



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

**THEME:**

**METHODOLOGICAL STRATEGIES OF TEACHING LEARNING TO  
DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN  
LANGUAGE WITH CHILDREN OF 4<sup>TH</sup> YEAR OF BASIC  
EDUCATION AT VICTOR EMILIO VALDIVIESO NEIGHBORHOOD.  
SCHOOL PERIOD 2010 -2011**

**THESIS PREVIOUS TO OBTAIN THE  
LICENTATE'S DEGREE IN SCIENCES OF  
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SPECIALIZATION**

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## **CERTIFICATION**

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### **CERTIFIES:**

To have directed and corrected this thesis previous to obtain the Licentiate's degree with the title: **METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 4<sup>TH</sup> YEAR OF BASIC EDUCATION OF "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD. SCHOOL PERIOD 2010-2011**, under the responsibility of the undergraduate student Paulina Elizabeth Cabrera Buri. Therefore, I authorize its presentation and defense.

Loja, September 12<sup>th</sup>, 2012

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Mgs. Edgar M. Castillo C.  
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## **AUTHORSHIP**

The whole criteria, analysis and concepts presented in this research work, are of the authoress responsibility. They can be used as a consultant bibliography.

Paulina Elizabeth Cabrera Buri

## **ACKNOWLEDGMENT**

I want to express my appreciation to the Authorities of National University of Loja, The Area of Education, Art and Communication at the English Language Career for their work and perseverance during the Community Intervention Program “Caminemos Juntos”.

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**THE AUTHORESS**

## **DEDICATION**

I dedicate this work, first to God for guiding me in the achievement of my life goals. Then to my daughter, my family and my husband, because they supported and encourage me to finish my studies. I also want to dedicate this research work to the Community Intervention Program “Caminemos Juntos” who gave me the opportunity to share experiences with the children and to apply the acquired knowledge during the training as teacher in the university classrooms.

## AMBITO GEOGRAFICO DE LA INVESTIGACIÓN

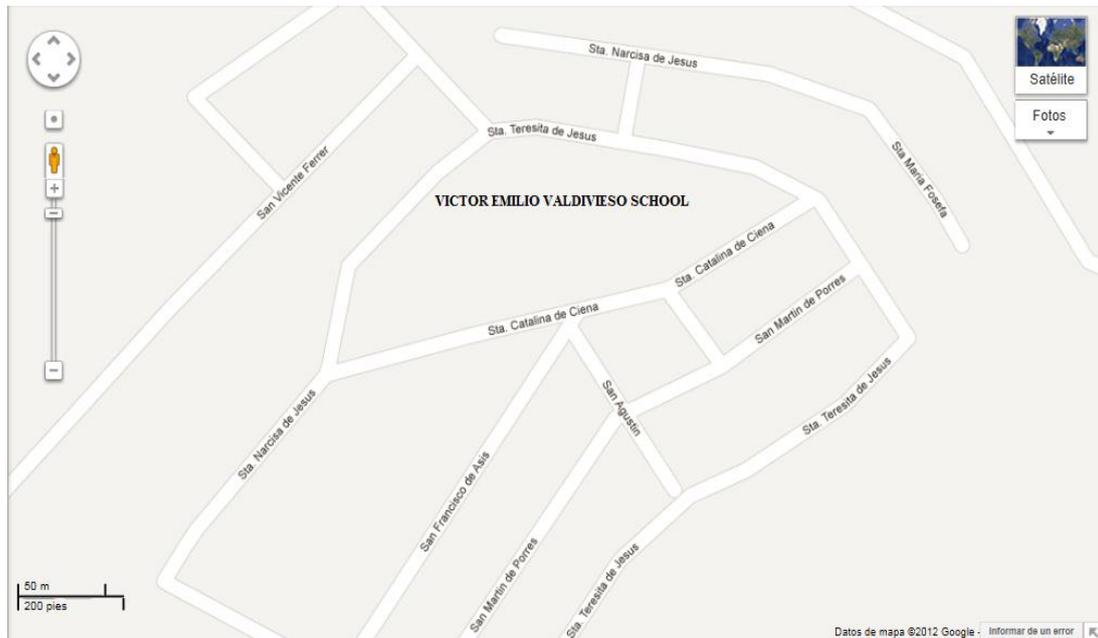
**BIBLIOTECA:** Área de la Educación, el Arte y la Comunicación

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## GEOGRAPHIC MAP



## WANTED LAND PATTERN



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**a. THEME**

METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 4<sup>TH</sup> YEAR OF BASIC EDUCATION OF “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD. SCHOOL PERIOD 2010-2011.

## **b. RESUMEN**

El presente trabajo de investigación tiene el propósito de aplicar estrategias metodológicas que permitan el desarrollo de las destrezas básicas en el idioma inglés con los niños del barrio “Víctor Emilio Valdivieso”, especialmente en las destrezas del hablar y escuchar. Los métodos utilizados durante el proceso de enseñanza fueron el audio lingual, nocional-funcional, comunicativo, directo y la respuesta física total.

El desarrollo de este trabajo empezó con la aplicación de una prueba de diagnóstico para conocer el nivel de los estudiantes; luego planificar las clases de acuerdo a las necesidades de los niños y tomando en cuenta su medio ambiente. Además, de las técnicas y estrategias adecuadas utilizadas en el desarrollo de las clases, el material didáctico usado ayudó a los estudiantes a cultivar sus destrezas comunicativas.

Una vez terminada la intervención con los niños, puede concluirse que la aplicación de estrategias metodológicas durante el proceso de enseñanza contribuye no sólo para mejorar las habilidades comunicativas de los estudiantes sino también motivarlos a fin de mejorar el aprendizaje de la lengua inglesa.

## **SUMMARY**

This research work has the purpose of applying methodological strategies that allow the development of the basic skills of English Language with the children at "Victor Emilio Valdivieso" Neighborhood, especially the listening and speaking skills. The methods used during the learning process were the Audio-lingual, Total Physical Response, Communicative, Direct and the Notional Functional one.

The development of this project started applying a diagnostic test in order to know the level of the students; then English classes were planned according to the children necessities and taking into account their own environment. Moreover, suitable strategies and techniques were applied during the development of the classes, and the support that the didactic material used by the thesis applicant motivated and helped the students to grow their communicative skills.

Once finished the intervention with the children, it can be concluded that the application of methodological strategies during the teaching process contributes not only to improve the students' communicative skills but also to motivate them in order to get better results in the learning of the English language.

### **c. INTRODUCTION**

The present research work has a double purpose; the first one is to investigate about the most suitable methods, strategies and techniques to facilitate the learning of English Language; and, the second one is to apply all this knowledge in order to develop the communicative skills of the children of the Victor Valdivieso neighborhood when using this foreign language.

The methodological strategies applied during the teaching-learning process with the students of this community were carried out in the following way: the teacher worked through communicative strategies that let children learn new vocabulary but with a communicational purpose; that is to say, the teacher always made use of techniques in order to introduce the vocabulary, for example through flashcards, real contexts, questions, etc. The contents were chosen according to the age, necessities and real life in which they live.

The teacher needed to get into a kind of immersion process through the use of the Audio-lingual method. It was necessary the use of songs, chants, riddles, tongue twisters and other techniques that let children be adapted to the English language. It also helped the teacher to catch people's attention and to motivate them to the learning of this foreign language.

The Total Physical Response was another method that allow the involvement of teacher and students, through this method the students participate actively in all the activities proposed by the teacher. During the teaching-learning process, teacher gives interconnected directions, which create a sequence of actions called an

“operation” as student’s progress and proficiency; more and more commands are added to the action sequence.

An innovative method called Notional-Functional Syllabuses was also used; it let share feelings and thoughts between teachers and students with the purpose of keeping a good communication inside the classroom.

The Direct Method was applied during the intervention because of it is employed for working with small groups of students. Regularly this method is used by private schools, but in this case the number of students that attend to the “Victor Emilio Valdivieso” neighborhood is reduced, it allowed working with each students in a personalized way. In this case, the students received more attention by the teachers.

The communicative skills (listening and speaking) should be developed in appropriate and extensive way because they are the most used in the real life and it help form the children integrally, and besides it will help them when they grow up and need to be engaged in the labor area.

Consequently, it was proposed as general objective of this research work, to apply methodological strategies to develop communicative skills, listening and speaking in English as a foreign language with children of 4<sup>th</sup> Year of Basic Education in the “Victor Emilio Valdivieso” neighborhood of the Loja city. To achieve this goal, it was necessary to diagnose the students’ language background, the level of knowledge and their necessities in the use of English language.

Once the diagnosis was carried out, the thesis applicant could realized that the children of this neighborhood did not have the most basic knowledge and skills of

English language, and mainly it is because all of them attend to state rural schools where the English subject is not taken into account; moreover most of these children have to help their parents at home or at their work places, and they do not have enough time to study or to do their schools tasks.

Then, experiential workshops were planned and carried out in order to develop the communicative skills, applying the best English language strategies. The methods applied during the experiential workshops were: audio lingual, total physical response, communicative language teaching, direct, and the notional functional. The techniques used were: dialogues, role-plays, warm ups, pair work, group work, etc. Besides, the English classes were planned through an Annual plan, Unit plans and Daily lesson plans.

Finally, in order to verify students' performance along the program, it was projected as a last objective, to evaluate children continuously and at the end of the whole process.

To support scientifically the activities carried out with the children of this neighborhood, it also was necessary to research about the methods, strategies, techniques and communicative skills, which are detailed in this written report, both in the Theoretical Frame and in the Literature Review.

#### d. REVIEW OF THE LITERATURE

Since this research work is related to the Teaching-Learning of a language; it is necessary firstly to describe in a general way some definitions related to: education, teaching learning, communicative competence, strategy, method, technique and evaluation.

**Education:** “In the largest sense education is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another.”<sup>1</sup>

**Learning:** (Sandman, Wadhwa, Hetrick, Porto & Peeke 2007) “Human learning may occur as part of education, personal development, school or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of neuropsychology, educational psychology, learning theory, and pedagogy.”

**Communicative competence:** It is a concept introduced by Dell Hymes and discussed and redefined by many authors. Hymes' original idea was that speakers of a language have to have more than grammatical competence in order to be able communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes.

**Strategy:** “It is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.” Also it could be defined as “the art and science of planning and marshalling resources for their most efficient and

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<sup>1</sup> UNESCO, Education for all monitoring reports. Net Enrollment Rate in primary education. 2008

effective use.” This term is derived from the Greek word for “generalship or leading an army.”<sup>2</sup>

**Method:** According to Brown Douglas (2008: p. 16), it is a generalized set of classrooms specifications for accomplishing linguistic objectives. Methods tend to be concerned primary with teachers and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They are almost always through of as begin broadly applicable to a variety of audiences in a variety of contexts.”

**Technique:** Brown (2008: p. 16) defines technique as any of a wide variety of exercises, activities, or tasks used in the language classroom for reading lesson objectives.

**Evaluation:** “It is the analysis and comparison of actual progress vs. prior plans, oriented toward improving plans for future implementation. It is part of a continuing management process consisting of planning, implementation, and evaluation; ideally with each following the other in a continuous cycle until successful completion of the activity.”<sup>3</sup>

In the following pages, these terms related to the present research work will be analyzed in a more deeply way.

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<sup>2</sup> BUSSINESS Online Dictionary, 2012. (<http://www.businessdictionary.com/definition/strategy.html>)

<sup>3</sup> LINGUALINKS Library. Version 4.0, published on CD-ROM by SIL International, 2009.

## **METHODS**

### **THE AUDIOLINGUAL METHOD**

The audio-lingual method has the purpose of creating on students, communicative competences. It is done through extensive repetition and a variety of elaborated drills. It works out the phonemes, morphemes, words, structures and sentences types. Some of its principles are.

- Language is speech not writing.
- Language is a set of habits.
- Teach the language not about the language.
- Teaching a language involves teaching aspects of the cultural system of the people who speak the language.
- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is little grammar explanation
- Vocabulary is learned in context
- There is much use of tapes, language labs, and visual aids.
- Correct pronunciation stress, rhythm, and intonation are emphasized.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.<sup>4</sup>

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<sup>4</sup> LARSEN, Freeman. Techniques and Principles in Language Teaching (1986)

## **Techniques applied into this method**

### *a) Dialog Memorization*

Students memorize an opening dialog using mimicry and applied role-playing.

### *b) Backward Build-up (Expansion Drill)*

Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence.

### *c) Repetition Drill*

Students repeat teacher's model as quickly and accurately as possible.

### *d) Chain Drill*

Students ask and answer each other one-by-one in a circular chain around the classroom.

### *e) Single Slot Substitution Drill*

Teacher states a line from the dialog, then uses a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

### *f) Multiple-slot Substitution Drill*

Same as the Single Slot drill, except that there are multiple cues to be substituted into the line.

### *g) Transformation Drill*

Teacher provides sentences that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

### *h) Question-and-answer Drill*

Students should answer or ask questions very quickly.

### *i) Use of Minimal Pairs*

Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.

*j) Complete the Dialog*

Selected words are erased from a line in the dialog - students must find and insert.

*k) Grammar Games*

Various games designed to practice a grammar point in context, using lots of repetition”<sup>5</sup>

### **Activities**

The use of drills and patterns practice is one the features of the Audio-lingual Method.

- a) *Repetition*: the students repeat an utterance aloud as soon as they hear it.
- b) *Inflection*: One word in an utterance appears in other form when is repeated.
- c) *Replacement*: one word in an utterance is replaced by another one.
- d) *Restatement*: the students rephrase an utterance and address it to someone else, according to instructions.
- e) *Completion*: the students hear an utterance that is uncompleted just for one word, then they repeat the utterance in complete form.
- f) *Transposition*: a change in word order is necessary when a word is added.
- g) *Expansion*: when a word is added, it takes a specific place in the sequence.
- h) *Contraction*: a single word stands for a phrase or clause.
- i) *Transformation*: a sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect or modality.
- j) *Integration*: Two separates utterances are integrated into one.
- k) *Rejoinder*: the students make an appropriate rejoinder to a given utterance.

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<sup>5</sup> LARSEN, Freeman. Techniques and Principles in Language Teaching (1986)

- 1) *Restoration*: The students are given a sequence of that have been cut from a sentence; they have to put in the correct order by adding some words.

## **TOTAL PHYSICAL RESPOND METHOD**

The total Physical Response Method attempts to teach the language through physical activity. It consists on command which learners respond physically instead of producing verbal responses. In this method grammar is taught inductively. Listening and vocabulary are taught by the use of the imperative.

Some of the TPR features are:

- The teacher leads and the students act.
- It is focus on physical responses rather than verbal.
- Students are not forced to speak until they have built confidence.
- Motivation and good environment are essential.

### **Techniques applied into this method**

“The listing here is in summary form only.

#### *a) Using Commands to Direct Behavior*

The use of commands requiring physical actions from the students in response is the major teaching technique.

#### *b) Role Reversal*

Students direct the teacher and fellow learners.

#### *c) Action Sequence*

Teacher gives interconnected directions, which create a sequence of actions [also called an "operation"] - as students' progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions.

## **Activities**

- a) *Imperative Drills*: Are the major classroom activity in TPR. They are used to elicit physical actions and activity from the part of the learners.
- b) *Role-plays*: they are center on everyday situations.
- c) *Slide Presentation*: teach students by showing picture actions.
- d) *Giving Commands*: Teacher gives the commands and students do them.

## **COMMUNICATIVE LANGUAGE TEACHING APPROACH**

Among CLT features we have:

- It basically teaches to communicate in the target language.
- “An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- An attempt to link classroom language learning with language activation outside the classroom.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

## **Techniques**

- a) *Dialogues*: through these activities students develop confidence, fluency, and accuracy. These activities are based on grouping students build a dialogue up or practice one.
- b) *Role plays*: Lets students to practice a dialogue, the two students practice it and each of them has the opportunity of interviewing.
- c) *Dramatization*: This activity allows students to dramatize a character of a story, novel or fable.

d) *Vocabulary*: The vocabulary can be taught through flashcards, matching pictures with their meaning, memorization, building up sentences and so on. Besides, each new vocabulary is practiced.

## **DIRECT METHOD**

It was most widely accepted in private language school where students were highly motivated and where native-speaking teachers could be employed. The Direct Method did not take well in public education, where the constraints of budget, classroom, size, time, and teacher background made such a method difficult to use. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

### **Techniques**

- Speaking and listening are practiced
- Grammar is taught inductively
- Every class vocabulary and sentences are taught
- New teaching points are introduced orally
- Vocabulary is taught through demonstrations, pictures, mime.
- Classroom instructions are conducted in target language.
- Emphasize in the correct pronunciation and grammar.”<sup>6</sup>

## **NOTIONAL FUNCTIONAL METHOD**

The distinguishing characteristics of NFS were its attention to functions as the organizing elements of English Language Curriculum, and its contrast with a structural syllabus in which sequenced grammatical structures served as the organizers. Reacting to the methods that attend strongly in grammatical forms The NFS focused strongly and in some of its interpretation, exclusively on the

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<sup>6</sup> RICHARDS, Jack. *Approaches and Methods in Language Teaching*. Second Edition, USA - 2001

pragmatic purposes to which we put language. As such, it was not a method at all.

