



# UNIVERSIDAD NACIONAL DE LOJA

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

### ENGLISH LANGUAGE CAREER

METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6<sup>th</sup> YEAR OF BASIC EDUCATION AT "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD, SCHOOL PERIOD 2010-2011.

Thesis previous to obtain the Bachelor's Degree in Science of the Education, English language major.

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# **CERTIFICACION**

The present research work entitled: **METHODOLOGICAL STRATEGIES OF TEACHING LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6<sup>th</sup> YEAR OF BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD SCHOOL PERIOD 2011-2012**, of the responsibility of the undergraduate student Rosa Yadira Quizhpe Sinchire .

It has been thoroughly revised and fully analyzed I therefore authorize its presentation for the pertinent legal aims.

Loja, 7 de Mayo del 2012

Mg.Sc. Paola Moreno  
**THESIS DIRECTOR**

## **AUTHORSHIP**

The whole criteria, analysis, concepts, presented in this research work are under the responsibility of the author.

***Rosa Yadira QuizhpeSinchire***

## **ACKNOWLEDGEMENT**

I want to give my gratitude to the *Universidad Nacional de Loja* for offering me the opportunity to study and obtain the degree as an English language teacher.

In the same way I offer my thankfulness to the teachers of the English language Major, especially to Mgs. Paola Moreno who has given me all her support as my thesis Director to fulfill this research work, and to all teachers who shared their knowledge which helped me in my professional formation during all my educative preparation.

Similarly, I want to thank the Community of the “Victor Emilio Valdivieso” neighborhood especially to the kids, who frequently came to classes to learn the English language and share nice moments together with the teachers and the other kids.

## **DEDICATION**

I want to dedicate this work with special love and gratitude to my God, also to my parents, Miguel Angel Quizhpe , Albertina Sinchire , brothers, and my future husband Alfonso Jose Maji Guacho who have given the researcher all their unconditional support to fulfill one of the goals in my life.

*Yadira Quizhpe*

## **GEOGRAPHICAL SITUATION OF THE RESEARCH**

**National:** Ecuador

**Region:** Zona 7

**Province:** Loja

**City:** Loja

**Area:** Sucre

**Neighborhood:** "Victor Emilio Valdivieso"

**Other disaggregations:** Incluye CD.

# INDEX

|  |     |
|--|-----|
| CERTIFICACION.....                           | ii  |
| AUTHORSHIP .....                             | iii |
| ACKNOWLEDGEMENT .....                        | iv  |
| DEDICATION.....                              | v   |
| GEOGRAPHICAL SITUATION OF THE RESEARCH ..... | vi  |
| INDEX.....                                   | vii |
| a. TITLE.....                                | 1   |
| b. SUMMARY .....                             | 2   |
| c. INTRODUCTION.....                         | 3   |
| d. LITERATURE REVIEW.....                    | 7   |
| e. METHODS AND MATERIALS.....                | 28  |
| f. RESULTS.....                              | 76  |
| g. DISSCUSION .....                          | 83  |
| h. CONCLUSIONS .....                         | 90  |
| i. RECOMMENDATIONS.....                      | 92  |
| j. BIBLIOGRAPHY.....                         | 95  |
| k. ANNEXES .....                             | 98  |

**a. TITLE**

**METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6th YEAR OF BASIC EDUCATION AT "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD, SCHOOL PERIOD 2010-2011.**

## **b. SUMMARY**

The present research work titled: **METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6th YEAR OF BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD, SCHOOL PERIOD 2010-2011.** had as purpose to develop the communicative skills through strategies, techniques and methods. The methods applied through this research work were; Total Physical Response, Audio-Lingual method, Communicative Language Teaching, and the direct method. The techniques used were; games, songs, dialogues, mimics, guessing, note taking, repetition, asking question, visual Aids. Among the instruments applied were diagnostic test, annual plan, unit plan, and lesson plan. Through all of them it was possible to development of the communicative skills. To the collection of the information within the research process, a diagnostic test was used as the main instrument, the same than was applied to the students in order to determine the necessities and difficulties in the English subject like second language. The principal results that were found during the community program intervention were: The methodological strategies helped to develop communicative skills in children during the teaching-learning process, which is evident in the children since they began to use the foreign language in a satisfactory way.

### **c. INTRODUCTION**

The present research work is titled: **METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6th YEAR OF BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO” NEIGHBORHOOD, SCHOOL PERIOD 2010-2011**. The methodological strategies were very important for the reason that they help to the students to learn significantly during the teaching-learning process.

The communicative skills should be developed in an advanced way because these are the most applied in the real life. It involves not only the knowledge of the vocabulary or grammar and other aspects of linguistic structure but also being able to speak what, whom and how to say it in any given situation.

The techniques used helped to facility the work during the *Community Program Intervention* through the activities such as; role-play, game, songs, videos, dramatizations, puzzle, etc. Besides for planning the English classes was necessary to use an annual plan, unit plans and the lesson plan for every class.

The general objective of this work was to apply methodological strategies to develop the basic communicative in English as a foreign language with

children of sixth year of Basic Education in the “Victor Emilio Valdivieso” neighborhood of the Loja city.

The specific objectives were firstly to diagnose the needs of learning English as a foreign language. Then, it was proposed to develop the communicative skills through the workshops applying different methodological strategies during the teaching- learning process. The last objective was to the evaluation continuously and at the ending the program the levels of the communicative skills in English as a foreign language gotten by the children of sixth year of Basic Education in the “Victor Emilio Valdivieso” neighborhood.

The method applied was the Communicative one. The application of this method was to enable the learners to communicate effectively and appropriately in many situations. During the Intervention this method helped to enhance the learner’s own personal experiences as important contributing elements to the classroom learning.

The second method was; The Total Physical Response. During the teaching learning process, the teacher gives interconnected directions to create a sequence of actions called “operation” to the student’s progress and proficiency; more and more commands are added to the action sequence which the involves to teacher and students, the teacher directs

and students act. For example the instructor is the director of the stage play in which the students are the actors; the principal technique used was the commands, which required of physical actions. This is the major teaching technique for students of this age.

The next was the Direct Method. In this method the teaching did not allow the students to use their mother tongue. Grammar rules were avoided and there was emphasis on good pronunciation, the number of students in the “Victor Emilio Valdivieso” neighborhood was a big opportunity to work with these methods, because the students receive more attention by the teachers.

The last one was Audio-Lingual Method. In the *Community Program Intervention* the use of songs, tongue, twisters, riddles, chants were an excellent opportunity to make students work by adapting the ear to the acquisition of the new language. In this method, the learning of a language means acquiring habits. There was much dialogue practice in every situation. A new language is first heard and extensively drilled before being seen in its written form.

It is important to say that the methodology applied during the teaching-learning process in the “Victor Emilio Valdivieso” neighborhood was necessary to achieve the stated objectives.

The lesson plans were presented daily to the thesis project director. The schedule worked was on Tuesday and Thursday 16H00 to 17H00. The period was of 91 hours in the academic year. Besides the topics developed in the English classes were chosen according to the communicative needs of each one of the students. The topics given in the different lessons were; *Classroom objects, Numbers, Colors, People We Love, Head to Toes, The Adjective, Things I Wear, Review Part One, Review Part Two, Elaboration of a Card For Mother's Day', Domestic and Wild Animals, Fruits, Vegetables, Pedagogical Demonstration*

It is necessary to mention that the lack of students did not permit to accomplish this research work at beginning of the *Community Program Intervention*, the looking for more students was essential. The thesis work applicants were to visit the families of the community to invite their kids to learn English. The students did not used to coming to classes frequently because they studied in the morning and they worked in the afternoon on the streets and markets of our city to helping their parents. But gradually, during the *Intervention Process*, the students attended some classes and the number of students was increasing each time.

## **d. LITERATURE REVIEW**

### **TECHNIQUE**

“Technique, is any of a wide variety of exercises, activities, or tasks used in the languages classroom for realizing lesson objectives”. Moreno Paola, and Balcazar Marcia, 2008 of the English language in the establishments of the half education, National University Loja-Ecuador”

“Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. Any of a wide variety of exercise, activities, or tasks used in the languages classroom for realizing lesson objectives”. (H. DOUGLAS BROWN, Teaching by Principal-2001, page 14and 16)

### **APPROACH**

“An approach, according to Anthony, was a set of assumptions dealing with the nature of language, learning and teaching. Theoretically well-informed positions and beliefs about nature of language, the nature of language learning, and the applicability of both to pedagogical setting” (H.DOUGLAS BROWN, Teaching by Principles-2001page 14 and 16)

## **STRATEGY**

“It is a method or plan chosen to bring a desired future, such as achievement of a goal or the solution of a problem.” (H. DOUGLAS BROWN, Teaching by Principles-2001, page 14)

“A strategy is a planned set of actions over time systematically carried out to achieve a particular purpose. The strategies are rules that allow appropriate decisions at any time of the learning process, so there are ways of working to improve performance”. “Chomsky, N. (1965) Aspects of the strategies Cambridge M.I.T Press”g

"The strategies is the sequence of activities planned and systematically organized, allowing the construction of knowledge, and articulate with particular communities. Refers to educational interventions that are specifically intended to enhance and improve the spontaneous processes of learning teaching as a mean of contributing to better development affection, awareness and competence to act socially. "(Diaz,AureaGonzalez, 2010: Methodological Strategies).

## **EDUCATION**

“Education in the largest sense 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” (UNESCO, Education For All Monitoring Report 2008, Net Enrollment Rate in primary education).

