



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**METHODOLOGICAL STRATEGIES OF TEACHING LEARNING  
TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A  
FOREIGN LANGUAGE WITH CHILDREN OF 5<sup>TH</sup> YEAR OF  
BASIC EDUCATION AT VÍCTOR EMILIO VALDIVIESO  
NEIGHBORHOOD. PERIOD 2010-2011**

Thesis previous in order to  
achieve the Bachelor's degree  
in science of Education,  
English language major.

**AUTHOR**

Dolores Beatriz Minga Contento

**DIRECTOR**

Mg. Sc. Rosa Paola Moreno O.

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## **CERTIFICATION**

Mg.Sc. Rosa Paola Moreno Ordoñez

**PROFESSOR OF THE “UNIVERSIDAD NACIONAL DE LOJA”**

**THESIS DIRECTOR**

### **CERTIFIES:**

To have directed, guided and corrected the thesis work entitled **“METHODODOLOGICAL STRATEGIES OF TEACHING LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 5<sup>TH</sup> YEAR OF BASIC EDUCATION AT “VÍCTOR EMILIO VALDIVIESO” NEIGHBOURHOOD. PERIOD 2010-2011”**, under the responsibility of the undergraduate student Dolores Beatriz Minga Contento, therefore it is authorized its presentation for the corresponding legal procedures.

Loja, March 27<sup>th</sup>, 2012

.....  
Mg.Sc. Rosa Paola Moreno Ordóñez

**THESIS DIRECTOR**

## **AUTHORSHIP**

The ideas, thoughts, opinions, information, conclusions and recommendations obtained through this research are the exclusive responsibility of the author.

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Dolores Minga

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Finally, to the “Victor Emilio Valdivieso” neighborhood of Loja city and children of Fifth Year of Basic Education who gave me their collaboration for the development of this communitarian work.

## **DEDICATION**

I dedicate this thesis work to God, my family and friends because they are my support and have given me motivation to realize my desires to be a teacher.

**Dolores Minga**

## **LOCATION OF THE RESEARCH WORK**

Country: Ecuador

Region: Zona 7

Province: Loja

Canton: Loja

Parish: Sucre

Neighborhood: Víctor Emilio Vadivieso

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**a. TITTLE**

**METHODOLOGICAL STRATEGIES OF TEACHING LEARNING  
TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A  
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## **b. SUMMARY**

The present research work was based on the application of methodological strategies that allow the development of communicative basic skills in English as a foreign language with children of 5<sup>th</sup> year of Basic Education at Victor Emilio Valdivieso neighborhood.

To carry out this work it was used the Total Physical Response, Direct, Audio-lingual and Communicative Methods. They helped to develop the English classes of different way using activities with relation to apply the language in real situations. To know the level of knowledge of each child was vital to apply a diagnostic test at the beginning of the Support Program giving a negative result because the majority of them had not received English in their schools, but at the end of the support program they presented the advances that children had reached in 8 months, those results were satisfactory. It was done the pedagogical demonstration.

The correct use of methodological strategies in coherence with communicative skills allowed us to reach great levels of participation and motivation in the students learning outcomes, for that reason, it is necessary to design strategies like audio, visual and multi senses.

Finally, it is important to work on some special motivational strategies for both children and parents, in order to make them understand the usefulness of learning this foreign language in this globalized world.

## RESUMEN

El presente trabajo investigativo estuvo basado en la aplicación de estrategias metodológicas que permiten el desarrollo de las destrezas comunicativas en el Idioma Inglés como un Idioma Extranjero con los niños de 5to año de Educación Básica en el barrio Víctor Emilio Valdivieso.

Para realizar este trabajo fue necesario el uso del método Respuesta Física Total, método directo, audio lingual y el método comunicativo, los mismos ayudaron al desarrollo de las clases de Inglés usando diferentes actividades con relación a situaciones reales. Para conocer el nivel de conocimiento de cada estudiante fue indispensable aplicar una prueba de diagnóstico al inicio de la intervención dando un resultado negativo porque la mayoría de ellos no recibían este Idioma en sus escuelas, sin embargo al final de la intervención a través de la clase demostrativa se evidenció los conocimientos adquiridos por los niños durante los ocho meses siendo estos muy satisfactorios.

El uso correcto de las estrategias metodológicas en coherencia con las habilidades comunicativas permitieron lograr grandes niveles de participación y motivación en los resultados de los estudiantes, por esta razón es necesario diseñar estrategias audiovisuales.

Finalmente, es importante trabajar con estrategias motivacionales tanto para niños y padres para lograr que ellos entiendan la necesidad de aprender un Idioma extranjero en este mundo globalizado.

## **INTRODUCTION**

Today, it is vital to learn the English Language. It is used in the areas of knowledge and human development, such as the aviation, sports, music, business, commerce, tourism and technology, for that reason; it is considered the international language. Thus, the purpose of this research was to apply the methodological strategies like tools to develop communicative skills in English as a foreign language being it the key in the teaching of this language.

With the purpose to widen the education within the society, the university carried out the communitarian project to teach English to children in “Victor Emilio Valdivieso” neighborhood.

This research work was a good challenge to share the knowledge with children interacting among the thesis applicant and the community.

The majority of children of this community study in public institutions, in which English language is not included within the curriculum as the rest of the subjects.

This study was carried because it is important to know which methodological strategies are the most suitable to develop communicative skills within the teaching learning process of English language.

The development of workshops with the children had a vision based on diverse expectations like to interchange ideas with other people, for that, the need of applying a plan. The evaluation of the course at the end of the

program demonstrated the interest that teacher and students had in the teaching learning process.

The use of the communicative approach gave students the opportunity to practice a foreign language, developing fluency in real situations. The diagnostic test was a useful tool to know the necessities of children in the learning of English.

To develop a good teaching, it was fundamental to know the best techniques related to the Total Physical Response, Direct, Audio-lingual and Communicative methods. These are repetition, complete blank spaces, role-play, description, games, theatrical scenes, songs and commands.

According to the audio lingual method; the foreign language learning is a process, in which the person achieved to create a mechanical habit formation because whether the learner had a good habit, he/she was able to give correct answers rather than making mistakes.

Also, other method called Total Physical Response stressed that the learners play the role of a listener and a performer. They could respond the commands that teacher said physically. Students checked and evaluated their own evolution.

Moreover, in the Communicative method there was not text, the grammatical structures were not presented and students interacted among classmates rather than teacher, whereas the teacher had to facilitate a communicative

process in the classroom being she/he a good subject to contribute in the learning of English.

The methodological strategies were ways in which, teacher interchanged the information with students according to their necessities. There were three ways to teach, one was audio, another was visual, students could see through flashcards, posters, pictures, etc and multi senses, being the main characters the five senses. The student was capable of identifying his or her most effective learning style and used this information to create effective language learning strategies to exploit his /her abilities in the learning process.

A good planning creates a fine level of confidence, and makes teacher feel more secure in lesson execution. The time is very indispensable in the planning of the task. The distribution of time helps to distribute the exercises so that, all students can finish each activity satisfactorily.

At the beginning, the children had a negative attitude to learn this foreign language because they did not participate in classes due to some reasons, such as: make mistakes, speak in public and others. This perspective changed in the course of this academic year. The students interacted among them using new words, phrases in front of their classmates, parents and authorities.

The community of "Victor Emilio Valdivieso" neighborhood should improve the infrastructure of the Communal House; because the children who

received the Support Program need an adequate space to develop the Listening skill in a good way.

You are invited to read this research paper in order to know the reality that each child lives. The motivation is the bridge that links the community, in this case “Victor Emilio Valdivieso”, being the teacher a pedagogical support. Also it helps to incentive children to learn English, taking into account a communicative approach through which they could share their ideas and thoughts.

## **d. REVIEW OF LITERATURE.**

To get inside in this work research is fundamental to explain the term education.

### **EDUCATION**

Education is the group of knowledge, orders and methods, which help to the development of the individual and improve the intellectual, moral and physical faculties of student. The education does not create faculties in the learner but it cooperates in his/her development and precision.<sup>1</sup>

### **TEACHING**

Second, it is important to know the meaning of teaching as a factor in the efficiency of the foreign language acquisition through the communicative skills. "Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes".<sup>2</sup>

Another concept related to Teaching is "communication. In a good communication there are three important aspects. These are: the person giving the information, the message/information that is passed and the receiver".<sup>3</sup>

### **LEARNING**

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<sup>1</sup> Navarro, R. (2004). *The concept of teaching learning*.

<sup>2</sup> Banks, T. (2000). *Teaching learning process*. North Carolina.

<sup>3</sup> Asokhia, M. (2009). *Improvisation/Teaching Aids: Aid to Effective Teaching of English Language*.

The learning is the procedure, in which the person collects and organizes the information giving like effect a change in the behavior.

### **TEACHING-LEARNING PROCESS.**

In accordance with Banks Teresa (2000) affirms that the teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

### **COMMUNICATIVE COMPETENCE**

Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined it as composing competence in four areas: Words and rules, Appropriacy, Cohesion and coherence; and the use of communication strategies.

In the classroom, testing communicative competence is challenging. Formats teachers can use to evaluate their learners' competence include information gap and role-play activities for speaking, letters for writing, and note-taking and summarizing, which combines listening and writing competencies.<sup>4</sup>

### **METHODOLOGICAL STRATEGIES**

When the educator is planning a class, he has to select meticulously the teaching methods to deliver new information about a topic to the learners.

A teaching strategy is the way that a teacher delivers information and is based on the learning needs of the people receiving the information.

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<sup>4</sup> British Council. (2011). *Teaching English: Communicative Competence*. From <http://www.schooldata.com/pr27.html>



Teaching strategies are selected based on the particular domain(s) of learning that will be taught.<sup>5</sup>

Strategies can be assessed in a variety of ways, such as diaries, think-aloud procedures, observations, and surveys. Many different strategies can be used by language learners: metacognitive techniques for organizing, focusing, and evaluating one's own learning; affective strategies for handling emotions or attitudes; social strategies for cooperating with others in the learning process; cognitive strategies for linking new information with existing schemata and for analyzing and classifying it; memory strategies for entering new information into memory storage and for retrieving it when needed; and compensation strategies (such as guessing or using gestures) to overcome deficiencies and gaps in one's current language knowledge.<sup>6</sup>

According the University of Phoenix in the article called "language learning strategies" says that: Part of the process of learning a new tongue is developing language learning strategies to help improve absorption and retention of new information. These language learning strategies can take many forms but invariably revolve around the student's desire to find an effective way to work on learning language in a natural and efficient way.

The idea is for the student to identify his or her most effective learning styles and use this information to develop effective language learning strategies to maximize the time spent in the learning process. The student will therefore

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<sup>5</sup> Banks, T. (2000). *Teaching learning process*. North Carolina.

<sup>6</sup> Oxford, R. (1989). *The Role of Styles and Strategies in Second Language Learning*. Washington: ERIC.

be empowered with tools that will help him or her to improve his or her language skills.

When a student needs to adopt new language learning strategies, the student needs to identify the key methods that best help him or her to learn. These can take many forms and might involve drills, audio-video reinforcement, worksheets, study groups, immersion interactions, and much more.

The linguistic strategies are considered basic and they have to fit into of communicative approach. These skills should represent expressive ways of communication acts. The communicative skills are language competences needed to interact in social situations.

Into of skills, there are two groups. The first is receptive skills. They are listening and reading because learners do not need to produce language to do these.

## **LISTENING**

The key to receiving messages effectively is *listening*. Listening is a combination of hearing what another person says and psychological involvement with the person who is talking. It requires more than hearing words. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

Listening requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes. True listening requires that we suspend judgment, evaluation, and approval in an attempt to understand another's frame of reference, emotions, and attitudes.<sup>7</sup>

Students receive and understand it and the productive skills are speaking and writing, because learners doing these need to produce language.

## **SPEAKING**

Speaking is a productive activity. It is used to hand down information through a system of sound with meaning. To develop this skill, the teacher must provide a receptive experience that can be good as model and offers wide opportunities for the oral practice.<sup>8</sup>

## **METHOD**

Method is a generalized set of classroom specifications for accomplishing linguistic objectives. The methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.

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<sup>7</sup> Windle R & Warren S. *Communication skills*. Cadre. From: <http://www.directionservice.org/cadre/section4.cfm>

<sup>8</sup> Programa Nacional de Inglés. Diseño curricular por competencias, Ministerio de Educación. 2007.

The **techniques** are according to the planned necessities, styles or aims by the students. Techniques allow increasing the creativity and the improvement of each student. Techniques enhance the motivation and the competition sense.<sup>9</sup>

To learn a second foreign language is important to emphasize the use of some methods, one of them is the **Total Physical Response** (TPR). It is active teaching method because it includes the movement and the five senses.

The student put in scene or they move of agreement with what the teacher says in that moment, with games, theatrical scenes and songs.

TPR also uses the technique of reverted roles. As the students advance in the acquisition of the foreign language the series of orders which will form a process that emphasizes the skill of the understanding.

“Physical responses are very good ways to respond to language you have understood. Physical actions bring language to life and make it easier to remember”.<sup>10</sup>

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<sup>9</sup> Moreno, P., & Balcázar, M. (2008). *The planning, execution and evaluation in the teaching- learning process of the English Language*. National University of Loja, module 5.

<sup>10</sup> Longman. (2000). *Young learner teaching tips: TPR in the primary classroom*. Pearson education limited from [www.longman-elt.com](http://www.longman-elt.com)

## **COMMUNICATIVE METHOD.**

The communication is something more than to learn grammar and vocabulary. To be really talkative in a foreign language, the student has to develop the capacity of making understood in a socially appropriate way.

It encourages learners of a language to use that language as much as possible, for real, purposeful communication, in real life or in other relevant situations, such as role-playing.

Learners are expected to become competent communicators in the language, able to convey meaning to others.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.

The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organization of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events,

people or language itself), and imaginative (creativity and artistic expression).<sup>11</sup>

### **DIRECT METHOD.**

It had been built around observation of child language learning. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language. It is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations.

Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

However, variants of this method have been developed where the teacher allows limited explanations in the student's native language and explains some grammar rules to correct common errors a student may make when speaking. Some characteristics of this method are: lessons are in the target language, there is a focus on everyday vocabulary, visual aids are used to teach vocabulary, particular attention is placed on the accuracy of

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<sup>11</sup> Taylor. (2011). *Language training*. From <http://www.tjtaylor.net/english/teaching-method-communicative-clt>

pronunciation and grammar and a systematic approach is developed for comprehension and oral expression”<sup>12</sup>

## **AUDIO LINGUAL METHOD**

According to Richards and Rodgers (1986) in their “research approaches and methods in language teaching” gave a definition of Audio lingual method. It is a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

“This extensive memorization, repetition and over-learning of patterns were the key to the method's success, as students could often see immediate results, but it was also its weakness. The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.”<sup>13</sup>

## **EVALUATION**

Like most specific assignments that teachers give, writing evaluations mirrors what happens so often in our day-to-day lives. Every day we decide whether

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<sup>12</sup> Taylor. (2011). *Language training*. From <http://www.tjtaylor.net/english/teaching-method-direct-clt>

<sup>13</sup> Taylor. (2011). *Language training*. From <http://www.tjtaylor.net/english/teaching-method-audiolingual-clt>

the temperature is cold enough to need a light or heavy jacket; whether we're willing to spend money on a good book or a good movie; whether the prices at the grocery store tell us to keep shopping at the same place or somewhere else for a better value. Academic tasks rely on evaluation just as often. Is a source reliable? Does an argument convince? Is the article worth reading? So writing evaluation helps students make this often unconscious daily task more overt and prepares them to examine ideas, facts, arguments, and so on more critically.

To evaluate is to assess or appraise. Evaluation is the process of examining a subject and rating is based on its important features. We determine how much or how little we *value* something, arriving at our judgment on the basis of criteria that we can define.

We evaluate when we write primarily because it is almost impossible to avoid doing so. If right now you were asked to write for five minutes on any subject and were asked to keep your writing completely value-free, you would probably find such an assignment difficult. Readers come to evaluative writing in part because they *seek* the opinions of other people for one reason or another.<sup>14</sup>

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<sup>14</sup> Kiefer, K. *A definition of Evaluation*. Colorado State University. From: <http://writing.colostate.edu/guides/processes/evaluate/pop2a.cfm>



## **e. MATERIALS AND METHODS.**

The project methodology was in relation to the development of each objective, for that reason, it was essential to apply a diagnostic test that allowed us to know the level of knowledge, skills and attitudes that children had, in order to review the planned contents for the whole school year.

The first day of classes in this community had the participation of 4 children, who demonstrated their knowledge about English giving a diagnostic test. They were: Lesly Dalila Fernández Capa, Yahani Evelin Cabezas Espinoza, Magaly Guarnizo Puchaicela and Geovanny Jiménez Songor.

Inside the communicative focus was necessary to look up information about the most suitable methodological strategies to develop communicative skills with the children. All these skills were according to the students' reality. This information was extended, ordered and defined to apply in the Support Program.

The teacher used the great methods to teach English as a foreign language and each ones with the respective technique. They were: Communicative approach, in which, it used the techniques of pair work, dialogues that were center around communicative functions and were not memorized, role-plays and descriptions.

Other technique was the translation, which helped them to understand better the communication. Also Total Physical Response, this method used the technique of command, feeling bag and games. The Audio-lingual method

was related with Gap filling, repetition, filling the blank spaces and drills. The vocabulary was the technique of Direct Method.

The organization in the development of communicational workshops was essential to plan the proposal of contents for a whole school year according to the learning necessities, the resources were necessary to get better results during the teaching-learning process. The Support program was done during a school year of eight months with a schedule charge of three hours weekly using three kinds of plans, annual, didactic units and lesson plan. To the development of this Support Program was indispensable to use 15 lesson plans, whose contents were classroom objects, colors, numbers (1-20), family members, clothes, adjectives, animals, fruits and vegetables.

The didactic material was used according to the age and the level of each child and it included flashcards, worksheets, songs, charts, games and realia. All this material helped students to involucrate in the English language learning.

Into of the Support Program, we used two forms of evaluation, one of them was formative, which was done during the whole process, evaluating different aspects such as: the timing, the teaching strategies, the amount of information, the environment, and whether the objectives were realized.

The pedagogical demonstration was done with the participation of 5 students and they are: Sandra Lucia Guamán, John Kevin Romero, Jennifer Michelle Romero, Brian Reimundo Sanmartin and Yahani Evelin Cabezas Espinoza evidencing the final results.

## f. RESULTS

This research was done with students of 5<sup>th</sup> year of Education at “Victor Emilio Valdivieso”. As a result, it was focused on the methodological strategies of teaching-learning to develop communicative skills in English as a foreign language.

The first step to know the knowledge that children had about English Language was the diagnostic test. It determined that necessities of the learning, which show in:

- The learning of the English as a foreign language.
- To use the English with real situations.

<b>Grades</b>	<b>Frequency (students)</b>	<b>Percentage</b>
1-4	3	75%
5 - 8	1	25%
9 -12	0	0%
13-16	0	0%
17-20	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

SOURCE: children of 5th grade “Victor Emilio Valdivieso”  
AUTHOR: Dolores Minga

The diagnostic test was above 20 points. The majority of students of 5<sup>th</sup> year of basic education had a minimum score among 1-4 points while one student had a score of 5-8. All these scores were due to some problems and they were:

- The majority of children study in public schools, in which they received one hour per week or also there were 38 students for classroom.
- The first days in the community, some parents did not take seriously the English subject like the rest of subjects.