### **Techniques**

The following functions are covered in the first several lessons of advanced beginners textbook:

- Introducing self and other people
- Exchanging personal information
- Asking how to spell someone's name
- Giving commands
- Apologizing and thanking
- Identifying and describing people.
- Asking for information

## **COMMUNICATIVE COMPETENCES**

Communicative competences are the skills that the learner needs to know in order to communicate appropriately within a particular language. It involves not only know the vocabulary or grammar and other aspects of linguistic structure but also when to speak, what to say to whom and how to say it in any given situation.

### **READING**

Reading is a receptive skill, like listening. It involves responding to a text rather than producing it. Therefore, reading is to understand what the text is about. To do it, students need to comprehend the language of the text at word level, sentence level and whole –text level. That means: words meanings; grammar of the words and sentences. Besides students' knowledge of the world helps them connect the message of the text. Then, reading also means to understand the

connection between sentences by their coherence and cohesion. Other important point is that learners read different text types (letters; articles; postcards; stories; information; brochures; leaflets; poems, etc.) and for different reasons. The different reasons for reading influence how we read and to do this we have some subs-skills that are part of reading skill.

## **WRITING**

Writing is a productive skill. It is the visual representation of the language and help learners to understand how the parts of the language go together. This involves producing language rather than receiving it. Writing implies to form letters and words and joins them to make words, sentences or series of sentences that get together to transmit the message. It is said that when learners write they can learn and remember more words. Besides, writing not only involves accuracy but has a message and communicates it to people.

## **LISTENING**

Listening is a receptive skill and it involves responding to language rather than producing it. It center in the meaningful sounds of the language.

### **SUB SKILLS**

- a) Listening for gist: Is to identify the main idea of the listening.
- b) Listening for individual sounds: To hear the differences between common sounds and how the mood of people is.
- c) Listening for detail: Identify important words or information in what someone has just said.
- d) Listening for sentence stress: Recognize the sounds patterns of simple rhyming words.

## **Teaching Activities**

- a) Extensive listening: To listen carefully a text and get the general idea.
- b) Listening for specific information: To listen for specific information such as: addresses, directions.
- c) Note-taking: to write down what is listened.
- d) Understanding body language: To see how a person is feeling while you are listening.
- e) Predicting through vocabulary: Students are given a list of new vocabulary before start listening a conversation. It helps students when they are listening.
- f) Listening for specific information: Students have to listen a record, conversation and so forth, and they have to check the statements true or false.
- g) Putting items in the right order: Students have to listen the track and then number the items, statements in the right order.
- h) True-false statements: the same as the before task learners have to listen and after circle if the sentences are true or false.
- i) Opened-Ended questions: students have to answer with short answer to informative or yes-no questions.
- j) Multiple choice questions: Students have to choose the best answer among some answers. They have to circle or underline it.
- k) Note-taking: As the students listen they have to write down details about the topic given.
- l) Authentic listening: They have to listen for specific information.<sup>7</sup>

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<sup>7</sup> UR, Penny. Teaching Listening Comprehension Cambridge University Press. United Kingdom. 1997

## **SPEAKING**

Speaking is a productive skill. It involves using speech to communicate other people the message.

**SUB SKILLS:** Among speaking skills we have:

- a) *Appropriacy*: the style of the language in a particular situation. It can be formal or informal.
- b) *Intonation*: it is the movement of the level of the voice.
- c) *Accuracy*: it is the correct use of grammar, vocabulary and pronunciation while speaking.
- d) *Fluency*: it means to speak without hesitation, repetition, self-correction and with a normal speech.
- e) *Contractions*: it is reduced a word by contracting it.
- f) *Connected speech*: all words join together to make a connected stream of sounds.
- g) *Interaction*: to communicate by using eye-contact or facial expressions.
- h) *Word Stress*: when the speaker says the word with energy, with more length and sound.

### **Teaching Activities**

- a) Making corrections when eliciting responses: When you elicit responses from students you should correct the mistakes they make but not being too rigid. It is better to correct errors after the student has finished talking.
- b) Restricted oral Practice: Give students a topic to speak and also give them time.
- c) Repetition: give students a sentence and make them to repeat it.
- d) Echo questions: Give students sentences in order they change them into questions.
- e) Question and Answers: Give students some questions and they have to answer them changing the answers.

- f) Simple Substitution: Give a model of question to students and they have to substitute a word from it. It can be done using a four-line dialogue.
- g) Chaining: It is a good activity to practice pronunciation and length of the words. Students are given a sentence and they have to tell the teachers sentence and add their own one.
- h) Games: Give students a speaking game that let them practice speaking. There are varieties of games to develop all the four skills.
- i) Role plays: give students a model of conversations where they can switch roles and practice it. You can ask students to tell it in front of the class.<sup>8</sup>

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<sup>8</sup> LARSEN, Freeman. Techniques and Principles in Language Teaching. UK -1986.

## **e. METHODS AND MATERIALS**

To carry out this Intervention Program at “Victor Emilio Valdivieso” neighborhood firstly it was applied a diagnostic evaluation in order to know the students weakness and their learning necessities, of the English language. With the diagnostic result the contents to be taught were organized, which were planned in a general plan and by units.

Since the purpose of the present project is to develop communicative skills the listening and speaking of the English language, it was chosen the best methods such as: The teacher will work with the Communicative Strategies that let children to learn new vocabulary but with a communicational purpose. That is to say the teacher always will give the learned 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 teacher needed to get into a kind of immersion process through the uses of different methods in order to achieve the learning goals, such as the Audio-lingual method. It was necessary the use of songs, chants, riddles, tongue twisters and other techniques that let children to adapt their ears to the new language, in this case the English Language. It also helped the teacher to attract the children’s interest by learning the foreign language.

Another method that used was the Total Physical Response, which involved the teacher and students, the teacher directed and students acted and response of the instructions given.

Other methods used were The Direct Method and the Notional-Functional Syllabuses; which let share feelings and thoughts between the teachers and students with the purpose of having a good intercommunication in the classroom.

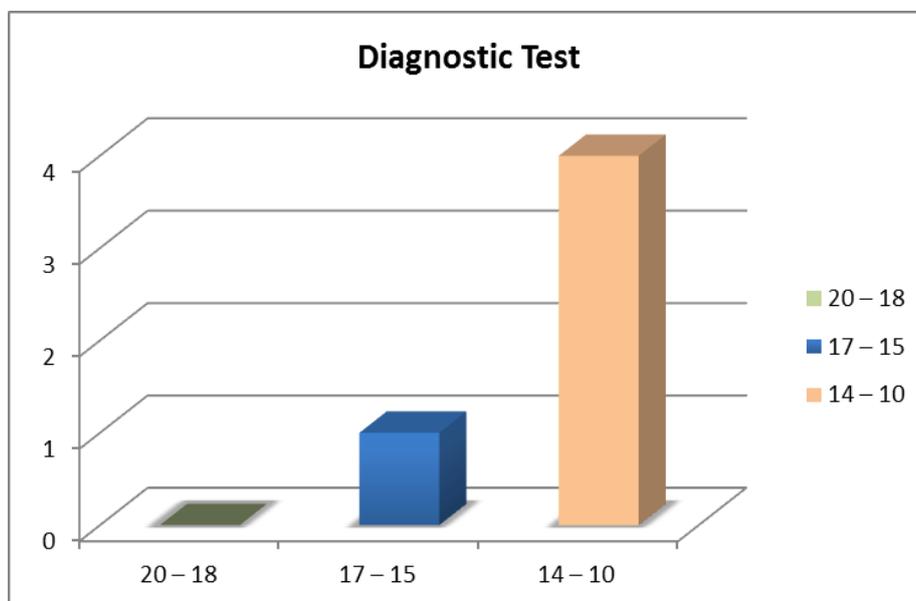
In order to know the students learning level and to identify the teaching problems found during the process, it was applied a continuous and formative evaluation through classroom activities, dialogues, role-plays, worksheets, and homework and unit lessons. Besides, at the end of the teaching learning-process with the group of students the thesis applicant performed a “Pedagogical demonstration” in order to let parents, teacher and community know the communicative skills acquired by the children.

## f. RESULTS

### DIAGNOSTIC TEST

As it was mentioned before, at the beginning of the classes with the group children of 4<sup>th</sup> Year of Basic Education of the “Victor Emilio Valdivieso” neighborhood, it was necessary to apply a diagnostic test in order to know the children’s knowledge and necessities regarding the English Language. The test was applied to 5 children that belonged to the group and the results are indicated in the present chart and graph.

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	0	0%
17 – 15	1	20%
14 – 10	4	80%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>



**SOURCE:** Test applied to children

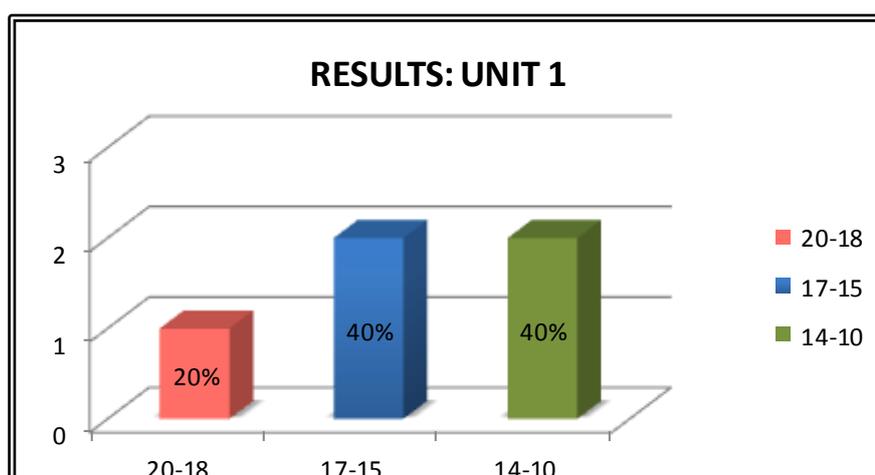
**AUTHOR:** The researcher

According to the chart we can notice that nobody reached the average between 20-18 points in this test; 20% of children got grades from 15 to 17 points and 80% of them had 14-10 points. The applying of this diagnostic test was necessary to know the level of students also to can planning in a bets way according to their necessities, environment and their real life.

As the results show us, this group of children did not have the basic knowledge and skills of English Language, which is due to many factors that were easy to determine along the teaching-learning process that was carried out; such as: they belong to poor families and most of them have to help at home, they do not have enough resources, and, in what concerns to the learning of English Language, most of them do not have this subject in their schools and the ones who do, it is taught without using the appropriate methods, techniques and didactic material.

#### QUIZ – UNIT 1

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	1	20%
17 – 15	2	40%
14 – 10	2	40%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>

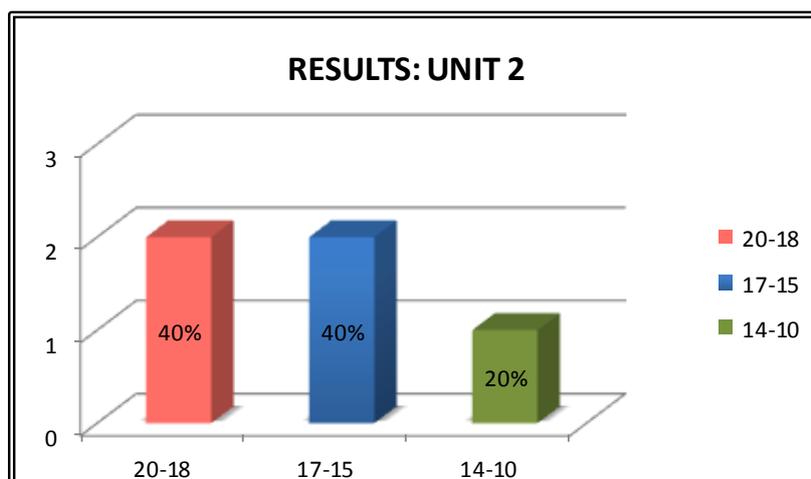


**SOURCE:** Quiz applied to children  
**AUTHOR:** The researcher

The graph displays that 20% got 20 – 18, 40% the 17 – 15 and another 40% the average between 14 to 10 points. As it can be seen, only with the first month of application of suitable methodological strategies, the children improved their knowledge of English Language and started to develop the communicative skills. Also, most of them made several mistakes in some and they were confused in the use of simple grammar structures; but soon they started using the new vocabulary and using the language thanks to the techniques applied by the teacher, such as repetition drills, songs, warm ups, etc.

#### QUIZ – UNIT 2

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	2	40%
17 – 15	2	40%
14 – 10	1	20%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>



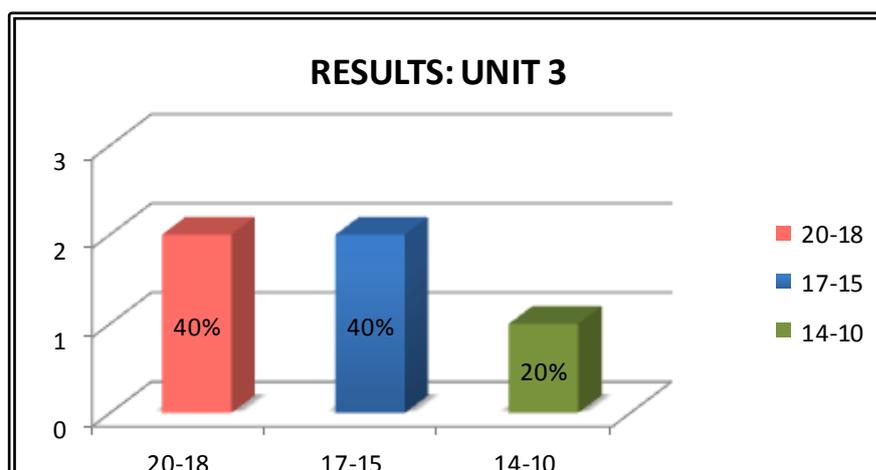
**SOURCE:** Quiz applied to children  
**AUTHOR:** The researcher

In this unit, 40% of children got 20 – 18, also a 40% had 17 – 15 and only the 20% was in the average of 14 – 10 points.

The results demonstrate that the strategies and techniques applied by the thesis applicant in this second unit were appropriate and started giving the expected results. Techniques such as: role-plays, chants, etc. help children to improve their speaking skill. The theory says that the application of the right strategies and techniques help students to motivate and facilitate their learning of a second language.

### QUIZ – UNIT 3

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	2	40%
17 – 15	2	40%
14 – 10	1	20%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>



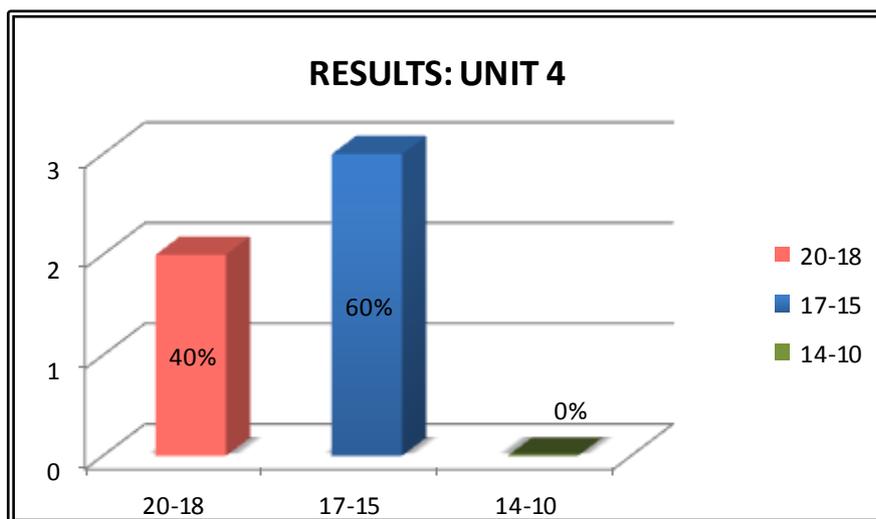
**SOURCE:** Quiz applied to children  
**AUTHOR:** The researcher

In this unit the results were the same to previous one, 40% of children got 20–18, 40% between 17 – 15 and 20% had an average of 14 – 10 points.

Again it can be said that the methodology applied by the thesis applicant was satisfactory; and the children started to feel more confident with the use of the English Language, also they made a big effort to attend to the classes, and the most important point is that the children of this community are being adapted to the use of the new language.