“The Education is a process of socialization in which students are inserted as an object and a subject of learning. It assumes an active and responsible position in the process of formation and configuration of their world, as creators at the same time as receiver of cultural patterns historically built by the humanity. Education refers to the process of learning and acquiring information”. RIOFRIO E IRIARTE from Castellanos (2010)

## **LEARNING**

“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” (Sandman, Wadhwa, Hetrick, Porto & Peeke 2007)

## **EVALUATION PROCESS**

“Evaluation 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”(Lingua Links Library, Version 4.0, published on CD-ROM by SIL International, 2009. (Ordering information)

Through an evaluation, one can measure the different difficulties found in the students and being able of taking of decisions to face up these ones, a process in which most well-run programs engage from the outset”. “In addition, pedagogical evaluation can identify program effects. And this helps the staff to find out whether their programs have impact on the participant’s knowledge and attitudes. Giving a note is to evaluate, a test is to evaluate, and the registration of the notes is called **assessment**. At the same time, various meanings are attributed to this term. The purposes of the evaluation are to determine the level of the educative excellence and being able to determine whether or not the results of knowledge of students were gotten. Otherwise, to make a change of plans and take decisions about staff orientation, academic and professional as well as the academic performance of each one of the students.

## **MOTIVATION**

“Motivation comes from the word “motor” It is the strength that comes

from inside of us, which boosts to execute such action and become our thoughts and feelings in happenings. Motivation within the Education influences the following aspects”.

- Why people decide to do something
- How long they want to do it
- How hard they are prepared to work to achieve it

The motivation is very important in language learning. It helps make learning successful.

#### Key concepts

Many factors influence on our motivation to learn a language. These factors include:

- The usefulness to the students of knowing the language well, for getting jobs, getting on to courses of study, getting good scores, etc.
- Students interest in the target language culture (The culture of the language students are tarrying to get)
- Feeling good about learning the language, success, self-confidence (feeling that we can do things successfully), learners’ autonomy and independence (feeling responsible for keeping the control of our own achievements)

- Encouragement and support from others, e.g. teachers, parents, classmates, school, and society.
- Our interest in the learning process, the interest and relevance to us of the course content, classroom activities, the teacher's personality, teaching methods. Mary Sprratt, Alan Pulverness, Melanie Williams. CAMBRIDGE UNIVERSITY Unit 9- Pag 30.

### **METHODS IN THE TEACHING-LEARNING PROCESS**

“Method is a series of successive steps, leading to a goal. The objective is to make professional decisions and a theory that allows generalizing and solving problems the same way like in the future. Therefore teachers need to follow the most appropriate in order to solve problems. The method is an order be imposed on the different processes needed to achieve a given end apparatus or results. 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. Method tends to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives sequencing and materials. They are almost always thought of as being broadly applicative to a variety of audiences in a variety of contexts, a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem” (H. DOUGLAS

## **THE AUDIO-LINGUAL METHOD**

“The Audio-lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well will generally be able to create what appear to be very "productive" students. The extensive and elaborate drills designed to facilitate over learning and good "language habit forming" were an innovative addition to the techniques used to practice language, and many of them are featured as essential parts of "communicative" methods that followed the Audio lingual Method. There are ways in which the practice involved in the Audio lingual Method can be applied to approaches that have a bigger picture in mind. Audio lingual-based drills can be adapted and used in combination with effective error correction techniques to create an approach that is sensitive to affective factors, and can be followed up with techniques designed to create more independent experimentation and application. I do not in any way recommend it as a holistic approach to language teaching, but there are certainly aspects and techniques from the method that are effective if used properly and in combination with an appropriate range of other activities”. (Richards, Jack & Rodgers, Theodore, 1986. Approaches and Methods in

Language Teaching. New York: Cambridge University Press).

The audio-lingual method objective is to create 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 present in dialog form
- There is dependence on mimicry, memorizations 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

## **TECHNIQUES**

### **Dialog Memorization**

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

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

Teacher breaks a line into several parts; students repeat each part, by starting at the end of the sentence and “expanding” backwards through the sentences, 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 are to pronounce and differentiate the new words.

### **Complete the Dialog**

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

**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 from 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.

### **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.

**Integrations:** Two separate utterances are integrated into one.

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

**Restorations:** The students are given a sequence of that having been cut from a sentence; they have to put in the correct order by adding some word.

## **COMMUNICATIVE LANGUAGE TEACHING APPROACH**

“All the methods described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods in a cycle that could only be described as competition between rival methods or even passing fads in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one umbrella approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT” (BROWN Douglas H. Teaching by Principles an Interactive Approach to Language Pedagogy.).

- 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 text 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**

- **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**

Lets 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.

- **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. (LARSEN, Freeman. Techniques and Principles in Language Teaching 1986:118-120)

## **TOTAL PHYSICAL RESPONSE**

”Already in the late 1800s, a French teacher of Latin by the name of Francois Gouin was hard at work devising a method of language teaching that capitalized on the way children naturally learn their first language, through the transformation of perceptions into conceptions and then the expression of those conceptions using language. His approach became known as the Series Method, involving direct conceptual teaching of language using series of inter-connected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance (i.e., one’s actions and language match each other). His thinking was well ahead of his time, and the Series Method became swamped in the enthusiasm surrounding the

other new approach at the time in the form of the Direct Method.

One of the primary objectives underlying Asher's TPR methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate "listening" and "comprehension" period, and encourage learners to respond using right-brain motor skills rather than left-brain language "processing". (Richards, Jack & Rodgers, Theodore, 1986. Approaches and Methods in Language Teaching. New York: Cambridge University Press. P 101)

The Total Physical Response Method attempts to teach the language through physical activity. It consists on commands 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**

The listing here is in summary form only.

### **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 “operations”). 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**

### **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.

### **Giving commands**

Teacher gives the commands and students do them.

## **DIRECT METHOD**

The naturalistic-simulating is the natural way in which children learn first languages-approaches of Gouin and a few of these contemporaries did not take hold immediately. A generation later, applied linguistic finally established the credibility of such approaches. Thus it was that at the turn of the century, the Direct Method became quite widely known and practiced.

The basic premise of the Direct Method was similar to that of Gouin's Series Method, namely, that second language learning should be more like first language learning-loss of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. (Richards, Jack & Rodgers, Theodore, 1986. Approaches and Methods in Language Teaching. New York: Cambridge University Press. P 101)

“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 classes vocabulary and sentences taught
- New teaching points are introducing orally
- Vocabulary is taught through demonstrations, pictures, mime
- Classrooms instructions are conducted in target Language
- Emphasize the correct pronunciation and grammar “<sup>1</sup> (LARSEN, Freeman. Techniques and Principles in Language Teaching 1986:118-120)

### **COMMUNICATIVE COMPETENCES**

“The communicative competence as the ability to interact well with others it refers to accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness” the ability to use the language correctly and appropriately to accomplish communication

goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does. Communicative competence lets us know when to speak and when not to speak, how to take turns in conversations and how to start and end them, and how to involve and exclude people. We also know how to listen and how to use utterances appropriately in a conversation, besides the communicative competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating, and trying avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary). Tracy Terrell and Stephen Krashen.1988 this acquisition-focused approach sees communicative defined”

“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”. HYMES, D. (1970) on communicative competence. In J., Gumperz & D., Hymes (Eds.), *Directions in sociolinguistics*. New York: Holt, Rinehart & Winston.

## **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. This skill is sometime neglected by teacher and not sufficiently practiced. It is vital, however, that language learners get lots of opportunities to hear the language being spoken, they need to get used to the sounds and rhythms of the new language so they can understand it and so they can learn to produce it themselves.

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

- **Hearing.** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.
- **Understanding.** The next part of listening happens when your take what you have heard and understand it in your own way. Let's go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, "Maybe this means that the pattern of stripes is different for each zebra"
- **Judging.** After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, "How could the stripes to be different for every zebra?" But then again, the fingerprints are different for every person. I think this seems believable". (DAVILA Carmen, and BRAVO VALDIVIESO, Amable, La Comunicacion en Idioma Ingles-2007).

## **SPEAKING**

“Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking is a productive skill. It involves using speech to communicate. There are three kinds of speaking situations in which we find ourselves:

- Interactive,
  - Partially interactive, and
  - Non – interactive.
- Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood”. (DAVILA Carmen, and BRAVO VALDIVIESO, Amable, La Comunicación en Idioma Ingles-2007).

## e. METHODS AND MATERIALS

To carry out the *Community Program Intervention* at “Victor Emilio Valdivieso” neighborhood First of all, a diagnostic test was applied to know the knowledge level of students and their learning needs. The diagnostic test was applied to eight students. Then, the contents were organized according to the diagnostic test, so, they could be taught and then reinforced improving the listening and speaking skills.

The use of appropriate techniques and instruments to develop a good work were provided by the Lesson plans. Besides the different techniques were applied according to the topic of each unit and with the content daily

**Didactic unit plans:** these were developed in coherent units of work. They had identified the learning objectives and outcomes and indicate the activities that were enable these to be achieved. Which showed a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives.

**Diagnostic test:** This determined the real level of knowledge that they had about English.

- ✓ To continue with the *Intervention*, the best methods, techniques and strategies were used to develop the communicative skill like

listening and speaking which were applied in every class, activities such as: dialogues, role plays, repetition drill, songs, questioning and answers, give commands, slide presentations, dramatization, vocabulary.

- ✓ **Total Physical Response Method.** This method was necessary to combine information and skills through physical activities. The skills allowed students understand the information. It helped them to be motivated all the time. Therefore learners were not forced to speak, but they felt comfortable and confident in the classroom.