According the knowledge level, it determined that:

SKILLS	PRINCIPLE	TECHNIQUES
LISTENING	Students are given the text of the dictation which contains gaps. They must listen and complete the text. This is particularly good for focusing on the spelling of particular words.	Listen and complete
	This involves drawing a picture from a description. It can also involve following a route on a map or marking the rooms on the plan of a house.	Listen and draw
	Using the power of the imagination to create pictures is a great way to help students to learn and remember. They can listen to descriptions from novels and imagine the scene.	Listen and imagine
	Today the songs are very good but you can also use karaoke versions of popular English songs. This activity will help both comprehension and production and will also help students to listen to sounds.	Listen and sing
	After students have completed a quiz or written exercise, they listen to a recording to check their answers. This is 'easy' listening because the students are already familiar with the language.	Listen and Check your answers
	It is a process of guided learning, is one of the most important teaching strategies.	Asking questions

<b>SPEAKING</b>	It requires the learner to “make up” and “act out” responses to specific situations.	Role-play
	A concrete, realistic strategy used by the teacher when he/she actually reproduces a real situation or a task, using actual equipment and supplies. Upon observation of the teacher reproducing the real situation or task, the learner may attempt to repeat the situation or task back to the teacher.	Demonstration
	The teaching pronunciation can be made easier if the visual aids are used properly and in a way that will complement the learning that is talking-place through lessons.	Visual aids
	A variety of ways in which foreign language teachers can increase opportunities for students to speak the target language. At all levels of instruction, working in pairs and small groups allows students to be involved in meaningful communication and motivates using the language.	Pair and group work activities

The communicative skills are listening and speaking which were used in the 15 lesson plans using the respective strategies.

With regard to strategies with larger levels of difficulty are the following:

#### Listening Skill

- Listen and complete

#### Speaking Skill

- Role play
- Description between classmates.

To apply the methodological strategies was vital to use 10 systems of class, five are listening and others are speaking skill, in which developed the following strategies:

### **Skill**

- Listening

### **Strategy**

It was essential to prepare students in listening skill giving them to know diverse strategies that allow them to listen in a dynamic way. The strategies used depending on the situation and of the purpose of he/she listens to it.

- To obtain a general idea.
- To locate specific parts of the content.
- Linking in the time and space what is said.
- To imagine what will happen.
- To deduce the intention or point of view from which one speaks.

### **Procedure**

Clear Voice: The teacher needed to use a clear voice with good articulation and sufficient projection to be heard by all the students. The teacher's voice whether speaking or reading aloud was the first and most important source of listening material for students. A good voice is produced from the diaphragm and not from the upper chest.

Teacher made a list of some unknown words before students listen, which introduced and explained the sort of language we might hear in that setting. This language was listed on the board and students listened and marked what they actually heard.

This first listening allowed the students to get accustomed to the voices.

Listening tasks gave the students a reason for listening and focused their attention. These listening tasks were the set before the students listen.

### **Skill**

- Speaking

### **Strategy**

- Description
- Role play

### **Procedure**

This strategy was used when the children learnt the theme about clothes. It consisted on describing a classmate using the colors, adjectives and clothes, that helped them to lose the fear to speak in front of the class.

To do a role play was essential to make pairs. It was applied when students were studying the classroom objects, family members and fruits; they used expressions like: what is your favourite fruit? That helped them to think and answers of the great way.

To develop communicative skills in children was important to elaborate an annual plan, didactic unit plan and lesson plans.

It was indispensable to elaborate 15 lesson plans that were in relation to the real life of each student.

<b>Plan</b>	<b>Name of plan</b>	<b>contents</b>
<b>One</b>	<b><i>Classroom objects</i></b>	Pencil, eraser, ruler, crayon, book, paper. Pen, table, chair, desk and sharpener
<b>Two</b>	<b><i>Numbers(1-20)</i></b> <b><i>How many</i></b>	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19, 20.
<b>Three</b>	<b><i>Colors</i></b>	Blue, yellow, green, red, orange, purple, black,

		brown, white, gray, fuchsia and turquoise.
<b>Four</b>	<b><i>Family</i></b>	Father, mother, sister, baby, brother, grandmother and grandfather.
<b>Five</b>	<b><i>Things I wear</i></b>	Hat, sweater, pants, socks, blouse, shirt, shoes, cap, mini-shirt, jacket.
<b>Six</b>	<b><i>Present continuous</i></b>	Is wearing
<b>Seven</b>	<b><i>Head to toes</i></b>	Head, arms, hands, eyes, ears, shoulders, mouth, legs, foot and nose.
<b>Eight</b>	<b><i>Review, part one</i></b>	Classroom objects, numbers, colors how, many and family members.
<b>Nine</b>	<b><i>Review, part two</i></b>	Verb to be and present continuous.
<b>Ten</b>	<b><i>Mother 'day</i></b>	To make a card.
<b>Eleven</b>	<b><i>Adjectives</i></b>	Beautiful, pretty, ugly, fat, thin, small, big, fast.
<b>Twelve</b>	<b><i>Domestic and wild animals</i></b>	Dog, cat, chicken, rabbit, horse, turtle, duck, lion, tiger and elephant.
<b>Thirteen</b>	<b><i>Fruits</i></b>	Banana, pear, peach, grapes, mango, strawberry, pineapple, apple, watermelon and orange.
<b>Fourteen</b>	<b><i>Vegetables</i></b>	Potatoes, tomatoes, carrots, onions, lettuce, peppers, peas and broccoli.
<b>Fifteen</b>	<b><i>Pedagogical demonstration</i></b>	All the themes.

To compare the initial and final levels of students was necessary to elaborate two charts and the results were the following:

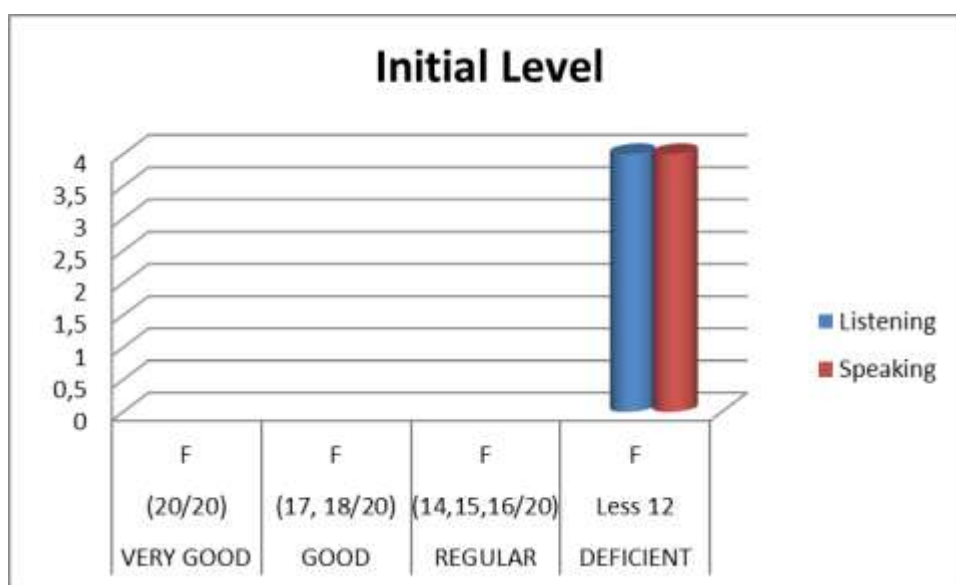


### INITIAL LEVEL

SKILLS	VERY GOOD (20/20)		GOOD (17, 18/20)		REGULAR (14,15,16/20)		DEFICIENT Less 12		TOTAL
	F	%	F	%	F	%	F	%	
Listening							4	100%	4
Speaking							4	100%	4

SOURCE: Children of 5th grade "Victor Emilio Valdivieso"

AUTHOR: Dolores Minga Contento



The 100 % of students only understood two words while they heard the track and did not understand what teacher said. That was in relation to listening skill.

According to the speaking skill, the 100% of students could not answer basic question about personal information for that reason; they had a deficient level.

To accomplish with the aims of the research project was compulsory to look for new students and incentive to learn the English language. That decision

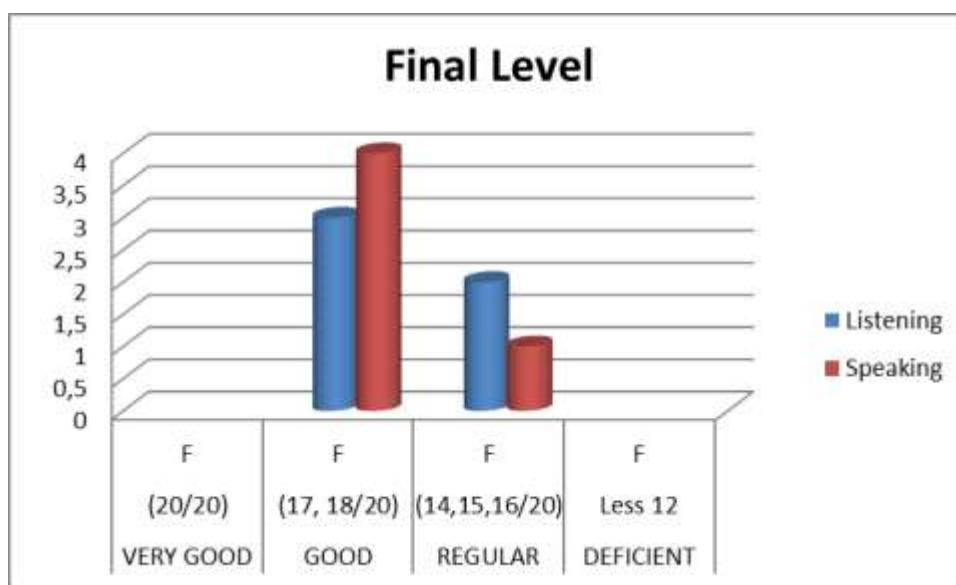
was taken because three of four students who began the Support Program retired due to some familiar problems. The intervention finished with 5 students.

### FINAL LEVEL

SKILLS	VERY GOOD (20/20)		GOOD (17, 18/20)		REGULAR (14,15,16/20)		DEFICIENT Less 12		TOTAL
	F	%	F	%	F	%	F	%	
Listening			3	60%	2	40%			5
Speaking			4	80%	1	20%			5

SOURCE: Children of 5th grade "Victor Emilio Valdivieso"

AUTHOR: Dolores Minga Contento



The majority of students understood some instructions that teacher said and they were 3 who were in the good level while two students were in the regular level.

According to the speaking skill, the 80% could interchange their ideas answering some simple questions.

The final results were showed in the pedagogical demonstration on July 07, 2011 in the presence of parents, authorities, teachers and students.

## **g. DISCUSSION**

### **The importance of teaching the English language at the community.**

Nowadays, at the beginning of 21st century, English is the world media language, the speech of cinema, TV shows, pop music and computers. It is also the most important language for politics, sports, science and newspapers. The use of English language so is widely spread all over the world that nobody can deny that English is the Universal Language.<sup>15</sup>

To widen the learning of English language by the diverse horizons is the great idea to share with the people who do not have the opportunity to go to an academic to know about it. The collaboration between everyone was the main key to link a society.

This project was a tool to bring a motivation to the children who desire to be motivating people in the development of this world. To be persevering enough in the different challenges that life gave us, it was the motor to continue with this social work. It was a good idea to include the English subject in the program because the population looked the results of their sons and daughters at the school.

The motivation was the key to carry out this program. At the beginning, few parents collaborate in English teaching because they unknown the important to learn a foreign language, in this moment, we as future teacher had to use some strategies to reach that both, parents and children had another vision

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<sup>15</sup> Carrion, C. (1998). *The pleasure of learning languages*. Omniglot. Vitoria-Brazil. From [http://www.omniglot.com/language/articles/learning\\_languages.htm](http://www.omniglot.com/language/articles/learning_languages.htm)

about the importance of English. A strategy was to visit the community home by home explaining the reasons what learn this language.

### **The methodological strategies as process in the learning of a foreign language.**

When the educator is planning a class, he/she has to select meticulously the teaching methods to deliver new information about a topic to the learners.

A teaching strategy is the way that a teacher delivers information and is based on the learning needs of the people receiving the information. Teaching strategies are selected based on the particular domain(s) of learning that will be taught. <sup>16</sup>

When a student is learning a new language is indispensable to keep in mind the methodological strategies which help to identify the key method. Also these may be according the level of each students, the creativity of teacher is the great tool to reach to the students' heart.

The learning of English with children was using the communicative skills (listening and speaking) within of communicative approach.

There were diverse ways to teach the listening skill and involve it to the audio that has relation with song, tracks and any sound effect that can be heard. To begin the class with a song is the great way to motivate students. It is necessary to act firstly with them because the teacher is the hub for the students.

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<sup>16</sup> Banks, T. (2000). *Teaching learning process*. North Carolina.

Also visuals aids are whose things can be seen and they are: posters, flashcards, puzzles, real objects, cartoons. The use of flashcards and other didactic materials were according to the age of children.

As the students were of nine years, it was advisable to show flashcards in which there were drawings with the respective names. This strategy helped them to learn new vocabulary and mainly to involucrate in the communicative method because the students took a flashcards and described it using simple expressions.

Finally using the five senses; see, hear, smell, taste and touch. All senses took form of the role-play and demonstration. The Total Physical response was the method, in which we used commands, for example, the game called Simon says. It consisted on touching the objects that teacher said. It demonstrated whether students really were improving in the learning through games.

Another way was the bag filling, which means to touch some objects with the hands while their students' eyes were covered. This strategy was used when students were learning the fruits. In this case, we use the nose sense.

### **The elements of a lesson plan as a system and its didactic process.**

Effective planning is the basic of successful teaching. Planning begins with the goals of a particular teaching-learning situation; encompasses means of accomplishing those goals, including materials and activities; and terminate with effective procedures for evaluating the degree to which the instructional

goals have been achieved. Good planning has the potential to build confidence, and make you feel more secure in lesson execution.<sup>17</sup>

Whether you use a teacher book, it contains surely suggestions to plan the tasks. However, the teacher must avoid following it literally. The time is very indispensable in the planning of the task. The distribution of time helps to distribute the exercises so that, all students can finish each activity satisfactorily. It depends of some factors.<sup>18</sup>

One of them is the number of children and the second is the difficult of the activity.

To develop an activity was essential that the methodology is regarding main aims. In the introductory activity, there were two ways to interact with students. They were: lead in (in relation to the plan) and warmer (no relation to the topic).

The timetable fit was a category, which helped teacher to link the theme of last class with the present theme.

To enlarge the Presentation technique was vital to break down in three parts: beginning, during and after. The first part, teacher explained students the new topic for this class using flashcards, posters, realia, etc.

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<sup>17</sup> Balcázar, M. & Moreno, P.(2008). *The planning, execution and evaluation in the teaching- learning process of the English Language*. National University of Loja, module 5.

<sup>18</sup> House, S. (1997). *An Introduction to Teaching English to Children*. London. Richmond Publishing.

The second point was to hand out students some worksheets, so that students work according to one literal. Also, teacher organized pairs, in which learners practice the dialogues, descriptions and conversations.

The last point of Presentation technique was after; in this case, teacher took notes about some suggestions to improve the next class.

The achievement level was in relation to main aims. That means whether teacher achieved with the planning. The teaching aids were materials that teacher used to develop the plan.

Finally, the evaluation must have four points, they are: continuous evaluation in classes and homework, the second was oral test while they were speaking in role-play and dialogues, another was a written test at the end of each unit. And the last was the attitude and effort that students had to learn English.

To use the correct methodological strategies in the lesson plan was the success to achieve a good learning in teaching the foreign language always using creativity.



## CONCLUSIONS

The findings in the present work about the methodological strategies of teaching learning to develop communicative skills in English as a foreign language with children of 5<sup>th</sup> year of basic education evidenced the following:

- ◆ The diversity of methodological strategies must be in coherence with the contents and skills to develop appropriate levels of participation and motivation in the learning of children.
- ◆ The contents of planning have to be accurate, current, and adjusted for characteristics of the learner (age, educational level and culture) that allow us to get inside the students reality.
- ◆ The support program emphasized in listening and speaking skills because to communicate with others, it is essential to understand what they say. If we do not understand what people say, it is impossible to answer or respond. Both skills help children of this community to interchange information with foreign people, who visit the place.
- ◆ The lack of appropriate spaces was a disadvantage to develop listening because all thesis applicants taught English lessons to learners of the different levels in the same room. That got behind some activities planned.
- ◆ To meet the reality of each student was an opportunity to share knowledge with children of poor economic resources.

- ◆ At the beginning, the children had a negative attitude to learn this foreign language because they did not participate in classes due to some reasons, such as: make mistakes, speak in public and others. This perspective changed in the course of this academic year. The students interacted among them using new words, phrases in front of their classmates, parents and authorities.

## RECOMMENDATIONS

- ◆ Firstly, the teacher should establish a relationship of friendship among her/his students, stressing two important values: the respect and the trust.
- ◆ The proper use of methodological strategies in coherence with communicative skills allows reaching the proposed levels of participation and motivation in the students learning. For that reason, it is necessary to look for suitable strategies like audio, visual and multi senses.
- ◆ The thesis applicants should plan according to the learning necessities and level of the children.
- ◆ The community of “Victor Emilio Valdivieso” neighborhood should improve the infrastructure of the Communal House; because the children, who received the Support Program, need an adequate space to develop the Listening skill in a good way.
- ◆ It is important to be creative in the development of each theme using ludic activities such as: games, puzzles, songs, in which students can reinforce the listening and speaking skills.
- ◆ To invite the authorities of the Universidad Nacional de Loja to continue working with the communitarian intervention Program called: Caminemos Juntos that is a great help for this community.

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## **h. ANNEX**

**ANNEX 1**



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**METHODOLOGICAL STRATEGIES OF TEACHING LEARNING  
TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A  
FOREIGN LANGUAGE WITH CHILDREN OF 5<sup>TH</sup> YEAR OF  
BASIC EDUCATION AT VÍCTOR EMILIO VALDIVIESO  
NEIGHBORHOOD. PERIOD 2010-2011**

Project of Thesis previous in  
order to achieve the  
Bachelor's degree in science of  
Education, English language

**AUTHOR**

Dolores Beatriz Minga Contento

**ADVISOR**

Mg. Sc. Rosa Paola Moreno O.

Loja- Ecuador  
2012

**a.    THEME.**

**METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING  
TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A  
FOREIGN LANGUAGE WITH CHILDREN OF 5<sup>TH</sup> YEAR OF  
BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO”  
NEIGHBORHOOD. SCHOOL PERIOD 2010-2011.**

## **b. PROBLEM STATEMENT.**

### **BACKGROUND**

The present research work will be developed through an agreement among the National University of Loja, the Foundation "V́ctor Emilio Valdivieso" and the neighbourhood of the same name. It is known that the University has a great function, which is the link with the community. So that, this project is important because its main objective is to develop the communicative skills in the English language with children of this neighbourhood known as "Tierras Coloradas"

The' Victor Emilio Valdivieso 'neighborhood' was created in the land donated by . Mrs. Luz Maria Burneo, widow of Valdivieso in an extension of 19.9 hectares. It is located in the southwest of the Loja city, at eight kilometers from downtown. It is part of the San Sebastian urban Parish, Canton and Province of Loja. At the present time it is considered as part of the sector in the process of urban consolidation. It limits to the north, east and west with Eugenio Espejo Avenue and protected areas and to the south with private lands.

To be part of the housing project in the "Victor Emilio Valdivieso" neighborhood people had to present folders and after making an analysis and selection about them, the church published the list of the beneficiaries. All of them had to clean their corresponding areas where



they were going to live. The first inhabitants were: the Mrs. Carmen Castillo, Lady Garrido and Sara Jimenez. The first houses were built with materials such as: tents, blankets, plastic, and carton. These people lived under these conditions until the year 1998, when the committee got the support of Ministerio de Desarrollo y Vivienda called MIDUVI, which through an agreement with the foundation "Casa de Cristo", provided all these inhabitants with materials such as: bamboo, wire, concrete, sand, stone and others to begin with the construction of their houses.