**QUIZ – UNIT 4**

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	2	40%
17 – 15	3	60%
14 – 10	0	0%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>



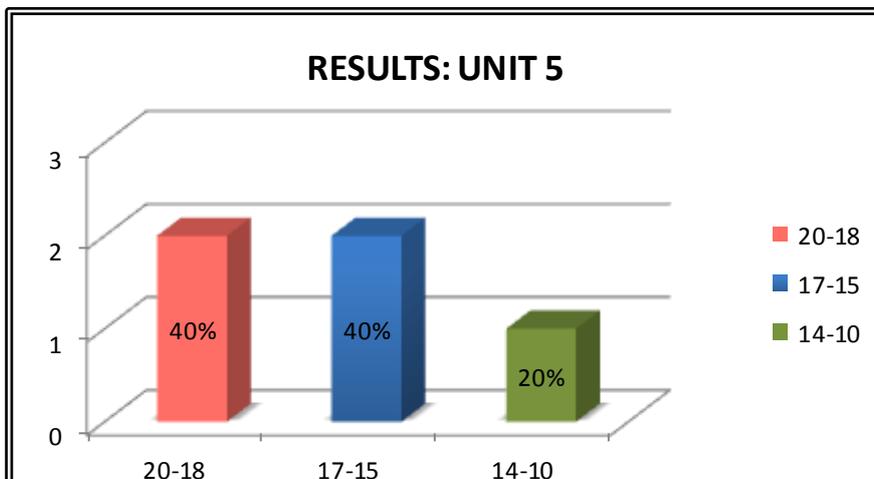
**SOURCE:** Quiz applied to children  
**AUTHOR:** The researcher

The graph indicates better results in this unit, 40% has reached the average between 20 – 18, 60% of children 17 – 15 and nobody has the lowest level of 14 – 10 points.

We can realize that the intervention with this group of children has been very satisfactory and it is due not only to the methodological strategies applied but also to the planning elaborated by thesis applicant, which permits to have an organized sequence in the contents taught and to select the most suitable techniques, activities and didactic resources in order to children acquired the English Language in an easily and quickly way.

#### QUIZ – UNIT 5

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	2	40%
17 – 15	2	40%
14 – 10	1	20%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>



**SOURCE:** Quiz applied to children

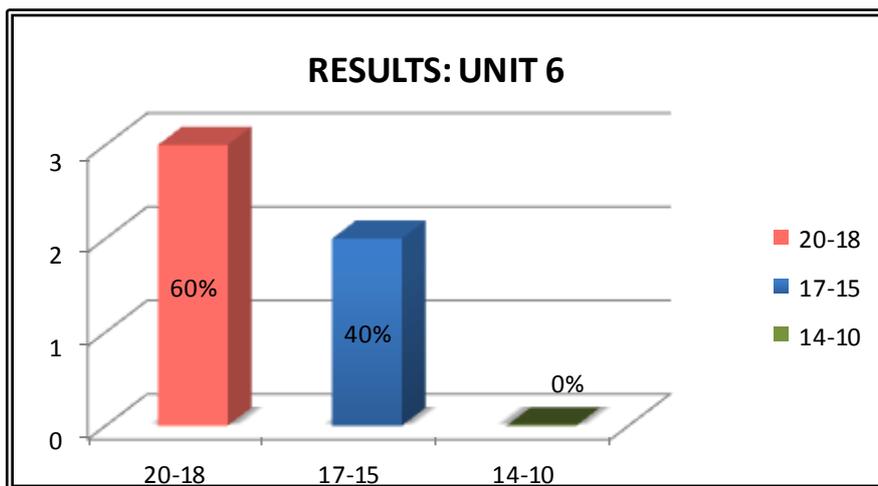
**AUTHOR:** The researcher

This graphs shows the same results gotten in the Units 2 and 3, 40% has 20-18, the 40% is between 17 – 15 and a 20% got 14 – 10 points.

It was evident that from the beginning of the classes, the children of this community have not had the English subject in their schools that is why it was more complicated to teach them this foreign language, but most of they like this language for that reason we can notice the good averages. But another factor that has influenced negatively to the acquisition of the English Language is the fact that all the children have to help at home or in their parents work activities.

#### QUIZ – UNIT 6

AVERAGE	FREQUENCY	PERCENTAGE
20 – 18	3	60%
17 – 15	2	40%
14 – 10	0	0%
<b>TOTAL</b>	<b>5</b>	<b>100%</b>



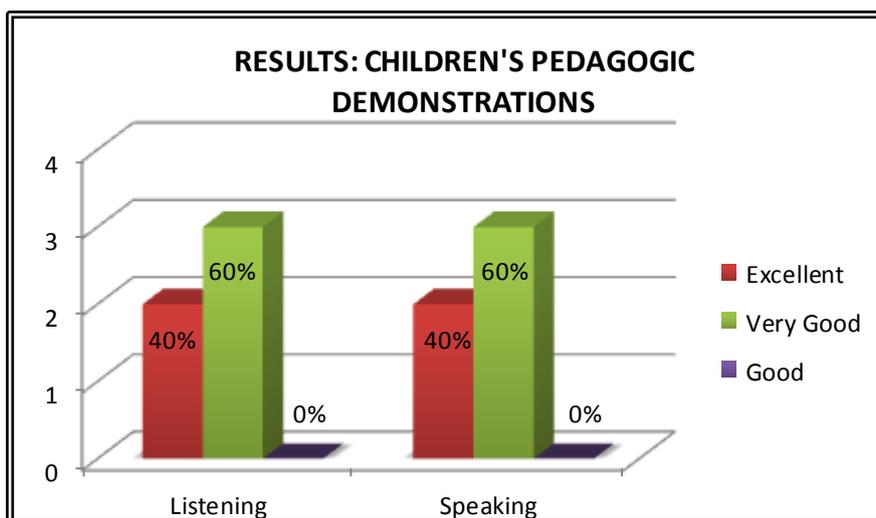
**SOURCE:** Quiz applied to children  
**AUTHOR:** The researcher

This final graph indicates that 60% of children got the average between 20 - 18 points, 40 % had 17 – 15 and 0% got 14 – 10 points.

As we can see, this is the highest score got by the children; this demonstrates that the methodological strategies, the planning, the didactic resources and the evaluation carried out by the thesis applicant have given satisfactory results because most of them speak and can understand little English language also they work hard and demonstrate it into the pedagogical demonstration .

#### LEVEL OF DEVELOPMENT OF THE COMMUNICATIVE SKILLS

SKILL	Excellent		Very Good		Good		TOTAL	
	F	%	F	%	F	%	F	%
Listening	2	40%	3	60%	0	0%	5	100%
Speaking	2	40%	3	60%	0	0%	5	100%



**SOURCE:** Results of the Children's Pedagogic Demonstrations

**AUTHOR:** The researcher

This graph shows the results gotten in the Pedagogic Children's Demonstrations, as it was mentioned before, they were made with the purpose to demonstrate to parents, guest teachers and community the knowledge and skills acquired by children in the use of English Language. As it was set in the objectives of this thesis project, the communicative skills were the ones that the thesis applicants intended to develop the most, and the results show that 40% of children got an "excellent" performance in the Listening and Speaking skills; and 60% had a "very good" development of these two skills; which confirms that the intervention in the teaching of the English Language carried out by the thesis applicant has been acceptable thanks to the research and strategies applied during the development of this Community Project, which has been leaded by the National University of Loja and executed by teachers and undergraduate students of the English Language Career.

## **g. DISCUSSION**

The results demonstrate that the ideas and methodological strategies applied to develop communicative skills in English as a foreign language with children of 4th Year of Basic Education at “Victor Emilio Valdivieso” neighborhood were satisfactory and helped to fulfill the objectives planned.

During the development of the classes different methodological strategies were necessary to get the best results. According to the Business Dictionary a strategy is method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem; so the use of these strategies help the thesis applicant to achieve the goals proposed at the beginning of this Community Program.

There are also many techniques and activities that can be carried out and they allowed children to develop the communicative skills of the English Language. Brown (2008) defines technique as any of a wide variety of exercises, activities, or tasks used in the language classroom.

The techniques applied were: dialogues, role-plays, didactic games, group and individual work, etc.; all them helped and motivated children to the acquisition of the English Language.

The general, unit and lesson plans were another powerful tool that contributed to get a satisfactory result during the intervention in this Community Program. “A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need

and/or curiosity of children. There may be requirements mandated by the school system regarding the plan” (O'Bannon, B. (2008).

During the development of the teaching-learning process, the lesson plans helped the thesis applicant to plan the class in a better way because it was a guide to choose the best strategies, techniques, activities and didactic resources. The Didactic Unit Plans were developed in coherent units of work; they identified the learning objectives and outcomes and indicate the activities that will enable them to be achieved. They show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives. The General Plan helped to have complete scenery of the contents, skills and goals that were pretended to achieve.

## **h. CONCLUSIONS**

Once have finished the teaching-learning process during the development of the classes in the “Victor Emilio Valdivieso” community, it has been possible to set the following conclusions:

- ✚ The usage of appropriate methodological strategies and teaching techniques helps students to acquire a better understanding and facilitates the development of children’s English Language.
- ✚ The application of a suitable evaluation process helps the teacher to: determine students’ level and necessities, take decisions the teaching-learning process, verify students’ progress, and adjust the planning and the teacher’s methodology.
- ✚ The use of adequate didactic material during the development of the classes increases children motivation in the learning of English Language and simplifies the teaching-learning process.
- ✚ The teacher has to encourage their students permanently, because it helps them to like the language and they get more confidence while learning it. Besides, if we consider the situation of the children of this community, we can realize that they have a very low self-esteem because of economic, social and familiar factors.
- ✚ The communicative skills, listening and speaking, are the most important to develop with these children, since these skills are the most difficult ones to acquire and they can help children in the future; not only in the higher levels of the Education System, but also in their professional and labor life.

## i. RECOMMENDATIONS

The activities performed and the experience gotten through this intervention program has allowed the authoress to recommend that:

- ✚ The teachers should research about modern and suitable strategies, techniques and activities in order to help their students to acquire the English Language in an easily, quickly and funny way.
- ✚ The diagnostic test helps to detect the students' necessities and problems and it should be used for future thesis applicants and teachers at the beginning of whatever teaching program.
- ✚ It is necessary to get or to make our own didactic material to motivate the children's knowledge, to facilitate the students' learning and to achieve better results.
- ✚ The National University of Loja should continue helping to children's of the "Victor Emilio Valdivieso" neighborhood because their parents have low economic resources to take their children to private institutions for learning this language.
- ✚ Parents should be more involved in this Community Project, since most of them only expect to be helped with their children, but they do not collaborate in simple activities to improve the Communal House; there are many things that need a solution; such as: area for individual classrooms, desks for children, illumination with electrical light, furniture for children's belongings; etc.

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## K. ANNEXES DRAFT



# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

### ENGLISH LANGUAGE CAREER

## PROJECT

THEME:

METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 4<sup>TH</sup> YEAR OF BASIC EDUCATION OF "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD. SCHOOL PERIOD 2010-2011.

AUTHORESS:

PAULINA ELIZABETH CABRERA BURI

1859

LOJA-ECUADOR

2011

**a. THEME**

METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 4<sup>TH</sup> YEAR OF BASIC EDUCATION OF “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD. SCHOOL PERIOD 2010-2013.

## **b. PROBLEM**

### **BACKGROUND**

The “Victor Emilio Valdivieso” neighborhood is located in Southern-West part of the Loja city. The piece of land was donated by the Mrs. Luz Maria Burneo widow of Valdivieso, in a voluntary and irreversible way. The donation was in favor of “Victor Emilio Valdivieso Carrión” Foundation.

The pieces of land were assigning to the poorest families that lived around the Loja city. Subsequently they made cleaning activities during the weekends. At the end of the cleaning activity, The Pastoral realized the poisoning of “Victor Emilio Valdivieso” neighborhood establishing blocks, streets and plots. When a lot of families went to live in the neighborhood, they organized the first committee; the same that was form by the following people: President: Mrs. Beatriz Valdivieso, Vice- President: Mr. Segundo Sailema, Accountant: Mr. Julio Sánchez, Secretary: Mrs. Carmen Santorum. This Commission worked during 1996 year.

The second committee worked from 1997 until 1999 year, and from 2000 until the present date, whose representative is the Mr. Manuel Cando.

At the beginning their houses were built with materials that each family had, for example: tents, blankets, card boards etc, They lived until 1998 year, when they got the support of MIDUVI for building their houses through an agreement with “The Hogar de Cristo” Foundation, that agreement consisted on: The MIDUVI, delivered materials like: guadua, wire, concrete and sand for the construction. In the case of people that had resources, The MIDUVI took on bricklayer and

the rest; they built their houses by themselves, and everybody helped to everybody.

At all that efforts were adding to other kinds of services that at the moment they have: The drinking water for the domestic consumption and for the personal hygiene was gotten by Mr. Julio Sanchez in the 2000 year.

At the moment “Victor Emilio Valdivieso” neighborhood is formed by 496 lands, 419 are occupied with houses, 26 lands are designated for Communal Areas, 4 lands are designated for Green Areas and 51 lands are empty. Each family is formed of 4 people; the total of population is about 1.592 people. They have set up that the 50, 30% of population is men and the 49, 79% are women.

The 10, 36% of people are belong to the white race, 0, 13% are belong to the black race, the 0, 57% are belong to the indigenous, the 88, 57% of population belong to the mixed race and the 0, 38% are mulattoes. The 93, 57% of population is native of Loja city, people comes from: Azuay, Bolivar, El Oro, Pichincha, Sucumbíos, Cañar, Cotopaxi, Esmeraldas, Imbabura, Riobamba and Zamora Chinchipe provinces.

The population between 6 and 20 years are students that represent the 36,37%, the 14,89% are houses wife, the 14,57% say that they don` t have any occupation, the 7,60% of population has different occupations like: mechanics, electricians and nannies. The 7, 35% are private workers, the 5, 84% of population are bricklayers, the 5, 09% are traders, meanwhile the 3, 45% of population works as: private workers, drivers and craftsman.

In “Victor Emilio Valdivieso” neighborhood, children between 6 to 12 years are studying the primary school, it represents the 54%, children between 12 to 18

years are studying the high-school, it represents the 26% and the young people are studying the university and it represents the 3%. Also some people don't have any intellectual level, and it represents the 16%.

This neighborhood has: Reten Policial (Policia Comunitaria), Dispensario Médico de Salud (MSP), Subcentro de Salud Municipal, Unidad Educativa Municipal that offers education from 1<sup>st</sup> Year of Basic Education until 7<sup>th</sup> Year of Basic Education, Cruz Roja Ecuatoriana, Alcoholicos Anónimos and Cajas de Ahorro y Crédito.

The materials of their houses are: sail, wood, and concrete floors, walls are made of bahareque, wood and brick, the ceilings are built with of ardex and zinc.

Nowadays the "Victor Emilio Valdivieso" neighborhood has the Drinking Water Service, Sewage System, Electricity, Rubbish Collector and Communal Equipment formed by: Church, Kindergarten, Municipal School, Communal House, Sub-Centro de Salud, Dispensario Médico, Taller de Minusválidos and Reten Policial.

## **CURRENT SITUATION OF THE RESEARCH PROJECT**

English means the window to the world. Consequently, no one denies the importance of English Language in the present time as a global language. It's spoken around the world. "English Language is the official language of air transport and shipping, the leading language of science technology, computers and commerce; and a major medium of education, publishing and international negotiation. For that reason scholars often refer to its latest phrase as World English." ([www.usingEnglish.com/Dr.G.Manivannan](http://www.usingEnglish.com/Dr.G.Manivannan))

The children of “Victor Emilio Valdivieso” neighborhood belongs to families with low economical resources. For that reason they don't have access to any particular institute where they can learn the English Language. In this population exist a group more affected this refers to the children that study in the public schools, were the plan of studies doesn't include the English subject.

One of the most problems in the learning of the English Language takes part in the developing of Listening and Speaking skills. For example the children of “Victor Emilio Valdivieso” neighborhood can't give personal information about themselves. It can determine when foreign people of different countries visit the community.

The English language career applicants are involved in teaching English to children of “Victor Emilio Valdivieso” neighborhood because it is a type of communitarian work where will have the opportunity to be involved in a project of social and communitarian progress.

During the development of the process is necessary to involve children in a learning environment where feel satisfied and motivate to learn the new language. It also include the application of strategies to develop the communicative skills such as: Listening, Speaking, reading and writing but emphasize the two specific communicative skills because it is necessary, that the children learn English in a real contexts and situations.

The main purpose of this project is to develop a basic knowledge in the English language with children of this community. Who need to learn the meaning of a second language.

## **RESEARCH PROBLEM**

What methodological strategies are helpful to develop communicative basic skills in English as a foreign language with children of 4th year of basic education in the “Victor Emilio Valdivieso” Neighborhood in the Loja city?

## **DELIMITATION OF THE RESEARCH**

### **a) TEMPORAL**

The action research project will be done during the period 2010 to 2011.

### **b) SPATIAL**

It will be carried out at “Victor Emilio Valdivieso” neighborhood which is located in the southern west part of the Loja city.

### **c) OBSERVATION UNITS**

The people who will give information in the development of the project are the following: the Dr. Vicente Riofrio, General Coordinator of the Community Project Mgs. Marcia Criollo, Coordinator of the Project in the English Language Career Ing. Paola Moreno, Project Advisor, Mgs. Mariano Castillo, Project Advisor and the children of 4<sup>th</sup> year of Basic Education of “Victor Emilio Valdivieso” neighborhood.