The language acquisition was developed by physical commands that teachers and students practice every day through different kinds of activities as it becomes complicated until the whole language is taught by commands.

Hand gestures, facial expressions and mime, were used by teacher actions which express meaning without words to elicit vocabulary items, clarify meaning and create context. Which help build up a set of signals such as finger correction, which learner recognizes as prompts to correct their own mistakes.

- ✓ **The Direct Method.** - This method did not allow students to use

their mother tongue. Grammar rules were avoided and there was emphasis on good pronunciation.

✓ **Communicative Language Teaching Methods:** With these methods, students developed linguistic fluency and accuracy, etc. During our lesson, this method served us to achieve the following functions.

- ✓ The instrumental function: using language to get things.
- ✓ The regulatory function: using language to control the behavior of others.
- ✓ The interactional function: using language to create interaction with others;
- ✓ The personal function: using language to express personal feelings and meanings.
- ✓ The heuristic function: using language to learn and to discover;
- ✓ The imaginative function: using language to create a world of the imagination.
- ✓ The representational function: using language to communicate information.

✓ **Audio-Lingual method.** It was helpful to create communicative competence between students. This method let students learn the

language studied with most effective way extensive repetition of words, dialogues, cultural notes memorization of set phrases, focused on pronunciation and a variety of elaborated drills etc.

The level of knowledge was evaluated in two ways such as formative evaluation that was helpful to involve qualitative feedback (rather than scores). The summative evaluation was applied at the end of the *Intervention* through the pedagogical demonstration which was carried out on July 5 and 7, 2010. To apply it, the use of resources like; flash cards, posters, games, realia, worksheet, CDs, fomix drawing, bingo tables, etc., were used whereas students, parents and teachers participated altogether. In this way, the parents knew the students' progress that evidenced the final results gotten.

Moreover, fifteen lesson plans were elaborated according to needs and environment of the students, like essential material to clarify what they can do in the available time and give a meaning to state the learning objectives of the lesson to the students. The lesson plans were elaborated through the following square.

Finally the principal resources used were the following.

**Realia:** How the word said, is are al objects that could easily bring into the classroom could be used to teach vocabulary, as prompts for

practicing grammatical structures or for building dialogues and narratives, for games and quizzes.

**Flash cards:** Like realia, flashcards were used to teaching individual words or as prompts for practicing grammatical structures.

**Puppets:** This was an excellent resource for teaching children. For example; we can introduce new language in dialogue between pairs of puppets or between one puppet and the teacher. Children can also make their own simple puppets.

**Worksheets:** Pre-elaborate activities were an excellent resource where the students of sixth year of Basic Education at the “Victor Emilio Valdivieso” neighborhood found the new things and increase their vocabulary.



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCACION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

| CONTENTS   | MAINS AIMS  | METHODOLOGY   | ACHIVEMENT<br>LEVEL  | TEACHING AIDS<br>MATERIALS  | EVALUATION   |
|--|---|---|--|---|--|
| <p><b>Classroom objects</b><br/><br/>(Lesson plan 1)</p> | <ul style="list-style-type: none"> <li>- To develop listening skill</li> <li>- To identify the classroom objects</li> </ul> | <p style="text-align: center;"><b>INTRODUCTORY ACTIVITIES</b><br/><b>(Warm up)</b></p> <ul style="list-style-type: none"> <li>- Teacher familiarizes students with the new languages, listening and circle</li> </ul> <p><b>PRESENTATION TECHNIQUES</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>- Teacher asks to the students to clean the desk.</li> <li>- Teacher hands out the material</li> <li>- Teacher presents the classroom objects</li> </ul> | <ul style="list-style-type: none"> <li>- Learners recognized and pronounce the school things</li> <li>- Students speak simple questions and answers</li> </ul> | <ul style="list-style-type: none"> <li>- Fomix figures</li> <li>- Copies</li> <li>- Cd player</li> <li>- Graph paper</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verification how much they know or do not know about the classroom objects</li> </ul> |

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|  |  | <p>“REALIA” gives some commands to the students and they have to touch the objects that teacher says” ruler, pencil, eraser, glue, book, crayon, sharpener, pen, desk.</p> <ul style="list-style-type: none"> <li>- Teacher demonstrates the task with an example. “Touch the pencil”</li> <li>- Teacher tells students to start the activity</li> </ul> <p><b>During</b></p> <p><b><u>Match the pictures with the respective word</u></b></p> <ul style="list-style-type: none"> <li>- Teacher reads the task and checks their understanding.</li> <li>- Teacher hands out the word sheet to the students.</li> <li>- Teacher explains the task and says</li> <li>- Teacher organizes students</li> <li>- Teacher gives them ten minutes for to do the task</li> </ul> |  |  |  |
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|  | <ul style="list-style-type: none"><li>- Teacher monitors the class</li><li>- Teacher walks around the class</li><li>- Teacher checks the task on the graph paper.</li></ul> <p><b>TASK.- 2 Complete the sentences</b></p> <ul style="list-style-type: none"><li>- Teacher asks students to read the task introductions and checks if they understood.</li><li>- Teacher hands out the word sheet to the students.</li><li>- Teacher tells them how long they have ten minutes.</li><li>- Teacher walks around the class and help them.</li><li>- Teacher checks the task on the work sheet.</li></ul> |  |  |  |
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NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCACION, ART AND COMMUNICATION

| CONTENTS  | MAINS AIMS   | METHODOLOGY   | ACHIVEMENT LEVEL   | TEACHING AIDS MATERIALS  | EVALUATION  |
|---|--|---|--|--|---|
| <p><b>Number from one to twenty (Lesson plan 2)</b></p> | <ul style="list-style-type: none"> <li>- To count from one to twenty</li> <li>- To identify the numbers</li> </ul> | <p style="text-align: center;"><b>INTRODUCTORY ACTIVITIES (Warm up)</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out to the students a card and a dice to play.</li> <li>- Teacher explains the game</li> <li>-Players place their pieces game at START</li> <li>-They take turn rolling the dice and moving their, pieces games accordingly.</li> <li>- Whenever a player lands on a square with a questions in it, s/he needs to answers correctly</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher ask student's opinions about the class and takes notes to improve the next class</li> </ul> | <ul style="list-style-type: none"> <li>- Fomix figures</li> <li>- Copies</li> <li>- Work sheep</li> <li>- Flash Cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verification how much they know or do not know about the number.</li> <li>- Teacher gives to the students some grains to count.</li> </ul> |

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|  |  | <p>-If the answers is correct the players moves for word, but the answer is incorrect the- she can't continue The first player to get to the CONGRATULATIONS, wins the game.</p> <p><b>PRESENTATION TECHNIQUES</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out some nests of hen in differently places in the class with candies.</li> <li>- Teacher invites students to look for the egg of the hen and tell her how many candies they found in it and put them in a basket finally.</li> <li>- Teacher shares with her students the candies.</li> </ul> <p><b>DURING TASK 1</b></p> <ul style="list-style-type: none"> <li>- Teacher Shows the numbers in a paper</li> </ul> |  |  |  |
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|  |  | <ul style="list-style-type: none"> <li>- Teacher asks students to repeat the numbers</li> <li>- Teacher checks their pronunciation</li> </ul> <p style="text-align: center;"><b>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</b><br/><b>17 18 19 20</b></p> <p><b>TASK 2</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out the copies</li> <li>- Teacher reads the task instructions</li> <li>- Teacher explains the task with an example.</li> <li>- Teacher asks students to do the task individually and gives ten minutes.</li> <li>- Teacher checks the task orally.</li> </ul> |  |  |  |
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**ENGLISH LANGUAGE CAREER**



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

| <b>CONTENTS</b>                 | <b>MAINS AIMS</b>   | <b>METHODOLOGY</b>  | <b>ACHIVEMENT LEVEL</b>  | <b>TEACHING AIDS MATERIALS</b>  | <b>EVALUATION</b>   |
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| <b>Color</b><br>(Lesson plan 3) | <ul style="list-style-type: none"> <li>- To recognize the colors.</li> <li>- To name the colors in a correct way</li> </ul> | <p style="text-align: center;"><b>INTRODUCTORY ACTIVITIES</b></p> <p style="text-align: center;"><b>(Warm up)</b></p> <ul style="list-style-type: none"> <li>- Teacher familiarizes students with the colors, using a picture<br/><br/>Blue, yellow, red. Orange, green, purple black white, brown, black, fuchsia, grey, turquoise.</li> <li>- Teacher explains the game, teachers asks students to roll the dice and taking turns, after that students stats the game saying the</li> </ul> | <ul style="list-style-type: none"> <li>- The students identified different colors.</li> <li>- The students used the colors the correct way.</li> </ul> | <ul style="list-style-type: none"> <li>- Fomix Figures Jirafa Metro'</li> <li>- Copies</li> <li>- Work sheep</li> <li>- Pictures</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verification how much they know or do not know about the colors</li> <li>- Teacher gives to the students some worksheet to coloring</li> </ul> |

colors that they find in each stone. Then if the students answer correctly they can continue but if the answer is incorrect they need to wait the next turn, finally the first player who finishes is the winner.

### **PRESENTATION TECHNIQUES**

#### **Beginning**

- Teacher shows students some fruits of different colors like; banana mango, grapes, pear, apples, etc.
- Teacher asks students. What is your favorite color?
- Teacher invites students to get one fruit and say the color of it.

#### **During**

##### **Task 1**

- Teacher asks the students to look at the poster to teach the colors.