In the year of 2000 during the presidency of Mr. Julio Sanchez, the neighborhood got the electrical power service and the drinkable water was provided two years later by the City Hall with the support of the International Cruz Roja. In 2004, the sewer system and a phone lines were obtained by the inhabitants of this village.

Nowadays, the "Victor Emilio Valdivieso neighborhood" is formed by 496 lands where 419 of them are inhabited and 26 are designated for communal areas. The average of members per family is four people making a population of 1.592 inhabitants. Most of them are artisans, merchants, students, workers, and drivers, and in a minimum quantity of them have a professional job in public and private institutions. The average of their salary is between 200 as the minimum and a maximum of 800.00 dollars.

At the present time this neighborhood has all the basic services and it counts with a church, a nursery, a kindergarten, a city Hall school, a police checkpoint, a health center, Cruz Roja, handmade shops, a workshop for disabled people, club sports club, a communal house, small recreational areas, two areas where the water cisterns are located, sewer system, electric network, and garbage collection service. And the project is developed in the communal house, where children go in the afternoon to take their English classes twice a week.

### **CURRENT SITUATION OF THE RESEARCH OBJECT**

It is said that, people who do not speak two or three languages, are illiteracy in nowadays. The improvement in science and technology has been the main theme in the last century. This is the reason, why learning English has become a requirement in any profession that people have.

In spite of its importance, most schools have not adopted it as a subject in elementary school. Most public schools even do not have English in their curriculum so that students do not receive it during their school lifetime. Therefore, when they go to a high school they do not have idea of learning this foreign language and this causes certain resistance and dislike about it.

Having access to a particular center to learn English is so expensive. Children who live at “V́ctor Emilio Valdivieso” come from a low social class parents and they are not able to pay a teacher who can teach English to their children. So that, it is important to intervene in this neighborhood due to it is a necessity to support children by teaching them the English language, which is a tool that can give them many opportunities in their lives.

Communitarian labor is not usual in our environment because English teachers get a job immediately after they finish their career. The English Language Career is involved in this project in order to help children from this neighborhood to learn the English language since a different focus.

Learning a foreign language is a process that involves the application of appropriate teaching strategies and techniques that support the four basic skills that are: listening, speaking, reading and writing. Most of the time learners have difficulties to learn a foreign language because they are not involved in an environment that support them in the language acquisition. However learning also depends of the methodology that teachers use with children.

If teachers are traditional and they just teach students lists of vocabulary, grammar patterns and many isolated phrases, children will not learn to use the language in communicatively situations. But, if

teachers give to the contents a communicative focus in real situations where students can keep interact each other or keep in touch with some native speakers they could have more opportunities to apply the language in real communication.

Children at Víctor Emilio Valdivieso Neighborhood do not have any idea about the English language. It is showed in the diagnostic test that was applied at the beginning of the present school year where children's level learning in the English language is very low, even it is said that they do not have any knowledge of English.

This project has as main purpose to develop a basic knowledge in the English language with children of this neighborhood, who need to learn this important language to be up to the last tendencies in education.

It is necessary to work with this sector because they face the necessity of pedagogical support not only in English, but in all areas of education.

Based on the before mentioned problems, it is indispensable to state the following research problem:

## **RESEARCH PROBLEM**

What methodological strategies are helpful to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.

## **DELIMITATION OF THE RESEARCH**

### **a) Temporal**

The research will be carried out during the period 2010-2011, which starts with the development of the project since the present date until the group finishes with the thesis report.

### **b) Spatial**

The research will be developed at the Community House, which is located in the middle of “V́ctor Emilio Valdivieso” Neighborhood in the western part of Loja city.

### **c) Observation Units**

The people who will give information in the development of the project are:

- Dr. Vicente Riofrío, General Coordinador of the program “Caminemos Juntos”
- Mgs. Marcia Criollo, Coordinador of the Project in the English Language Career

- Ing. Mgs. Paola Moreno, Advisor of the Project “Caminemos Juntos” in the English Language Career.
- Mgs. Mariano Castillo, advisor of the project English Teachers Applicants
- Children of 5<sup>th</sup> grade who attends to the English class in the Neighborhood.

#### **d) Sub problems**

Due to the requirement of facilitating the research work, it has been derived the following sub-problems:

- ✓ What are the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.
- ✓ What kind of methodological strategies are the most suitable to develop the communicational skills with children of Víctor Emilio Valdivieso neighborhood.
- ✓ How can we organize and develop communicational and lively workshops of the English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at “Victor Emilio Valdivieso” Neighborhood?

- ✓ What are the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood?

### **c. JUSTIFICATION.**

Today, it is vital to learn the English Language. It is used in the areas of knowledge and human development, such as the aviation, sports, music, business, commerce, tourism and technology, for that reason, it is considered the great international language.

To look the diverse touristic guides that are written in both language, Spanish and English mention the increase of the tourism in our country being one of the most important incomes through these last years, so that, the English Language is included as an essential subject to study in the public and private education.

To widen the diverse horizons of the Education to a community is the essence of the progress of people. The university with the purpose to increases the development among people has carried out the communitarian project in the “Victor Emilio Valdivieso” neighborhood. There are some causes that affect the learning of a new language.

The majority of children of this community study in public institutions, in which English language is not included into the curriculum as the rest of the subjects. This project is a good opportunity to share the knowledge with children. The interaction among the thesis applicant and community is the way to achieve the goals in the cultural aspects bearing in mind the important that child can communicate with native people and incentive to know the culture of the Loja city.



Like student of the English Language Career of the National University of Loja and feeling the engagement with our society have decided to join to this cooperative work together to the “Victor Emilio Valdivieso” neighborhood of our city.

This research will drive to communicate values to children, who are the most susceptible to this problem.

## **d. OBJECTIVES**

### **GENERAL**

To apply methodological strategies to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood of Loja city.

### **SPECIFICS**

- To diagnose the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.
- To develop communicational skills with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.
- To organize and develop communicational and experiential workshops of English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at “Victor Emilio Valdivieso” Neighborhood.
- To evaluate continuously and at the ending the program the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood.

## **THEORICAL FRAME**

- ✓ **ENGLISH LANGUAGE SKILLS**
- ✓ **RECEPTIVE SKILLS.**
- ✓ **PRODUCTIVE SKILLS.**
- ✓ **TECHNIQUE.**
- ✓ **STRATEGY**
- ✓ **METHODS**
- ✓ **TOTAL PHYSICAL RESPONSE METHOD**
- ✓ **AUDIO LINGUAL METHOD**

#### **e. THEORETICAL FRAME.**

The first language is acquired through the experience, while the second language is learned of formal way. The acquisition of a language takes place in an environment that is a constant stimulus. The children are exposed to their mother tongue since the first moment and also they are bombarded every time, for that reason, we should give different stimulus to children in the acquisition of a language to provide with the learning teaching process of a language.

Moreover the teaching of the English Language follows an established belief in order as to the order of acquisition of a language: listening, speaking, reading and writing.

#### **ENGLISH LANGUAGE SKILLS**

The linguistic strategies are considered basic and they have to fit into of communicative approach. These skills should represent expressive ways of communication acts. The communicative skills are language competences needed to interact in social situations, for example, when speaking to a friend on the telephone, giving and asking for information, reading instructions or any information, face to face communication, which is used in everyday social interaction.

## RECEPTIVE SKILLS.

The receptive skills are listening and reading because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. <sup>19</sup>They are:

### A. LISTENING SKILL.

The primary form of linguistic communication is speech and so listening is the most important receptive (and learning) skill for foreign language students. An ability to listen and interpret many shades of meaning from what is heard is a fundamental communicative ability.

Teaching listening involves training in some 'enabling skills', perception of sounds, stress, intonation patterns, accents, attitudes and so on, as well as 'practice' in various styles of listening comprehension.

- ❖ **Acoustics;** Our ability to hear is essential to our ability to listen. The first set of ideas concerns the production, corruption, transmission and reception of spoken language.
- ❖ **Clear voice:** The teacher needs to use a clear voice with good articulation and sufficient projection to be heard by all the students. The teacher's voice whether speaking or reading aloud is the first and the most important source of listening material for

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<sup>19</sup> HEARN, Izabella & GARCÉS, Antonio: *Didactic of English Language*. Pearson Prentice Hall(2003).

students. A good voice is produced from the diaphragm and not from the upper chest.

- ❖ **Cassette or CD Player:** A good cassette or CD player for classroom use will have a forward-facing loudspeaker slightly higher than the students' ear level so that the sound goes directly to the students. If your loudspeaker is too low and the students are sitting in rows, their bodies and the furniture will block the sound. If your player's loudspeaker points vertically upwards, the sound will be reflected off the ceiling and be distorted. Turn it, so it faces the students.
- ❖ **Distortion:** The recording/playback heads of a cassette player get dirty in one month of normal use. This dirt distorts the sound of the cassette and makes listening more difficult. Clean the head every month using a cotton bud and de-natured alcohol. Distortion is also caused by the plastic case of CD and cassette players vibrating when played loudly. Put your hand on the case to reduce this vibration.
- ❖ **Outside Noise:** Reduce the noise coming from outside the classroom by shutting the windows (or, in hot countries, turning off the air conditioning) while students are listening.
- ❖ **Inside Noise:** The greatest source of noise which interferes with listening comes from the students themselves. Train them to keep

quiet while listening by making sure that they have tasks which force them to listen carefully.

- ❖ **Closer to the cassette player:** The ‘hard’ acoustics of many classrooms means that sound is reflected from hard walls, ceilings, floors and furniture. This can cause a great deal of distortion and makes listening to recordings very difficult. Ask the students to move closer to the player or use headphones when they are doing intensive listening.<sup>20</sup>

**a) Process to listening skill.**

Real listening is an active process that has three basic steps.

**Hearing.** It just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras and the speaker mentioned that no two are like. If you can repeat the fact, then you have heard what has been said.

**Understanding.** The next part of listening happens when you take what you have and understand it in your own way. Let’s go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, “Maybe this means that the pattern of stripes is different for each zebra.”

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<sup>20</sup> Copyright © Pearson Education Ltd 2006. Publishing as Pearson Longman. All rights reserved.

**Judging.** After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, “How could stripes to be different for every zebras? But then again, the fingerprints are different for every person. I think this seem believable.”

**b) Listening and producing.**

There a great variety of activities to develop this receptive skill. They are:

**Listen and complete:** Students are given the text of the dictation which contains gaps. They must listen and complete the text. This is particularly good for focusing on the spelling of particular words.

**Listen and draw:** At the simplest level, this involves drawing a picture from a description. It can also involve following a route on a map or marking the rooms on the plan of a house.

Students can listen to a story and link words or phrases to make a ‘word map’ of the story (an introduction to note taking). At higher levels, listen and draw can involve listening to a technical description and draw a diagram.

**Listen, repeat and record:** Listen and repeat is not only a good pronunciation activity, it gives important listening practice. Most students have cassette recorders at home so why not ask them to



listen, repeat and record dialogues from the textbook. Listen and repeat activities can also be used with poetry readings or recording of people with different accents. It is all valuable listening!

**Listen and imagine:** Using the power of the imagination to create pictures is a great way to help students to learn and remember. They can listen to descriptions from novels and imagine the scene.

**Listen and sing!** Today the songs are very good but you can also use karaoke versions of popular English songs. This activity will help both comprehension and production and will also help students to listen to sounds.

**Everyday listening:** These are authentic listening texts associated with everyday locations, situations or activities.

These include listening to directions, announcements, weather forecasts, airport information, tourist guides, and automatic telephone messages. These recordings are used for *authentic tasks*, which are for the same purposes as you need to listen in real life.

**Listening for specific information:** In these tasks, students are prompted by a form or chart to focus on specific information within the text. This is *selective listening*, where the listeners ignore a lot of information to focus on the information you need.

**Listening for pronunciation:** These listening tasks focus on the sounds we hear. They are useful for pronunciation, listening to different accents, listening for spelling, and listening for stress and intonation.

**Listening to check your answers:** After students have completed a quiz or written exercise, they listen to a recording to check their answers. This is 'easy' listening because the students are already familiar with the language, but it is valuable because the students are highly motivated to listen carefully.<sup>21</sup>

## **B. READING SKILL.**

Reading is also a receptive activity, since we receive information through the reading, its characteristics are similar to listening skill, the person who is reading to need being in silence, select and process the information according to their necessities and purposes. In the same way the teacher needs to establish the appropriate tasks specifying the student's reasons to read.

### **a) Strategies to read.**

There are three main strategies and are:

- ❖ To read for detail, to read a text in a global way to find specific information.

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<sup>21</sup> Copyright © Pearson Education Ltd 2006. Publishing as Pearson Longman. All rights reserved.

- ❖ Exploration, to read quickly to find a point specifies.
- ❖ To read detailed to obtain a general idea.

**Skimming:** This will improve comprehension speed and is useful at the intermediate level and above. The idea of skimming is to look over the whole text quickly to get the basic idea. For example, you can give your students 30 seconds to skim the text and tell you the main topic, purpose, or idea. Then they will have a framework to understand the reading when they work through it more carefully.

**Scanning:** This is another speed strategy to use with intermediate level and above. Students must look through a text quickly, searching for specific information. This is often easier with non-continuous texts such as recipes, forms, or bills (look for an ingredient amount, account number, date of service, etc.) but scanning can also be used with continuous texts like newspaper articles, letters, or stories. Ask your students for a very specific piece of information and give them just enough time to find it without allowing so much time that they will simply read through the entire text.

## **PRODUCTIVE SKILLS.**

The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills.

They are:

## **A. SPEAKING SKILL.**

Speaking is a productive activity. This is used to transmit information. Their main characteristic is to use a sound system with meaning.

For the development of this skill the teacher should provide a receptive experience that can serve students as model and offer wide opportunities for the oral practice.<sup>22</sup>

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

To do the purpose of using the English language to communicate, the language should show in oral form through different means, the students can and should listen to material of audio, to the teacher, to native speakers in formal situations of class like in informal situations.

To learn how to speak in English means for the children non native speakers of that language, to accept the fact that it is possible also to communicate in another language. This is achieved providing, among other things, language models that are the most authentic possible and inside a context.

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<sup>22</sup> P. Moreno & M. Balcázar, 'The planning, execution and evaluation in the teaching - learning process of the English Language', National University of Loja, module 5, 2008, p.27.

a) **Styles of speaking**

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances.

Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate.

If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations (Brown and Levinson, 1978).<sup>23</sup>

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<sup>23</sup> RICHARDS, Jack; *“Teaching Listening and Speaking From Theory to Practice”*.

**b) Activities.**

To achieve the learning of speaking skills is necessary to bear in mind the use of the following activities:

**Conversation English Skills** must be developed through regular practice. It is a good idea to pick a topic that the students are familiar with and use that to help them to learn new words, phrases and sentences.

**Role play or simulation** is an extremely valuable method for students learning. It encourages thinking and creativity, because it can create the motivation and involvement necessity for learning to occur.

**Asking questions** is a process of guided learning, is one of the most important teaching strategies. Skillful questioning can:

1. Establish and maintain student listening skill.
2. Help to build a positive learning tone in the classroom.
3. Extend creative thinking.
4. Improve problem- solving processing.
5. Build students self-concept.
6. Increase social learning.
7. Improve academic results.

**Pair and group work activities** provide a variety of ways in which foreign language teachers can increase opportunities for students to speak the target language. At all levels of instruction, working in pairs and small groups allows students to be involved in meaningful communication and motivates using the language.

**Information gaps** give every student the opportunity to speak in the target language for an extended period of time and students naturally produce more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. Another advantage is that students are forced to negotiate meaning because they must make that they are saying comprehensible to others in order to accomplish the task.

**Visual aids.** The teaching pronunciation can be made easier if the visual aids are used properly and in a way that will complement the learning that is taking-place through lessons.

## **B. WRITING SKILL.**

Learning how to improve writing skills can go a long way in improving students' chances of developing successful communication skills.

**a) Strategies for writing.**

One of the most important things to know while people write is that a blank paper can be the worst enemy. Getting started is probably the most difficult thing for anyone. For that, reason, here there are some strategies that could facilitate this complicated work.

**Brainstorming Idea.** Students have to think what they are going to write about and make note.

**Organization information.** They have to group their notes according to the topic.

**Connecting words and ideas.** It is important to join words and ideas correctly so that they make sense as a complete sentence.

1. Introducing an idea.
2. Developing an idea.
3. Transition to another idea.
4. Concluding an idea.
5. Emphasizing a point and indicating main or important information.
6. Explaining or clarifying a point already made.
7. Anticipation an objection or contrary view.



## **TECHNIQUE.**

It is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objective.<sup>24</sup>

## **STRATEGY**

It is a plan that is used to achieve the objectives into of the teaching-learning process.

## **METHODS.**

The methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.<sup>25</sup>

## **COMMUNICATIVE METHOD.**

The communication is something more than to learn grammar and vocabulary. To be really talkative in a foreign language, the student has to develop the capacity of making understand of socially appropriate way For example: in a bank, go to the doctor, make appeals etc, in which they practice the language. The communicative method has had the greatest

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<sup>24</sup> P. Moreno & M. Balcázar, 'The planning, execution and evaluation in the teaching - learning process of the English Language', National University of Loja, module 5, 2008, p.61

<sup>25</sup> P. Moreno & M. Balcázar, 'The planning, execution and evaluation in the teaching - learning process of the English Language', National University of Loja, module 5, 2008, p.61.

impact in the reality with the word. The communicative activities give really students the opportunity to practice the new language; since it develops the fluency in the daily situations. It has been adapted to the basic, medium, secondary and post- secondary levels to teach the communicative language.

The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

**a) The way of teaching the communicative language.**

The professor puts the exercise, but because the yield of the students is the objective, the professor he/she should walk back and to observe, sometimes acting as referee or monitor.

In a classroom during a talkative activity is far from the silent one, however, the students make most of speaking, and frequently the place of a classroom during a talkative exercise is active.

Due to the responsibility of participating, the students could discover that they acquire the trust in using the way language in general. The students are managing more responsible for their own learning.

**b) Communicative techniques.**

The techniques are according to the proposed necessities, styles or goals by the students. Techniques allow the creativity and the students' innovation. Techniques enhance the motivation and the competition sense.

In the communicative classroom for beginners, the teacher could begin passing cards, each one with a different name written with printing letter so that they describe it. The teacher passes to make a model of an exchange of the presentations being presented the same one. Using a combination of the language, the teacher expresses the task to be carried out, and it gets students to be presented and request their class partners the information.

**TOTAL PHYSICAL RESPONSE METHOD.**

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

**a) Objectives**

One of the primary objectives underlying Asher's TPR methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to

recreate the natural way children learn their native language, most notably through facilitating an appropriate "listening" and "comprehension" period, and encourage learners to respond using right-brain motor skills rather than left-brain language "processing".

**b) Total Physical Response and the teaching of a second language.**

This method is especially useful to teach a second foreign language. The first skills are receptive and it is commonly accepted that the student will spend for a period of silence before producing any oral or written message. Among these two phases there is an intermediate one in the one that the student can respond physically to show the understanding of a message. For that, it continued a natural in the learning of the second language, trying to emulate the form in which memorized the mother tongue. It is a firm base so that the students can acquire a second language, also that the students have a good time learning and be motivated, since the progresses are shown quickly. It is perceived the evidence that the students understand the language and can participate actively.

TPR also uses the technique of reverted roles. As the students advance in the acquisition of the foreign language the series of orders which will form a process that emphasizes the skill of the understanding.

TPR is a dynamic teaching method; it includes the movement and the five senses. The students put in scene or they move of agreement with what the teacher says in that moment, with games that contemplate movement, theatrical scenes and songs, I eat for example "If you're happy and you know it, clap your hands...", the children live and understand the languages in an intense and global way.

c) **The use of total physical response.**

In the classroom, the teacher and students take the similar roles respectively to the father and the boy. The students should respond physically to the teacher's words.