### **d) 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 the children of the “Victor 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**

The present research is justified because it have detected that there are many difficulties in the learning of the basic language English skills and in the acquirement of it. Besides, children have difficulty when doing their assignments with the English subject.

Since the scientific point of view, it is important to carry out this research because will be get enough information to give some theoretical elements that will be state some alternatives of the solution to the problematic set up around the teaching and learning process of the English Language.

Seeing as the educational point of view, it is so important to develop the present research because children with low economic resources are going to have the opportunity to improve their knowledge about the English subject and manage all the linguistic functions properly.

In the same way, the research work is appropriate because it involves the important social work elements that allow to work with children of 4<sup>th</sup> year of Basic Education of “Victor Emilio Valdivieso” Community with the purpose of apply a different methodology in the English Learning teaching. The teachers will have the opportunity to develop the affective and cooperative skills at the same time with children whose are participating in the program intervention.

The present research is also pertinent, because it can help to solve their economic situation and consequently the people’s better conditions of life. Besides, learners, then, are going to be able to share and teach their relatives all the knowledge that they have gotten about the English language.

This project is possible because, the undergraduates of the English language Career of the National University of Loja are able to carry it out; and consider that's a good way to prove the knowledge and get experience into the teaching and learning process of the English Language.

The development of this thesis project is also a previous requirement to get the Licentiate's degree in Sciences of Education, English Language specialization.

## **d. OBJECTIVES**

### **GENERAL OBJECTIVE**

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

### **SPECIFIC OBJECTIVES**

- 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.
- What kind of methodological strategies are the most suitable to develop communicational skills with the children of the “Victor Emilio Valdivieso” Neighborhood of 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” Neighbourhood
- 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

## **e. THEORETICAL FRAME**

### **ENGLISH LANGUAGE METODOLOGY**

#### **TEACHING METHODS**

According to the objectives set out we have decided to use three Method to teach English. They are: The Communicative Language Teaching Approach, the Total Physical Response, and Audio-lingual Method. These methods allow students to develop and master their linguistic functions, focus on the use of language in real situations as well as underlying knowledge, and with the help of their prior knowledge.

**a) What is method?**

“A method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught.”

**b) What is technique?**

“A techniques is the level at which classroom procedures are described.”

**c) What is approach?**

“An approach is the level at which assumptions and beliefs about language and language learning are specified.”

**d) What is strategy?**

“A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.”

## COMMUNICATIVE LANGUAGE TEACHING APPROACH

Among CLT features we have: It basically teaches to communicate in the target language.

An emphasis on learning to communicate through interaction in the target language. The introduction of authentic texts into the learning situation. An attempt to link classroom language learning with language activation outside the classroom.<sup>19</sup>

An enhancement of the learner's own personal experiences as important contributing elements to classroom learning. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

### a) Techniques

**Dialogues:** through these activities students develop confidence, fluency, and accuracy. These activities are based on grouping students build a dialogue up or practice one.

**Role plays:** Let`s students to practice a dialogue, the two students practice it and each of them has the opportunity of interviewing.

**Dramatization:** This activity allows students to dramatize a character of a story, novel or fable.

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<sup>9</sup> MORENO, Paola and BALCÁZAR Marcia. Módulo 5 La Planificación, Ejecución y Evaluación del Proceso Enseñanza Aprendizaje del Idioma Inglés en los Establecimientos de Educación Media. 2008-2009.

**Vocabulary:** The vocabulary can be taught through flashcards, matching pictures with their meaning, memorization, building up sentences and so on. Besides, each new vocabulary is practiced.

## **AUDIO-LINGUAL METHOD**

The audio-lingual method objective is to create in students communicative competences. It is done through extensive repetition and a variety of elaborated drills. It works out the phonemes, morphemes, words, structures and sentences types. Some of its principles are:

- Language is speech not writing.
- Language is a set of habits.
- Teach the language not about the language.
- Teaching a language involves teaching aspects of the cultural system of the people who speak the language.
- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is little grammar explanation
- Vocabulary is learned in context
- There is much use of tapes, language labs, and visual aids.
- Correct pronunciation stress, rhythm, and intonation are emphasized.
- Very little use of the mother tongue by teachers is permitted.

- Successful responses are immediately reinforced.
- There is great effort to get students to produce error-free utterances.
- There is a tendency to manipulate language and disregard content.

**a) Techniques**

**“Dialogue Memorization”**

Students memorize an opening dialog using mimicry and applied a role-playing.

**Backward Build-up (Expansion Drill)**

Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence.

**Repetition Drill**

Students repeat teacher's model as quickly and accurately as possible.

**Chain Drill**

Students ask and answer each other one-by-one in a circular chain around the classroom.

**Single Slot Substitution Drill**

Teacher states a line from the dialog, and then uses a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

**Multiple-slot Substitution Drill**

Same as the Single Slot drill, except that there are multiple cues to be substituted into the line.

### **Transformation Drill**

Teacher provides sentences that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

### **Question-and-answer Drill**

Students should answer or ask questions very quickly.

### **Use of Minimal Pairs**

Using contrastive analysis, teacher selects a pair of words that sound identical, except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.

### **Complete the Dialogue.**

Selected words are erased from a line in the dialog - students must find and insert.

### **Grammar Games**

Various games designed to practice a grammar point in context, using lots of repetition.

## **b) Activities**

The use of drills and patterns practice is one the features of the Audio-lingual Method.

**Repetition:** the students repeat an utterance aloud as soon as they hear it.

**Inflection:** One word in an utterance appears in other form when is repeated.

**Replacement:** One word in an utterance is replaced by another.

**Restatement:** The students rephrase an utterance and address it to someone else, according to instructions.

**Completion:** the students hear an utterance that is uncompleted just for one word, then they repeats the utterance in complete form.<sup>10</sup>

**Transposition:** A change in word order is necessary when a word is added.

**Expansion:** when a word is added, it takes a specific place in the sequence.

**Contraction:** a single word stands for a phrase or clause.

**Transformation:** A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect or modality.

**Integration:** Two separates utterances are integrated into one.

**Rejoinder:** the students make an appropriate rejoinder to a given utterance.

**Restoration:** The students are given a sequence of that have been cut from a sentence, they have to put in the correct order by adding some words.

## **TOTAL PHYSICAL RESPONSE METHOD**

The Total Physical Response Method attempts to teach the language through physical activity. It consists on command which learners respond physically instead of producing verbal responses. In this method grammar is taught inductively. Listening and vocabulary are taught by the use of the imperative.

*Some of the TPR features are:*

The teacher leads and the students act.

It is focus on physical responses rather than verbal.

Students are not forced to speak until they have built confidence.

Motivation and good environment are essential.

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10 RICHARDS, Jack and RODGERS Theodore. Approaches and Methods in Language Teaching. Second Edition, 2001

## a) Techniques

### **Using Commands to Direct Behavior**

The use of commands requiring physical actions from the students in response is the major teaching technique

#### **Role Reversal**

(Students direct the teacher and fellow learners)

#### **Action Sequence**

(Teacher gives interconnected directions which create a sequence of actions [also called an "operation"] as students' progress in proficiency, more and more commands are added to the action sequence. Most everyday activities can be broken down into a sequence of actions)"

## b) Activities

**Imperative Drills:** Are the major classroom activity in TPR. They are used to elicit physical actions and activity from the part of the learners.

**Role-plays:** they are center on everyday situations.

**Slide Presentation:** teach students by showing picture actions.

**Giving Commands:** teacher gives the commands and students do them.

## **NOTIONAL-FUNCTIONAL METHOD**

The distinguishing characteristics of NFS were its attention to functions as the organizing elements of English Language Curriculum, and its contrast with a structural syllabus in which sequenced grammatical structures served as the organizers. Reacting to methods that attended too strongly to grammatical form.

The NFS focused strongly and in some of its interpretation, exclusively on the pragmatic purposes to which we put language. As such, it was not a method at all.

**a) Techniques**

The following functions are covered in the first several lessons of an advanced beginners textbook:

Introducing self and other people.

Exchanging personal information

Asking how to spell someone's name

Giving commands

Apologizing and thanking

Identifying and describing people.

Asking for information

**DIRECT METHOD**

It was most widely accepted in private language school where students were highly motivated and where native-speaking teachers could be employed. The Direct Method did not take well in public education, where the constraints of budget, classroom, size, time, and teacher background made such a method difficult to use. Its success may have been more a factor of the skill and personality of the teacher than of the methodology itself.

**a) Techniques**

Speaking and listening are practiced

Grammar is taught inductively

Every class vocabulary and sentences are taught  
New teaching points are introducing orally  
Vocabulary is taught through demonstrations, pictures, mime.  
Classroom instructions are conduct in target language.  
Emphasize in the correct pronunciation and grammar.

## **TESTING**

By Testing your students you can realize what your students know and in what aspects they need to improve. Tests are means of checking the results of your teaching and if the students are learning.

## **TYPES OF TESTS**

### **The three purpose of testing are:**

To determine appropriate types of test placement

To diagnose problems

To check on achievement and progress.

These are the different types of test that best go with these purposes.

<sup>11</sup>**Placement test:** it helps to determine the level of students in order to place them in the appropriate level.

**Diagnostic test:** let teacher realize of students' strength and weakness in the macro-skills of reading, writing, listening, speaking. Its purpose is to give feedback.

**Achievement test:** assesses what students have achieved so far in the course.

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<sup>11</sup> SPRATT, Mary; PULUERNES Alan and WILLIAMS Melanie. *The TKT course: Teaching Knowledge Test Course*. Second Published 2005.

**Progress test:** measures or assesses the extent that short-term course objectives have been achieved by the students and to measure how much progress they are doing towards the final goals of the course.

Final achievement test: measure if the students have achieved the course objectives or not.

**Proficiency test:** the purpose is to measure the students' ability without regard the course they had followed.

## **WAYS TO TEST**

There are many ways to create exercises and questions for tests. Some of them are:

**Fill-in-the-blank:** students have to choose the word or phrase that best completes the sentence.

**Multiple choices:** Students have to recognize and select the correct or acceptable item in a context.

**Close procedures:** They are useful to test reading comprehension. Students have to complete the spaces with words that best fit. Also, teacher can write down the word and students have to transform into a verb, noun, etc.

**Using given words:** Students have to complete a text by choosing word given in the test.

**Matching pictures with words:** Students have to match the picture with the correct word.

**Scrambled sentences:** Students have to write down the sentence in the correct order.

**Dictation:** you can test your students by using dictation. Teacher can dictate a paragraph or sentences according with the students' level.

## **COMMUNICATIVE COMPETENCES**

Communicative competences are the skills that the learners need to know in order to communicate appropriately within a particular language. It involves not only know the vocabulary or grammar and other aspects of linguistic structure but also when to speak, what to say to whom and how to say it in any given situation.

## **LISTENING**

Listening is a receptive skill and it involves responding to language rather than producing it. It center in the meaningful sounds of the language.

### **a) Sub-skills**

**Listening for gist:** Is to identify the main idea of the listening.

**Listening for individual sounds:** To hear the differences between common sounds and how the mood of people is.

**Listening for detail:** Identify important words or information in what someone has just said.

**Listening for specific information:** To listen for specific information such as: addresses, directions.

**Note-taking:** to write down what is listened.

**Understanding body language:** To see how a person is feeling while you are listening.

## b) Teaching Activities

Among Teaching Activities we have:

**Predicting through vocabulary:** Students are given a list of new vocabulary before start listening a conversation. It helps students when they are listening.

**Listening for specific information:** Students have to listen to a record, conversation and so forth, and they have to check the statements true or false

**Putting items in the right order:** Students have to listen to the track and then number the items, statements in the right order.

**True-false statements:** the same as the before task learners have to listen and after circle if the sentences are true or false.

**Opened-Ended questions:** students have to answer with short answer to informative or yes-no questions.

**Multiple choice questions:** Students have to choose the best answer among some answers. They have to circle or underline it.

**Note-taking:** As the students listen they have to write down details about the topic given.

**Authentic listening:** They have to listen for specific information.

## **SPEAKING**

Speaking is a productive skill. It involves using speech to communicate other people the message.

### **a) Sub-skills**

Among speaking skills we have:

**Appropriacy:** The style of the language in a particular situation. It can be formal or informal.

**Intonation:** It is the movement of the level of the voice.

**Accuracy:** Is the correct use of grammar, vocabulary and pronunciation while speaking.

**Fluency:** means to speak without hesitation, repetition, self-correction and with a normal speech.

**Contractions:** It is reduced a word by contracting it. <sup>12</sup>

**Connected speech:** All words join together to make a connected stream of sounds.

**Interaction:** to communicate by using eye-contact or facial expressions.

**Word Stress:** When the speaker says the word with energy, with more length and sound.

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<sup>12</sup> Finocchiaro, Mary & Brumfit, Christopher. 1983. The Functional-Notional Approach: From Theory to Practice. Oxford University Press.

## b) Teaching Activities

**Making corrections when eliciting responses:** When you elicit responses from students you should correct the mistakes they make but not be too rigid. It is better to correct errors after the student has finished talking.

**Restricted oral Practice:** Give students a topic to speak and also give them time.

**Repetition:** Give students a sentence and make them repeat it.

**Echo questions:** Give students sentences in order they change them into questions.

**Question and Answers:** Give students some questions and they have to answer them changing the answers.

**Simple Substitution:** Give a model of question to students and they have to substitute a word from it. It can be done using a four-line dialogue.

**Chaining:** It is a good activity to practice pronunciation and length of the words. Students are given a sentence and they have to tell the teacher's sentence and add their own one.

**Games:** Give students a speaking game that lets them practice speaking. There are varieties of games to develop all the four skills.

**Role plays:** Give students a model of conversations where they can switch roles and practice it. You can ask students to tell it in front of the class.

## **f. METHODOLOGY**

### **PROJECT METHODOLOGY**

It will be started with a diagnose that let us know the level of the children also their skills and attitudes and it allowed to planned for the whole school year.

Subsequently, the theses applicants look up information about methodological strategies within the communicative focus, which let us develop communicational skills with the children. They will be innovative and adapted according to the students. This information will be analyzed, prepared to will apply during the teaching learning process.

Then, it will plane the application of contents for a whole school year according to the learning necessities and the resources that will be necessary to get better results through the teaching learning process. The intervention will be during a school year of eight months with a program charge of four hours weekly.

The working process will be valued through different evaluations and other tools that let us, know the progress of the students in the English Language learning process it will be also finally with a demonstration that evidences the gotten final results with the children of “Victor Emilio Valdivieso” neighborhood.

### **TEACHING LEARNING PROCESS METODOLOGY**

The teaching learning process will be based in a Communicative focus which is a different from the ones applied inside a classroom. The teacher will work with the Communicative Strategies that let children to learn new vocabulary but with a communicational purpose. That is to say the teacher always will give the learned

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 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 in this case English Language. This also will help the teacher to attract the children's interest by learning the foreign language.

After that the teacher involves the students with the Total Physical Response Method, the teacher directs and students act and answer for example the instructor is the director of the stage play in which the students are the actors. During the teaching learning process, teacher gives organized directions which create a sequence of actions called an "operation" as student's progress and proficiency; more and more commands are added to the action sequence. Will use an innovation method called Notional-Functional Syllabuses; it will let to share feelings and thoughts between the teachers and students with the purpose to have a good communication inside the classroom.

The Direct Method that will be applied during the intervention is so important, because it is employed for a small group of students. Regularly this method is used by private schools, but in this case the number of students for everyone in the "Victor Emilio Valdivieso" neighborhood is reduced (from 4 to 8 students) it will be work in a personalized way. In this case the students will receive more attention by the teachers. The methodology that will be applied during the development of the action research project will be applying some methods and techniques that let us teach in the better way the English subject.

It is important to mention that we are going to teach during a whole school year that means, 10 months three hours per week.

Also, during the Community Program Intervention will be use different resources like: worksheets, flashcards, posters, word-cards, charts, realia etc.

## **METHODS**

The teaching learning process will be based in a Communicative focus which is a different from the ones applied inside a classroom. The teacher will work with the Communicative Strategies that let children to learn new vocabulary but with a communicational purpose. That is to say the teacher always will give the learned 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.

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The Total Physical Response Method involves to the teacher and students, the teacher directs and students act and response for example the instructor is the director of the stage play in which the students are the actors. During the teaching learning process, teacher gives interconnected directions which create a sequence of actions called an "operation" as student's progress and proficiency; more and more commands are added to the action sequence.

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## **TECHNIQUES AND INSTRUMENTS**

In order to get the real information about our action research project we will use the following instrument:

A pre-test to the students to determine the real level of knowledge that they have about English, it let apply the best techniques and teaching methods to improve their knowledge. Medium-term plans which will let teach coherent contents during the whole school year.

Short-term plans which allow to plan the classes weekly using the appropriate techniques and instruments to develop a good job. Besides we are going to apply different techniques according with the topic of each unit and with everyday content.

### **Lessons Plans**

Lessons Plans have been developed in coherent units of work. They have identified the learning objectives and outcomes and indicate the activities that will enable these

to be achieved. They show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives.