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|  |  | <ul style="list-style-type: none"><li>- Teacher asks students to listen and repeat the colors after her.</li><li>- Teacher hands out a sheet of paper to practice the colors</li><li>- Teacher suggests students to do the activity individually and gives them 10 minutes for it.</li><li>- Teacher walks around the class to monitors students to help them.</li><li>- Teacher checks the activity on the whiteboard.</li></ul> <p><b>TASK 2</b></p> <ul style="list-style-type: none"><li>- Teacher hands out the students some worksheets.</li><li>- Teacher reads the introduction and checks whether they understood them.</li><li>- Teacher explains this task with an</li></ul> |  |  |  |
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|  |  | <p>example.</p> <ul style="list-style-type: none"> <li>- Teacher gives students 20 minutes to do this task.</li> <li>- Teacher monitors the students' work.</li> <li>- Teacher checks the task on the worksheet.</li> </ul> <p><b>TASK 3</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to talk about the colors.</li> <li>- Teacher gives a model to do that. E.g.<br/>What's your favorite color?<br/>My favorite color is pink.</li> <li>- Teacher demonstrate students the task with a model.</li> <li>- Teacher gives some minutes to practice the role play.</li> <li>- Teacher checks the task orally.</li> </ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| CONTENTS   | MAINS AIMS   | METHODOLOGY  | ACHIVEMENT LEVEL  | TEACHING AIDS MATERIALS   | EVALUATION   |
|--|--|--|---|---|--|
| <p style="text-align: center;"><b>FAMILY</b><br/>(Lesson plan 4)</p> | <ul style="list-style-type: none"> <li>- To use "how many" and who is s/he.</li> <li>- To identify the family members</li> </ul> | <p><b>INTRODUCTORY ACTIVITIES (lead ins)</b></p> <ul style="list-style-type: none"> <li>- <b>Teacher asks students to sing a song.</b><br/> Hello father, hello, hello, hello<br/> Hello father hello<br/> Hello father, nice to meet you.<br/> Hello father hello.</li> <br/> <li>Hello mother, hello hello<br/> Hello mother hello<br/> Hello mother nice to meet you</li> <br/> <li>Hello mother hello<br/> Hello grandfather, hello hello<br/> Hello grandfather hello<br/> Hello grandfather nice to meet you<br/> Hello grandfather hello</li> </ul> | <ul style="list-style-type: none"> <li>- Students identified family members</li> <li>- Students recognized who s/he is</li> </ul> | <ul style="list-style-type: none"> <li>- Poster</li> <li>-Copies(<b>cut out</b>)</li> <li>-Work sheep</li> <li>- Flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verification how much they know or do not know about the family members</li> <li>- Teacher gives to the students some worksheet to put the correct name.</li> </ul> |

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|  |  | <p><b>PRESENTATION TECHNIQUES</b></p> |  |  |  |
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**Beginning**

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

**During**

**Task 1**

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

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|  |  | <ul style="list-style-type: none"> <li>- Teacher asks students to do the activity and gives them ten minutes.</li> <li>- Teacher checks the student's tasks</li> </ul> <p><b>TASK 2</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out to the students a work sheet.</li> <li>- Teacher reads the task introductions and verifies if students understood.</li> <li>- Teacher explains with the task with an example.</li> <li>- Teacher says students' to work individually.</li> <li>- Teacher gives students enough time to do the task.</li> <li>- Teacher controls the class and help students.</li> <li>- Teacher checks the activity orally.</li> </ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| CONTENTS                                       | MAINS AIMS   | METHODOLOGY   | ACHIVEMENT LEVEL   | TEACHING AIDS MATERIALS   | EVALUATION  |
|--|--|---|--|---|---|
| <b>Things I wear</b><br><b>(Lesson plan 5)</b> | <ul style="list-style-type: none"> <li>- To recognize different clothes</li> <li>- To connect clothes with the colors</li> </ul> | <p><b>INTRODUCTORY ACTIVITIES (lead ins)</b></p> <ul style="list-style-type: none"> <li>- Teacher tells students the vocabulary relating to the clothes.</li> <li>- Teacher puts the flash cards face down and asks student who guesses what clothes is about.</li> <li>- Teacher accepts student's answers. The first students to guesses the name of the clothes wins a surprise.</li> </ul> <p><b>PRESENTATION TECHNIQUES</b></p> <p><b>Beginning</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out the students cut out in order to have students to wear the</li> </ul> | <ul style="list-style-type: none"> <li>- Students recognize the clothes and connect with the colors</li> </ul> | <ul style="list-style-type: none"> <li>- poster P</li> <li>- copies C</li> <li>- worksheet W</li> <li>- flash cards FI</li> <li>- copies C</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know or do not know about the clothes.</li> </ul> |

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|  |  | <p>dolls.</p> <ul style="list-style-type: none"> <li>- Teacher gives enough time.</li> <li>- Teacher monitors their work.</li> </ul> <p><b>TASK 1</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out to the students a work sheet.</li> <li>- Teacher reads the task introductions.</li> <li>- Teacher explains the task with an example.</li> <li>- Teacher asks students to do the activity individually.</li> <li>- Teacher checks the task on the whiteboard.</li> </ul> <p><b>Task2 Color and Say</b></p> <ul style="list-style-type: none"> <li>- Teacher gives a worksheet to practice the clothes.</li> <li>- Teacher reads the task instructions</li> </ul> |  |  |  |
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|  |  | <p>and verifies if students understand.</p> <ul style="list-style-type: none"> <li>- Teacher suggests students to do the activity and gives them 10 minutes to do it.</li> <li>- Teacher walks around the class to monitors students work.</li> </ul> <p><b>Task 3. - Listen and Color</b></p> <ul style="list-style-type: none"> <li>- Teacher gives to the learners a works sheet.</li> <li>- Teacher explains the task.</li> <li>- Teacher asks students do the task individually and gives 5 minutes to do it.</li> <li>- Teacher monitors the class and helps them.</li> <li>- Teacher checks the activity orally.</li> </ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| <b>CONTENTS</b>   | <b>MAINS AIMS</b>   | <b>METHODOLOGY</b>   | <b>ACHIVEMENT LEVEL</b>  | <b>TEACHING AIDS MATERIALS</b>  | <b>EVALUATION</b>  |
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| <p><b>Present continuous</b><br/><br/>(Lesson plan 6)</p> | <ul style="list-style-type: none"> <li>- To use the present continuous</li> <li>- To development speaking skills</li> </ul> | <p><b>INTRODUCTORY ACTIVITIES (lead ins)</b></p> <ul style="list-style-type: none"> <li>- Teacher gives students a work sheet to practice the present progressive.</li> </ul> <p><b>BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher presents the grammatical structures about present progressive in graph paper.</li> <li>- Teacher explains the present progressive.</li> <li>- The present progressive is used to show that an action is happening now.</li> </ul> | <ul style="list-style-type: none"> <li>- Students use present progressive in a correct way.</li> </ul> | <ul style="list-style-type: none"> <li>- Graph paper</li> <li>-Copies</li> <li>- Work sheep</li> <li>- Flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know or do not know about the present progressive</li> </ul> |

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|  |  | <p>He is eating      They are sleeping<br/> She is reading    They are watching.</p> <p><b>TASK 1.LISTENING</b></p> <ul style="list-style-type: none"> <li>- teacher hands out to the students a work sheet.</li> <li>- teacher reads the task introductions.</li> <li>- teacher asks students to do the activity and gives ten minutes.</li> <li>- teacher controls the class and helps students.</li> <li>- teacher checks the task on the white board.</li> </ul> |  |  |  |
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|  |  | <p><b>Task2 SPEAKING</b></p> <ul style="list-style-type: none"><li>- teacher asks the students to work in pairs.</li><li>- teacher gives the students a model and explains the activity.<br/><br/>What is she wearing?<br/>She is wearing a green blouse and black pants.</li><li>- teacher control the task and helps students with the pronunciation.</li><li>- teacher ask students to present the conversation on front of the class</li></ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| <b>CONTENTS</b>                             | <b>MAINS AIMS</b>   | <b>METHODOLOGY</b>  | <b>ACHIVEMENT LEVEL</b>   | <b>TEACHING AIDS MATERIALS</b>  | <b>EVALUATION</b>  |
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| <b>HEAD AND TOES</b><br><br>(Lesson plan 7) | <ul style="list-style-type: none"> <li>- To identify body parts</li> <li>- To what is it</li> </ul> | <p><b>INTRODUCTORY ACTIVITY (Lead ins)</b></p> <p>Teacher play with the students "Simon says:</p> <p>Simon says "touch your head"<br/>           Simon says "touch your shoulders"<br/>           Simon says "touch your nose"<br/>           Simon says "touch your legs", etc.</p> <p><b>PRESENTATION TECHIQUES BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher shows some flash cards of the parts of the body and familiarizes them with the new language.</li> <li>- Teacher puts then behind of her.</li> <li>- Teacher asks students to guess what the</li> </ul> | <ul style="list-style-type: none"> <li>- Students recognize the body parts at end of the class</li> </ul> | <ul style="list-style-type: none"> <li>- Poster</li> <li>- Copies</li> <li>- Work sheep</li> <li>- Flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies How much they know or do not know about the parts of the body</li> </ul> |