**Advantages:**

- The students enjoy the time to pass outside of their seats.
- The activities TPR are simple and these don't require a special preparation on the part of the teacher.
- TPR doesn't require aptitude and it works well in classes whose students possess mixed abilities.
- It is good for the students who always need to be active in the class.

- The size of the class should not be a problem and it works indeed with children and adults.

d) **The Physical Attitude.**

As you can see, there is nothing mysterious about TPR. The teacher exploits all opportunities to include a physical dimension in learning. This can extend from simple commands to making words from plasticine 'snakes'. Children love touching things, particularly when they have a special texture. Children love movement and can learn language through movement.

**AUDIO LINGUAL METHOD.**

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.<sup>26</sup>

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target

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<sup>26</sup> RICHARDS, Jack & RODGERS, Theodore, *"approaches and methods in language teaching"*.

language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

#### **a) Principles**

The principles help teachers in the development of the class. They are:

- Speaking and listening competence preceded reading and writing competence.
- The development of language skills is a matter of habit formulation.
- Students practice particular patterns of language through structured dialogue and drill until response is automatic
- Structured patterns in language are taught using repetitive drills.
- The emphasis is on having students produce error free utterances.
- This method of language learning supports kinesthetic learning styles.

- Only everyday vocabulary and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.
- The printed word must be kept away from the second language learner as long as possible.

### **DIRECT METHOD.**

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language.

Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method - for instance using L1 as the language of



instruction, memorizing grammatical rules and lots of translation between L1 and the target language.

The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking *meaning* to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are now world-renowned.

Still, the Direct Method was not without its problems. By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic language learning orientated around reading and grammar skills. But the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known "Audiolingual Method" expanded from starting half way through the 20th century.

**f. METHODOLOGY.**

**PROJECT METHODOLOGY**

The present research work is based in action-research because the English Career applicants will have the opportunity of teaching English as foreign language to children during a period of a school year.

The project methodology is in relation to the development of each objective. The first step to get inside us with children and know the level of knowledge, skills and attitudes about English will be the diagnostic test, towards that review the planned contents for the whole school year.

Then, it will be essential to improve information about the most appropriate methodological strategies inside the communicative focus, which let us develop communicational skills with children. They will be innovative and adapted according to the students' reality. This information will be analysed, organized and defined due to it will applied during the intervention.

Afterwards, it will be planned the proposal of contents for a whole school year according to the learning necessities and the resources that will be indispensable to get better results during the teaching-learning process. The intervention will be during a school year of eight months with a schedule charge of four hours weekly.

The working process will be valued through different evaluation forms; that are: summative and formative. They could be through meeting, visits, advising, tutoring, demonstrations and other tools that let us with the purpose to know the evolution of the students in the English language learning process. Moreover, it will be a final pedagogical demonstration that evidences the gotten final results with the children of “Víctor Emilio Valdivieso” neighbourhood.

### **TEACHING-LEARNING PROCESS METHODOLOGY**

The teaching –learning process will be based in a communicative approach which is a different from the ones applied inside a classroom. It also includes the communitarian development focus where the English Career teacher applicants start with a period of adaptation and communitarian work. During this time, children must be prevailed upon learning the English language by using different adaptation strategies.

After that, the teacher needs to get into a kind of immersion process through the use of audio-lingual method. It is necessary the use of songs, chants, riddles, tongue twisters and other techniques that let children to adapt their ears to the new language. This also will help the teacher to attract the children´s interest by learning the foreign language.

Then, the teacher will work with communicative strategies that let children learn new vocabulary but with a communicational purpose. That is to say the teacher always will give the learnt vocabulary a useful application through questions and answers. The contents will be given according to the age, necessities, and real life in which the children live.

The communicational focus will let students apply the language in real and communicative situations. It is not obligatory to use grammar structures but they should focus on meaningful and social functions through they will transmit the language to situational contexts.

The contents will be selected and planned in advance, taking into account the students' necessities. They will be developed in an accumulative way that is to say that the first topic will be reviewed in the next class and the both after and so on. This strategy will let students to recycle language to be used in different contexts.

The didactic resources that will be used are an vital to get meaningful learning with children. It should be illustrative, eye-catching and that attract the students' attention toward the English language learning. The audio-visual material will help teacher to work on the listening and speaking skills mainly.

The bibliographical references will be selected through a deep analysis and considering the necessities, level of knowledge and real characteristics of the children group which we will work.

## **EXPECTED RESULTS**

This project is part of a bigger one that the English Career has in agreement with “Caminemos Juntos” Program. It is a linking project between the National University of Loja and the community of “Víctor Emilio Valdivieso” Neighbourhood.

Keeping in mind the results of the English Career project, it is expected to work with at least a population of five children, who belong to the age of fifth year of Basic Education. Due to the small group, it is expected to get a basic knowledge of the English language with them.

## **RESULTS BROADCASTING**

The students’ knowledge of the English language will be broadcast through pictures, videos, reports and other resources that let us keep a journal and which can be broadcasted through different means of communication.

## g. TIMETABLE

<div>MONTHS</div> <div>ACTIVITIES</div>	Dec				Jan				Feb				Mar				Apr				May				Jun				Jul				Sep				Oct				Nov			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
Presentation of the Project			x																x																									
Write the recommendations to the project																				x																								
Project approbation																					x	x																						
Intervention	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x																				
Processing of the information																									x	x	x	x																
Drawing conclusions																												x	x															
Elaboration of the report																																x	x											
Private qualification of the thesis																																	x	x										
Writing the recommendations																																				x	x							
Public sustentation and Graduation																																						x	x	x				

## **h. RESOURCES AND FINANCING**

### **HUMAN RESOURCES:**

- ❖ Thesis advisor and coordinator
- ❖ Students
- ❖ Parents
- ❖ Community

### **8.1. TEACHER RESOURCES:**

- ❖ Flash cards.
- ❖ Copies.
- ❖ Didactic material.
- ❖ Impressions.
- ❖ Cds.
- ❖ Camera
- ❖ Internet
- ❖ Posters

### **8.2. ECONOMICAL RESOURCES.**

<b>ITEM</b>	<b>COST</b>
Didactic Material	\$ 400, 00
Uniform	\$ 30,00
Transportation	\$ 160, 00
Internet	\$ 100, 00
Copies	\$ 50, 00
Print	\$ 100. 00
Students' uniform	\$ 25.00
Reproduction	\$ 100, 00
Unforeseen	\$ 50, 00
<b>TOTAL</b>	<b>\$ 1090, 00</b>

### **FINANCING**

The economic investment for this research will be given by my person who is going to do this project.

## i. BIBLIOGRAFY

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**ANNEX No. 2**

**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**

**THEME:** METHODOLOGICAL STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF “VICTOR EMILIO VALDIVIESO” NEIGHBOURHOOD. SCHOOL PERIOD 2010-2013.

<b>PROBLEM</b>	<b>OBJECTIVS</b>	<b>THEORETICAL FRAME</b> <b>CATEGORIES</b>	<b>INDICATORS</b>
<b>General</b> What methodological strategies are helpful to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.	<b>General</b> To apply methodological strategies to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood of Loja city.		

Sub problems	Specifics	Language	Test
<p>What are the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.</p> <p>What kind of methodological strategies are the most suitable to develop the communicational skills with children of Víctor Emilio Valdivieso neighbourhood.</p> <p>How can we organize and develop communicational and lively workshops of the English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at “Victor Emilio Valdivieso” Neighborhood?.</p>	<p>To diagnose the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.</p> <p>What kind of methodological strategies are the most suitable to develop communicational skills with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.</p> <p>To organize and develop communicational and experiential workshops of English as a foreign language by using the environment, life, history, creativity, vision and</p>	<p>Situational Teaching</p> <p>Audiolingual method</p> <p>Total Physical Response</p> <p>Communicative Methodology</p> <p>Strategies techniques</p>	<p>Didactic Unit program</p> <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Consultancy</li> <li>• Assessment</li> <li>• Reporting</li> <li>• Demonstrations</li> </ul>

<p>What are the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood?.</p>	<p>expectations of the children at “Victor Emilio Valdivieso” Neighborhood.</p> <p>To evaluate continuously and at the ending the program the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood</p>		
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**ANNEX No. 3**  
**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE DEPARTMENT**  
**ANNUAL PLAN**

**1. INFORMATIVE DATA:**

- |       |                                     |   |
|-------|-------------------------------------|---|
| 1.1.  | Programa de Desarrollo Comunitario: | "Caminemos Juntos"                      |
| 1.2.  | Location:                           | "Victor Emilio Valdivieso" neighborhood |
| 1.3.  | Province: Loja                      | City: Loja                              |
| 1.4.  | Area:                               | Foreign                                 |
| 1.5.  | Subject:                            | <i>English</i>                          |
| 1.6.  | Grade:                              | 5 <sup>th</sup> Grade                   |
| 1.7.  | School Year:                        | 2010-2011                               |
| 1.8.  | School Journey:                     | 16h00 to 17h30 Tuesday and Thursday     |
| 1.9.  | Teacher:                            | Dolores Minga.                          |
| 1.10. | Date:                               | December 7 <sup>th</sup> 2010           |

**2. DIAGNOSTIC STATEMENT:**

English is a widespread and important language in the world today. It is used for everything from International Academic conferences to news reports to popular music lyrics. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world, and it will be used by more people in the future. For all these reasons, study English may be very useful for achievement the success in the future for people in the world.

**3. STUDENT'S BACKGROUND**

The students who live in the neighbourhood attend to public school where they do not have the opportunity of learning the English language. So that, most pupils do not have any knowledge of the basic structures in this language.

#### **4. OBJECTIVES**

##### **4.1. GENERAL**

To apply methodological strategies to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood of Loja city.

##### **4.2. SPECIFICS**

- To diagnose the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.
- To develop communicational skills with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.
- To organize and develop communicational and experiential workshops of English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at “Victor Emilio Valdivieso” Neighborhood.
- To evaluate continuously and at the ending the program the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood.

#### **5. SKILLS:**

- Listening
- Speaking

#### **6. CONTENTS:**

- 6.1. Unit One: Ready for school
- 6.2. Unit Two: People We love
- 6.3. Unit Three: Head to Toes
- 6.4. Unit Four: Things I wear
- 6.5. Unit Five: Animals
- 6.6. Unit Six: Fruits and vegetables.

#### **7. METHODOLOGY:**

- 7.1. Activating general knowledge
- 7.2. Oral Presentations

- 7.3. Conversations and role – play.
- 7.4. Vocabulary development
- 7.5. Questions and Answers
- 7.6. Commands
- 7.7. Activities such as:
  - Circle
  - Match
  - Unscramble
  - Stick
  - Paint
  - Underline
  - Games

## **8. RESOURCES**

### **8.1. Human resources**

Teacher applicant: Asucena Sánchez

Students: children of 7<sup>th</sup> year of Basic Education

### **8.2. Didactic resources.**

Backpack Teacher's book

Backpack Student's book

Cards

Posters

Tape recorder

Computer

CDs /CD-Rom

Magazines

Newspapers

Resource books

Realia.

## **9. ASSESSMENT:**

- 9.1. Oral lessons/ at the end of each unit.
- 9.2. Class work
- 9.3. Pair work
- 9.4. Individual work
- 9.5. Role- play.

- 9.6. Conversations
- 9.7. Descriptions.
- 9.8. Dialogues.
- 9.9. Games
- 9.10. Listening exercises
- 9.11. Speaking exercises
- 9.12. Filling gaps
- 9.13. Questions and answers
- 9.14. Puzzles

#### **10. BIBLIOGRAPHY:**

HERRERA Mario, PINKLEY Diane, Backpack 1, Teacher's Book, Students' and workbook. Pearson Education. Second Edition

HERRERA Mario, PINKLEY Diane, Backpack 1, Students' Book, Students' and workbook. Pearson Education. Second Edition

#### **11. REMARKS:**

11.1. From the teacher:

.....  
 ...

11.2. From the Area Director:

.....

11.3. From the Vice – principal (or Supervisor)

.....



## ANNEX No. 4

**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE DEPARTMENT  
LESSON PLAN**

### 1. INFORMATIVE DATA

1.1 Programa de desarrollo comunitario:	"Caminemos Juntos"
1.2 AREA:	Foreign language
1.3 CLASS:	5th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (5)
1.5 THESIS ADVISOR:	Mg Sc. Paola Moreno
1.6 THESIS APPLICANT:	Dolores Minga
1.7 DATE:	April 12 <sup>th</sup> , 2011
1.8 TIMING:	16h-17h30
1.9 SCHOOL YEAR:	2010-2011
1.10 TOPIC:	"Colors"

### 2. MAIN AIMS.

- ❖ To recognize the colors.
- ❖ To name the colors in a correct way.

### 3. METHODOLOGY.

#### METHODS

Communicative language teaching  
Audio-lingual

#### TECHNIQUES

Role- play  
Repetition

#### 3.1 INTRODUCTORY ACTIVITIES ( lead ins )

- Teacher familiarizes students with the colors, using a start picture.

Blue,yellow,red,orange,green,purple,black,white,brown,black,fuchsia,grey,turquoise.

- T. explains the game.
- T. asks students to roll the dice and taking turns. After that students start the game saying the colors that they find in each stone. Then if the students answer correctly they can continue but if the answer is incorrect they need to wait the next turn, finally the first player who finish is the winner.



#### 4. TIMETABLE FIT.

- Teacher sticks on the whiteboard a poster and asks students some questions about classroom objects and number.
- Teacher plays with them (Memory game).

#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher shows students some fruits of different colors like: (banana, mango, grapes, pear, apple, etc).
- Teacher asks students. What is your favorite color?
- T. invites students to catch one fruit and say the color of it.

##### DURING

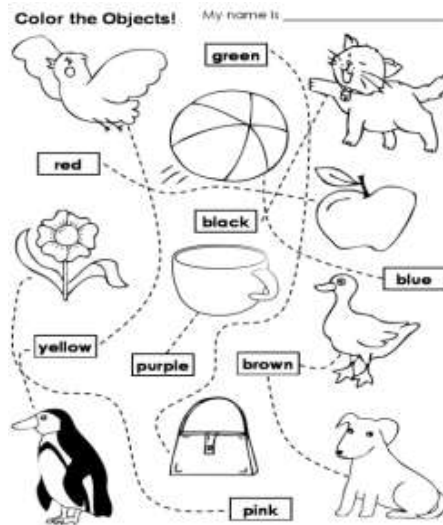
##### **Task 1:**

- Teacher hands out students the worksheets.
- Teacher reads the instructions and checks if they understood them.
- Teacher explains this task with an example.
- Teacher gives students 20 minutes to do this task.
- Teacher monitors the students' work.
- Teacher checks the task on the worksheet.

##### **Answers:**

Green      red      black      blue      yellow      purple      brown      pink      orange  
grey

##### **Task 1:**



### Task 3:

- Teacher asks students to talk about the colors.
- Teacher gives a model to do that.  
*"What your favorite color?"*  
*My favorite color is pink.*
- Teacher demonstrate students the task with a model.
- Teacher gives some minutes to practice the role-play.
- Teacher checks the task orally.

### AFTER

- Teacher take notes about students suggestions.

### 6. ACHIVEMENT LEVEL.

- Students identify the colors.
- Learners use the colors.

### 7. TEACHING AIDS: MATERIALS.

- A tortoise picture
- Copies
- Work sheet
- Posters

### 8. EVALUATION.

- Teacher gives students a work sheet.

### 9. BIBLIOGRAPHY.

M. Herrera & D. Pinkley, *Backpack 1*, Second edition, Person Education, 2009.

### 10. OBSERVATIONS.

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## 11. SIGNATURES

.....  
Dr. Vicente Riofrio  
**COORDINATOR OF THE PROGRAM**

.....  
Mg.Sc. Paola Moreno O  
**THESIS ADVISOR**

.....  
Dolores Minga  
**THESIS APPLICANT**

ANNEX 5

DIAGNOSTIC TEST

NAME: .....

DATE: .....

**1. Listen and circle.**

1. There are TWO/THREE/FOUR people in the shop.
2. Bobby and Liz are buying SWEETS/ICE-CREAMS.
3. Mr. Jackson is a SHOPKEEPER/POLICEWOMAN/DOCTOR.

**2. Complete the following sentences :**

- ✓ He \_\_\_\_ a player.
- ✓ \_\_\_\_ is a horse.
- ✓ They \_\_\_\_ working.
- ✓ It \_\_\_\_ raining.

**3. Listen and put a tick ( ) on the correct box.**

- |                |   |  |
|----------------|---|--|
| 1. A builder   | <input type="checkbox"/> plays music      | <input type="checkbox"/> builds houses |
| 2. A driver    | <input type="checkbox"/> drives cars      | <input type="checkbox"/> flies planes  |
| 3. A housewife | <input type="checkbox"/> plays soccer     | <input type="checkbox"/> cooks food    |
| 4. A mechanic  | <input type="checkbox"/> does experiments | <input type="checkbox"/> fixes cars    |

**4. Identify the objects of this picture using the colors.**



## **ANNEX No. 6**

### **UNIVERSIDAD NACIONAL DE LOJA AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE CAREER**

#### **ANNUAL PLAN**

##### **1. INFORMATIVE DATA:**

- 1.1. Programa de Desarrollo Comunitario: "Caminemos Juntos"
- 1.2. Location: "Victor Emilio Valdivieso" neighborhood
- 1.3. Province: Loja City: Loja
- 1.4. Area: Foreign
- 1.5. Subject: *English*
- 1.6. Grade: 5<sup>th</sup> Grade
- 1.7. School Year: 2010-2011
- 1.8. School Journey: 16h00 to 17h30 Tuesday and Thursday
- 1.9. Teacher: Dolores Minga.
- 1.10. Date: December 7<sup>th</sup> 2010

##### **2. DIAGNOSTIC STATEMENT:**

Nowadays to learn the English Language is essential because it is employed almost all the areas of knowledge and human development. Practically each day affirm that English deals of the language present world. For all these reasons, study English may be very useful for achievement the success in the future for people in the world.

##### **3. STUDENT'S BACKGROUND**

The students who live in the neighbourhood attend to public school where they do not have the opportunity of learning the English language. So that, most pupils do not have any knowledge of the basic structures in this language.

##### **4. OBJECTIVES**

###### **4.1. GENERAL**

- To apply methodological strategies to develop communicative basic skills in English as a foreign language with children of 5 year of Basic Education in the "Victor Emilio Valdivieso" Neighborhood of Loja city.

###### **4.2. SPECIFICS**

- To diagnose the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the "Victor Emilio Valdivieso" Neighborhood in the Loja city.
- To develop communicational skills with the children of the "Victor Emilio Valdivieso" Neighborhood in the Loja city.
- To organize and develop communicational and experiential workshops of English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at "Victor Emilio Valdivieso" Neighborhood.

- To evaluate continuously and at the ending the program the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood.

## **5. SKILLS:**

- Listening
- Speaking

## **6. CONTENTS:**

- 6.1. Unit One: Ready for school
- 6.2. Unit Two: People We love
- 6.3. Unit Three: Head to Toes
- 6.4. Unit Four: Things I wear
- 6.5. Unit Five: Animals
- 6.6. Unit Six: Fruits and vegetables.

## **7. METHODOLOGY:**

- 7.1. Activating general knowledge
- 7.2. Oral Presentations
- 7.3. Conversations and role – play.
- 7.4. Vocabulary development
- 7.5. Questions and Answers
- 7.6. Commands
- 7.7. Activities such as:  
Circle  
Match  
Unscramble  
Stick  
Paint  
Underline  
Games

## **8. RESOURCES**

### **8.1. Human resources**

Teacher applicant: Dolores Minga  
Students: children of 7<sup>th</sup> year of Basic Education

### **8.2. Didactic resources.**

Backpack Teacher's book  
Backpack Student's book  
Cards  
Posters  
Tape recorder  
Computer  
CDs /CD-Rom  
Magazines  
Newspapers  
Resource books  
Realia.