The Lessons Plans that we are going to use will be done during the program intervention

## **EXPECTED RESULTS**

This project is part of a better one that the English Career have in union with “Caminemos Juntos” Program it is a connecting project between the National University of Loja and the community of “Victor Emilio Valdivieso” neighborhood.

On the other hand the results of the English Career project, it is estimated to work with at least a population of five children, who belong to the age of fourth year of Basic Education to get a basic knowledge

## **RESULTS BROADCASTING**

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

## **RESOURCES**

### **HUMAN**

- Dr. Vicente Riofrio, General Coordinator
- Mgs. Marcia Criollo, Coordinator of the Project in the English Language Career
- Assessors Coordinator: Ing.Paola Moreno, Mgs. Edgar Castillo

- Children of 4<sup>th</sup> year of Basic Education of “Victor Emilio Valdivieso” neighborhood.
- Thesis applicants

## **SUPPLEMENTARY MATERIALS**

The material sources that we will use in this research work are:

- Folders
- Paper clips
- Office material
- Realia
- Computer
- Printer

## **DIDACTIC RESOURCES**

- Flashcards
- Bingo
- Videos
- Cds
- Posters
- Worksheets
- Copies

**g. TIME TABLE**

Months	Dec 2010				Jan 2011				Feb 2011				Mar 2011				Apr 2011				May 2011				Jun 2011				Jul 2011				Sep 2011				Jan 2012				Feb 2012				May 2012			
	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	1	2	3	4	1	2	3	4				
Presentation of the project			X																																													
Write the recommendations of 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	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																		
Drawing conclusions																															X	X																
Elaboration of the report																																	X	X	X	X												
Private qualification of the thesis																																					X	X										
Writing the recommendations																																					X	X	X	X								
Public sustentation and Graduation																																									X	X						

#### **h. BUDGET AND FINANCE**

Office material	200.00
Typing and printing	200.00
Copies and Reproduction	450.00
Transportation	200.00
Students uniform	30.00
Internet	120.00
<b>TOTAL</b>	<b>1,200.00</b>

The expenses derived from the present work will be assumed by the researcher.

## i. BIBLIOGRAPHICAL REFERENCES

- BROWN, H. Douglas. Teaching by principles an interactive Approach to language pedagogy. 2<sup>nd</sup> Edition pag. 21,23,30,32. (2001)
- NAIMAN, N A communicative Approach to pronunciation teaching Oxford University Press pag. 22-29. (1992)
- MORENO, Paola and BALCÁZAR Marcia. Módulo 5 La Planificación Ejecución y Evaluación del proceso Enseñanza Aprendizaje del Idioma Ingles en los establecimientos de Educación Media 2008-2009.
- SPRATT, Mary Puluerness Alan and Williams Melanie. The TKT course: Teaching Knowledge Test Course. Second Published. 2005.

## MATRIX OF CONSISTENCE

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

**THEME:** METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 4<sup>TH</sup> YEAR OF BASIC EDUCATION OF “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD. SCHOOL PERIOD 2010-2011.

PROBLEM	OBJECTIVES	THEORETICAL FRAME CATEGORIES	INDICATORS
<p><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” Neighbourhood in the Loja city?.</p>	<p><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.</p>		
<p><b>Subproblems</b> 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”</p>	<p><b>Specifics</b> 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”</p>	<p>Situational Language Teaching  Audio-lingual method</p>	<p>Test  Didactic Unit Program</p>

<p>Neighborhood in the Loja city.</p> <p>What kind of methodological strategies are the most suitable to develop the communicational skills with the children of the “Victor Emilio Valdivieso” Neighborhood</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>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>Neighborhood in the Loja city.</p> <p>What kind of methodological strategies are the most suitable to develop the 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 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>	<p>Total Physical Response</p> <p>Communicative Methodology</p> <p>Strategies</p> <p>Techniques</p>	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Consultancy</li> <li>• Assessment</li> <li>• Reporting</li> <li>• Demonstrations</li> </ul>
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## ANNEXES

### LIST OF STUDENTS

Name	Last name	Grade
Lisbeth	Ramirez	4 <sup>th</sup> Year of Basic Education
Marjorie	Cabezas	4 <sup>th</sup> Year of Basic Education
Maria Jose	Marcheno	4 <sup>th</sup> Year of Basic Education
Kerly	Espinoza	4 <sup>th</sup> Year of Basic Education
Nicol	Marcheno	4 <sup>th</sup> Year of Basic Education

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

**GENERAL PLAN**

**1. INFORMATIVE DATA:**

1.1. Community Program:	“Caminemos Juntos”
1.2. Location:	“Victor Emilio Valdivieso” Neighborhood
1.3. Province:	Loja
1.4. City:	Loja
1.5. Subject:	English
1.6. Grade:	4 <sup>th</sup> Grade
1.7. School Year:	2010-2011
1.8. School Journey:	16h00 to 17h30 Tuesday and Thursday
1.9. Teacher:	Paulina Elizabeth Cabrera Buri
1.10. Date:	January 14 <sup>th</sup> 2011

**2. DIAGNOSTIC STATEMENT:**

English is an important language. It language is used around the world, and it will be used by more people in the future.

**3. OBJECTIVES:**

- 3.1.1. To develop children’s communicative skills of the English language through real simple situations and the surrounded environment.
- 3.1.2. To apply the most suitable methods, strategies and techniques to facilitate the learning of English Language.

**4. SKILLS:**

- Listening
- Speaking

**5. CONTENTS:**

- 5.1. Unit One: Ready for school

- 5.2. Unit Two: People We love
- 5.3. Unit Three: Head to Toes
- 5.4. Unit Four: Things I wear
- 5.5. Unit Five: At Home
- 5.6. Unit Six: On the Farm

## **6. DIDACTIC PROCEDURE:**

- 6.1. Activating general knowledge
- 6.2. Oral Presentations
- 6.3. Conversations
- 6.4. Vocabulary development
- 6.5. Questions and Answers
- 6.6. Commands
- 6.7. Didactic Activities

## **7. DIDACTIC RESOURCES:**

- ❖ Worksheets
- ❖ Cd Player
- ❖ Audio CD songs
- ❖ Posters
- ❖ Cardboard
- ❖ Flashcards
- ❖ Puppets

## **8. ASSESSMENT:**

- 8.1. Oral lessons
- 8.2. Class work
- 8.3. Pair work
- 8.4. Written test in each unit
- 8.5. Individual work

## **9. BIBLIOGRAPHY:**

- 9.1. HERRERA, Mario and PINKLEY, Diane. Backpack 1: English Book and Workbook. Second Edition, Longman Pearson Education, Inc. 2009.
- 9.2. HERRERA, Mario and ZANATTA, Theresa. New Parade 3: English Book. First Edition. Longman Pearson Education, Inc. 2000.

9.3. WILLIAMS, Rebecca. Sprinkles: Student`s Book. First Edition. Richmond Publishing, S.A. de C.V. 2004

9.4. WILKINSON, S; NAKATA, R and FRAZIER, K. Let`s go: workbook. First Edition. Oxford University Press.

**10.REMARKS:**

10.1. From the teacher:

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10.2. From the Advisor:

.....

\_\_\_\_\_  
Teacher`s signature

\_\_\_\_\_  
Advisor`s signature

# UNIT PLANS

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

## DIDACTIC UNIT PLAN

### 1. INFORMATIVE DATA:

- 1.1. Community Program: “Caminemos Juntos”
- 1.2. Area: Foreign Languages
- 1.3. Subject: English
- 1.4. Grade: 4<sup>th</sup> Year of Basic Education
- 1.5. Unit: 1
- 1.6. Title of the unit: Ready for School
- 1.7. Time: One Month
- 1.8. Teacher: Paulina Elizabeth Cabrera
- 1.9. Date: December to January

### 2. OBJECTIVES:

- 2.1. To introduce yourself
- 2.2. To understand and use greeting and farewells.

### 3. SKILLS:

- 3.1. Listening
- 3.2. Speaking

### 4. CONTENTS:

Lesson 1: Greetings, farewells and a Christmas handicraft.

Lesson 2: Handicraft

Lesson 3: Games and a handicraft.

Lesson 4: Diagnostic test or Pre-test

Lesson 5: Introductions, commands.

Lesson 6: Values: Work Hard

## **5. LEARNING ACTIVITIES:**

- Listening and Circling
- Listening and Coloring
- Listening and answering questions
- Listening and following commands
- Modeling actions
- Answering Yes/No questions
- Answering interrogative questions
- Free Speaking
- Short dialogues
- Controlled Speaking
- Matching Objects
- Copying Patterns
- Coloring
- Singing songs and chants
- Reading Stories

## **6. DIDACTIC RESOURCES**

- Tape recorder
- Class Audio CD
- Flash Cards
- Picture Cards
- Worksheet Copies
- Work book
- Picture Cards
- Posters
- Realia
- Whiteboard
- Markers
- Colors
- Crayons

## **7. ASSESSMENT:**

- 7.1. Pair work
- 7.2. Individual class work
- 7.3. Written unit test

**8. BIBLIOGRAPHY:**

- 8.1. HERRERA, Mario and PINKLEY, Diane. Backpack 1: English Book and Workbook. Second Edition, Longman Pearson Education, Inc. 2009.
- 8.2. HERRERA, Mario and ZANATTA, Theresa. New Parade 3: English Book. First Edition. Longman Pearson Education, Inc. 2000.
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- 8.4. WILKINSON, S; NAKATA, R and FRAZIER, K. Let`s go: workbook. First Edition. Oxford University Press.

**9. REMARKS:**

9.1. From the teacher:

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9.2. From the Advisor:

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Mgs. Edgar M. Castillo C.  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**DIDACTIC UNIT PLAN**

**1. INFORMATIVE DATA:**

1.1. Community Program:	“Caminemos Juntos”
1.2. Area:	Foreign Languages
1.3. Subject:	English
1.4. Grade:	4 <sup>th</sup> Year of Basic Education
1.5. Unit:	2
1.6. Title of the unit:	People we love
1.7. Time:	One Month
1.8. Teacher:	Paulina Elizabeth Cabrera
1.9. Date:	February

**2. OBJECTIVES:**

- 2.1. To name family members
- 2.2. To identify the letters of the alphabet
- 2.3. To use the simple present of “be” and “have”
- 2.4. To answer questions with How many and Who.
- 2.5. To understand the value: “Love your family”

**3. SKILLS:**

- 3.1. Listening
- 3.2. Speaking

**4. CONTENTS:**

Lesson 1: Family members

Lesson 2: Letters of the Alphabet

Lesson 3: Family members and verb to be

Lesson 4: Family members and verb to have

Lesson 5: Family members, interrogative questions and simple present

Lesson 6: Value and review of all the contents learned in the unit.

## **5. LEARNING ACTIVITIES:**

- Listening and Circling
- Listening and Coloring
- Listening and answering questions
- Listening and following commands
- Modeling actions
- Answering Yes/No questions
- Answering interrogative questions
- Free Speaking
- Short dialogues
- Controlled Speaking
- Matching Objects
- Copying Patterns
- Coloring
- Singing songs and chants
- Reading Stories

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- 8.4. WILKINSON, S; NAKATA, R and FRAZIER, K. Let`s go: workbook. First Edition. Oxford University Press.

**9. REMARKS:**

9.1. From the teacher:

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9.2. From the Advisor:

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Mgs. Edgar M. Castillo C.  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**DIDACTIC UNIT PLAN**

**1. INFORMATIVE DATA:**

- |                         |   |
|-------------------------|---|
| 1.1. Community Program: | “Caminemos Juntos”                      |
| 1.2. Area:              | Foreign Languages                       |
| 1.3. Subject:           | English                                 |
| 1.4. Grade:             | 4 <sup>th</sup> Year of Basic Education |
| 1.5. Unit:              | 3                                       |
| 1.6. Title of the unit: | Head to toes                            |
| 1.7. Time:              | One Month                               |
| 1.8. Teacher:           | Paulina Elizabeth Cabrera               |
| 1.9. Date:              | March                                   |

**2. OBJECTIVES:**

- 2.1. To identify and name parts of the body
- 2.2. To use descriptive words
- 2.3. To tell colors
- 2.4. To identify sizes
- 2.5. To use the simple present of the verb: have
- 2.6. To answer yes/no questions and interrogative questions

**3. SKILLS:**

- 3.1. Listening
- 3.2. Speaking

**4. CONTENTS:**

Lesson 1: Body parts, song and verbs

Lesson 2: Sizes and colors

Lesson 3: Body parts, sizes and interrogative questions and yes/no questions.

Lesson 4: Parts of the body, sizes and “How many” questions

Lesson 5: A project

Lesson 6: Value “Be Clean” and review whole the unit.

## **5. LEARNING ACTIVITIES:**

- Listening and Circling
- Listening and Coloring
- Listening and answering questions
- Listening and following commands
- Modeling actions
- Answering Yes/No questions
- Answering interrogative questions
- Free Speaking
- Short dialogues
- Controlled Speaking
- Matching Objects
- Copying Patterns
- Coloring
- Singing songs and chants
- Reading Stories

## **6. DIDACTIC RESOURCES**

- Tape recorder
- Class Audio CD
- Flash Cards
- Picture Cards
- Worksheet Copies
- Work book
- Picture Cards
- Posters
- Realia
- Whiteboard
- Markers
- Colors
- Crayons

## **7. ASSESSMENT:**

- 7.1. Pair work
- 7.2. Individual class work
- 7.3. Written unit test

**8. BIBLIOGRAPHY:**

- 8.1. HERRERA, Mario and PINKLEY, Diane. Backpack 1: English Book and Workbook. Second Edition, Longman Pearson Education, Inc. 2009.
- 8.2. HERRERA, Mario and ZANATTA, Theresa. New Parade 3: English Book. First Edition. Longman Pearson Education, Inc. 2000.
- 8.3. WILLIANS, Rebecca. Sprinkles: Student`s Book. First Edition. Richmond Publishing, S.A. de C.V. 2004
- 8.4. WILKINSON, S; NAKATA, R and FRAZIER, K. Let`s go: workbook. First Edition. Oxford University Press.

**9. REMARKS:**

9.1. From the teacher:

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.....

9.2. From the Advisor:

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.....

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Mgs. Edgar M. Castillo C.  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**DIDACTIC UNIT PLAN**

**1. INFORMATIVE DATA:**

1.1. Community Program:	“Caminemos Juntos”
1.2. Area:	Foreign Languages
1.3. Subject:	English
1.4. Grade:	4 <sup>th</sup> Year of Basic Education
1.5. Unit:	4
1.6. Title of the unit:	Things I wear
1.7. Time:	One Month
1.8. Teacher:	Paulina Elizabeth Cabrera
1.9. Date:	April

**2. OBJECTIVES:**

- 2.1. To identify and name clothes
- 2.2. To name colors
- 2.3. To review the plural of nouns
- 2.4. To use prenominal adjectives
- 2.5. To answer question with” wh” question
- 2.6. To work in the stress, intonation of the words
- 2.7. To sing songs and chants

**3. SKILLS:**

- 3.1. Listening
- 3.2. Speaking

**4. CONTENTS:**

Lesson 1: Clothes song, clothes

Lesson 2: Clothes colors

Lesson 3: Demonstrative adjectives

Lesson 4: Adjectives describing nouns

Lesson 5: Singular and plural of clothes

Lesson 6: Questions with What

## Lesson 7: Unit Test

### **5. LEARNING ACTIVITIES:**

- Listening and Circling
- Listening and Coloring
- Listening and answering questions
- Listening and following commands
- Modeling actions
- Answering Yes/No questions
- Answering interrogative questions
- Free Speaking
- Short dialogues
- Controlled Speaking
- Matching Objects
- Copying Patterns
- Coloring
- Singing songs and chants
- Reading Stories

### **6. DIDACTIC RESOURCES**

- Tape recorder
- Class Audio CD
- Flash Cards
- Picture Cards
- Worksheet Copies
- Work book
- Picture Cards
- Posters
- Realia
- Whiteboard
- Markers
- Colors
- Crayons

**7. ASSESSMENT:**

- 7.1. Pair work
- 7.2. Individual class work
- 7.3. Written unit test

**8. BIBLIOGRAPHY:**

- 8.1. HERRERA, Mario and PINKLEY, Diane. Backpack 1: English Book and Workbook. Second Edition, Longman Pearson Education, Inc. 2009.
- 8.2. HERRERA, Mario and ZANATTA, Theresa. New Parade 3: English Book. First Edition. Longman Pearson Education, Inc. 2000.
- 8.3. WILLIAMS, Rebecca. Sprinkles: Student`s Book. First Edition. Richmond Publishing, S.A. de C.V. 2004
- 8.4. WILKINSON, S; NAKATA, R and FRAZIER, K. Let`s go: workbook. First Edition. Oxford University Press.

**9. REMARKS:**

- 9.1. From the teacher:

.....  
.....

- 9.2. From the Advisor:

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.....