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|  |  | <p>correct name is and they have to answer. If they win the competence, they will receive a surprise.</p> <p><b>TASK 1</b></p> <ul style="list-style-type: none"><li>- Teacher hands out to the students a work sheet.</li><li>- Teacher explains the task and gives them 10 minutes to do it.</li><li>- Teacher walks around the class and monitors and help them.</li><li>- Teacher checks the task orally.</li></ul> <p><b>Task2</b></p> <ul style="list-style-type: none"><li>- Teacher hands out the students a work sheet.</li><li>- Teacher explains the task and gives them 10 minutes do it.</li><li>- Teacher walks around the class to monitors and helps them</li><li>- Teacher checks the task on the whiteboard</li></ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| <b>CONTENTS</b>                                       | <b>MAINS AIMS</b>   | <b>METHODOLOGY</b>   | <b>ACHIVEMENT LEVEL</b>  | <b>TEACHING AIDS MATERIALS</b>  | <b>EVALUATION</b>   |
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| <b>Review of the unit 1</b><br><b>(Lesson plan 8)</b> | <ul style="list-style-type: none"> <li>- o reinforce students' knowledge with the new language.</li> <li>- o identify vocabulary related to classroom objects, numbers, colors, family, clothes, and the</li> </ul> | <p><b>INTRODUCTORY ACTIVITY ( Lead ins)</b></p> <ul style="list-style-type: none"> <li>- Teacher plays with the students "TINGO TANGO"</li> <li>- Teacher asks students to form a circle</li> <li>- Teacher explains the game, students have to pass a ball and the teacher saying TINGO, BUT at the moment that she says TANGO students stop and he or she needs to answer correctly. If so, they receive a chocolate.</li> </ul> | <ul style="list-style-type: none"> <li>- Students recognize parts of the body, clothes, classroom objects , colors, numbers, present progressive, how many and verb to be</li> </ul> | <ul style="list-style-type: none"> <li>- P poster</li> <li>- C copies</li> <li>- W worksheet</li> <li>- FI flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know or do not know about the different topic.</li> </ul> |

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|  | <p>parts of the Body Parts.</p> <ul style="list-style-type: none"> <li>- o practice the use of, Verb to be and Present Continuou s, How many and verb have.</li> </ul> | <p><b>PRESENTATION TECHIQUES BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks on the whiteboard the flash cards to remember students the vocabulary</li> </ul> <p><b>TASK 1</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out the students a work sheet.</li> <li>- Teacher reads the task introductions.</li> <li>- Teacher asks students to do the activity and gives ten minutes.</li> <li>- Teacher controls the class and help students.</li> <li>- Teacher checks the student s' tasks</li> </ul> <p><b>Task2</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out the students a work sheet.</li> </ul> |  |  |  |
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|  |  | <ul style="list-style-type: none"><li>- Teacher reads the task introductions and verifies if students understated</li><li>- Teacher explains with the task with examples.</li><li>- Teacher says to the students to work individually.</li><li>- Teacher gives students enough time to do the task.</li><li>- Teacher controls the class and help students.</li><li>- Teacher checks the activity orally.</li></ul> |  |  |  |
|--|--|---|--|--|--|



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCACION, ART AND COMMUNICATION

| CONTENTS   | MAINS AIMS   | METHODOLOGY   | ACHIVEMENT LEVEL   | TEACHING AIDS MATERIALS   | EVALUATION  |
|--|--|---|--|---|---|
| <p><b>Review of the unit 2</b><br/>(Lesson plan 9)</p> | <ul style="list-style-type: none"> <li>- To reinforce students' knowledge with the new language.</li> <li>- To identify vocabulary related to classroom objects, numbers, colors, family, clothes, and the parts of the Body Parts.</li> </ul> | <p><b>INTRODUCTORY ACTIVITY (Lead ins)</b></p> <ul style="list-style-type: none"> <li>- Teacher plays with the students "TINGO TANGO"</li> <li>-Teacher asks students to form a circle</li> <li>-Teacher explains the game, students have to pass a ball and the teacher saying TINGO, BUT at the moment that she says TANGO students stop and he or she needs to answer correctly they receive a chocolate.</li> </ul> | <ul style="list-style-type: none"> <li>- Students recognize parts of the body, clothes, classroom objects , colors, numbers, present progressive, how many and verb to be</li> </ul> | <ul style="list-style-type: none"> <li>- Poster</li> <li>- Copies</li> <li>- Work sheep</li> <li>- Flash cards</li> </ul> <p>P<br/>C<br/>W<br/>FI</p> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know or do not know about the different topic.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>- To practice the use of, Verb to be and Present Continuous, How many and verb have.</li> </ul> | <p><b>PRESENTATION TECHNIQUES BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks on the whiteboard the flash cards to remember the vocabulary</li> </ul> <p><b>TASK 1</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out to the students a work sheet.</li> <li>- Teacher reads the task introductions</li> <li>- Teacher asks students to do the activity and gives ten minutes.</li> <li>- Teacher controls the class and help students.</li> <li>- Teacher checks the student s' tasks</li> </ul> <p><b>Task2</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out the students a work sheet.</li> </ul> |  |  |  |
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|  |  | <ul style="list-style-type: none"><li>- Teacher reads the task introductions and verifies if students understated.</li><li>- Teacher explains with the task with an example.</li><li>- Teacher says to the students to work individually.</li><li>- Teacher gives students enough time to do the task.</li><li>- Teacher controls the class and help students.</li><li>- Teacher checks the activity orally.</li></ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| <b>CONTENTS</b>                           | <b>MAINS AIMS</b>   | <b>METHODOLOGY</b>  | <b>ACHIVEMENT LEVEL</b>   | <b>TEACHING AIDS MATERIALS</b>  | <b>EVALUATION</b>   |
|---|---|---|---|---|---|
| <b>Adjectives</b><br><br>(Lesson plan 10) | <ul style="list-style-type: none"> <li>- o recognize the adjectives</li> <li>- o describe people using adjectives.</li> </ul> | <p><b>INTRODUCTORY ACTIVITY (Lead ins)</b></p> <ul style="list-style-type: none"> <li>- Teacher asks the students to play the Memory Game.</li> </ul> <p><b>PRESENTATION TECHIQUES BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks the flash cards on the whiteboard to introduce the new language.</li> <li>- Teacher shows the adjectives in a poster and asks students to point the adjective that they listen.</li> </ul> | <ul style="list-style-type: none"> <li>- Students describe the people using the adjectives</li> </ul> | <ul style="list-style-type: none"> <li>- Poster</li> <li>- Copies</li> <li>- Work sheep</li> <li>- Flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know or do not know about adjectives describing students</li> </ul> |

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|  |  | <p><b>TASK 1</b></p> <ul style="list-style-type: none"> <li>- Teacher hands out the students a work sheet.</li> <li>- Teacher reads the task introductions</li> <li>- Teacher asks students to do the activity and gives the students five minutes.</li> <li>- Teacher controls the class and help students.</li> <li>- Teacher checks the student's tasks on the whiteboard.</li> </ul> <p><b>Task2</b></p> <ul style="list-style-type: none"> <li>- eacher gives to the students a work sheet.</li> <li>- eacher explains the tasks and says the first example.</li> <li>- eacher monitors and helps students with the pronunciation.</li> <li>- eacher checks the task orally.</li> </ul> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| CONTENTS   | MAINS AIMS   | METHODOLOGY   | ACHIVEMENT LEVEL   | TEACHING AIDS MATERIALS   | EVALUATION  |
|--|--|---|--|---|---|
| <p><b>Animals</b></p> <p><b>(Lesson plan 11)</b></p> | <ul style="list-style-type: none"> <li>- o develop listening skills</li> <li>- o identify and describe the animals.</li> </ul> | <p><b>INTRODUCTORY ACTIVITY ( Lead ins)</b></p> <p><b>OLD McDonalds:</b></p> <p>Old MC Donalds had a farm aiaiaoo<br/>           And on his farm he has some cats iaiaooo<br/>           And a miau, miau, miau, and au miau there<br/>           Here miau there miau everyone miau, miau<br/>           Old McDonalds had a farm iaiaoo<br/>           And on his farm he has some cow, mumu.</p> | <ul style="list-style-type: none"> <li>- Students identify the different animals.</li> <li>- The students are able to talk about the animals and connect with adjectives.</li> </ul> | <ul style="list-style-type: none"> <li>- Caps with figures of the animals</li> <li>- Copies</li> <li>- Work sheep</li> <li>- Flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know trough sound , students listened and then say the name of each animals according to the sound</li> </ul> |

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|  |  | <p><b>PRESENTATION TECHNIQUES BEGINNING</b></p> <ul style="list-style-type: none"><li>- teacher imitates the animals' sounds and asks to guess what it is.</li><li>- teacher asks the students to repeat after her.</li><li>- teacher shows animals of flash cards.</li><li>- teacher asks students to pronounce the words in correct way.</li></ul> <p><b>Task 1. Let's color the animals and cut out</b></p> <ul style="list-style-type: none"><li>- Teacher hand out the students a work sheet.</li><li>- Teacher reads the task introductions.</li><li>- Teacher asks students to do the activity and gives them ten minutes.</li><li>- Teacher controls the class and help the</li></ul> |  |  |  |
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students.

- Teacher checks the students' tasks.