**9. ASSESSMENT:**

- 9.1. Oral lessons/ at the end of each unit.
- 9.2. Class work
- 9.3. Pair work
- 9.4. Individual work
- 9.5. Role- play.
- 9.6. Conversations
- 9.7. Descriptions.
- 9.8. Dialogues.
- 9.9. Games
- 9.10. Listening exercises
- 9.11. Speaking exercises
- 9.12. Filling gaps
- 9.13. Questions and answers
- 9.14. Puzzles

**10. BIBLIOGRAPHY:**

HERRERA Mario, PINKLEY Diane, Backpack 1, Teacher's Book, Students' and workbook.  
Pearson Education. Second Edition

HERRERA Mario, PINKLEY Diane, Backpack 1, Students' Book, Students' and workbook.  
Pearson Education. Second Edition.

**11. REMARKS:**

11.1. From the teacher:

.....  
.....

11.2. From the Area Director:

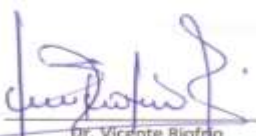
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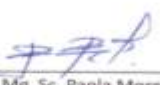
11.3. From the Vice – principal (or Supervisor)

.....  
.....

**12. SIGNATURES**



  
Dr. Vicente Ríos  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Moreno  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT

ANNEX No. 7

UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER

DIDACTIC UNIT PLAN 2/ TOPIC: Ready for school

SUBJECT: English

PERIOD OF TIME: 1 month (12 hours).

STUDENTS' NUMBER: 5

**DIDACTIC UNIT PLANS**

GRADE: 5th

AGE: 9 years

DIDACTIC UNIT PLAN 1/ TOPIC: Ludic Activities.

PERIOD OF TIME: 1 month (12 hours).

STUDENTS'S NUMBER: 5

SUBJECT: English

GRADE: 5th

AGE: 9 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Games.</b> <b>A small box of chocolates.</b> <b>A Christmas card.</b>	The students will be able to: 1. Make handicrafts about of Christmas. 2. Interact between teacher and children.	<b>Listening</b>	To make the handicrafts with recycled material saying the materials in English.	<ul style="list-style-type: none"> <li>Recycled material</li> <li>Objects</li> <li>Cards</li> <li>Colors pencils</li> </ul>	<ul style="list-style-type: none"> <li>To says some words that we use in the making the handicrafts.</li> <li>To play the traditional games in English.</li> </ul>
		<b>Speaking</b>	To play games in English to familiarize with children.		
		<b>Vocabulary</b>	<b>A small box of chocolates:</b> two piece of cardboard of 20 cm, Silicone, A piece of lace, Chocolates <b>A Christmas card:</b> a piece of card, colors pencils <b>Games:</b> pass, more slowly, blind gen, cat and mouse, take a bet.		

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Classroom objects.</b> <b>Colors.</b> <b>Numbers 1-20</b>	<ul style="list-style-type: none"> <li>✓ To name the classroom objects.</li> <li>✓ To use the correct form of <i>It is</i>.</li> <li>✓ To count from one to twenty.</li> <li>✓ To identify the numbers.</li> <li>✓ To recognize the colors.</li> <li>✓ To name the colors in a correct way.</li> </ul>	<b>Listening</b>	Teacher gives some commands to the students and they have to touch the objects that teacher says: <i>Ruler, pencil, eraser, glue, book, crayon, sharpener, pen and desk</i> . Listen and draw a line from one to two and so on while teacher pronounce the numbers. Listen and repeat the colors using real fruits.	Pictures. Piece of paper. Worksheet. Flashcards. CD record. Copies.	<ul style="list-style-type: none"> <li>• To match the names with the pictures about classroom objects and also color.</li> <li>• To complete the sentences with <i>it is</i>.</li> <li>• Draw a line from one to two to three and so on. Color the picture.</li> <li>• To look and match.</li> <li>• To match the pictures with the correct</li> </ul>
		<b>Speaking</b>	Role play about classroom objects, colors and numbers. Game: puzzle about the classroom objects, numbers and colors. To describe a classmate using the colors.		
		<b>Grammar</b>	It is = it's They are = They're		
		<b>Vocabulary</b>	<b>Classroom things:</b> pencil, eraser, glue, scissors, sharpener, crayons, markers, pencil case. What's this? This is a pencil. What are these? They're markers. <b>Colors:</b> red, green, yellow, blue, pink, orange, white and black. <b>Numbers:</b> 1-20		

					<p>color.</p> <ul style="list-style-type: none"><li>• To color the objects according the name.</li></ul>
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DIDACTIC UNIT 3/ TOPIC: People we love. PERIOD OF TIME: 1 month (12 hours). STUDENTS' NUMBER: 5                      AGE: 9 years					SUBJECT: English GRADE: 5th
CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Family members.</b> <b>How many. I have</b> <b>Who is he/she?</b>	✓ To use how many and who is he/she. ✓ To identify family members. ✓ To use have.	<b>Listening</b>	To listen and chant a song about the family. It is HELLO FATHER. T. gives them a flyswatter. When teacher names a member of the family, students turn around and use their flyswatter hitting the name that teacher said. Listen and color.	- Pictures. - Piece of paper - Worksheet Flashcards. - CD record. - Copies. Flyswatter.	- Show an example of family tree ansay sentences such as: <u>show me a grandfather</u> and they point to the picture and say the word ( <u>grandfather</u> ) - To identify the personal pronouns <i>he</i> and <i>she</i> . - To hands out students a worksheet to look for the family members in the crossword. - To do a short description about their family.
		<b>Speaking</b>	Look the picture and speak about the family using who is she/he? Role-play about the family using the expression how many.		
		<b>Grammar</b>	How many brothers do you have? I have 2 brothers. <b>Subject Pronouns:</b> she, he. <b>Who.</b>		
		<b>Vocabulary</b>	<b>Family:</b> mother, father, sister, brother, grandmother, grandfather. <b>Formula:</b> Who is she/he? He is/ she is		

DIDACTIC UNIT PLAN 4/ TOPIC: Things I wear. PERIOD OF TIME: 1 month (12 hours). STUDENTS' NUMBER: 5				SUBJECT: English GRADE: 5th AGE: 9 years	
CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Clothing.</b> <b>Present progressive.</b> <b>Reinforce 1&amp;2.</b>	<ul style="list-style-type: none"> <li>✓ To recognize different clothes.</li> <li>✓ To connect clothes with colors.</li> <li>✓ To use progressive.</li> <li>✓ To reinforce the students' knowledge with the new language.</li> <li>✓ To identify vocabulary related to Classroom objects, Numbers, Colors, Family, Clothes, and The Parts of the Body Parts.</li> <li>✓ To practice the use of: Verb To Be and Present Continuous,</li> </ul>	<b>Listening</b>	Listen and answer the question that is said by teacher playing TINGO, TINGO, and TANGO. Listen and circle the correct clothes. To listen and color. To listen and draw a line using the present continuous.	Flash cards. Real things. Crayons. Piece of paper Worksheet. Pictures.	Teacher says a clothing word and the students who are wearing the clothing word you name, they stand. To match the names with the correct clothes and color. To color the clothes and say <i>what is it?</i> <i>It a cap.</i> Teacher gives students a puppet and they have to describe it.
		<b>Speaking</b>	Students identify what they see and say the names of clothes. Students work in pairs using this expression <u><i>What is your favorite color? My favorite color is green.</i></u> Teacher organizes groups of two students to describe a classmate using colors and clothes.		
		<b>Grammar</b>	<b>Formula:</b> What is your favorite color? My favorite color is green. <b>Present progressive :</b> She is wearing blue blouse.		

	How many and Verb Have	<b>Vocabulary</b>	<b>Colors:</b> pink, green, yellow, black, blue. <b>Clothes:</b> coat, dress, hat, pants, shirt, shoe, skirt, sock, sweater.		
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DIDACTIC UNITPLAN 5/ TOPIC: Head to toes. PERIOD OF TIME: 1 month (12 hours). STUDENTS' NUMBER: 5					SUBJECT: English GRADE: 5th
CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Parts of the body.</b> <b>It is</b> <b>Descriptive</b> <b>adjectives.</b>	<ul style="list-style-type: none"> <li>✓ To identify parts of the body.</li> <li>✓ To talk about parts of the body.</li> <li>✓ To use descriptive adjectives.</li> <li>✓ To identify the colors.</li> <li>✓ To use the verb <i>HAVE/ HAS</i>.</li> <li>✓ To identify and pronounce the plural.</li> </ul>	<b>Listening</b>	To listen and touch the correct part of body after the teacher said. This game is <i>Simon says</i> . To listen and match the parts of body with clothing. Listen and draw the parts of the body. Listen and draw a line with the correct parts of body. To listen and point.	<ul style="list-style-type: none"> <li>- Flash cards</li> <li>- Crayons.</li> <li>- Pieces of paper.</li> <li>- Copies</li> <li>- CD</li> </ul>	<ul style="list-style-type: none"> <li>- SIMON SAY game</li> <li>- Match the names with the correct part of body.</li> <li>- Listen to the riddles that the teacher says and then answers with parts of body.</li> <li>- Make puppets.</li> <li>- To match and color the parts of body.</li> <li>- To find the words of the parts of body in the crossword.</li> </ul>
		<b>Speaking</b>	Teacher asks children simple questions such as: what's it? It is a head. The first student asks the question and the second student answers it. To work in pairs and interact the ideas with other students about the parts of the body. To look a picture and describe it using adjectives.		
		<b>Grammar</b>	To ask and answer: what is it? It is a mouth. <b>Subject pronouns:</b> he, she, it. <i>Have/has.</i>		
		<b>Vocabulary</b>	<b>Parts of the body:</b> Arm, ear, eye, feet, hand, leg, mouth, nose. <b>Adjectives:</b> little, big, small, short, beautiful, ugly, fat.		



DIDACTIC UNIT PLAN 6 / TOPIC: Animals PERIOD OF TIME: 1 month (12 hours). STUDENTS' NUMBER: 5				SUBJECT: English GRADE: 5th	
CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Farm animals</b> <b>Wild animals.</b>	✓ To identify animals. ✓ To identify and describe animals. ✓	<b>Listening</b>	To listen and chant a THE OLD MAC DONALD song. To look and listen about animals. To listen and dramatize to animal.	Flashcards Posters Worksheets Copies	Circle the animals. Color and say. Find the words about animals in the crossword. To describe the animals.
		<b>Speaking</b>	To talk about the farm animals. To look and talk about the animals. To look a picture and describe it using adjectives. To work in pairs using question what is?		
		<b>Grammar</b>	<b>Questions:</b> What is it? Is it little or big?		
		<b>Vocabulary</b>	<b>Animals:</b> Dog, cat, rabbit, turtle, pig, horse, sheep, chicken, cow, tiger, monkey, duck and hen. <b>Adjectives:</b> Big and little.		

DIDACTIC UNIT PLAN 7/ TOPIC: Food PERIOD OF TIME: 1 month (12 hours). STUDENTS' NUMBER: 5 AGE: 9 years					SUBJECT: English GRADE: 5th
CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<b>Fruits.</b> <b>Vegetables</b> <b>I like/ don't like</b>	<ul style="list-style-type: none"> <li>✓ To recognize the fruits.</li> <li>✓ To use the expression <i>do you like? I like, I don't like.</i></li> <li>✓ To identify the vegetables.</li> </ul>	<b>Listening</b>	To Listen, point and repeat the food. To Listen and mark about <i>I like/ don't like.</i> To Listen and circle. To Listen and color. To Listen and math. To listen and underline.	Worksheets Copies Cutouts Flashcards Pictures. Posters. Realia.	To circle the correct option according the picture. To pronounce the ingredient to make a fruit salad. To match and color. Teacher gives students a card to play bingo in which there are names of fruits and vegetables.
		<b>Speaking</b>	Teacher organizes pairs to practice a role-play about <i>fruits using the expression do you like a pear&amp;carrots? Yes I do.</i> Teacher organizes a realia to make a fruit salad saying the ingredients in English. To organizes pairs and gives them two dices. Then they roll it and ask and answer the questions using the color, adjectives and fruits.		
		<b>Grammar</b>	<b>I like/ don't like</b> the apple. <b>Do you like a banana?</b> <b>Yes, I do.</b> <b>No, I don't.</b>		
		<b>Vocabulary</b>	<b>Fruits:</b> pineapples, apples, pears, oranges, bananas, strawberry, and mangoes. <b>Vegetables:</b> cucumbers, carrots, peas, broccoli, lettuce, Potatoes, spinach, and tomatoes.		

**ANNEX No. 8**

**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER  
LESSON PLANS**



**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER  
LESSON PLAN ONE**

**1. INFORMATIVE DATA:**

- |   |                               |
|---|-------------------------------|
| <b>1.1. PROGRAMA DE DESARROLLO COMUNITARIO:</b> | "Caminemos Juntos"            |
| <b>1.2. AREA:</b>                               | Foreign Language              |
| <b>1.3. CLASS:</b>                              | 5 <sup>th</sup> Basic         |
| <b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>       | Beginners (5)                 |
| <b>1.5. THESIS ADVISOR:</b>                     | Mg. Sc. Paola Moreno          |
| <b>1.6. THESIS APPLICANT:</b>                   | Dolores Minga                 |
| <b>1.7. DATE:</b>                               | April 05 <sup>th</sup> , 2011 |
| <b>1.8. TIMING:</b>                             | 16h00 – 17h30                 |
| <b>1.9. SCHOOL YEAR:</b>                        | 2010 – 2011                   |
| <b>1.10. TOPIC:</b>                             | Classroom Objects             |

**2. MAIN AIMS**

- To name the classroom objects.
- To use the correct form of *it is*.

**3. METHODOLOGY**

**METHODS**

Audio-lingual method  
Communicative Method

**TECHNIQUES**

Repetition  
Pair works

**3.1. INTRODUCTORY ACTIVITIES** (Lead ins)

Teacher organizes children for playing the "Damaged telephone" game. It consists on saying a phrase in English to the first student and then he/ she has to say the phrase or words to the right classmate and thus successively until that the last child must say aloud the phrase.

#### 4. TIMETABLE FIT

T. asks some questions about classroom objects.

- ❖ “What classroom objects do you know?”

#### 5. PRESENTATION TECHNIQUES

##### BEGINNING

- ❖ Teacher asks to the students to clean the desk
- ❖ Teacher hands out the material.
- ❖ Teacher presents the classroom objects (realia).
- ❖ Teacher gives some commands to the students and they have to touch the objects that teacher says”: *Ruler, pencil, eraser, glue, book, crayon, sharpener, pen and desk.*
- ❖ Teacher demonstrates the task with an example: “*Touch the pencil*”
- ❖ Teacher tells students to start the activity.

##### DURING

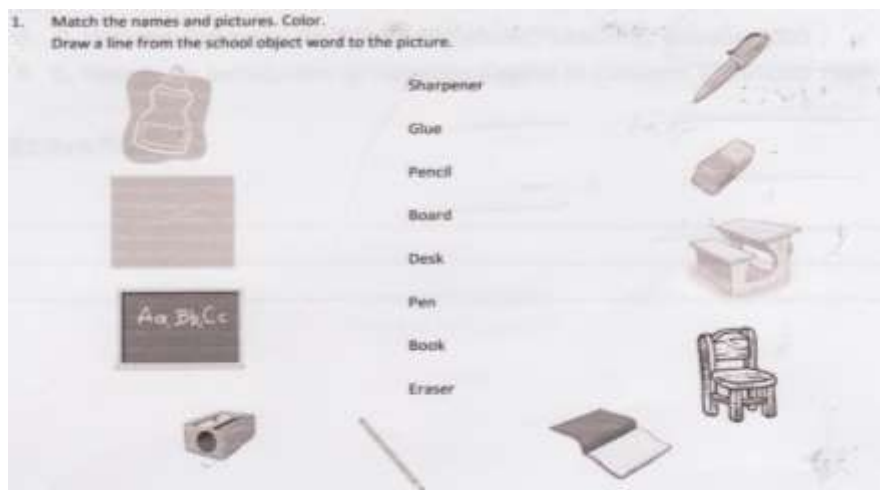
**Task 1: Match the picture with the respective word.**

- ❖ T. reads the task and checks their understanding.
- ❖ T. hands out the word sheet to the students.
- ❖ T. explains the task and says.
- ❖ T. organizes students.
- ❖ T. gives them ten minutes to do the task.
- ❖ T. monitors the class.
- ❖ T. checks the task on the graph paper.

##### **Answers**

Pencil sharpener eraser glue scissors desk

**Task 1:**



**Task 2: Complete the sentences.**

- ❖ T. asks students to reads the task introductions and checks if they understood.
- ❖ T. hands out the word sheet to the students.

- ❖ T. explains the task.
- ❖ T. tells them how long they have (ten minutes).
- ❖ T. walks around the class and help them.
- ❖ T. checks the task on the work sheet.

### Answers

1. It is a pencil.
2. What is it?
3. It is a ruler.
4. It is a book.

### Task 2



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1. Complete the sentences with *it is*.

1. What is it? \_\_\_\_\_

2. What \_\_\_\_\_?






\_\_\_\_\_ a pencil .

It is an eraser.

3. what is it? \_\_\_\_\_

4. what is it? \_\_\_\_\_

\_\_\_\_\_ a ruler.

\_\_\_\_\_ a shapener

### AFTER

- ❖ Teacher says students to draw a happy face or sad face next to the exercise.

### 6. ACHIEVEMENT LEVEL

- ❖ Learners recognize and pronounce the school things.
- ❖ Students speak simple questions and answers.

### 7. TEACHINGS AIDS: MATERIALS

- ❖ Worksheet.
- ❖ Flashcards.
- ❖ Graph paper

### 8. EVALUATION

- ❖ Teacher gives to the students a work sheet.

### 9. BIBLIOGRAPHY

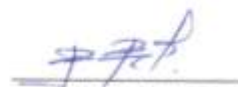
- ❖ M. Herrera & D. Pinkley, *Backpack 1*, Second edition, Person Education, 2009.

## 10. OBSERVATIONS

.....  
.....

## 11. SIGNATURES.

  
Dr. Vicente Rofino  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Moreno  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN TWO**

**1. INFORMATIVE DATA**

<b>1.1. Programa de desarrollo comunitario:</b>	"Caminemos Juntos"
<b>1.2. AREA:</b>	Foreign language
<b>1.3. CLASS:</b>	5th Basic Education
<b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5. THESIS ADVISOR:</b>	Mg Sc. Paola Moreno
<b>1.6. THESIS APPLICANT:</b>	Dolores Minga
<b>1.7. DATE:</b>	April 7 <sup>th</sup> , 2011
<b>1.8. TIMING:</b>	16h00-17h30
<b>1.9. SCHOOL YEAR:</b>	2010-2011
<b>1.10. TOPIC:</b>	<b>"Numbers One to Twenty"</b>

**2. MAIN AIMS.**

- ❖ To count from one to twenty.
- ❖ To identify the numbers.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
Audio-lingual  
Total physical response

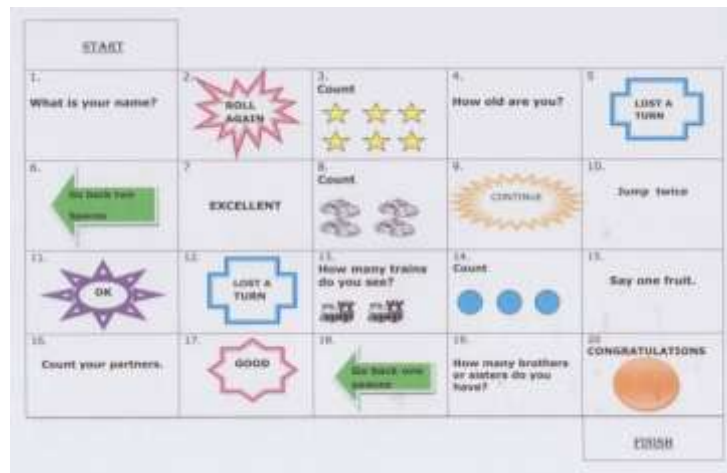
**TECHNIQUES**

Pair works  
Repetition  
Filling bag

**3.1. INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher hands out to the students a card and a dice to play.
- Teacher explains the game.
- Players place their pieces game of START.
- They take turns rolling the dice and moving their pieces games accordingly.

