Have students take a look of list and ask them to number the drinks according what they listen to
 7. Ask them to compare answers.
 8. Ask for voluntaries to give answers.
 9. Introduce hungry and thirsty by showing them things are related to those words.
 10. Show them *milk, soda, water* for thirsty and *chocolate, french fries* for hungry.
 11. Mime to make clear meaning of hungry and thirsty.
 12. Write down the question
 - *Are you hungry?*
Yes, I am / No, I am not
 - *Are you thirsty?*
Yes, I am / No I am not
 13. Have several students to answers to those questions.
 14. Have students ask five different people and have them to report.
 - Rodrigo is thirsty, he is not hungry*
 - Maria is hungry; she is not thirsty, etc*
 15. Spread food pictures
 16. Have them take a look of the table and ask them to classify healthy and unhealthy food.
 17. Check answers
 18. Have students to repeat each of words
 19. Ask them *Is cake healthy? Yes, it is / No, it is not.*

❖ **Follow Up:** (30 minutes)

1. Have students work individually over question *what's in your kitchen?*
2. Have students to say other the kind of food they have.

EVALUATION: (25 minutes)

1. Have students to listen and take note of the things their partners have

2. Check answers.

LESSON PLAN 34

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: October ,2012

Time :2 hours

Number of students: 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to express themselves telling what they want, have, like and need and their classmates'

- **Linguistic:**
To introduce new verbs like, *want, and need.*
To reinforce vocabulary related to food
To introduce words like salty and sweet
To introduce the affirmative form of simple present.
To express like and dislikes, wants and needs

MATERIAL: chalk of different colors, healthy and non healthy food flash cards and drinks. Other object flash cards

BACKGROUND: food and drinks.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down the first letter of a set of food
2. Have students guess what they are about.
3. Have them compare in groups.

❖ **Main Activity:** (40 minutes)

1. Introduce verbs *like, need want and have*
2. Make sure students the meaning of each verb.

3. Show them different staff pictures (a house, a car ,a laptop,ice cream, friend chicken, book, etc.)
4. Write down on the board verb have,nee,want, and like
5. Stick a picture, saying I want a new house, a want a car. I like icecream, I want and ice crem etc)
6. Have some students responding to questions like *What do you need?*
7. Have them answers *I need a book.*
8. Have them ask to a partner about what they need, like,have and want.
9. Have students report and as they report write on the board with appropri ate names and emphazise the verbs thrid person
 - *I **want** pizza but Rodrigo **wants** hamburgers*
 - *I **like** ice cream, Rodrigo **likes** ice cream. we like ice cream*
 - *I **need** a house but Celia **needs** a car.*
10. Have them look at the gramar chart ask them to underline the personal pronoun and circle the verbs
11. Have them infere the differences in the verbs for each pronoun.
12. Explain the differences writing more examples and comparing the other examples
13. Have them help pn the fillingo n the black for the first two examples.
14. Have them complete the rest of exercices on the board.
15. Call out some students for the answers

❖ **Follow Up:** (30 minutes)

1. Have student listen to the statements to check the write statements as they listen
2. Have them compare and report the answers.

EVALUATION: (30 minutes)

1. Have them work in pairs to make a poster of the things they want ,like and need
2. Have them make a short presentation of them
3. Have the other students to listen
4. Quiz student about the different things their partners need ,like or want

LESSON PLAN 35

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: Octobre ,2012

Time :2 hours

Number of students: 20

OBJECTIVES:

- Functional:

By the end of the lesson students will be able to contrast affirmative and negative sentences in simple present at reporting question using *Do* or *Does* and *don't* and *doesn't* for expressing things they don't like, want or need.

- Linguistic:

To introduce negative statements in present simple

To compare structure of affirmative and negative statements in simple present.

To introduce auxiliary verb *Do / Does* for question in simple present

To conduct a survey using auxiliary *Do*

MATERIAL: chalk of different colors, food flash cards and drinks. Other object flash cards extra handout about affirmative and negative statements.

BACKGROUND: vocabulary related to food, drinks, and objects , verbs like need ,like want.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down different verbs which are unscrambled
2. Have students work in pair and scramble them
3. Ask them to compare
4. Check answers.