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Mgs. Edgar M. Castillo C.  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**DIDACTIC UNIT PLAN**

**1. INFORMATIVE DATA:**

1.1. Community Program:	“Caminemos Juntos”
1.2. Area:	Foreign Languages
1.3. Subject:	English
1.4. Grade:	4 <sup>th</sup> Year of Basic Education
1.5. Unit:	5
1.6. Title of the unit:	At home
1.7. Time:	One Month
1.8. Teacher:	Paulina Elizabeth Cabrera
1.9. Date:	May

**2. OBJECTIVES:**

- 2.1. To identify shapes
- 2.2. To tell colors
- 2.3. To sing songs and chants
- 2.4. To use the simple present tense
- 2.5. To answer questions with how many
- 2.6. To identify and name rooms in a house
- 2.7. To ask question with what and where
- 2.8. To use stress, rhythm, and intonation

**3. SKILLS:**

- 3.1. Listening
- 3.2. Speaking
- 3.3. Writing

**4. CONTENTS:**

- Lesson 1; Shapes, simple present, pronouns and colors  
Lesson 2: Questions with how many  
Lesson 3: Questions with there is and there are  
Lesson 4: Question with what and where

Lesson 5: Rooms in a house

Lesson 6: My room

Lesson 7: Actions and Chants of rooms

Lesson 8: Unit Test

## **5. LEARNING ACTIVITIES:**

- Conversation
- Listening and Circling
- Listening and Coloring
- Listening and answering questions
- Listening and following commands
- Modeling actions
- Answering Yes/No questions
- Answering interrogative questions
- Free Speaking
- Short dialogues
- Controlled Speaking
- Matching Objects
- Copying Patterns
- Coloring
- Singing songs and chants

## **6. DIDACTIC RESOURCES**

- Tape recorder
- Class Audio CD
- Flash Cards
- Picture Cards
- Worksheet Copies
- Picture Cards
- Posters
- Realia
- Whiteboard
- Markers
- Colors
- Dominoes

**7. ASSESSMENT:**

- 7.1. Pair work
- 7.2. Individual class work
- 7.3. Written unit test
- 7.4. Homework

**8. BIBLIOGRAPHY:**

- 8.1. HERRERA, Mario and PINKLEY, Diane. Backpack 1: English Book and Workbook. Second Edition, Longman Pearson Education, Inc. 2009.
- 8.2. HERRERA, Mario and ZANATTA, Theresa. New Parade 3: English Book. First Edition. Longman Pearson Education, Inc. 2000.
- 8.3. WILLIAMS, Rebecca. Sprinkles: Student`s Book. First Edition. Richmond Publishing, S.A. de C.V. 2004

**9. REMARKS:**

- 9.1. From the teacher:

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- 9.2. From the Advisor:

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Mgs. Edgar M. Castillo C.  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**DIDACTIC UNIT PLAN**

**1. INFORMATIVE DATA:**

1.1. Community Program:	“Caminemos Juntos”
1.2. Area:	Foreign Languages
1.3. Subject:	English
1.4. Grade:	4 <sup>th</sup> Year of Basic Education
1.5. Unit:	6
1.6. Title of the unit:	On the farm
1.7. Time:	One Month
1.8. Teacher:	Paulina Elizabeth Cabrera
1.9. Date:	June

**2. OBJECTIVES:**

- 2.1. To identify, name and say farm animal’s actions
- 2.2. To use the simple present in sentences
- 2.3. To sing songs and chants
- 2.4. To compare sizes
- 2.5. To identify and pronounce the sound of letter
- 2.6. To ask and answer questions with what
- 2.7. To know personal pronouns
- 2.8. To compare and contrast

**3. SKILLS:**

- 3.1. Listening
- 3.2. Speaking
- 3.3. Writing

**4. CONTENTS:**

Lesson 1: Farm animals

Lesson 2: Farm animals, song and actions

Lesson 3: Sizes, farm animals

Lesson 4: Ask and answer questions, farm animal's actions, personal pronouns

Lesson 5: Sentences in present and chant

Lesson 6: Unit Test

## **5. LEARNING ACTIVITIES:**

- Conversation
- Labeling
- Listening and Circling
- Listening and Coloring
- Listening and answering questions
- Answering Yes/No questions
- Answering interrogative questions
- Copying Patterns
- Coloring
- Singing songs and chants

## **6. DIDACTIC RESOURCES**

- Cd Player
- Class Audio CD
- Flash Cards
- Picture Cards
- Worksheet Copies
- Picture Cards
- Posters
- Realia
- Whiteboard
- Markers
- Colors
- Crayons

## **7. ASSESSMENT:**

- 7.1. Pair work
- 7.2. Individual class work
- 7.3. Written unit test

**8. BIBLIOGRAPHY:**

- 8.1. HERRERA, Mario and PINKLEY, Diane. Backpack 1: English Book and Workbook. Second Edition, Longman Pearson Education, Inc. 2009.
- 8.2. HERRERA, Mario and ZANATTA, Theresa. New Parade 3: English Book. First Edition. Longman Pearson Education, Inc. 2000.
- 8.3. WILLIANS, Rebecca. Sprinkles: Student`s Book. First Edition. Richmond Publishing, S.A. de C.V. 2004
- 8.4. EDITEXPA S. A. Happy miles 0 and 1: Student's book. First Edition.

**9. REMARKS:**

9.1. From the teacher:

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9.2. From the Advisor:

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Mgs. Edgar M. Castillo C.  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

# LESSON PLANS

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

## LESSON PLAN ONE

### 1. INFORMATIVE DATA:

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	March 29 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

### 2. CONTENTS

- Plural Forms
- Wh. Word what is it?

### 3. OBJECTIVES

To identify the plurals of some parts of the body making and drawing them, asking and answering yes no questions about the parts of the face by using the wh. Word “What”.

### 4. METHODOLOGY

#### METHODS

Communicative language teaching  
Audio-lingual  
Total physical response

#### TECHNIQUES

Pair Work  
Patterns  
Repetition

### 5. CLASS DEVELOPMENT

#### 5.1 STARTING ACTIVITIES

Warm up: Simon Says Game.

Teacher explains the Simon says game about the parts of the body.  
Simon says touch your leg  
Simon says touch your ears  
Touch your shoulders, etc.

## 5.2 PRESENTATION PRACTICE

- Teacher gives the students a photocopy with singular and plural nouns to explain the plural form Annex (1)
- Teacher gives students a photocopy to form the plural of some parts of the body. Annex (2)
- Teacher sticks a poster on the wall, then she explains the activity. (Annex 3)

## TASKS

Task 1: Students from the plurals of eye, finger, ear, leg, arm, etc.

Task 2: Students sticks the parts of the face on the poster given in the correct way

## 5.3 ASSESSMENT / EVALUATION

Teacher gives a worksheet about the parts of the face to draw and color (Annex 4)

## 5.4 ACHIEVEMENT INDICATORS

Makes the plural of some parts of the body

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Work sheet.

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN TWO**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 5 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Parts of the body

**3. OBJECTIVES**

To learn new vocabulary related to the parts of the body

**4. METHODOLOGY**

METHODS	TECHNIQUES
Communicative language teaching	Pair Work
Audio-lingual	Commands
Total physical response	Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

*Warm up:* Teacher tells the students some rhymes and asks them to repeat it.

This is my body (2)	These are my legs (2)
This is my head (2)	Head and shoulders,
These are my arms (2)	Knees and toes

*Review:* Teacher reminds students the parts of the face

## 5.2 PRESENTATION PRACTICE

- Teacher shows children a poster about the body.
- Teacher makes students pronunciation of the parts of the body.
- Teacher gives students a worksheet about the parts of the body to label its parts (Annex 1)
- Teacher gives students work sheets about the parts of the body to practice it (Annex 2)

### TASKS

Task 1: Students repeat the parts of the body to practice the pronunciation

Task 2: Students label the parts of the body

Task 3: Students point and tell the parts of the body for the class

## 5.3 ASSESSMENT / EVALUATION

*Pair work:* Students mention the parts of the body answering to the question “what is it?”

## 5.4 ACHIEVEMENT INDICATORS

Identify and talks about parts of the body

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Work sheet.

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN THREE**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 7 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Parts of the body

**3. OBJECTIVES**

To practice speaking and listening skills talking about parts of the body

**4. METHODOLOGY**

METHODS	TECHNIQUES
Communicative language teaching	Pair Work
Audio-lingual	Commands
Total physical response	Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

*Warm up:* Chant about parts of the body (Annex 1)

*Review:* Teacher reminds students the parts of the body

**5.2 PRESENTATION PRACTICE**

- Teacher shows children some flash cards about the parts of the body.
- Teacher pronounces the new vocabulary and students repeat them.

- Teacher gives students some papers to draw the body parts (Annex 2)

#### TASKS

Task 1: Students repeat the new vocabulary about the parts of the body according to the teacher tells

Task 2: Students draw the parts of the body according teacher tells

#### 5.3 ASSESSMENT / EVALUATION

Students write the parts of the body in the correct way according to the picture. (Annex 3)

#### 5.4 ACHIEVEMENT INDICATORS

Talks about the new parts of the body

### 6. TEACHING AIDS: MATERIALS

- Flashcards
- Work sheet.

### 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

### 8. OBSERVATIONS

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### 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN FOUR**

**1. INFORMATIVE DATA:**

- 1.11. COMMUNITY PROGRAM: “Caminemos Juntos”
- 1.12. AREA: Foreign Languages
- 1.13. SUBJECT: English
- 1.14. CLASS: 4<sup>th</sup> Year of Basic Education
- 1.15. LEVEL AND NUMBER OF STUDENTS: Beginners (5)
- 1.16. THESIS ADVISOR: Mgs. Edgar M. Castillo C.
- 1.17. DATE: April 12<sup>th</sup>, 2011
- 1.18. TIMING: 16H00 – 17H30
- 1.19. THESIS APPLICANT: Paulina Elizabeth Cabrera
- 1.20. SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Parts of the body

**3. OBJECTIVES**

To learn and use new vocabulary related to the parts of the body.

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair Work  
Following Commands  
Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

*Warm up:* Game about parts of the body

*Review:* Teacher reminds students some parts of the body

**5.2 PRESENTATION PRACTICE**

- Teacher shows children some flash cards about the parts of the body.
- Teacher pronounces the new vocabulary and students repeat them.

- Teacher gives students some papers to draw the body parts (Annex 2)

#### TASKS

Task 1: Students repeat the new vocabulary about the parts of the body according to the teacher tells

Task 2: Students draw the parts of the body according teacher tells

#### 5.3 ASSESSMENT / EVALUATION

Students write the parts of the body in the correct way according to the picture. (Annex 3)

#### 5.4 ACHIEVEMENT INDICATORS

Talks about the new parts of the body

### 6. TEACHING AIDS: MATERIALS

- Flashcards
- Work sheet.

### 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

### 8. OBSERVATIONS

*This lesson plan couldn't be carried because the students need more reinforcement about this topic.*

### 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN FIVE**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 14 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Clothes

**3. OBJECTIVES**

To practice listening and speaking using the clothes items.

**4. METHODOLOGY**

METHODS	TECHNIQUES
Communicative language teaching	Pair Work
Audio-lingual	Patterns
Total physical response	Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

*Warm up:* I want shoes (Annex 1)

Teacher gives to the students a chant about the clothes, with this song students gather information and complete the activity (they need to listen and color them cut and glue)

## 5.2 PRESENTATION PRACTICE

- Teacher shows children some flash cards about the clothes.
- Teacher pronounces the new vocabulary and students repeat them.
- Teacher gives students a crossword to know the clothes (Annex 2)
- Teacher explains the activity and checks it orally

## TASKS

Students repeat the new vocabulary about the clothes according to the teacher`s instructions  
Students find the clothes in the soup of letters to reinforce the knowledge

## 5.5 ASSESSMENT / EVALUATION

Teacher gives a worksheet and the students match the correct. (Annex 3)

## 5.6 ACHIEVEMENT INDICATORS

Pair work: students` talks about their clothes

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Work sheet
- Cd

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN SIX**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 19 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

Body parts

**3. OBJECTIVES**

- ❖ To identify body parts by touching his/her body parts.
- ❖ To identify body parts by singing a song

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Patterns  
Repetition  
Questions and Answers  
Dialogues

**5. CLASS DEVELOPMENT**

**5.3 STARTING ACTIVITIES**

Lead in: (Annex 1)

Teacher sings the song “Look at me” and students follow her.

Review: Teacher shows to students some pictures of family members, students identify them and stick on the board to form a family.

#### **5.4 PRESENTATION PRACTICE**

Teacher touches her body parts and says the names of them.

Teacher asks students to repeat the body parts.

#### **5.5 TASKS**

Task 1:

Students listen to the teacher orders, to color a human being.

For example:

Blue ears

Red nose

#### **5.6 ASSESSMENT / EVALUATION**

Through asking questions the students answer using the picture of the human being

For example:

What are blue?

Ears

What are red?

Nose

#### **5.7 ACHIEVEMENT INDICATORS**

Students name the parts of the body.

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

- ❖ Realia
- ❖ CD
- ❖ Tape recorder
- ❖ Photocopies
- ❖ Colors

### **7. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

**8. OBSERVATIONS**

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**9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN SEVEN**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 26 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

What is he/she wearing?

**3. OBJECTIVES**

To identify some clothes asking and answering questions using the wh. Word “What”

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair Work  
Patterns  
Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

**Warm up:** Bingo Game (Annex 1)

Teacher gives the students a table to plays bingo but students’ needs to write the clothes names.

## **5.2 PRESENTATION PRACTICE**

Teacher shows children some flash cards about the clothes.

Teacher pronounces the new vocabulary and students repeat them.

Teacher gives students some drawings to cut away (Annex 2)

## **5.3 TASKS**

Students repeat the new vocabulary about the clothes

Students put the correct clothes of their “cucas” according to the teacher instructions

Students show their pictures and compare the clothes with their partners

## **5.4 ASSESSMENT / EVALUATION**

Teacher gives a worksheet about clothes students complete the activity correctly. (Annex 3)

## **5.5 ACHIEVEMENT INDICATORS**

Pair works: students’ talks about their clothes using the wh. Word “What”

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

- Flashcards
- Worksheet.

## **7. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## **8. OBSERVATIONS**

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## **9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN EIGHT**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 28 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

Demonstrative Pronouns These / those and This/that

**3. OBJECTIVES**

- To learn the correct use of these / those and This/that questions and answers using the wh. Word “What”

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair Work  
Patterns  
Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

**Warm up:** Chant (Annex 1)

Teacher gives the students a chant about the clothes.

**5.2 PRESENTATION PRACTICE**

Teacher shows children some flash cards about the clothes.

Teacher pronounces the new vocabulary and students repeat them.

Teacher gives the students a photocopy with the demonstrative pronouns these/those and this/that and explains the correct use of its (Annex 2)

Teacher gives students a worksheet to circle the correct option of demonstrative pronouns (Annex 3)

### **5.3 TASKS**

Students repeat the new vocabulary about the clothes

Students circle the correct option according to the teacher instructions

### **5.4 ASSESSMENT / EVALUATION**

Teacher gives a worksheet about these / those and This/that to write the correct demonstrative pronoun looking the pictures in the correct way. (Annex 4)

### **5.5 ACHIEVEMENT INDICATORS**

Pair works: students' talks about their clothes using "these / those and This/that"

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

- Flashcards
- Work sheet.

## **7. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition

CAMBRIDGE Compact Dictionary

## **8. OBSERVATIONS**

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## **9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCATION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

**LESSON PLAN NINE**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	April 28 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

Clothes

**3. OBJECTIVES**

- To work in the stress, intonation of the words asking and answer questions

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair Work  
Patterns  
Repetition

**5. CLASS DEVELOPMENT**

**5.1. STARTING ACTIVITIES**

**Warm up:** Clothing Chant (Annex 1)

Teacher gives the students a chant to sing the song.

**5.2 PRESENTATION PRACTICE**

Teacher shows children some flash cards about the clothes.

Teacher pronounces the new vocabulary and students repeat them.

Teacher gives drawings to listen and color according to the teacher instructions (Annex 2)

Teacher gives a worksheet about clothes to write, draw and color (Annex 3)

### **5.3 TASKS**

Students repeat the new vocabulary about the clothes

Students color the pictures about clothes according to the teacher instructions

Students fill the gaps and color, and then draw in the correct place according the instructions of the text.