- Whenever a player lands on a square with a question in it. He/she needs to answer correctly.
- If the answer is correct the players moves forward but the answer is incorrect he/she can't continue.
- The first player to get the CONGRATULATIONS wins the game.



#### 4. TIMETABLE FIT.

Teacher sticks on the whiteboard a poster and asks students some questions in order to remember the last class.

- What is it?
- Is it a ruler?

#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher hands out some nest of hen in different places in the class with candies.
- Teacher invites students to look for the egg of the hen and tell her how many candies they found in it and put them in a basket finally.
- Teacher shares with her students the candies.

##### DURING

##### **Task 1:**

- T. shows the numbers in a poster.
- T. asks students to repeat the numbers.
- T. checks their pronunciation.

##### **Task1:**





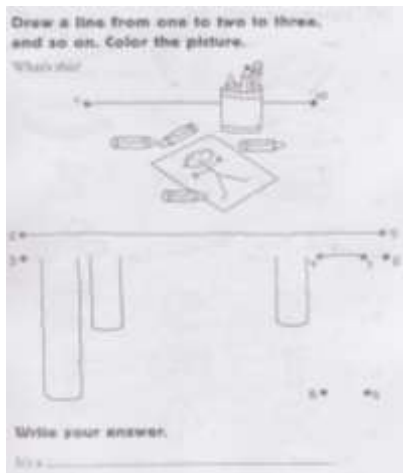
**Task 2:**

- T. hands out the copies.
- T. reads the task instructions.
- T. explains the task with an example.
- T. ask students to do the task individually and gives ten minutes.
- T. monitors the class and helps them.
- T. checks the task orally.

**Answers:**

One- two- three- four-five-six-seven-eight-nine- ten.

**Task 2:**



**AFTER**

- Teacher asks student's opinions about the class and takes notes to improve the next class.

**6. ACHIVEMENT LEVEL.**

- Students count the numbers from one to twenty.
- They recognize the numbers.

**7. TEACHING AIDS: MATERIALS.**

- Poster
- Copies
- Worksheet.
- Nest
- Eggs.
- Basket.

#### 8. EVALUATION.

- Teacher gives to the students a worksheet.

#### 9. BIBLIOGRAPHY.

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

#### 10. OBSERVATIONS.

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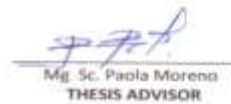


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#### 11. SIGNATURES



Dr. Vicente Rofrio  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT



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**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN THREE**

**12. INFORMATIVE DATA**

<b>12.1 Programa de desarrollo comunitario:</b>	"Caminemos Juntos"
<b>12.2 AREA:</b>	Foreign language
<b>12.3 CLASS:</b>	5th Basic Education
<b>12.4 LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>12.5 THESIS ADVISOR:</b>	Mg Sc. Paola Moreno
<b>12.6 THESIS APPLICANT:</b>	Dolores Minga
<b>12.7 DATE:</b>	April 12 <sup>th</sup> , 2011
<b>12.8 TIMING:</b>	16h-17h30
<b>12.9 SCHOOL YEAR:</b>	2010-2011
<b>12.10 TOPIC:</b>	"Colors"

**13. MAIN AIMS.**

- ❖ To recognize the colors.
- ❖ To name the colors in a correct way.

**14. METHODOLOGY.**

**METHODS**

Communicative language teaching  
 Audio-lingual

**TECHNIQUES**

Role- play  
 Repetition

**14.1 INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher familiarizes students with the colors, using a star picture.  
 Blue,yellow,red,orange,green,purple,black,white,brown,black,fuchsia,grey,turquoise.  
 e.
- T. explains the game.
- T. asks students to roll the dice and taking turns. After that students start the game saying the colors that they find in each stone. Then if

the students answer correctly they can continue but if the answer is incorrect they need to wait the next turn, finally the first player who finish is the winner.



**15. TIMETABLE FIT.**

- Teacher sticks on the whiteboard a poster and asks students some questions about classroom objects and number.
- Teacher plays with them (Memory game).

**16. PRESENTATION TECHNIQUES.**

**BEGINNING**

- Teacher shows students some fruits of different colors like: (banana, mango, grapes, pear, apple, etc).
- Teacher asks students. What is your favorite color?
- T. invites students to catch one fruit and say the color of it.

**DURING**

**Task 1:**













- T. asks to the students to look at the poster to teach the colors.
- T. asks students to listening and repeats the colors after her.
- Teacher hands out a sheet of paper to practice the colors.
- T. suggests students to do the activity individually and gives them 10 minutes for it.
- T. walks around the class to monitors students and help them.
- T. checks the activity on the whiteboard.

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**TASK ONE:** Match the picture with the word.

	BLUE
	GREEN
	BROWN
	RED
	YELLOW
	ORANGE
	PINK
	WHITE
	GREY
	FUCHIA
	BLACK
	PURPLE

### Answers

Red, pink, purple, Yellow, white, brown, Orange, blue, black, Pink, green, grey

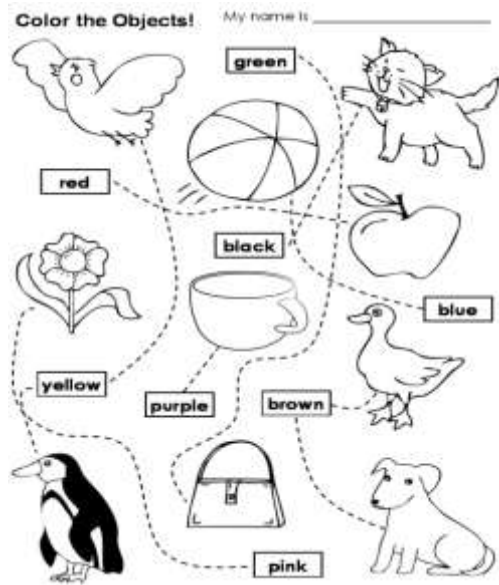
### Task 2:

- Teacher hands out students the worksheets.
- Teacher reads the instructions and checks if they understood them.
- Teacher explains this task with an example.
- Teacher gives students 20 minutes to do this task.
- Teacher monitors the students' work.
- Teacher checks the task on the worksheet.

### Answers:

Green red black blue yellow purple brown pink orange grey

### Task 2:



**Task 3:**

- Teacher asks students to talk about the colors.
- Teacher gives a model to do that.

*"What your favorite color?"*

*My favorite color is pink.*

- Teacher demonstrate students the task with a model.
- Teacher gives some minutes to practice the role-play.
- Teacher checks the task orally.

**AFTER**

- Teacher take notes about students suggestions.

**17. ACHIVEMENT LEVEL.**

- Students identify the colors.
- Learners use the colors.

**18. TEACHING AIDS: MATERIALS.**

- A star picture
- Copies
- Work sheet
- Posters

**19. EVALUATION.**

- Teacher gives students a work sheet.

**20. BIBLIOGRAPHY.**

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

## 21. OBSERVATIONS.

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## 22. SIGNATURES



Dr. Vicente Rios  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Morena  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN FOUR**

**1. INFORMATIVE DATA**

<b>1.1 Programa de desarrollo comunitario:</b>	<b>"Caminemos Juntos"</b>
<b>1.2 AREA:</b>	Foreign language
<b>1.3 CLASS:</b>	5th Basic Education
<b>1.4 LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5 THESIS ADVISOR:</b>	Mg Sc. Paola Moreno
<b>1.6 THESIS APPLICANT:</b>	Dolores Minga
<b>1.7 DATE:</b>	April 14 <sup>th</sup> , 2011
<b>1.8 TIMING:</b>	16h-17h30
<b>1.9 SCHOOL YEAR:</b>	2010-2011
<b>1.10 TOPIC:</b>	<b>"The family"</b>

**2. MAIN AIMS.**

- To use "how many" and "who is he/she".
- To identify family members.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair works  
Repetition  
Commands

**3.1 INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher asks students to sing a song.

Hello father, hello hello  
Hello father hello  
Hello father, nice to meet you.  
Hello father hello.

Hello mother, hello hello  
Hello mother hello



Hello mother, nice to meet you.  
Hello mother hello.

Hello grandmother, hello hello  
Hello grandmother hello  
Hello, grandmother nice to meet you.  
Hello grandmother hello.

Hello sister, hello hello  
Hello sister hello  
Hello, sister nice to meet you.  
Hello sister hello.

Hello brother, hello hello  
Hello brother hello  
Hello, brother nice to meet you.  
Hello brother hello.

#### **4. TIMETABLE FIT.**

- T. hands out the copies to the students.
- T. reads the instructions.
- T. demonstrates the task.

He is a father, color it with blue.

- Teacher asks students to listen and color the members of the family.
- T. monitors students work.



#### **5. PRESENTATION TECHNIQUES.**

##### **BEGINNING**

- Teacher familiarizes students with the new language, playing flyswatter.
- T. asks two voluntaries to come to the whiteboard and gives them a flyswatter. When teacher names a member of the family, students turn around and use their flyswatter hitting the name that teacher said. The first student to hit the correct member of the family wins a chocolate.

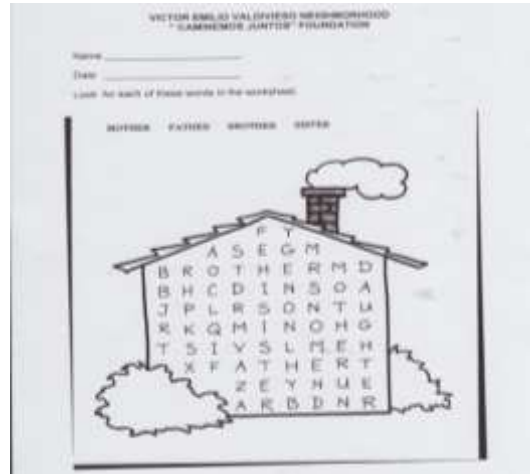
##### **DURING**

##### **Task 1:**

- T. hands out to the students a work sheet.
- T. reads the task introductions.

- T. asks students to do the activity and gives ten minutes.
- T. controls the class and help students.
- T. checks the students' tasks.

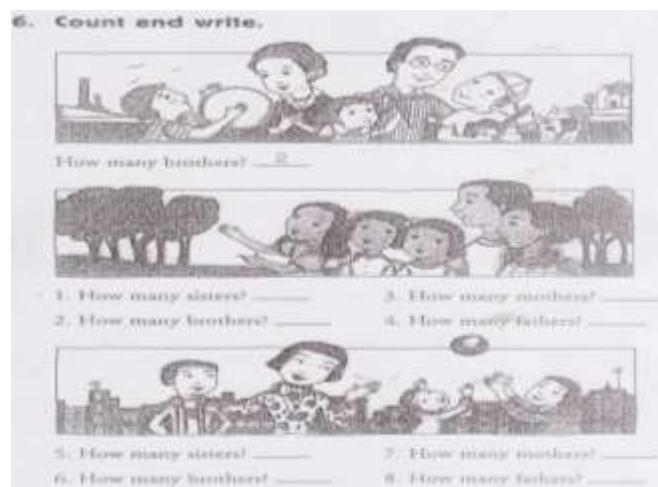
#### Task1:



#### Task 2:

- T. hands out to the students a work sheet.
- T. reads the task introductions and verifies if students understood.
- T. explains with the task with an example.
- T. says students to work individually.
- T. gives students enough time to do the task.
- T. controls the class and help students.
- T. checks the activity orally.

#### Task 2:



#### Answers:

Father, mother, brother, sister, baby, grandfather, grandmother.

- |         |        |
|---------|--------|
| 1.Three | 5.One  |
| 2.Zero  | 6.Two  |
| 3.One   | 7.One  |
| 4.One   | 8.Zero |

### **AFTER**

- Teacher asks student's opinions about the class and takes notes to improve the next class.

### **6. ACHIVEMENT LEVEL.**

- Students identify family members.
- They recognize Who is he/she?

### **7. TEACHING AIDS: MATERIALS.**

- Poster
- Copies
- Work sheet
- Flash cards

### **8. EVALUATION.**

- Teacher gives to the students a worksheet.

### **9. BIBLIOGRAPHY.**

- Herrera, M. &Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

### **10. OBSERVATIONS.**


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### **11. SIGNATURES**



Dr. Vicente Riosrio  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
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**ENGLISH LANGUAGE CAREER**

**LESSON PLAN FIVE**

**1. INFORMATIVE DATA**

<b>1.1.</b>	<b>Programa de desarrollo comunitario:</b>	"Caminemos Juntos"
<b>1.2.</b>	<b>AREA:</b>	Foreign language
<b>1.3.</b>	<b>CLASS:</b>	5th Basic Education
<b>1.4.</b>	<b>LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5.</b>	<b>THESIS ADVISOR:</b>	Mg Sc. Paola Moreno
<b>1.6.</b>	<b>THESIS APPLICANT:</b>	Dolores Minga
<b>1.7.</b>	<b>DATE:</b>	April 26 <sup>th</sup> , 2011
<b>1.8.</b>	<b>TIMING:</b>	16h-17h30
<b>1.9.</b>	<b>SCHOOL YEAR:</b>	2010-2011
<b>1.10.</b>	<b>TOPIC:</b>	<b>"THINGS I WEAR"</b>

**2. MAIN AIMS.**

- ❖ To recognize different clothes.
- ❖ To connect clothes with the colors.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
 Audio-lingual  
 Direct Method

**TECHNIQUES**

Dialogue  
 Gap filling  
 Vocabulary

**3.1. INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher tells students the vocabulary relating to the clothes.
- T. puts the flash cards face down and asks students to guess what clothes are about.

- T. accepts student's answers. The first student to guess the name of the clothes wins a surprise.

#### **4. TIMETABLE FIT.**

- Teacher asks some questions about the members of the family.
- Who is he? He is my father.
- Who is she? She is my mother.

#### **5. PRESENTATION TECHNIQUES.**

##### **BEGINNING**

- Teacher hands out to the students cutouts in order to the students to wear the dolls.
- T. gives enough time.
- Teacher monitors their work.

##### **DURING**

##### **Task 1:**

- T. hands out to the students a work sheet.
- T. reads the task introductions.
- T. explains the task with an example.
- T. asks students to do the activity individually.
- T. controls the class and help students.
- T. checks the task on the whiteboard.

##### **Task1:**



##### **Task 2: Color and Say.**

- T gives a work sheet to practice the clothes.
- T. reads the task instructions and verifies if students understand.

- T. suggest students to do the activity and gives them 10 minutes to do it.
- T. walks around the class to monitors students work.

### **Task 2: Color and Say**



### **Task 3: Listen and Color.**

- T. gives to the learners a work sheet.
- T. explains the task.
- T. asks students do the task individually and gives 5 minutes to do it.
- T. monitors the class and helps them.
- T. checks the activity orally.

### **Task 3: Listen and circle.**



### **Answers:**

Shirt, blouse, cap, sweeter, socks, jacket, shoes.

### **AFTER**

- Teacher asks student's opinions about the class and takes notes to improve the next class.

### **6. ACHIVEMENT LEVEL.**

- Students identify different clothes.
- They relate the clothes with the colors.

#### **7. TEACHING AIDS: MATERIALS.**

- Copies
- Work sheet
- Flash cards
- Cutouts

#### **8. EVALUATION.**

- Teacher gives to the students a worksheet.

#### **9. BIBLIOGRAPHY.**

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

#### **10. OBSERVATIONS**

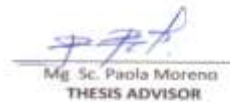
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#### **11. SIGNATURES**

  
Dr. Vicente Rios  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Morena  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN SIX**

**1. INFORMATIVE DATA**

<b>1.1. Programa de desarrollo comunitario:</b>	"Caminemos Juntos"
<b>1.2. AREA:</b>	Foreign language
<b>1.3. CLASS:</b>	5th Basic Education
<b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5. THESIS ADVISOR:</b>	Mg Sc. Paola Moreno
<b>1.6. THESIS APPLICANT:</b>	Dolores Minga
<b>1.7. DATE:</b>	April 28 <sup>th</sup> , 2011
<b>1.8. TIMING:</b>	16h00-17h30
<b>1.9. SCHOOL YEAR:</b>	2010-2011
<b>1.10. TOPIC:</b>	"present progressive"

**2. MAIN AIMS.**

- ❖ To use the present progressive.
- ❖ To development speaking skills.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
 Audio-lingual  
 Total physical response

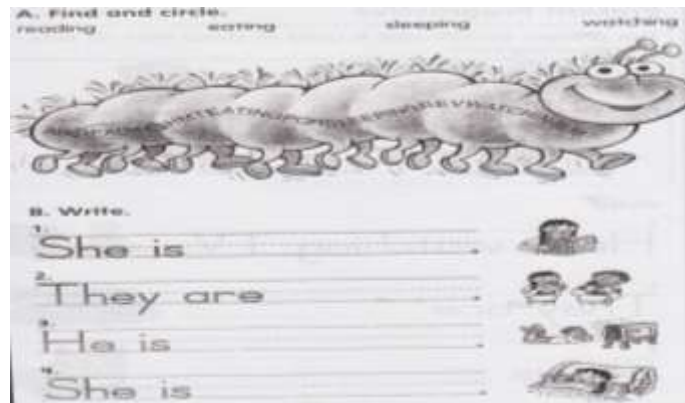
**TECHNIQUES**

Pair works  
 Filling the black spaces  
 Commands

**3.1. INTRODUCTORY ACTIVITIES ( lead ins )**

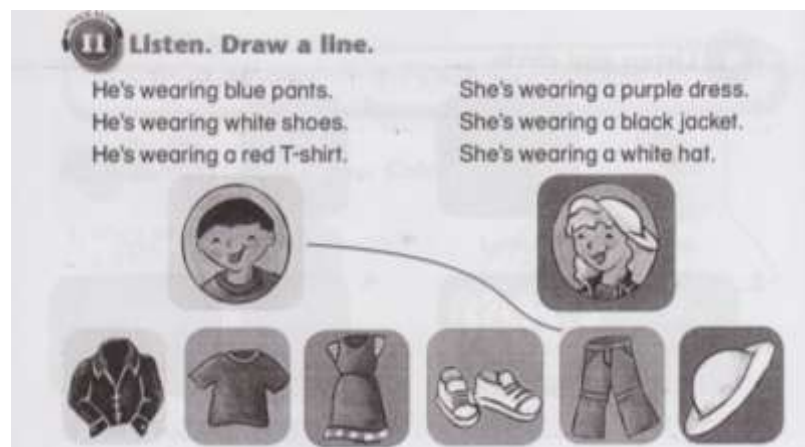
- Teacher gives students a sheet to practice the present progressive.





#### 4. TIMETABLE FIT.

- T. hands out the copies to the students.
- T. reads the instructions.
- T. demonstrates the task through an example.
- Teacher asks students to listen and match.
- T. monitors students work.



#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- T. gives to the students a piece of paper to practice a chant about present progressive.
- T. asks students to listen and repeat the chant.

He's in the living room.

She's in the bedroom.

He's reading.

She's sleeping.

He's reading.

She's sleeping.

They're in the living room.    They're in the bedroom.  
 They are reading.                They're sleeping.  
 They're reading.                They're sleeping.

## **DURING**

### **Task 1:**

- T. hands out to the students a work sheet.
- T. reads the task introductions.
- T. explains the present progressive.

\*The present progressive is used to show that an action is happening now.