**TASK 2. Speaking**

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

Example:

*What animals is this?*

*It is a horse?*

*It is a brown horse?*

*It is big?*



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCACION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

| CONTENTS   | MAINS AIMS   | METHODOLOGY  | ACHIVEMENT LEVEL  | TEACHING AIDS MATERIALS  | EVALUATION  |
|--|--|--|---|--|---|
| <p><b>The Fruits</b></p> <p>(Lesson plan 12)</p> | <ul style="list-style-type: none"> <li>- o recognize the fruits</li> <li>- o develop listening skills</li> <li>- o use I like; I don't like</li> </ul> | <p><b>INTRODUCTORY ACTIVITY (Lead ins)</b></p> <p><b>Point out the fruits</b></p> <ul style="list-style-type: none"> <li>- Teacher hands in a sheet of paper with the fruits.</li> <li>- Teacher explains the activity (point out with his/her finger the apples, pears, watermelon, peaches, pineapples, grapes, mangoes, oranges, bananas.</li> <li>- Teacher starts the activity</li> <li>- Teacher checks the task.</li> </ul> | <ul style="list-style-type: none"> <li>- Students recognize the different fruits.</li> <li>- Students can identify the color fruits.</li> </ul> | <ul style="list-style-type: none"> <li>- Fruits, REALIA</li> <li>-Knife</li> <li>-Spoons</li> <li>-Some fomix figures</li> </ul> | <ul style="list-style-type: none"> <li>- <i>Teacher asks some questions about fruits</i></li> <li><i>What is this?</i></li> <li><i>It is a big or small?</i></li> </ul> |

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|  |  | <p><b>PRESENTATION TECHIQUES BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher tells the game.</li> <li>- Teacher demonstrates the game.</li> <li>- Teacher invites some students to play the game.</li> <li>- Teacher gives a surprise if the Students guess the fruit.</li> </ul> <p><b>Task one</b></p> <ul style="list-style-type: none"> <li>- Teacher shows some pictures with the verbs.</li> <li>-</li> <li>- Teacher shows the meaning of the cooking verbs with gestures.</li> <li>- Teacher gives the instruction and checks their understanding.</li> <li>- Teacher explains the process to prepare fruit salad</li> </ul> <ol style="list-style-type: none"> <li>1. Wash the hands and fruits</li> <li>2. Pill the fruits</li> <li>3. Cut in the fruits squares</li> </ol> |  |  |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| <b>CONTENTS</b>                      | <b>MAINS AIMS</b>  | <b>METHODOLOGY</b>  | <b>ACHIVEMENT LEVEL</b>  | <b>TEACHING AIDS MATERIALS</b>   | <b>EVALUATION</b>  |
|--------------------------------------|--|---|--|--|--|
| <b>Vegetable</b><br>(Lesson plan 13) | <ul style="list-style-type: none"> <li>- o identify and describe the vegetable</li> <li>- o develop listening skills</li> <li>- o mentions the vegetables in correct way.</li> </ul> | <p><b>INTRODUCTORY ACTIVITY (Lead ins)</b></p> <p><b>PLAY BINGO</b></p> <ul style="list-style-type: none"> <li>- Teacher hands in students a worksheet to practice the fruits and vegetables, in which, it is necessary a dice.</li> </ul> <p><b>PRESENTATION TECHIQUES BEGINNING</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks the flash about vegetables on the whiteboard.</li> <li>- Teacher repeats the vegetable and students repeat them.</li> </ul> | <ul style="list-style-type: none"> <li>- Students recognize the different vegetables</li> <li>- Students can pronouns the names of the vegetables</li> </ul> | <ul style="list-style-type: none"> <li>- Poster</li> <li>- Worksheet</li> <li>- Flash cards</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher verifies how much they know or do not about the vegetables through some questions.</li> </ul> |

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|  |  | <ul style="list-style-type: none"><li>- Teacher asks students to point the vegetable that they listen, i.e., tomatoes, carrots, lettuce, onion, peas, pepper, broccoli, etc.</li></ul> |  |  |  |
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**Task 1**

**Listen and underline**

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



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

| <b>CONTENTS</b>   | <b>MAINS AIMS</b>  | <b>METHODOLOGY</b>   | <b>ACHIVEMENT LEVEL</b>  | <b>TEACHING AIDS MATERIALS</b>   | <b>IN CHARGE PEOPLE</b>   |
|---|--|--|--|--|---|
| <p><b>To celebrate the mother's day.</b></p> <p><b>(Lesson plan 14)</b></p> | <ul style="list-style-type: none"> <li>- To celebrate the mother's day with the purpose to share special moments with the community of the "Victor Emilio Valdivieso" neighborhood.</li> </ul> | <ul style="list-style-type: none"> <li>- <b>LACE:</b> "Victor Emilio Valdivieso" neighborhood</li> <li>- <b>DATE:</b> May 12<sup>th</sup> 2011</li> <li>- <b>TIME:</b> 16H00 TO 18H00</li> </ul> | <ul style="list-style-type: none"> <li>- To celebrate the mother's day with the purpose to share special moments with the community of the "Victor Emilio Valdivieso" neighborhood.</li> </ul> | <ul style="list-style-type: none"> <li>- Sound system</li> <li>- Cd</li> <li>- Balloons</li> <li>- Gifts</li> <li>- Cards</li> </ul> | <ul style="list-style-type: none"> <li>- Rosa Quizhpe</li> <li>- Freddy Maza</li> <li>- Dolores Minga</li> <li>- Asucesa Sánchez</li> </ul> |

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|  |  |  | <ul style="list-style-type: none"><li>- Different interventions of the children of the community program "Caminemos Juntos" English Area.</li><li>- Daces</li><li>- Bring a special gift to the mothers</li><li>- Having a lunch</li></ul> | <ul style="list-style-type: none"><li>- Children and their mother will eat</li><li>- A sandwich</li><li>- A glass of soda</li></ul> |  |
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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**

| <b>CONTENTS</b>   | <b>MAINS AIMS</b>  | <b>METHODOLOGY</b>   | <b>ACHIVEMENT LEVEL</b>   | <b>TEACHING AIDS MATERIALS</b> | <b>EVALUATION</b>  |
|---|--|--|---|--------------------------------|--|
| <p><b>Pedagogical Demonstration</b><br/><br/>(Lesson plan 15)</p> | <ul style="list-style-type: none"> <li>- To demonstrate Students Knowledge</li> <li>- To develop the communicative skills of the English Language</li> <li>- To review the different topics each was tough during this school year.</li> </ul> | <p><b>PRONUNCIATION</b></p> <ul style="list-style-type: none"> <li>- eacher invites students to pray our father in heaven.</li> <li>- eacher asks to the students to listen and repeat after me.</li> <li>- eacher start to pray with them</li> </ul> <p>In the name of the father, of the son, of the spirit, holy and amen.</p> <p style="text-align: center;"><i>Our father in heaven<br/>Hallowed be your name<br/>Your kingdom come</i></p> | <ul style="list-style-type: none"> <li>- Students are able to keep take a part in a conversation about the different things such as :</li> <li>- Classroom objects</li> <li>- People we love</li> <li>- Head to toes</li> <li>- Things we wear</li> <li>- Vegetables and fruits</li> <li>- Animals and colors</li> <li>- Adjectives.</li> <li>- Students recognize the different classroom object, different parts of the body, fruits and</li> </ul> | <p>-All the Materials</p>      | <ul style="list-style-type: none"> <li>- At the end of the intervention, the parents evidenced the final result gotten.</li> </ul> |

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|  | <p>-To develop listening skills about what teacher says</p> | <p style="text-align: center;"><i>Your will be dome<br/>On earth as in heaven, Our daily bred<br/>Forgive, as our sins<br/>As we forgive those<br/>How sin against us<br/>Lead us not into temptation<br/>End delivers as from the evil</i></p> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Teacher says now we are going to presents you the fashion show.</li> <li>- Teacher explains the activity to the students with examples.</li> <li>- Teacher explains the task. Let's go to play the fashion show today lets go to choose the child beauty.</li> <li>- Teacher organizes two groups of the students. The first group, are the Model and the second group are the interviewers.</li> <li>- Teacher gives five minutes to do the activity</li> </ul> | <p>vegetables, the differences between domestic animals and wild animals</p> <ul style="list-style-type: none"> <li>- Students describe people using adjectives clothes and colors.</li> <li>- Characteristic of animals.</li> <li>- The family</li> <li>- Numbers 1 to 20</li> <li>- Students recognize and count numbers one to twenty.</li> <li>- Students are able to do sentences using verb to be and the personal pronouns in present simple.</li> <li>- Students can apply</li> </ul> |  |  |
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|  |  | <ul style="list-style-type: none"> <li>- Teacher checks if students understand clothes.</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>- Teacher gives the Bingo cards with all themes</li> <li>- Teacher explains the tasks with an examples</li> <li>- Teacher checks students understanding</li> </ul> <p>“When the teacher said , Now we are going to play the bingo, so let’s go completing the five square in the form horizontal and vertical on the bingo card , teacher say the fruits, clothes, or anything ,and the students should hit</p> | <p>the verbs <i>like</i> and <i>don’t like</i>.</p> |  |  |
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|  |  | <p>with the word that teacher say.</p> <p>If students complete the "Quina" or she- he say BINGO and then, teacher give a surprise.</p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks in front of the class fomix draw and ask students to match the word with the draw.</li> <li>- Teacher explains the activity do the first example.</li> <li>- Teacher verifies students understanding.</li> <li>- Teacher asks students to pass in front of the class to demonstrate the activity</li> </ul> |  |  |  |
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|  |  | <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>- Teacher brings a box with sheet of paper</li> <li>- Teacher gives some questions to parents and then students answers the questions.</li> </ul> <p><b>Grammar</b></p> <p>Teacher says “now we are going to play with the bowls” if students end the activity quickly before the balloon to explodes is the winner and if the rest of the students finish after the balloon to explode lost the game</p> <ul style="list-style-type: none"> <li>- Teacher explains the task, look draws , and put the correct way each word in from them, each words are in disorder on the table</li> <li>- Teacher organizes two groups, the first has a poster and the second has a poster too.</li> </ul> |  |  |  |
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## **f. RESULTS**

The present research work was focused on developing the communicative skills such as listening and speaking as well. It was done with the collaboration of the children of sixth year of basic Education and the community at “Victor Emilio Valdivieso” neighborhood.