### **5.4 ASSESSMENT / EVALUATION**

Teacher gives a worksheet about clothes and students complete the activity correctly. (Annex 4)

### **5.5 ACHIEVEMENT INDICATORS**

Students develop stress and intonation of some words answering questions

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

- Flashcards
- Work sheet
- Cd

## **7. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## **8. OBSERVATIONS**

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## **9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN TEN**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	May 5 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

This are my favorite clothes

**3. OBJECTIVES**

To practice speaking skill talking about the clothes

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair Work  
Following Commands  
Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

**Warm up:** Teacher tells the students some rhymes and asks them to repeat it.

**5.2 PRESENTATION PRACTICE**

Teacher reminds students the clothes to practicing the pronunciation of clothe items  
Teacher sticks a poster about the clothes on the wall. (Annex 1)  
Teacher gives students one part of the clothes to stick in the poster of the wall

Teacher gives a worksheet about the clothes to match and color and practice the names clothes (Annex 2)

### **TASKS**

Students' practice the pronunciation and sticks a cloth item in the correct way on the human doll

Students coloring the pictures and matching then saying the correct name of it (Annex 2)

Students point and tell the clothes names for the class

### **5.3 ASSESSMENT / EVALUATION**

**Pair work:** Students interact the clothes answering some questions about clothes

### **5.4 ACHIEVEMENT INDICATORS**

- ❖ Identify and talks about clothes

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

- Flashcards
- Work sheet

## **7. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## **8. OBSERVATIONS**

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## **9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN ELEVEN**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	May 10 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- How many
- Shapes

**3. OBJECTIVES**

- ❖ To use the simple present by using the “verb see” in order to ask and answer questions with “How many”.

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Using commands

**5. CLASS DEVELOPMENT**

**5.1. STARTING ACTIVITIES**

Warm up:

I am Tommy triangle

Look at me

Look at me

Count my sides  
One, two, three

Review: Teacher names the shapes (circle, square, triangle, and rectangle) and students draw them with their body.

For example:

Draw a triangle

Draw a rectangle

## 5.2. PRESENTATION PRACTICE

Teacher invites to students to form a pattern with the shapes on the wall.

Teacher asks to students “How many” with the purpose that they answer to questions using the shapes.

## 5.3. TASKS

Task 1: (Annex 1)

Students find and cut the shapes from the magazine.

Task 2:

Students glue on the wall the shapes to form a pattern.

Task 3:

Students answer to the question “How many (circles, squares, triangles, and rectangles) do you see?”

## 5.4. ASSESSMENT / EVALUATION

Students identify the shapes in the pattern and answer to the question “How many (circles, squares, triangles, and rectangles) do you see?”

## 5.5. ACHIEVEMENT INDICATORS

Uses the simple present by using the “verb see” in order to ask and answer questions with “How many”.

Answers to the question How many (circles, triangles, rectangles, squares) do you see?

## 6. TEACHING AIDS: MATERIALS

- Magazines
- Scissors
- Glue

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition

ZANATTA Theresa, Catch 1. Richmond Publishing.  
CAMBRIDGE Compact Dictionary

## **8. OBSERVATIONS**

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## **9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN TWELVE**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	May 19 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Shapes

**3. OBJECTIVES**

- To recognize and name the geometrical shapes

**4. METHODOLOGY**

METHODS	TECHNIQUES
Communicative language teaching	Pair Work
Audio-lingual	Patterns
Total physical response	Repetition

**5. CLASS DEVELOPMENT**

**5.1. STARTING ACTIVITIES**

Warm up: Simon Say

Teacher tells students some commands and students play game

**5.2. PRESENTATION PRACTICE**

Teacher shows some flash cards about shapes

Teacher gives students a worksheet about shapes to count and color.(Annex 1)

Teacher explains the activity and checks it

### 5.3. TASKS

Teacher and students pronounces the new vocabulary.

Student's count and color the shapes according to the teacher instructions

### 5.4 ASSESSMENT / EVALUATION

Students recognize and name the geometrical shapes matching the correct. (Annex 2)

### 5.5 ACHIEVEMENT INDICATORS

Students' talks about some geometrical shapes

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Worksheet

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN THIRTEEN**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	May 24 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Parts of the house

**3. OBJECTIVES**

- To identify the parts of the house asking and answering questions

**4. METHODOLOGY**

METHODS	TECHNIQUES
Communicative language teaching	Pair Work
Audio-lingual	Patterns
Total physical response	Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

Warm up: Pass the ball

Teacher gives the instructions of the game, then teacher and students play the game

**5.2 PRESENTATION PRACTICE**

Teacher gives students a white sheet and pasteboard to draw and cut.

Teacher explains the activity and checks it

Teacher gives a worksheet the students to listen and match (Annex 1)

### 5.3 TASKS

Students draw the parts of the house Spin and say the part of the house according to the pictures

Student listen and match then asks their partner a question looking the pictures

### 5.4 ASSESSMENT / EVALUATION

Students recognize and name the parts of the house drawing writing the correct in each space. (Annex 2)

### 5.5 ACHIEVEMENT INDICATORS

Students' talks about some parts of the house asking and answering questions using the word "where's"

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Worksheet

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN FOURTEEN**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	May 26 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Home and shapes

**3. OBJECTIVES**

- ❖ To identify shapes and dependences of the house asking and answering questions using the wh. Word “What”

**4. METHODOLOGY**

METHODS	TECHNIQUES
Communicative language teaching	Pair Work
Audio-lingual	Patterns
Total physical response	Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

Warm up: Memory Game (Annex 1)

Teacher shows a table to students to plays students’ needs to take a tuen to play it the winner is the person who finds more pictures.

**5.2 PRESENTATION PRACTICE**

Teacher sticks a poster on the wall about the parts of the house and shapes. (Annex 2)

Teacher gives the students a sheet to draw their house and describe each one.

### 5.3 TASKS

Students sticks the parts of the house and shapes in the correct place

Students draw their houses according to the teacher instructions

Students show their pictures and describe it for their partners

### 5.4 ASSESSMENT / EVALUATION

Teacher gives a worksheet about house and shapes to form a house using the pictures given.

(Annex 3)

### 5.5 ACHIEVEMENT INDICATORS

Pair works: students' talks about their houses using the wh. Word "What"

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Worksheet

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition

CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

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

**LESSON PLAN FIFTEEN**

**1. INFORMATIVE DATA:**

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	May 30 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011

**2. CONTENTS**

- Animals

**3. OBJECTIVES**

- To recognize and name some animals
- To make questions with “Is it...?”

**4. METHODOLOGY**

**METHODS**

Communicative language teaching  
Audio-lingual  
Total physical response

**TECHNIQUES**

Pair Work  
Patterns  
Repetition

**5. CLASS DEVELOPMENT**

**5.1 STARTING ACTIVITIES**

Warm up: Chant “*Old Mac Donald*” (Annex 1)  
Teacher gives students a chant.

**5.2 PRESENTATION PRACTICE**

Teacher shows children some flash cards about animals.

Teacher pronounces the new vocabulary and students repeat then.

Teacher gives students a worksheet to color, cut and glue the farm (Annex 2)

Teacher gives a worksheet to find and color the animals of the farm (Annex 3)

### 5.3 TASKS

Students repeat the new vocabulary about the animals

Students color the pictures, then cut and glue it according to the teacher instructions

Students find the animals of the farm on their pictures then write their names and compare with their partners asking and answering “*Is it a duck, Is it horse*” “*Yes, it is or No, it isn’t*”

### 5.4 ASSESSMENT / EVALUATION

Teacher gives a sheet to the students to listen the sounds of different animals and draw the correct.

### 5.5 ACHIEVEMENT INDICATORS

Students’ recognize and name the animals asking and answering “*Is it a cow?*”

## 6. TEACHING AIDS: MATERIALS

- Flashcards
- Worksheet

## 7. BIBLIOGRAPHY

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition

CAMBRIDGE Compact Dictionary

## 8. OBSERVATIONS

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## 9. SIGNATURES

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

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Paulina Elizabeth Cabrera  
THESIS APPLICANT

# CHILDREN'S DEMONSTRATION

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

## CHILDREN'S DEMONSTRATION PLAN

### 1. INFORMATIVE DATA:

1.1. COMMUNITY PROGRAM:	“Caminemos Juntos”
1.2. AREA:	Foreign Languages
1.3. SUBJECT:	English
1.4. CLASS:	4 <sup>th</sup> Year of Basic Education
1.5. LEVEL AND NUMBER OF STUDENTS:	Beginners (5)
1.6. THESIS ADVISOR:	Mgs. Edgar M. Castillo C.
1.7. DATE:	July 7 <sup>th</sup> , 2011
1.8. TIMING:	16H00 – 17H30
1.9. THESIS APPLICANT:	Paulina Elizabeth Cabrera
1.10.	SCHOOL YEAR: 2010 – 2011
1.11.	TOPIC: English Demonstrations

### 2. CONTENTS/PARTS

- Animals
- Introduction
- Game
- Parts of the body and house
- Role play
- Song

### 3. OBJECTIVES

- To demonstrate the English Language skills acquired by the children that participated in this community program.
- To use the communicative skills in simulated real situations.

### 4. METHODOLOGY

#### METHODS

Communicative Method  
TPR Method

#### TECHNIQUES

Conversations, Dialogues, Descriptions  
Following Commands

## 5. CLASS DEVELOPMENT

### 5.1 STARTING ACTIVITIES

Teacher greets the students

Good afternoon everybody

How are you?

Students answer the question

Teacher tells the students to introduce her-self one by one.

Teacher gives an example:

Good Morning

My name is: Paulina

I am twenty-three years old

I live in San Sebastian Neighborhood

I study at National University of Loja

### 5.2 PRESENTATION PRACTICE

- Teacher gives to the students a cardboard and form two groups
- Teacher explains the game: for this game you need to stick on the cardboard the correct picture
- Students stick the pictures according to the teacher instructions
- Teacher says the group how has more pictures that the other is the winner

### 5.3 TASKS

#### PARTS OF THE BODY (5 minutes)

- Teacher shows the students some flash cards and asks the students what is this? And what are they?
- Teacher sticks a poster on the wall and ask the students to stick the correct part of the body in the correct place according to the teacher instructions
- Teacher put in disorder the body parts names and students organize in the correct place.
- Teacher asks students some questions with how many and what are they example:
  - ✓ How many legs do you have?
  - ✓ How many fingers do you have?
  - ✓ What are they?

*They are eyes*

#### PARTS OF THE HOUSE:(5 minutes)

- Teacher shows some flash cards about the parts of the house

- Teacher sticks a poster on the wall and asks students what is it?
- Teacher tells the students to stick the pictures in to the house
- Teacher asks the students “Is it the bedroom” and stick in a bad way
- Students look at the picture and answer in the correct way then stick in the correct place
- Teacher sticks a cardboard and ask the students what are the thing that we have into the bedroom.
- Students ask the questions and sticks into the cardboard.

### ROLE PLAYS (5 MINUTES)

Teacher form groups and tells the students to talk about the family.

Students make questions about their family.

A. Hello

B. Hello

A. How are you?

B. I am fine

A. Look this is my family

B. Who is he? /who is she?

A. He is my father /she is my mother

B. Is she your sister?

A. Yes she is my sister

B. You have a nice Family

A. Thank you

B. Bye - bye

A. Bye - bye

Song “IF YOU ARE HAPPY” (5 minutes)

Teacher tells the students to listen the song

Teacher and students sing the song

### **5.4 ACHIEVEMENT INDICATORS**

Students demonstrate the teaching knowledge and develop the communicative method and speaking skill.

5.5 Pair works: students’ talks about their houses using the wh. Word “What”

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

- Flashcards

- Posters
- Cd player
- Cd

## **7. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition  
ZANATTA Theresa, Catch 1. Richmond Publishing.  
CAMBRIDGE Compact Dictionary

## **8. OBSERVATIONS**

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## **9. SIGNATURES**

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Mgs. Edgar M. Castillo  
THESIS ADVISOR

---

Paulina Elizabeth Cabrera  
THESIS APPLICANT

# EVALUATIONS

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

## DIAGNOSTIC TEST

*Date:* \_\_\_\_\_

*Group:* \_\_\_\_\_

*Name:* \_\_\_\_\_

*Teacher:* \_\_\_\_\_

### LISTENING

#### 1. PERFORM THE FOLLOWING COMMANDS

Stand up

Sit down

Open the door/Close the door

Open the window/Close the window

#### 2. TOUCH THE PARTS OF THE BODY

Move your head

Touch your mouth

Touch your nose

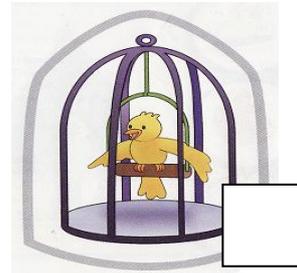
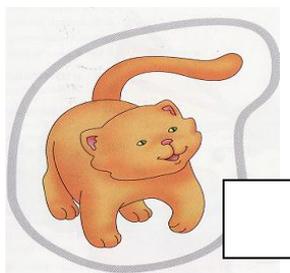
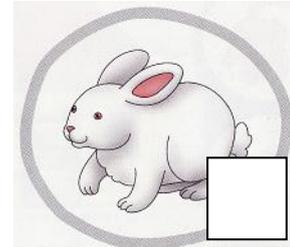
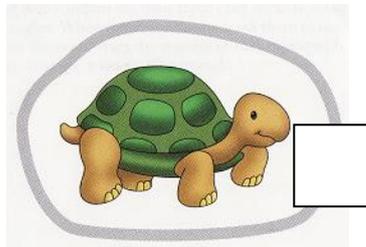
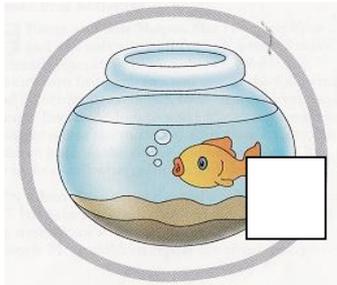
Touch your eyes

Touch your ears

Raise your hands

Stamp your feet

**3. LISTEN THE NUMBERS THAT TEACHER SAID AND NUMBER THE ANIMALS.**



**4. ANSWER THE FOLLOWING QUESTIONS**

- Are you a boy or a girl?
- What's your name?
- How old are you?
- Who is he/she?
- How the weather is today?
- It is hot?
- It is cold?

**VOCABULARY**

**1. MATCH THE NUMBER WITH THE CORRECT WORD**

- |    |       |
|----|-------|
| 1  | three |
| 10 | six   |
| 3  | ten   |
| 4  | two   |
| 6  | nine  |
| 8  | one   |

## 2. LABEL THE CLASSROOM OBJECTS

*Crayon chair desk notebook eraser pen pencil*



\_\_\_\_\_



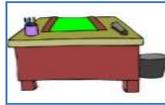
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 3. COLOR THE SHAPES IN THE DRAWING

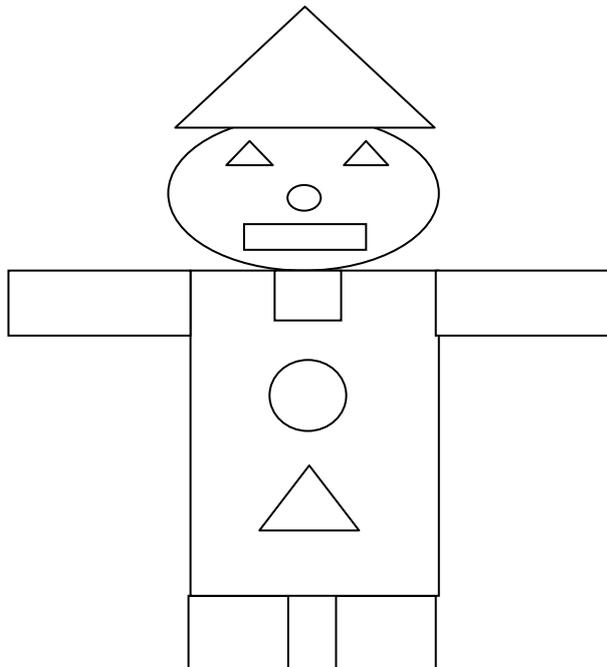
Triangle ----- Yellow

Square ----- Red

Circle ----- Blue

Rectangle----- Green

## 4. MATCH THE MEMBERS OF THE FAMILY



MOTHER



FATHER



BROTHER



SISTER



**5. COMPLETE WITH THE CORRECT PREPOSITION AND ACCORDING TO THE PICTURES**

Under                      in                      on

Where is the mouse?

The mouse is \_\_\_\_\_ the table.



Where is the child?