*He is eating                      they are sleeping.*

*She is reading                they are watching TV.*

- T. asks students to do the activity and gives ten minutes.
- T. controls the class and help students.
- T. checks the students' tasks.

### **Task1:**

1. Listen. Color the spaces. Write.  
 P = pink    B = black    W = white

1. She's wearing a \_\_\_\_\_ shirt.  
 2. She's wearing a \_\_\_\_\_ skirt.  
 3. She's wearing \_\_\_\_\_ shoes.

2. Read. Draw and color.

pink socks	a blue table	a black crayon
a red hat	orange pants	a green book

### **Task 2:**

- T. asks students to make pairs.
- T. gives a model and explains the activity.

\*What are you wearing?

\*I am wearing a green blouse and black pants.

- T. controls the task and helps students with the pronunciation.
- T. asks students to present the conversation in front of the class.

### **Answers:**

She is reading a book.

They are eatingsanchwiches.

He is watching TV.

She is sleeping.

**AFTER**

- Teacher asks student's opinions about the class and takes notes to improve the next class.

**6. ACHIVEMENT LEVEL.**

- Students use present progressive in a correct way.
- They identify the present progressive in simple questions and answers.

**7. TEACHING AIDS: MATERIALS.**

- Poster
- Copies
- Work sheet

**8. EVALUATION.**

- Teacher gives to the students a worksheet.

**9. BIBLIOGRAPHY.**


- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

**10. OBSERVATIONS.**

---

**11. SIGNATURES**

  
Dr. Vicente Riosfrio  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Moreno  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN SEVEN**

**1. INFORMATIVE DATA**

<b>1.1 Programa de desarrollo comunitario:</b>	“Caminemos Juntos”
<b>1.2 AREA:</b>	Foreign language
<b>1.3 CLASS:</b>	5th Basic Education
<b>1.4 LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5 THESIS ADVISOR:</b>	Mg Sc. Paola Moreno
<b>1.6 THESIS APPLICANT:</b>	Dolores Minga.
<b>1.7 DATE:</b>	May 3 <sup>rd</sup> , 2011
<b>1.8 TIMING:</b>	16h00-17h30
<b>1.9 SCHOOL YEAR:</b>	2010-2011
<b>1.10 TOPIC:</b>	“Head to Toes”

**2. MAIN AIMS.**

- To identify body parts.
- To use what is it?

**3. METHODOLOGY.**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Dialogues  
Gap filling  
Commands

**3.1 INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher plays with the students “Simon Says”

*Simon says touch your head*

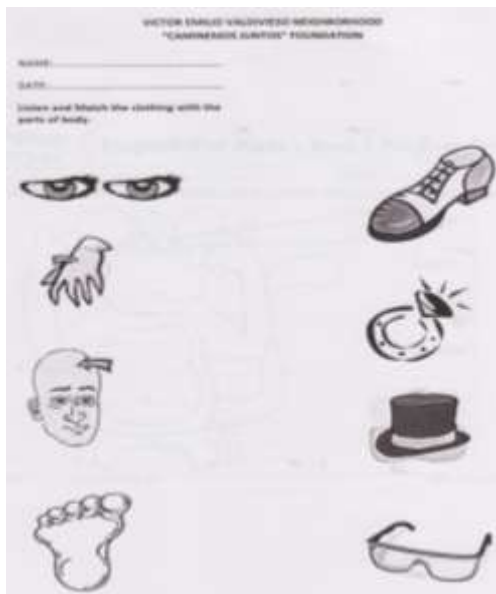
*Simon says touch your shoulders*

*Simon says touch your nose*

*Simon say says touch your legs etc.*

#### 4. TIMETABLE FIT.

- Teacher gives students some copies and explains the task.
- Teacher monitors their work.
- Teacher checks the task.



#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

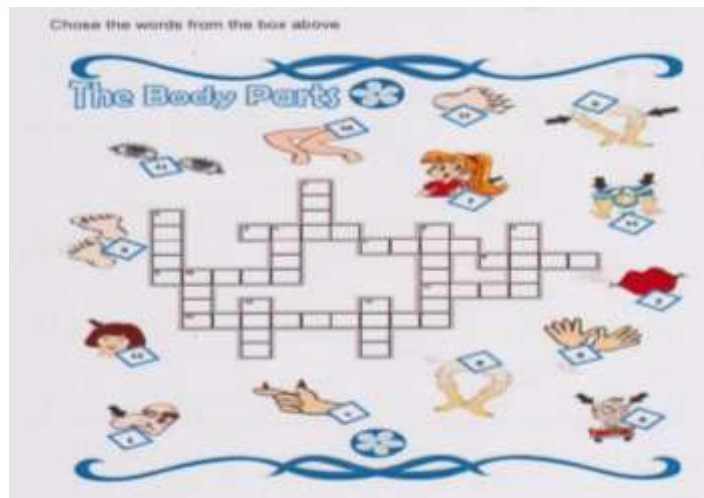
- Teacher shows some **flashcards** of the parts of the body and familiarizes them with the new language.
- Teacher puts them behind of her.
- Teacher asks students to guess what the correct name is and they have to answer .If they win the competence, will receive a surprise.

##### DURING

###### **Task 1:**

- T. hands out to the students a work sheet.
- T. explains the task and gives them 10 minutes do it.
- T. walks around the class to monitors and help them.
- T. checks the task orally.

###### **Task1:**



### Task 2:

- T. hands out to the students a work sheet.
- T. explains the task and gives them 10 minutes do it.
- T. walks around the class to monitors and help them.
- T. checks the task on the whiteboard.

### Task 2:



### Answers

1. Nose 2. mouth 3. feet 4. ears 5. fingers 6. knees 7. hair 8. legs 9. hands 10. arms 11. eyes 12. foot  
13. Head 14. shoulders 15. arms.

### AFTER

- Teacher asks students questions about the topic to improve the next class.

### 6. ACHIVEMENT LEVEL.

- Students recognize the body parts.
- They use what is it? Correctly.

**7. TEACHING AIDS: MATERIALS.**

- Poster
- Copies
- Work sheet
- Flash cards

**8. EVALUATION.**

- Teacher measure student's knowledge asks to point their parts of the body and naming it.

**9. BIBLIOGRAPHY.**

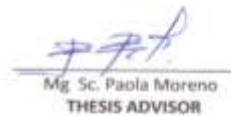
- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

**10. OBSERVATIONS.**

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**11. SIGNATURES**

  
Dr. Vicente Rofino  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Moreno  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT





**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN EIGHT**

**1. INFORMATIVE DATA:**

- |   |                             |
|---|-----------------------------|
| <b>1.1. PROGRAMA DE DESARROLLO COMUNITARIO:</b> | "Caminemos Juntos"          |
| <b>1.2. AREA:</b>                               | Foreign Language            |
| <b>1.3. CLASS:</b>                              | 5 <sup>th</sup> Basic       |
| <b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>       | Beginners (5)               |
| <b>1.5. THESIS ADVISOR:</b>                     | Mg.Sc Paola Moreno          |
| <b>1.6. THESIS APPLICANT:</b>                   | Dolores Minga               |
| <b>1.7. DATE:</b>                               | May 05 <sup>th</sup> , 2011 |
| <b>1.8. TIMING:</b>                             | 16h00 – 17h30               |
| <b>1.9. SCHOOL YEAR:</b>                        | 2010 – 2011                 |
| <b>1.10. TOPIC:</b>                             | "Reinforce"                 |

**2. MAIN AIMS.**

- ❖ To reinforce students knowledge with the new language.
- ❖ To indentify vocabulary related to Classroom objects, Numbers, Colors, Family, Clothes, and The Parts of the Body Parts.
- ❖ To practice the use of: Verb To Be and Present Continuous, How many and Verb Have.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
Audio-lingual  
Total physical response

**TECHNIQUES**

Conversation  
Gap filling and Drills  
Commands

**3.1. INTRODUCTORY ACTIVITES ( lead ins )**

- Teacher plays with the students "TINGO TANGO"
- Teacher asks students to form a circle.

- Teacher explains the game: Students have to pass a ball and the teacher saying TINGO, TINGO, but at the moment that she says TANGO students stop and He/She needs to answer a question, if they answer correctly they receive a chocolate.

#### 4. TIMETABLE FIT.

- T. asks some questions about the new language.
- Teacher hands out to the students a copy.
- T. reads the instructions and checks their understanding the new language.
- T. demonstrates the tasks with an example.
- T. tells students "Let`s do it together" and students complete the table.



#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher sticks on the whiteboard the flash cards to remember the vocabulary.

##### DURING

##### Task 1:

- T. hands out to the students a work sheet.
- T. reads the task introductions.
- T. asks students to do the activity and gives ten minutes.
- T. controls the class and help students.
- T. checks the students' tasks.

##### Task 2:

- T. hands out to the students a work sheet.
- T. reads the task introductions and verifies if students understood.
- T. explains with the task with an example.
- T. says students to work individually.
- T. gives students enough time to do the task.
- T. controls the class and help students.
- T. checks the activity orally.

#### **AFTER**

- Teacher asks student's opinions about the class and takes notes to improve the next class.

#### **6. ACHIVEMENT LEVEL.**

- Students recognize parts of the body, clothes, classroom objects, colors, numbers, present progressive, how many and verb to be.

#### **7. TEACHING AIDS: MATERIALS.**

- Copies
- Flash cards
- A ball
- Worksheets.

#### **8. EVALUATION.**

- Teacher gives to the students a worksheet.

#### **9. BIBLIOGRAPHY.**

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

#### **10. OBSERVATIONS.**


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.....

#### **11. SIGNATURES**



Dr. Vicente Riosfrio  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Morena  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF THE EDUCATION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN NINE**

**1. INFORMATIVE DATA:**

<b>1.1 PROGRAMA DE DESARROLLO COMUNITARIO:</b>	"Caminemos Juntos"
<b>1.2 AREA:</b>	Foreign Language
<b>1.3 CLASS:</b>	5 <sup>th</sup> Basic Education
<b>1.4 LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5 THESIS ADVISOR:</b>	Mg. Sc. Paola Moreno.
<b>1.6 THESIS APPLICANT:</b>	Dolores Minga
<b>1.7 DATE:</b>	May 10 <sup>th</sup> , 2011
<b>1.8 TIMING:</b>	16h00 – 17h30
<b>1.9 SCHOOL YEAR:</b>	2010 – 2011
<b>1.10 TOPIC:</b>	<b>Reviews of the Units</b>

**PART TWO**

**2. MAIN AIMS.**

- ❖ To reinforce students' knowledge with the new language.
- ❖ To identify vocabulary related to Clothes, and The Parts of the Body Parts.
- ❖ To practice the use of: Verb **To Be** and **Present Continuous**.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
Audio-lingual  
Total physical response

**TECHNIQUES**

Conversation  
Gap filling and Drills  
Commands

**3.1 INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher plays with the students “TINGO TANGO”
- Teacher asks students to form a circle.
- Teacher explains the game: Students have to pass a ball and the teacher saying TINGO, TINGO, but at the moment that she says TANGO students stop and He/She needs to answer a question, if they answer correctly they receive a chocolate.

#### 4. TIMETABLE FIT.

- T. asks some questions about the new language.
- Teacher hands out to the students a copy.
- T. reads the instructions and checks their understanding the new language.
- T. demonstrates the tasks with an example.
- T. tells students “Let`s do it together” and students complete the table.



#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher sticks on the whiteboard the flash cards to remember the vocabulary.

##### DURING

##### Task 1:

- T. hands out to the students a work sheet.
- T. reads the task introductions.
- T. asks students to do the activity and gives ten minutes.

- T. controls the class and help students.
- T. checks the students' tasks on the white board.

**Task 2:**

- T. hands out to the students a work sheet.
- T. reads the task introductions and verifies if students understood.
- T. explains with the task with an example.
- T. says students to work individually.
- T. gives students enough time to do the task.
- T. controls the class and help students.
- T. checks the activity orally.

**AFTER**

- Teacher gives to the students a piece of paper to write their opinion about this class.

**6. ACHIVEMENT LEVEL.**

- Students recognize clothes, present progressive, and verb to be.

**7. TEACHING AIDS: MATERIALS.**

- Copies
- Flash cards
- A ball

**8. EVALUATION.**

- Teacher asks questions about the topic.

**9. BIBLIOGRAPHY.**

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

**10. OBSERVATIONS.**


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**11. SIGNATURES**

  
Dr. Vicente Riosfrio  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Morena  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT





**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**  
**COMMUNITY PROJECT**  
**LESSON TEN**


**Mother`s day Celebration**

<b>INFORMATIVE DATA</b>	<b>PLACE: “Victor Emilio Valdivieso” neighborhood</b> <b>DATE: May 12<sup>th</sup> / 2011</b> <b>TIME: 16h00 to 18h00</b>	
<b>OBJECTIVES</b>	<b>-To celebrate the mother`s day with the purpose to share special moments with the community of the “Victor Emilio Valdivieso” neighborhood.</b>	
<b>ACTIVITIES</b>	<b>-Different interventions of the children of the Community Program “CaminemosJuntos” English Area.</b> <b>-Dances</b> <b>-Bring a special gift to the mothers</b> <b>-Having a lunch</b>	
<b>RESOURCES</b>	<b>-Sound System</b> <b>-Cds</b> <b>-Balloons</b> <b>-Gifts</b> <b>-Cards</b>	
<b>NOURISHMENT</b>	<b>-Children and their mothers will eat:</b> <b>-A sandwich</b> <b>-A glass of Soda</b>	
<b>PEOPLE IN CHARGE</b>	<b>Dolores Minga</b> <b>Paulina Cabrera</b> <b>Jackeline Pinta</b> <b>Azucena Sánchez</b> <b>Andrea Carrión</b>	<b>MercyBenitez</b> <b>Fredy Maza</b> <b>Rosa Quishpe</b>

## SIGNATURES



Dr. Vicente Riosrio  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Morena  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN ELEVEN**

**1. INFORMATIVE DATA:**

<b>1.1. PROGRAMA DE DESARROLLO COMUNITARIO:</b>	"Caminemos Juntos"
<b>1.2. AREA:</b>	Foreign Language
<b>1.3. CLASS:</b>	5 <sup>th</sup> Basic Education
<b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5. THESIS ADVISOR:</b>	Mg. Sc Paola Moreno
<b>1.6. THESIS APPLICANT:</b>	Dolores Minga
<b>1.7. DATE:</b>	May 17 <sup>th</sup> , 2011
<b>1.8. TIMING:</b>	16h00 – 17h30
<b>1.9. SCHOOL YEAR:</b>	2010 – 2011
<b>1.10. TOPIC:</b>	"Adjectives"

**2. MAIN AIMS.**

- ❖ To recognize the adjectives.
- ❖ To describe people using adjectives.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
 Audio-lingual  
 Direct Method

**TECHNIQUES**

Descriptions  
 Gap filling  
 Demonstrations

**3.1. INTRODUCTORY ACTIVITIES ( lead ins )**

- Teacher asks to the students to play the "Memory Game"

**4. TIMETABLE FIT**

- Teacher hands out to the students a copy.



## 5. PRESENTATION TECHNIQUES.

### BEGINNING

- Teacher sticks on the whiteboard the flash cards to introduce the new language.
- T. shows the adjectives in a poster and asks students to point the adjective that they listen.

### DURING

#### Task 1:

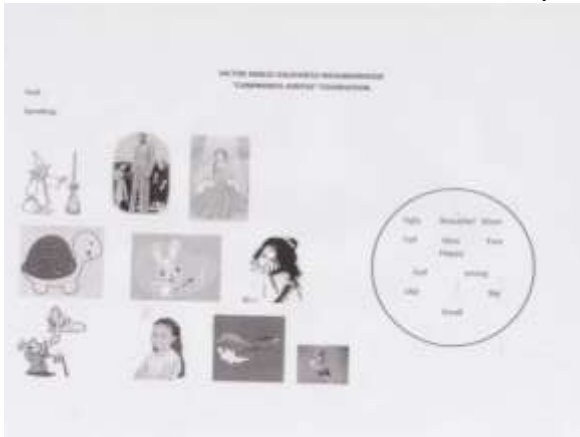
- T. hands out to the students a work sheet.
- T. reads the task introductions.
- T. asks students to do the activity and gives five minutes.
- T. controls the class and help students.
- T. checks the students' tasks on the whiteboard.



#### Task 2: Speaking.

- T. gives to the students a work sheet.

- T. explains the tasks and says the first example.
- T. monitors and helps students with the pronunciation.
- T. checks the task orally.



#### **AFTER**

- Teacher questions about the class to improve the next class.
6. **ACHIVEMENT LEVEL.**
    - Students recognize adjectives.
  7. **TEACHING AIDS: MATERIALS.**
    - Poster
    - Flash cards
    - A ball
    - Worksheets.
  8. **EVALUATION.**
    - Teacher gives to the students a worksheet.
  9. **BIBLIOGRAPHY.**
    - Herrera, M. &Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.
  10. **OBSERVATIONS**


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#### **11. SIGNATURES**

  
Dr. Vicente Rios  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Moreno  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN TWELVE**

**1. INFORMATIVE DATA:**

<b>1.1. PROGRAMA DE DESARROLLO COMUNITARIO:</b>	"Caminemos Juntos"
<b>1.2. AREA:</b>	Foreign Language
<b>1.3. CLASS:</b>	5 <sup>th</sup> Basic Education
<b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5. THESIS ADVISOR:</b>	Mg. Sc. Paola Moreno
<b>1.6. THESIS APPLICANT:</b>	Dolores Minga
<b>1.7. DATE:</b>	May 19 <sup>th</sup> , 2011
<b>1.8. TIMING:</b>	16h00 – 17h30
<b>1.9. SCHOOL YEAR:</b>	2010 – 2011
<b>1.10. TOPIC:</b>	"Animals"

**2. MAIN AIMS.**

- ❖ To identify and describe the animals.
- ❖ To develop speaking skills.

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
Audio-lingual  
Functional Method

**TECHNIQUES**

Dialogues  
Drills  
Grammatical Instructions

**3.1. INTRODUCTORY ACTIVITIES (lead ins)**

- Teacher asks students to sing a song.

**Old McDonalds**

Old McDonalds had a farm iaiaoo  
And on his farm he has some cats iaiaooo  
And a miau, miau, miau and miau, miau there

Here miao there miao everyone miao, miao  
 Old McDonalds had a farm iaiaoo  
 And on his farm he has some cow (mumu).

#### 4. TIMETABLE FIT.

- Teacher hands in to the students a copy and a dice in order to play a game using the adjectives.
- T. explains the game and show with an example. (It is a big cat).
- Teacher gets students in pairs.
- T. monitors the activity.

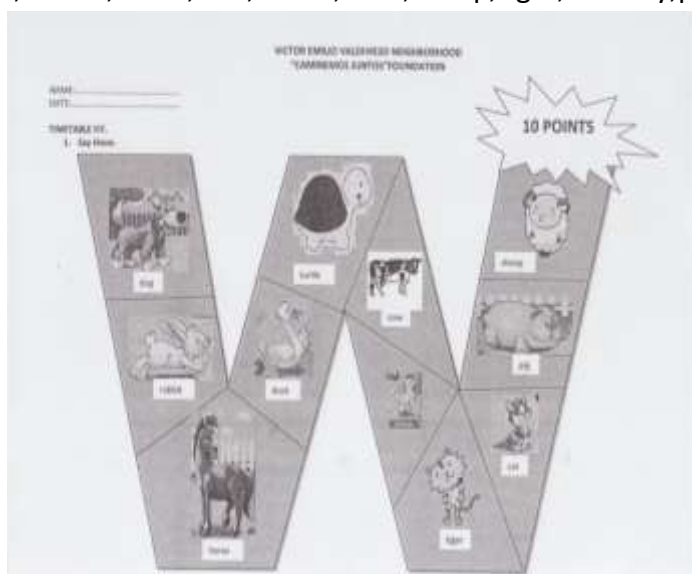
Fast =tiger or rabbit.