First of all, the diagnostic test was applied to know the level of knowledge that children had in English language before starting the classes. It helped us to identify the difficulties and necessities of children during the teaching learning process. The main problems than were detected, are:

- The students felt scared to express in another language.
- They could not pay attention and concentrate because all the thesis work applicants were giving classes together.
- The children weren't motivated to learn a second language because the teacher of the public school did not have appropriate didactic materials to teach English subject. For this reason, the students did not have a good performance in this subject.
- Many of the schools where these children studied did not offer this subject. In other cases children had only one hour per week.

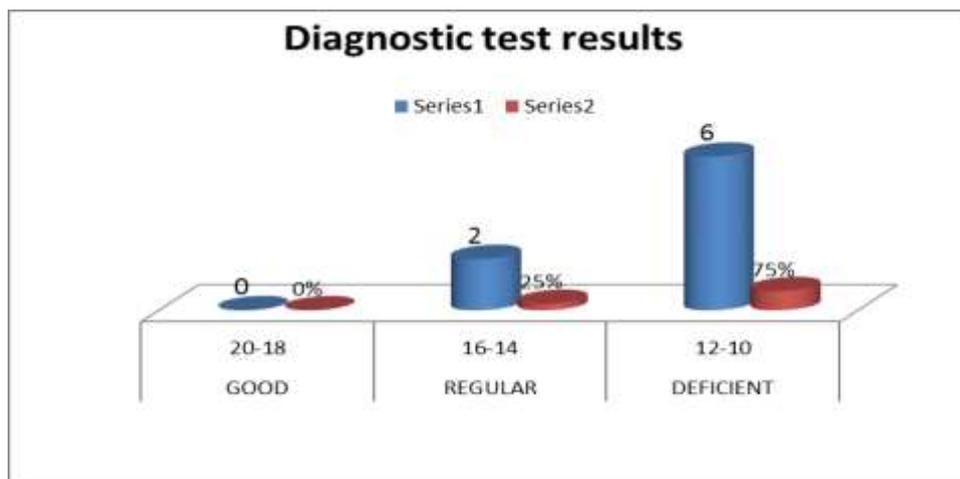
The diagnostic test was a very important tool to measure the level of knowledge of each student and reinforce the difficulties in the listening. The results had three parts; begging, during and ending. At the begging of

the program, there were only 8 students.

**a. STATISTIC TABLE**

| LEVEL        | GRADE | FRECUENCY | PERCENTAGE  |
|--------------|-------|-----------|-------------|
| Good         | 20-18 | 0         | 0%          |
| Regular      | 16-14 | 2         | 25%         |
| Deficient    | 12-10 | 6         | 75%         |
| <b>TOTAL</b> |       | <b>8</b>  | <b>100%</b> |

**b. GRAPH**



**c. INTERPRETATION**

As the graphic shows was that none of the students (0%) had a good English language level valued in 18-20. Only two students had a regular English language knowledge (from 14-16) and it represent the 25%, and six students (75%) had a deficient English language knowledge (from 10-14)

#### d. LOGICAL ANALYSIS

The diagnostic test was so important due to it helped us identify strengthens and weaknesses of the students and being able to know what reinforce during the *Intervention*. According to the results, we realized the children had a very low level of the English language at the beginning of the *Intervention*.

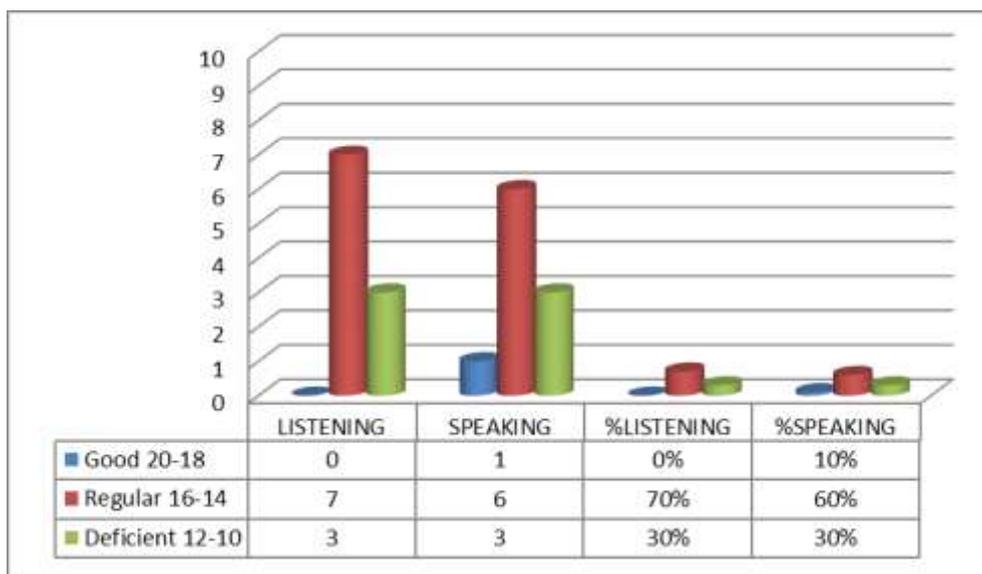
#### DURING THE COMMUNITY PROGRAM INTERVENTION

After 1 month the students increase from 8 Students to ten students.

##### a. STATISTIC TABLE

| LEVEL        | GRADE | FREQUENCY |          | PERCENTAGE  |            |
|--------------|-------|-----------|----------|-------------|------------|
|              |       | LISTENING | SPEAKING | % LISTENING | % SPEAKING |
| Good         | 20-18 | 0         | 1        | 0%          | 10%        |
| Regular      | 16-14 | 7         | 6        | 70%         | 50%        |
| Deficient    | 12-10 | 3         | 3        | 30%         | 40%        |
| <b>TOTAL</b> |       | 10        | 10       | 100%        | 100%       |

##### b. GRAPH



### c. INTERPRETATION

The graphic shows that any student had a good English language knowledge, this represents the 0%. **Seven students had a regular** English language knowledge, which represents the 70%, three students had deficient English language knowledge, and this represents the 30% of them in relation to the listening skill.

As the graphic shows us that only one student had a good English language knowledge which represents the 10%. Six students had a regular English language knowledge, which represents the 60% and three students had a deficient English language knowledge, which represents the 30% of the students in relation to the speaking skill.

### d. LOGICAL ANALYSIS

Listening is a receptive skill that involves responding to a language rather than producing it. Listening involves understanding spoken language. The children of the sixth year of the Basic Education learned well from the listening of stories as they were very interested in them. Speaking is a productive skill that involves using speech to express meaning to other people. The children learned speaking taking part in different conversations, and responding to some questions.

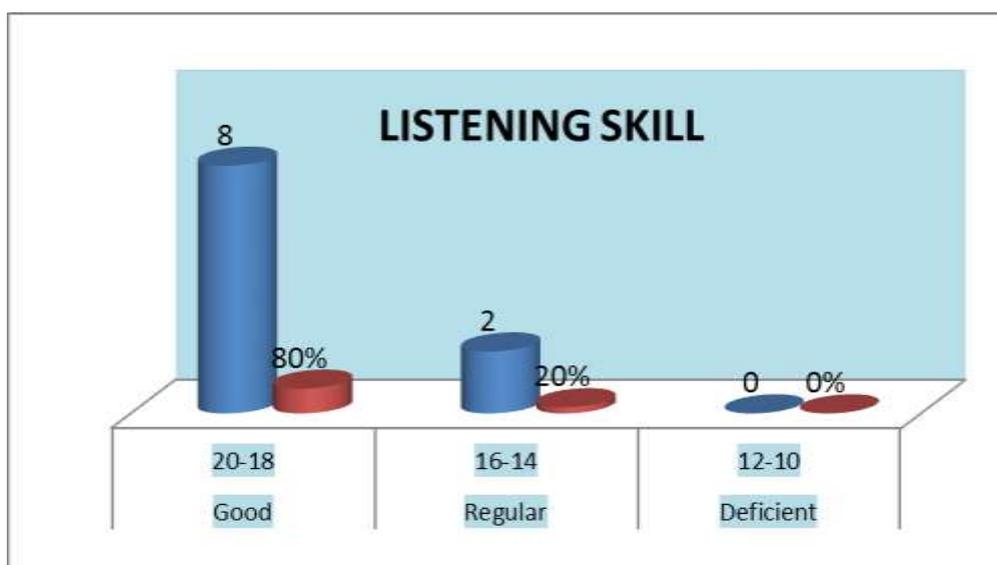
During the *Community Program Intervention*, the knowledge level of the students was increasing step by step. Although the results of the diagnostic test about listening and speaking of the beginning, the results were bettering little by little thanks the correct use of strategies and techniques applied throughout the *Intervention* which increased the level of motivation to learn the target language.

## FINAL LEVEL (LISTENING)

### a. STATISTIC TABLE

| LEVEL            | GRADE | FREQUENCY | PERCENTAGE  |
|------------------|-------|-----------|-------------|
| <b>Good</b>      | 20-18 | 8         | 80%         |
| <b>Regular</b>   | 16-14 | 2         | 20%         |
| <b>Deficient</b> | 12-10 | 0         | 0%          |
| <b>TOTAL</b>     |       | 10        | <b>100%</b> |

### b. GRAPH



### c. INTERPRETATION

The graphic shows that eight students which represent the **80%** had good English language knowledge. Two students, who represent the 20%, had regular English language knowledge. No students had deficient English language knowledge. The results were according to the listening skill.