❖ **Main Activity:** (45 minutes)

1. Present a conversation
2. Have students read it

3. Ask questions related to the conversation about food, what meal where are the people talking.
4. Have them repeat the conversation
5. Underline affirmative and negative sentences
6. Have them discuss what is different about them
7. Write down a column of different things subject food sport and tv programs.
8. Write down two columns for one's answers and two partners'
9. Ask several students at random by saying *Do you like*?
10. Have students say *Yes, I Do Or No, I Dont*
11. mark the thing they like or dislike
12. Make sentences reporting result contrasting two people
 - *Rodrigo **likes** soccer ,but marcelo doesnt like soccer*
 - *I dont like ice cream ,but jessica **likes** ice cream*
 - *Marcelo, Rodrigo and I **like** movies*
13. explain the difference have them write some sentences using the same format
14. Then have them creating a survey
15. Students apply adding things like places, objects, fruit, sport etc. to the survey
16. Have students ask two more different students.
17. Have them report their answers by writing sentences.
18. Monitor for help

❖ **Follow Up:** (30 minutes)

1. Have them read some of their results to the class
2. Keep students listen to their reports and make a summary of the things their partner like or dislike.
3. Have some students from the audience to report

EVALUATION: (25 minutes)

1. Form the conversation model students create another
2. Present the conversation in front of the class

LESSON PLAN 36

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: October ,2012

Time :2 hours

Number of students: 20

OBJECTIVES:

- Functional:

By the end of the lesson students will be able to offer and accept and invitation, ask for additional information and express surprise.

- Linguistic:

To introduce expression to invite *How about...?* and express agreement : *great,sounds good,that's fine ,*

To introduce expression for asking additional information

To introduce surprise expression: *you're kidding, I don't believe it, and you don't.....?*

MATERIAL: chalk of different colors,

BACKGROUND: some vocabulary related to food and drinks such as *chocolate, soda coffe, etc.*

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Have an ABC food list
2. Have students working in groups of four ,in order to complete the list
3. Exchange list among groups, have them checking them.
4. Keep scores

❖ **Main Activity:** (45 minutes)

1. Go over diferent yes –no questions, to students
2. Have students participating asking question like

Do you need a book?

Do you like rice?

Do you want an icecream?

3. Encourage students to answer properly. Is almost the same as *Do you want lunch?*
4. Introduce *how about lunch?*, tell students that how about.
5. Get students listen the conversation
6. Have them role playing the conversation as a class, then in two groups
7. Encourage them changing replacing different food items by showing them pictures.

❖ **Follow Up:** (30 mintes)

1. Have students creating a new conversation replacing words in order to make it varied.
2. Monitore for help, and check pronountiation

EVALUATION: (25 minutes)

1. Have them showin it to the class as students what he or she doesn't like

Unit 8 : I ALWAYS WEAR JEANS

LESSON PLAN 37

Grade: 3rd Grade

Schedule: 10 :00 -12:00

Classroom: 4 th C grade

Date: Octobre ,2012

Time :2 hours

Number of students: 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to describe clothing using present continous.
- **Linguistic:**

- To introduce vocabulary related to clothing
- To put into practice present continuous for describing
- Introduce adverbs of frequency
- To distinguish between present continuous and simple present.

MATERIAL: clothing flashcards, chalk of different colors, a blackboard

BACKGROUND: present continuous, pluralization, events, places and colors.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Write down different categories columns like places, events, verbs, things.
2. Have students work in groups of three to complete the columns, five words per column related in some way like *restaurant/wedding/eat/table*
3. Check answers
4. Have students read out their examples

❖ **Main Activity:** (45 minutes)

1. Have students take a look of clothes
2. Have them recognize the ones they know
3. Model example for introducing the verb *wear* by gesturing
4. Describe one by one starting by oneself
5. Ask repeat each clothing item with you
6. After presenting pieces of clothing
7. Have them describe themselves by saying *I 'm wearing a blouse, shoes and a sweater* in pairs.
8. Clarify the difference between singular and things that come in pairs
9. Have other students like examples explaining what they're wearing

10. Callout some students to explain what their classmates are wearing.
11. Write down events name
12. Have students work in pairs to mention kind of clothes wore for those events.
13. Show them clothes flash cards asking to mention what kind those clothing be wore at
14. Talk about school, write down sentences about their uniform
For school i wear a red sweater, a white t-shirt, a black tie, gray pants and black shoes.
15. Write down other example about yourself , for going to work
16. Write down sentences with *always, sometimes never*
17. Explain the use of adverbs of frequency
18. Have students write sentences about themselves.
19. Call out some students to read out their sentences.

❖ **Follow Up:** (30 minutes)

1. Have students write about the kind of cloth they wear in weddings, parties, at home. using frequency adverbs.

EVALUATION: (25 minutes)

1. Have students listening to their partner and get information what their partner usually wear for going different kind of event.