Slow=turtle

Big=elephant

Small=chicken etc.

\*Dog,cat,chicken,turtle,caw,rabbit,duck,sheep,tiger,monkey,pig,horse.



#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher imitates the animals' sounds and asks to guess what it is?
- T. asks to repeat after her.

##### DURING

##### Task 1:

- T. hands out to the students a work sheet.
- T. reads the task introductions.
- T. asks students to do the activity and gives ten minutes.



- T. controls the class and help students.
- T. checks the students' tasks.

Task 1:



**Task 2: Speaking.**

- T. asks students to work in pairs.
- T. gives to the students a model to talk about animals.
- T. walks around the class to help students with the pronunciation.
- T. asks students to present the conversation in front of the class.

*What animal is this?*

*It is a horse.*

*It is a brown horse.*

*It is big.*

**AFTER**

- Teacher questions about the class to improve the next class.

## **6. ACHIVEMENT LEVEL.**

- Students identify and describe the animals.
- They can talk about animals..

## **7. TEACHING AIDS: MATERIALS.**

- Posters
- Flash cards
- Worksheets

- A dice

**8. EVALUATION.**

- Teacher gives to the students a worksheet.

**9. BIBLIOGRAPHY.**

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.

**10. OBSERVATIONS.**

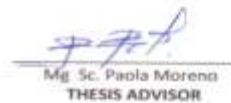
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**11. SIGNATURES**



Dr. Vicente Rofrio  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT



**UNIVERSIDAD NACIONAL DE LOJA**  
**AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN THIRTEEN**

**1. INFORMATIVE DATA:**

<b>1.1. PROGRAMA DE DESARROLLO COMUNITARIO:</b>	"Caminemos Juntos"
<b>1.2. AREA:</b>	Foreign Language
<b>1.3. CLASS:</b>	5 <sup>th</sup> Basic Education
<b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5. THESIS ADVISOR:</b>	Mg. Sc. Paola Moreno
<b>1.6. THESIS APPLICANT:</b>	Dolores Minga
<b>1.7. DATE:</b>	May 24 <sup>th</sup> , 2011
<b>1.8. TIMING:</b>	16h00 – 17h30
<b>1.9. SCHOOL YEAR:</b>	2010 – 2011
<b>1.10. TOPIC:</b>	"Fruits"

**2. MAIN AIMS.**

- ❖ To recognize the fruits.
- ❖ To use the expression *do you like? I like, I don't like.*

**3. METHODOLOGY.**

**METHODS**

Communicative Method  
Audio-lingual  
Kinesthetic-Intelligence

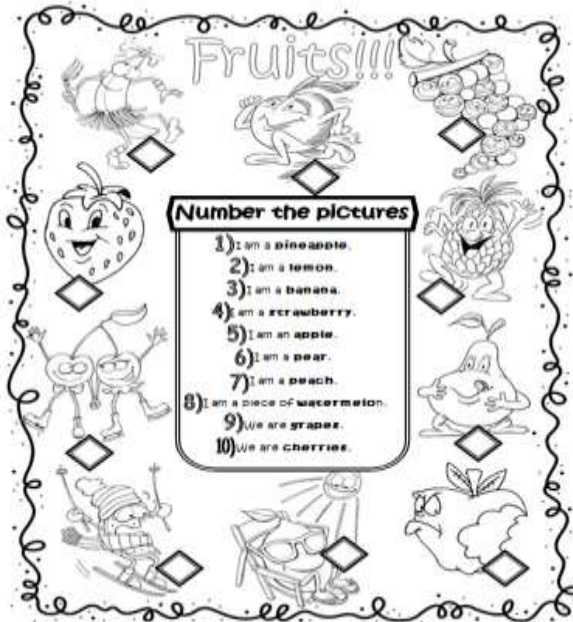
**TECHNIQUES**

Role play  
Gap filling  
Grammatical Instructions

**3.1. INTRODUCTORY ACTIVITIES (lead ins)**

- Teacher hands in a sheet with the fruits.
- T. explains the activity "point out with your finger the apple".

- T. starts the activity.
- T. checks the task.



#### 4. TIMETABLE FIT.

- Teacher put on the table the fruits, saying their names.
- T. asks some questions to the students.

*What is it?*

*It is an apple.*

*It is the red color.*

*It is small.*

- T accepts their answers.

#### 5. PRESENTATION TECHNIQUES.

##### **BEGINNING**

- Teacher tells students to guess what fruits are in the bag.
- T. demonstrates the game.
- T. invites some students to play.
- T. gives a surprise if the students guess the fruit.

##### **DURING**

##### **Task 1:**

- T. shows the naming of the cooking verbs with gestures.
- T. gives to the student's instructions and checks their understanding.

*Wash the fruits.*

*Peel the fruits.*

*Cut in squares.*

*Put them in a bowl.*

*Put condensed milk over it*

**Task 2: Speaking.**

- T. asks students to work in pairs.
- T. gives to the students a model to talk about fruits.
- T. walks around the class to help students with the pronunciation.
- T. asks students to present the conversation in front of the class.

*What fruit do you like?*

*I like the apple/I don't like the apple.*

**AFTER**

- Teacher gives to the students a piece of paper and asks them to write their opinion about the topic.

**6. ACHIVEMENT LEVEL.**

- Students name the fruits.
- They can talk about your favorite fruit.

**7. TEACHING AIDS: MATERIALS.**

- Flash cards
- Worksheets
- Realia fruits
- Bowl

**8. EVALUATION.**

- Teacher gives to the students a worksheet.

**9. BIBLIOGRAPHY.**

- Herrera, M. & Pinkley, D. (2009). *Backpack 1*. Second edition, Person Education.


**10. OBSERVATIONS.**

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**11. SIGNATURES**

  
Dr. Vicente Riosfrio  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Morena  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT



## UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER

### LESSON PLAN FOURTEEN

#### 1. INFORMATIVE DATA:

- |  |                                 |
|--|---------------------------------|
| 1.1. PROGRAMA DE DESARROLLO COMUNITARIO: | "Caminemos Juntos"              |
| 1.2. AREA:                               | Foreign Language                |
| 1.3. CLASS:                              | 5 <sup>th</sup> Basic Education |
| 1.4. LEVEL AND NUMBER OF LEARNERS:       | Beginners (5)                   |
| 1.5. THESIS ADVISOR:                     | Mg. Sc. Paola Moreno            |
| 1.6. THESIS APPLICANT:                   | Dolores Minga                   |
| 1.7. DATE:                               | May 26 <sup>th</sup> , 2011     |
| 1.8. TIMING:                             | 16h00 – 17h30                   |
| 1.9. SCHOOL YEAR:                        | 2010 – 2011                     |
| 1.10. TOPIC:                             | "Vegetables"                    |

#### 2. AIMS.

- ❖ To identify the vegetables.
- ❖ To use the expression *do you like? I like/ don't like.*

#### 3. METHODOLOGY.

##### METHODS

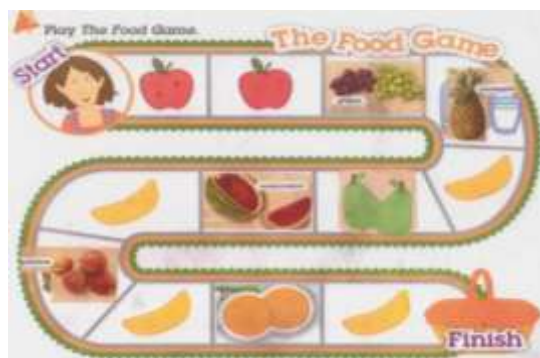
Communicative Method  
Audio-lingual  
Total Physical Response Method

##### TECHNIQUES

Conversation  
Gap filling  
Commands

##### 3.1. INTRODUCTORY ACTIVITIES ( lead ins )

- Teacher hands in students a worksheet to practice the fruits and vegetables, in which, it is necessary a dice.



#### 4. TIMETABLE FIT.

- Teacher gives students a card to play bingo.

B I N G O				
pineapple	orange	banana	tomatoes	carrots
cucumber	strawberry	potatoes	peas	strawberry
peach	broccoli	<b>FREE SPACE</b>	Pineapple	pear
onion	pear	carrots	grapes	lettuce
watermelon	Apple	Green pepper	corn	mango

#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher sticks the flashcards about vegetables on the whiteboard.
- Teacher repeats the vegetables and students repeat them.
- Teacher asks students to point the vegetables that they listen like: tomatoes, carrots, lettuce, onion, peas, pepper, broccoli, corn, cucumber and potatoes.

##### DURING

##### **Task 1:**

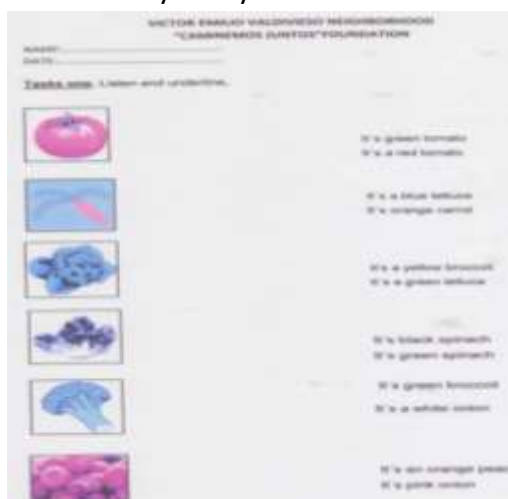
- T. gives to the students a work sheet.
- T. explains the task and gives then 5 minutes to do it.
- T. monitors the students work and helps them.





## Task 2:

- T. hands out to the students a work sheet.
- T. reads the task introductions and verifies if students understood.
- T. explains with the task with an example.
- T. says students to work individually.
- T. gives students enough time to do the task.
- T. controls the class and help students.
- T. checks the activity orally.



## Task 2: Speaking.

- T. asks students to work in pairs.
- T. gives to the students a model to talk about vegetables using the expression *do you like? I like/ don't like*.
- T. walks around the class to help students with the pronunciation.
- T. asks students to present the conversation in front of the class.

*Do you like the onion?*

*Yes, I do.*

*No, I don't.*

**AFTER**

- Teacher gives to the students a piece of paper and asks them to write their opinion about the topic.

**6. ACHIVEMENT LEVEL.**

- Students distinguish the vegetables.
- They can talk about vegetables.

**7. TEACHING AIDS: MATERIALS.**

- Flashcards
- Worksheets
- Copies
- Cards
- Dice

**8. EVALUATION.**

- Teacher gives to the students a worksheet.

**9. BIBLIOGRAPHY.**

- M. Herrera & D. Pinkley, *Backpack 1*, Second edition, Person Education, 2009.


**10. OBSERVATIONS.**

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**11. SIGNATURES**

  
Dr. Vicente Riosfrio  
COORDINATOR OF THE PROGRAM

  
Mg. Sc. Paola Morena  
THESIS ADVISOR

  
Dolores Minga  
THESIS APPLICANT



## UNIVERSIDAD NACIONAL DE LOJA

### AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE CAREER

#### PEDAGOGICAL DEMONSTRATION

#### 1. GENERAL INFORMATION:

<b>1.1. PROGRAMA DE DESARROLLO COMUNITARIO:</b>	“Caminemos Juntos”
<b>1.2. AREA:</b>	Foreign Language
<b>1.3. CLASS:</b>	5 <sup>th</sup> Basic Education
<b>1.4. LEVEL AND NUMBER OF LEARNERS:</b>	Beginners (5)
<b>1.5. THESIS ADVISOR:</b>	Mg. Sc. Paola Moreno
<b>1.6. THESIS APPLICANT:</b>	Dolores Minga
<b>1.7. DATE:</b>	July 07 <sup>th</sup> , 2011
<b>1.8. TIMING:</b>	16h30 – 17h00
<b>1.9. SCHOOL YEAR:</b>	2010 – 2011

#### 2. MAIN AIMS

- ❖ To demonstrate the students’ knowledge through some activities.
- ❖ To develop the communicative skills of the English Language.
- ❖ To review the different topics, which were taught during this school year.
- ❖ To develop listening skill.

#### 3. ACHIEVEMENT LEVEL.

- ❖ Students recognizes the different classroom objects, the different parts of body, fruits and vegetables, the differences between domestic animals and wild animals, numbers from 1 to 20.
- ❖ Students are able to take part in a conversation about different themes such as: school things, numbers, colors, members of the family, parts of body, fruits and vegetables, animals.

- ❖ Students describe people using adjectives, classroom, characteristics of animals and their families.
- ❖ Students understand about what teacher says.

#### 4. SCHEDULE OF WORK TO THE PEDAGOGICAL DEMONSTRATION.

ACTIVITY	TIMING	RESULTS
• Pray “our father in heaven”	3 minutes	Students pray in a correct way.
• Introductions	3 minutes	Students can introduce by themselves.
• Listening	4 minutes	Students can hear the correct description according the picture..
• Grammar	4 minutes	Students distinguish the grammatical structures.
• Vocabulary	4 minutes	Students can organize by categories.
• Reading	4 minutes	Students can read short sentences and draw according them.
• Speaking	5 minutes	Students can speak about fruits combining the colors and adjectives.
• Song	3 minutes	Students chant the song.

#### 5. DEVELOPMENT OF PEDAGOGICAL DEMONSTRATIONS.

##### 5.1. PRONUNCIATION.(3 minutes)

- Teacher gives students the instructions “please, stand up and repeat after me”.
- Teacher asks student “let us pray *our father in heaven*”.

**In the name of the Father, of the Son and of the Holy Spirit, Amen.**

Our father in heaven  
Hallowed be your name  
Your kingdom come  
You will be done  
On earth as in heaven  
Give us today, our daily bread  
Forgive us our sins  
As we forgive for those  
Who sin against us  
Lead us not into temptation  
And deliver us from the evil  
Amen.

##### 5.2. INTRODUCTION ( 3 minutes)

- Teacher says students the instructions.
- Teacher demonstrates the activity.
- Teacher tells students to introduce themselves.

A: *My name is Dolores.*

A: *I am 22 years.*

A: *My favourite color is pink.*

A: I like the peach.

### 5.3. LISTENING. (4 minutes)

- Teacher shows students the chart for this activity.
- Teacher gives the instructions and verifies the understanding of students.
- Teacher demonstrates it with an example.
- Teacher invites a student to place in front of the chart and she/he listens carefully the correct description and underlines it. This description is related one picture, which is said by teacher.

1. A. She is sister.

B: She is mother.

2. A. It is nose.

B. It is leg.

3. A. It is tiger.

B. It is dog.

4. A. It is sharpener.

B. It is pen.

### 5.4. GRAMMAR. (4 minutes)

- Teacher says students the instructions about this activity.
- Teacher explains it and checks the students' understanding.
- Teacher demonstrates it with an example.
- Teacher organizes a row. They must be in front of teacher.
- Teacher places 2 skirting boards, one of them is written TRUE and it is right, while another is FALSE and it is left.
- Teacher asks each student a question using flashcards about the different themes such as: book, carrots, peas, brother, eraser, mother, corn and pencil. They have to answer it jumping to the correct skirting board.

T: Is it a book?

S: TRUE.



T: Are five carrots?

S: FALSE.

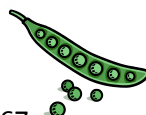


T: Is it a pencil?

S: FALSE.



T: Are five peas?



S: FALSE.

T: Is she wearing red shoes?

S: FALSE.



T: Is it a pencil?

S: TRUE.



### 5.5. VOCABULARY.( 4 minutes)

- Teacher sticks a chart in front of the class.
- Teacher explains students the activity and verify the students' understanding.
- Teacher demonstrates them giving an example.

ANIMALS	NUMBERS	COLORS
Monkey	One	Orange
Cat	Thirteen	Yellow
Rabbit	Fourteen	Green
Horse	Six	Black
Cow	Twenty	Pink

- Teacher invites 3 students for this activity.
- Teacher tells them that they have to choose 5 names of animals, numbers and colors. Then they have to stick them in each category.
- The first student, who gains to sticks five words correctly, will be the winner but 3 students must read the words.

### 5.6. READING.( 4 minutes)

- Teacher places a chart on the whiteboard.
- Teacher gives the necessary instructions for this activity and checks the students' understanding.
- Teacher demonstrates it with an example.
- Teacher invites students to read a simple sentence and draw.

*They are two hands.*

*It is a duck.*

*It is a hat.*

*They are five apples.*

### 5.7. SPEAKING. (5 minutes)

- Teacher says students the instructions for this game called *blind tasting*.
- Teacher demonstrates students this activity and checks if students understood.
- Firstly wash, peel and chop the fruit you are using, make sure you remove any pips.
- Teacher chooses any, but these are great to start with:

Fruit, can be fresh.

- Banana
- Strawberry
- Apple
- Pear
- Peach
- Orange
- Pineapple
- Grapes
- Teacher gets students to cover their eyes, and feed a small piece of fruits, ask them to tell her *what is it?* Congratulate them if they are right. If they are wrong, ask them questions about it to help and guess again. *Is it sweet, soft, citrus?*
- Teacher asks some questions about the fruits.

*What color is apple?*

*It is red.*

*Is it small or big?*

*It is small.*

*Do you like apple?*

*Yes, I do.*

*No, I don't.*

#### **6. TEACHING AIDS: MATERIALS.**

- Posters
- Flash cards.
- Flowers.
- Real fruits.
- Skirting boards.

#### **7. OBSERVATIONS.**

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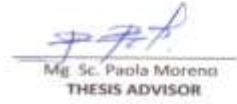
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## 8. SIGNATURES



Dr. Vicente Ríofrio  
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Morena  
THESIS ADVISOR



Dolores Minga  
THESIS APPLICANT

**ANNEX No. 9**

**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER**

**DIAGNOSTIC TEST**

**NAME:** .....

**DATE:** .....

**5. Listen and circle.**

4. There are TWO/THREE/FOUR people in the shop.
5. Bobby and Liz are buying SWEETS/ICE-CREAMS.
6. Mr. Jackson is a SHOPKEEPER/POLICEWOMAN/DOCTOR.

**6. Complete the following sentences :**

- ✓ He \_\_\_\_ a player.
- ✓ \_\_\_\_ is a horse.
- ✓ They \_\_\_\_ working.
- ✓ It \_\_\_\_ raining.

**7. Listen and put a tick ( ) on the correct box.**

- |                |   |  |
|----------------|---|--|
| 1. A builder   | <input type="checkbox"/> plays music      | <input type="checkbox"/> builds houses |
| 2. A driver    | <input type="checkbox"/> drives cars      | <input type="checkbox"/> flies planes  |
| 3. A housewife | <input type="checkbox"/> plays soccer     | <input type="checkbox"/> cooks food    |
| 4. A mechanic  | <input type="checkbox"/> does experiments | <input type="checkbox"/> fixes cars    |

**8. Identify the objects of this picture using the colors.**



**ANNEX No. 10**

**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER**

**INTERVIEW FOR PARENTS**

1. What is your opinion about “Caminemos Juntos” program of the National University of Loja?
2. How have you been the acting of thesis applicants and what grade of responsibility they demonstrated in the teaching of the English language?
3. Did you notice any improvement in the academic performance at the school, in which your sons study?
4. Do you believe that the English thesis should continue to participate in this project with the children of this community?
5. What do you suggest to improve the participation of the next participants in this project?

**ANNEX No. 11**

**UNIVERSIDAD NACIONAL DE LOJA  
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER**

**Students of 5<sup>th</sup> Year Basic Education. “Victor Emilio Valdivieso”  
Neighborhood.**

<b>Names</b>		<b>Last names</b>
<b>1.</b>	Sandra Lucia	Guamán
<b>2</b>	Jennifer Michelle	Guamán Romero
<b>3</b>	John Kevin	Guamán Romero
<b>4</b>	Brian Reymundo	Sanmartin Cabrera
<b>5</b>	Yahani Evelin	Cabezas Espinoza

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