The child is \_\_\_\_\_ the box



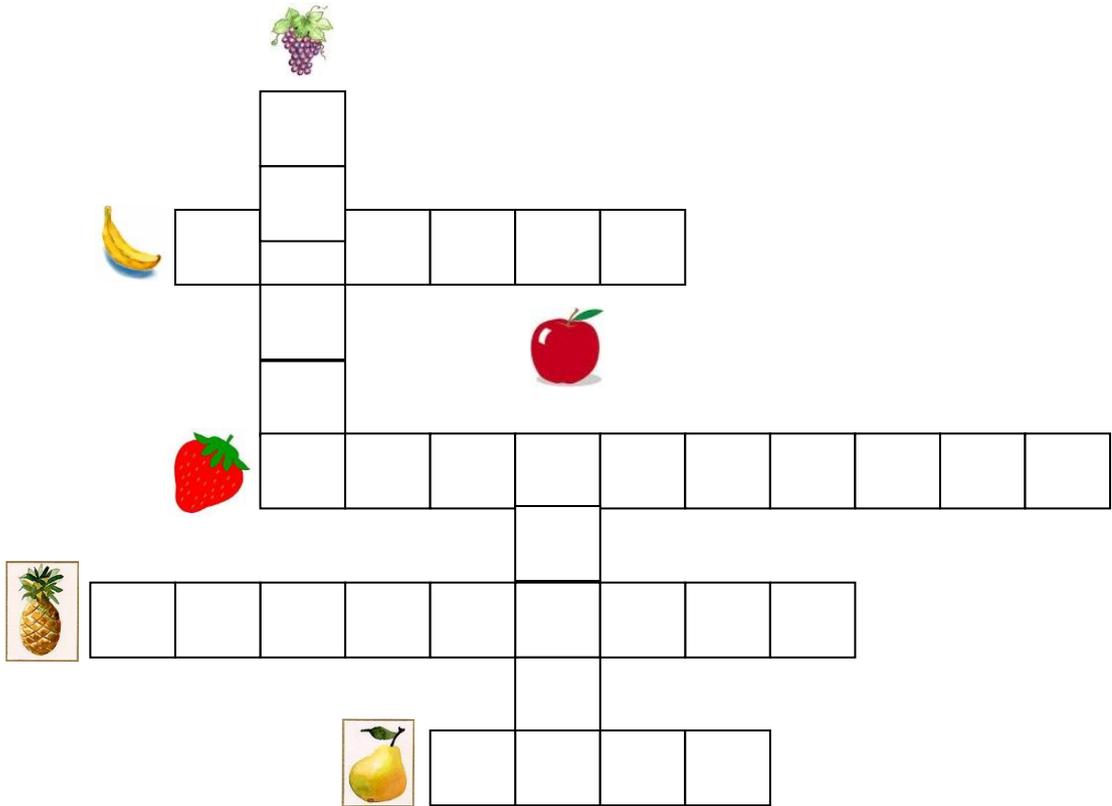
Where is the book?

The book is \_\_\_\_\_ the table.



**6. COMPLETE DE CROSSWORD PUZZLE WITH THE FRUITS OF THE BOX**

Banana      apple      grapes      pear      pineapple      strawberry



**7. UNSCRAMBLE AND WRITE THE DAYS OF THE WEEK**

M D O N Y A \_\_\_\_\_

T A Y U S E D \_\_\_\_\_

W E Y D N S E D A \_\_\_\_\_

T U R H S Y A D \_\_\_\_\_

F D A Y R I \_\_\_\_\_

**8. CIRCLE ONLY THE CLOTH ITEMS**

*Pants*     *apple*     *T- shirt*     *Cat*     *Shoes*

*Sweater*     *Pen Jacket*     *Mini-skirt*     *Eraser*

**GRAMMAR**

**1. MATCH THE PERSONAL PRONOUN WITH THE CORRESPONDING POSSESSIVE ADJECTIVE**

I	her
He	My
She	His

**2. COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE.**

He is _____ basketball in the park.	<i>play</i>
They are _____ in the party.	<i>dance</i>
The fish is _____ in the wáter.	<i>swim</i>

## UNIT EVALUATION 1

Look and circle.



1. **This** / **That** is a dress.



2. **This** / **That** is a sweater.



3. **These** / **Those** are shoes.



4. **These** / **Those** are socks.



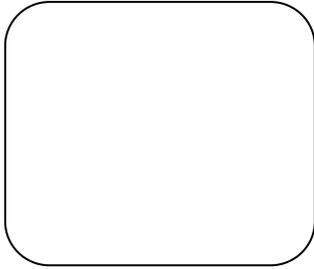
5. **This** / **These** is a skirt.



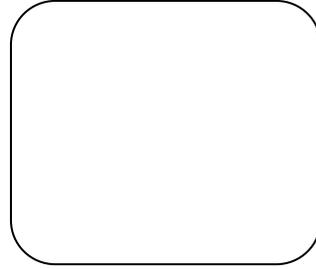
6. **That** / **Those** are hats.

## UNIT EVALUATION 2

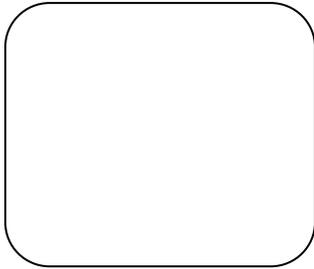
DRAW AND FORM THE CORRECT PLURAL FORM ACCORDING TO THE TEXT



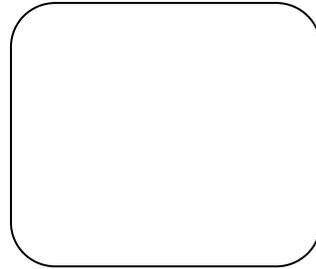
Finger



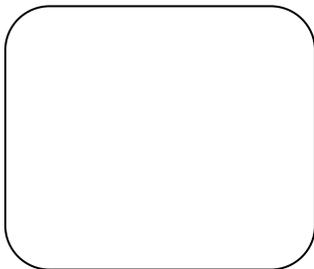
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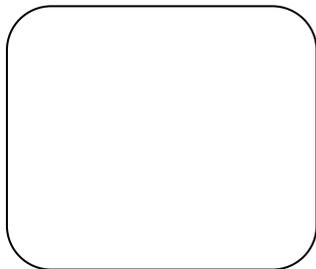
Shoulder



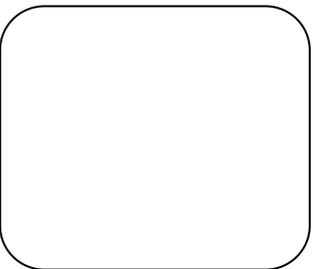
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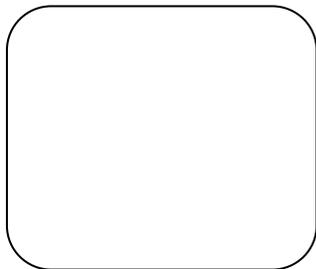
Leg



---



Arm



---

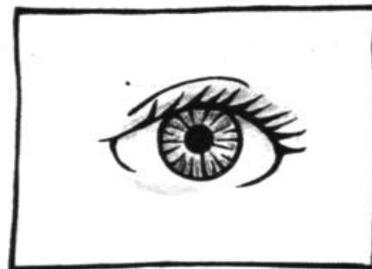
UNIT EVALUATION 3

Write and draw.

1.

What is it?

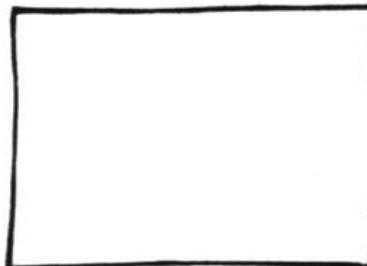
It is an eye.



2.

What

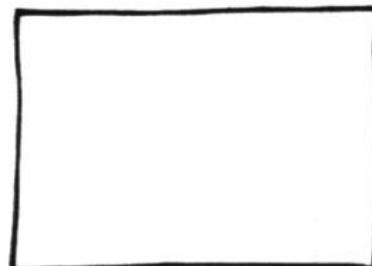
It is a hand.



3.

What

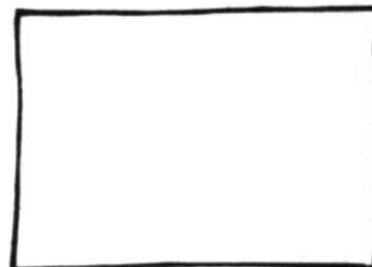
nose.



4.

What

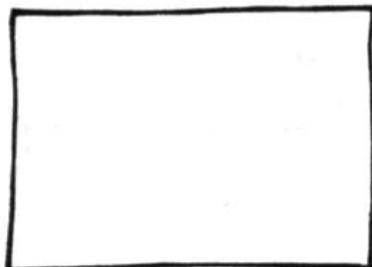
arm.



5.

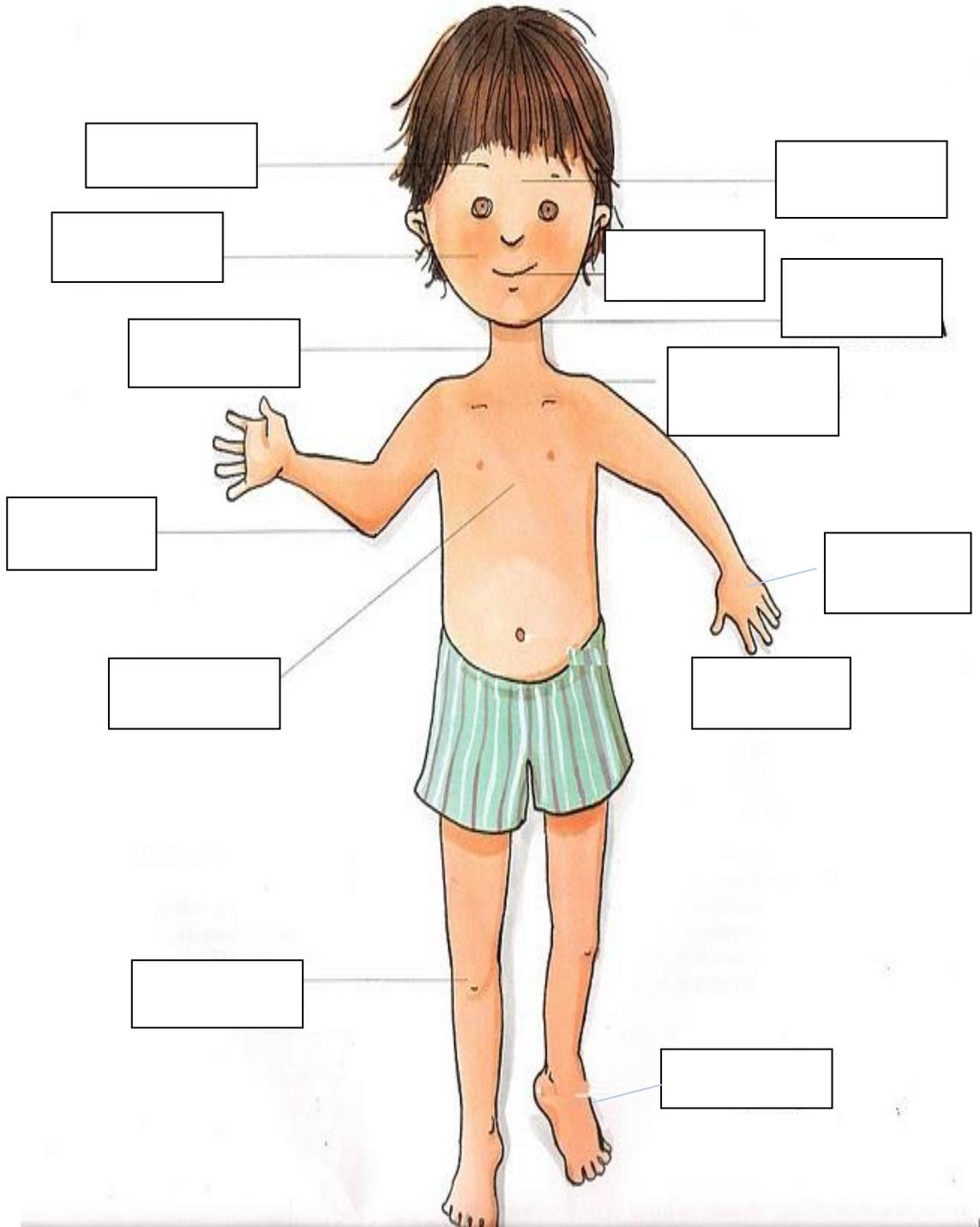
What

leg.



# UNIT EVALUATION 4

WRITE, PARTS OF THE BODY



## UNIT EVALUATION 5

MATCH THE CLOTH ITEM TO ITS CORRECT NAME



Gloves



Shirt



Socks



Dress



Hat



Jacket



Sneakers

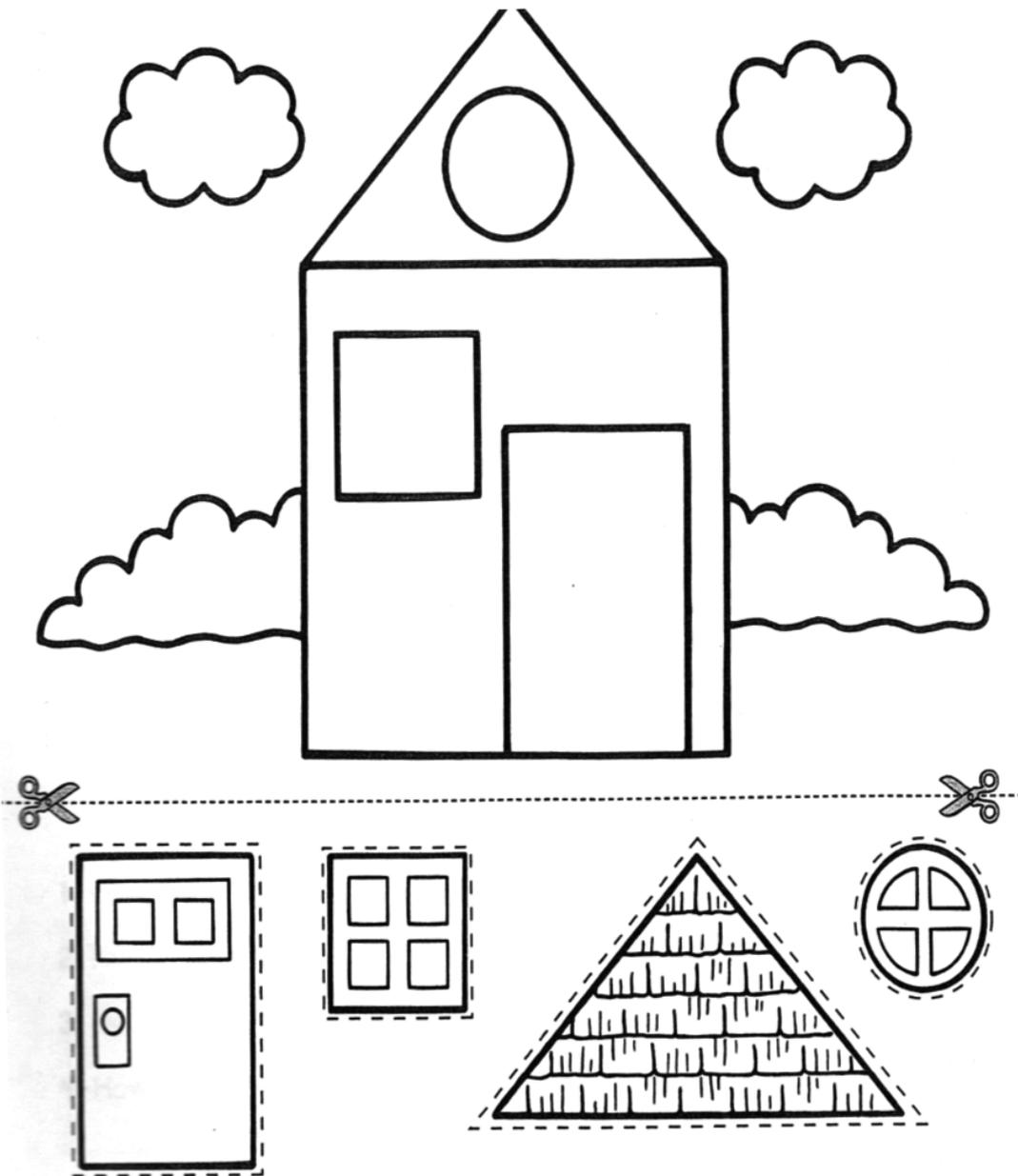


Pants



## UNIT EVALUATION 6

LOOK AT THE PICTURE HOW MANY SHAPES DO YOU SEE AND WHAT CAN YOU DO?



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

**EXTRA CURRICULAR ACTIVITY**

<b>INFORMATIVE DATA</b>	<b>PLACE:</b> Victor Emilio Valdiviezo neighborhood <b>DATE:</b> March 31 <sup>st</sup> , 2011 <b>TIME:</b> 16h00 - 17h40
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To reinforce friendship between the students and teachers</li> <li>• To share experiences through recreational activities.</li> </ul>
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>• Recreational games</li> <li>• Dances</li> <li>• Sharing Food</li> </ul>
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Prizes</li> <li>• Equipment</li> <li>• Tomatoes</li> <li>• Surprises or gifts</li> <li>• Card board</li> </ul>
<b>NOURISHMENT</b>	<ul style="list-style-type: none"> <li>• Snacks</li> <li>• Bread</li> <li>• Soda</li> <li>• Candy</li> </ul>
<b>PEOPLE IN CHARGE</b>	<ul style="list-style-type: none"> <li>• Jacqueline Pinta</li> <li>• Paulina Cabrera</li> <li>• Dolores Minga</li> <li>• Mercy Benitez</li> <li>• Andrea Carrion</li> <li>• Rosa Quizphe</li> <li>• Azucena Sanchez</li> <li>• Freddy Maza</li> </ul>

SIGNATURES:

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Mgs. Edgar M. Castillo  
 THESIS ADVISOR

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Paulina Elizabeth Cabrera  
 THESIS APPLICANT

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