LESSON PLAN 38

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> Octobre ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to use *this/that/these/ those* for point out object when going shopping.
- **Linguistic:**

To introduce *this/that/these/ those*

To introduce expression for going shopping, like prices. and offering help

MATERIAL: clothing flashcards, chalk of different colors, a blackboard, fake money

BACKGROUND: classroom objects, clothing, numbers, Greetings.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Have students to remember , pieces of clothing
2. Describe students in the class, to students to guess who is it about.
3. Have student describe a person in their class by their clothing
4. The ones in guessing well , win

❖ **Main Activity:** (40 minutes)

1. Demonstrate students using object in the class
2. Introduce this that, then these and those many time
3. Have students to answers true or false statements.
 - *This* book is her book (*this or that*)
 - *That* sweater is my sweater (*this or that*)
4. Have students practice using this/that/these and those
5. Call out several students to give more examples.
6. Have students read the conversation
7. Ask them different questions about it like place things they see and the number.
8. Have them repeat the coversation
9. Have them underline the demonstrative pronoun they see.
10. In pairs have them practice the conversation

❖ **Follow Up:** (30 minutes)

1. Divide the class in groups

2. Provide them set of clothing so they pretend to be the sellers
3. Pretend you going shopping
4. Have them be the seller and act out shopping role play
5. Then chose seller and buyer to perform the conversation
6. Then have them exchange roles

EVALUATION: (30 minutes)

1. Have students to create a new conversation to present in front of the class
2. Have student to collect prices and ítems imformation
3. check the finding with the class

Unit 9 : TAKE AN ASPIRIN

LESSON PLAN 39

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> Octubre ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of lesson students will be able to describe parts of the body using verb to *be* and describe ailments or feelings.
- **Linguistic:**
To introduce vocabulary related to body parts, ailments and feelings.

To practice verb to be

To introduce verb *hurt* when talking about ailments and feelings.

MATERIAL: body parts, ailments and feelings flashcards

BACKGROUND: verb to *be* simple present.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Play category game
2. Have students think about words starting with a specific letter
3. Have them read out the words they wrote in the notebooks
4. Award with point to the student who wrote many words in a certain period of time.

❖ **Main Activity:** (40 minutes)

1. Point these parts on your own body
2. Clarify by pointing each part of the body
3. Have them do the same with you repeating the pronunciation of each one.
4. Play “Simon Says”, have them stand up in a circle.
5. Show them pictures of different ailments
6. Have students make clearer meaning by pointing the body part involved.
7. Test students by showing a body part like *head*, they say *headache*.
8. Have students repeat the activity in pairs
9. Call out some volunteers to demonstrate.
10. Have students take a look at the pictures by saying
 - *His head hurts, He has a headache*

11. Get them doing some with you.
12. Deliver them pictures to mime so students make a statement like
 - *Rodrigo is sick .His throat hurts .He has a sore throat.*
13. Have students complete the exercises in the same way

❖ **Follow Up:** (30 minutes)

1. Have students personalize, get them create a description of their ailments.
 - *I am sick, My stomach hurts .I have a stomachache*
2. Have them work in groups, inside the groups they should take note and at the end they should report about their parts ailments.

EVALUATION: (30 minutes)

1. Have students listen carefully and take note about the ailments presented
2. Think about recommendations for them

LESSON PLAN 40

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> Octubre ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to express sympathy and give advices using imperatives
- **Linguistic:**
To introduce imperatives in affirmative and negative form.
To introduce new verbs and compound nouns

MATERIAL: body parts, ailments and feelings flashcards.

BACKGROUND: body parts and ailments, healthy and unhealthy food, activity verbs, and places.

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Have students check their note about body parts.
2. Divide them in three groups
3. Have them observe the pictures they one representing to the groups should go to the blackboard to write the name of it
4. Award the groups with the most names well written.

❖ **Main Activity:** (45 minutes)

1. Keep the list of these body parts ask students what ailments are related to each of it.
2. Have them work in pairs
3. Write down a list of the ailments mentioned but students
4. Stick a picture of a person with flu
5. Divide the black board in to two parts
6. Stick on the pictures of different things a person with flu should or shouldn't do
7. Have them write down and check on the ones and good idea and a cross for the ones which are bad or not recommendable.
8. As they tell you things are recommendable or not.
9. Write Do and Don'ts
10. Make clear the meaning of dos and don'ts by miming.
11. Write down imperative statements based on *do and don'ts* the pictures.
12. Show them a list of suggestions students should match with the ailments and write down affirmative and negative statements.
13. Have them take a look of the conversation
14. Ask them questions related to it like who are they? What is the problem? And are the things they should do or don't
15. Have them repeat the conversation with you

16. Have them practice the conversation

❖ **Follow Up:** (30 minutes)

1. Have them create a new conversation changing the necessary things.
2. Have them practice them and demonstrate in front of the class

EVALUATION: (25 minutes)

1. Have students listen to the conversation and take note about the recommendation they listen
2. Have students to report the most things recommended.

Unit 10: THE WEATHER

LESSON PLAN 41

<u>Grade:</u> 3rd Grade	<u>Schedule:</u> 10 :00 -12:00	<u>Classroom:</u> 4 th C grade
<u>Date:</u> Octubre ,2012	<u>Time :</u> 2 hours	<u>Number of students:</u> 20

OBJECTIVES:

- **Functional:**
By the end of the lesson students will be able to talk about the past when describing the weather.
- **Linguistic:**
To introduce the verb to be in simple past
To present weather conditions

To introduce time expression of past, *last week, last months, two days ago, and four months ago*

To introduce ways of asking and talking about the weather

MATERIAL: weather flash cards, the weather report of the last and current week.

BACKGROUND: days of the week, months, holidays

LESSON PROCEDURE:

❖ **Warm Up:** (20 minutes)

1. Play clothing guessing
2. Divide the class in groups of three
3. Write down on the blackboard clothing first letter
4. Have students guess the clothing name
5. Award with points to the group

❖ **Main Activity:** (45 minutes)

1. Write down the four season
2. Have students think about a list of clothing for different seasons
3. Have them work in groups of three
4. Check answers with the class
5. Have them pay attention to the calendars dates ask them if is present ,past or future calendar of weather prediction
6. Introduce time expression like *last week,last weekend, two days ago, four months ago,*
7. Explain on the calendar
8. Introduce yesterday first saying
 - *Today is Friday*
 - *Yesterday **was** Tuesday*

- *Two months ago was September*
 - *Seven months ago was Father's day*
9. Play asking students to check on their calendar what day was the last Saturday, ten months ago soon
10. Introduce asking *how is the weather today?*
11. Show them pictures to choose according what they fit to the situation
12. Stick each picture on the black board have them repeat them two times
13. Have students make statements, with each of the weather conditions.

Answering to the question

- *How is the weather today?*

Today is sunny.

14. Ask several students, to answer to the question
15. Introduce the calendar of weather of the last week
16. Talk about each one saying

- *It's rainy*
- *It's windy etc.*

17. Present different past dates to make clear the difference between past and present question

How was the weather last month?

- *Last month was cold.*
- *Three months ago was snowy etc*

❖ **Follow Up:** (30 minutes)

1. Use the calendar and stick on the each month a weather condition
2. Write down a list of dates or months *using ago or last*
3. Have students work in pairs ask and answering the question

How was the weather two days ago?

How was the weather Five months ago?

4. Call out some pairs to demonstrate for the class

EVALUATION: (25 minutes)

1. Have students writing a weather report about last months or weeks
 - o *Two months ago was September. September was cloudy*

LESSON PLANS TABLE CONTEND

FIRST PART	231
UNIT 1 : WELCOME	231
LESSON PLAN 1.....	231
LESSON PLAN 2.....	233
LESSON PLAN 3.....	234
Unit 2 :I'M A STUDENT.....	236
LESSON PLAN 4.....	236
LESSON PLAN 5.....	238
LESSON PLAN 6.....	240
LESSON PLAN 7.....	242
LESSON PLAN 8.....	244
Unit 3: WHO ARE THEY?.....	246
LESSON PLAN 9.....	246
LESSON PLAN 10.....	249
LESSON PLAN 11.....	251
LESSON PLAN 12.....	252
LESSON PLAN 13.....	254
LESSON PLAN 14.....	256
SECOND PART	258
LESSON PLAN 15.....	258
Unit 4: WHERE ARE YOU?	259
LESSON PLAN 16.....	259
LESSON PLAN 17.....	261
LESSON PLAN 18.....	262
LESSON PLAN 19.....	264
LESSON PLAN 20.....	266
LESSON PLAN 21.....	268
Unit 5 : WHEN IS THE CONCERT?	269

LESSON PLAN 22.....	269
LESSON PLAN 23.....	271
LESSON PLAN 24.....	273
THIRD PART	275
LESSON PLAN 25.....	275
LESSON PLAN 26.....	277
Unit 6 : HE 'S WATCHING TV	279
LESSON PLAN 27.....	279
LESSON PLAN 28.....	281
LESSON PLAN 29.....	283
LESSON PLAN 30.....	285
LESSON PLAN 31.....	287
LESSON PLAN 32.....	
Unit 7 : I LIKE ICE CREAM.....	291
LESSON PLAN 33.....	291
LESSON PLAN 34.....	293
LESSON PLAN 35.....	295
LESSON PLAN 36.....	297
Unit 8 : I ALWAYS WEAR JEANS.....	298
LESSON PLAN 37.....	298
LESSON PLAN 38.....	300
Unit 9 : TAKE AN ASPIRIN	302
LESSON PLAN 39.....	302
LESSON PLAN 40.....	304
Unit 10: THE WEATHER.....	306
LESSON PLAN 41.....	306