### d. LOGICAL ANALYSIS

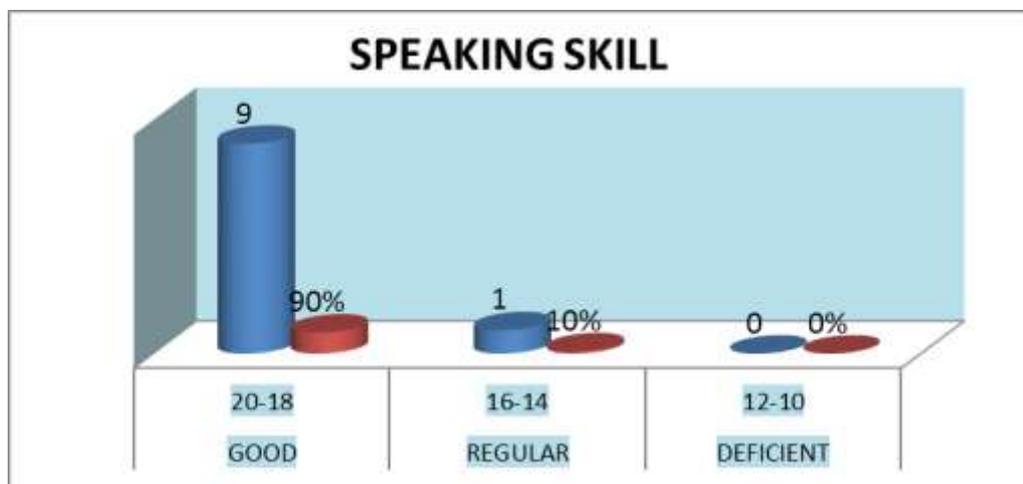
The children of the sixth year of the basic Education at the “Victor Emilio Valdivieso” neighborhood showed the progress. Thanks the *Intervention* the good results were easily evidenced.

## FINAL LEVEL (SPEAKING)

### a. STATISTIC TABLE

| LEVEL            | GRADE | FREQUENCY | PERCENT     |
|------------------|-------|-----------|-------------|
| <b>GOOD</b>      | 20-18 | 9         | 90%         |
| <b>REGULAR</b>   | 16-14 | 1         | 10%         |
| <b>DEFICIENT</b> | 12-10 | 0         | 0%          |
| <b>TOTAL</b>     |       | 10        | <b>100%</b> |

### b. GRAPH



### **c. INTERPRETATION**

As the graphic shows, **nine of students (90%) had a good** English knowledge. One student (10%) had a regular knowledge of the English language. No students had a deficient knowledge. The results were according to the speaking skill.

### **d. LOGICAL ANALYSIS**

Throughout the program students, parents as well as teachers participated in this process whereas the students' parents were being able to evidence all these results in their kids.

## **g. DISSCUSSION**

### **1. Didactic strategies as a process to develop knowledge**

To develop listening and speaking skills were necessary to use different strategies to support the teaching-learning process; the strategies were a guide of action to carry out learning. The strategies than were necessary to know the better techniques to build individual knowledge in each one of the kids and being able to develop the communicative skills in the target language. All these techniques increased the students´ needs to learn English. At the end of the teaching-learning process, the level acquired by each one of the students was notorious during the *Intervention Program*.

The first thing we did in all this process was to get the students´ motivation, this as a tool to reach the interest in learning English as a second language.

- The teacher should create a relaxing atmosphere in the classroom
- Develop a good relationship with the learners
- Increase the learners self-confidence about language learning
- Make the language lessons interesting
- Promote learners ´autonomy
- Increase the learners´ awareness of their goals
- Familiarize learners with the target culture.

And to continue with the English lessons the using of the following techniques were necessary.

**Dialogues.-** Were a good technique, due to they are very useful when children are learning foreign languages. Through these dialogues the children could develop the speaking skills and improve their pronunciation thought honestly some of them do not like to talk. That is why they did not to participating very often, so it there was a student who felt kind of scared to express what she felt and thought.

**Role plays:** Were used as a technique many times, because children liked to image and demonstrate the acquired knowledge through a role play.

**Game:** Students from the community loved to play while they were learning. So, different games were planned to be developed in the classroom, depending on each one of the different topics of study. It is known through these, kids really enjoy what they are doing. The more games we introduced in class, more interest was noticed in the kids' acquired leaning.

**Songs:** They were very good technique to increase *listening* Skill, reason which it was applied to all the students, especially at the beginning of each

unit with the purpose of motivating them further. Despite the fact that we did not have enough and adequate place (good environment), resources as a CD player and other times we did not account on enough silence, which altered the students' concentration.

**Guessing:** Through the process of guessing, students were encouraged to see the patterns of usage and to "invent" the correct words and sentences. The students guessed words and sentences that had no yet. They worked out the rules of deriving of new words by themselves.

**Classroom Activities:** Classroom activities were an excellent strategy to know what and how students learn during our lessons.

**Repetition:** It permitted the students to repeat an utterance aloud as soon as they hear it to familiarize with the sounds and pronation of the needed vocabulary of the target language.

**Commands:** The use the commands requires of the physical actions by the mean of the students. This facilitates students' understanding.

**Vocabulary:** The vocabulary is a good technique provided this is accompanied with the use of flashcards, pictures, cards, etc. All this resources help students enlarge their vocabulary of a very easy way.

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

To develop listening and speaking skills, different lesson plans were elaborated, whereby was necessary to clarify what one can do in the available time and give a meaning of stating the learning objectives in each lesson. A lesson plan is a teacher's detailed description of the instruction course for each lesson.

A key aspect of learning was the lesson plans that helped to develop the classroom work daily. Creating a plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials and develop activities that promote learning. Keys such as:

- Good planning has the potential to build confidence and makes the guide feel securer in a lesson execution.
- The educator can adapt the plan for future use.
- The teacher became aware of how much time activities last.
- S/he knows what s/he will need for each lesson.
- It allows teacher to use more of her/his energy and enthusiasm to enjoy, what she/he is doing instead of worrying about what to do next, or looking at the next page of the book.
- As pupils get older, they become more aware of how well prepared the lesson is and they like to have well prepared lessons.
- One can more easily see how to balance the lessons.

A lesson plan was a set of notes that helps to think through what and how we are going to teach it. It also guides during and after the lesson. We can identify the most important component of a lesson plan by thinking carefully about what we want our learners to do and how we want them to do it.

The main components of a lesson plan showed what the lesson is for (**the aims**) and what the teacher and the learners do during the lesson and how they do the procedures.

Other components helped to think about possible problems and remind of things that are necessary to remember about the learners. So a lesson plan is like a road map or a series of road signs. Lesson plan helped the teacher of the following way:

### **Before the lesson**

Written down the aims and procedures for each stage of the lessons helped to make sure that we had planned the best possible sequence to achieve those aims

### **During the lesson**

The plan can also help the teacher to check timing- the amount of time that was planned for each stage and to check that the lesson was the following sequence.

### **After lesson**

The lesson plan could keep as a record of what happened by making any changes necessary to show the lesson was different from the plan.

### **A lesson plan included the following headings**

**Main aims.** - Which was necessary to describe the most important thing that wants to achieve in a lesson or sequences of a lesson

**Introductory activities.** -These was used to introduce a lesson or teaching topic.

**Timetable fit.** - These was used to know how the lesson is connected to the last lesson or the next one.

**Presentation techniques.** -These was used to present (introduce learners for the first time) new language such as vocabulary, grammatical structures and pronunciation.

**Teaching aids.** -These helped to useful reminders of things to take lessons.

**Evaluation.** -These helped to collect information about learner's performance.

The lesson plan as didactic process during the *Intervention* in the “Victor Emilio Valdivieso” neighborhood helps to continue a sequence of activities that promoted progression and some information about the amount of the time needed to cover the objective.

### **3. Results of the *Community Program Intervention***

#### **Diagnostic Test Results**

With the purpose of determining the real level of knowledge of students, a diagnostic test was applied at the beginning of the *Community Program Intervention*.

The diagnostic test was so important because it helped to identify the weaknesses of the students to know what to reinforce, during our *Intervention*.

**During the *Community Program Intervention*** the level knowledge was increasing and the number of the students too.

The result improved a little thanks the correct use of strategies and techniques applied during the *Intervention* to motivate and reach the interest to learn a second language.

**At end of the program** the students, parents, and teachers participated, in this way. Finally parents could evidence their kids' progress who accepted the successful obtained by their kids.

## **h. CONCLUSIONS**

- At the beginning of the research work, the students of the 6th year of the Basic Education of "Victor Emilio Valdivieso" neighborhood were evaluated to determine the students' English knowledge. The results of this evaluation showed us some weaknesses in the students, specially listening and speaking. During this evaluation, many students felt scared to express in the second language.
- In many Public schools where the kids studied, did not offer the English language subject. In other cases children had only one hour of English per week. Obviously this does not help the development of the meaningful learning in the students of this community.
- At the Communal House where the students received the English classes by the afternoon, the space was very small, the noise did not allow the students to concentrate and pay attention to the lessons, due to all the thesis work applicants were giving classes everywhere at the same time. Thus, the teachers could not carry out all the activities fully, as these were planned.
- At the beginning of the process, the demotivation to learn the English language in the public school was noticed in these

students, it is also important to mention the teacher of the Public Education Center considered the English language subject as any other subject, reason why the students said that the classes were kind of boring. This limited the teaching-learning process.

- We conclude that children at the beginning of the project did not often attend classes in the afternoons because they assumed adults' responsibility, by helping their parents work in the streets and markets of our city, exposed to hazards there are in these. Some others stayed at home looking after younger siblings, which the visit to every house in the neighborhood was very important to ask parents to send their children to receive extra tutoring in English, ensuring them that at the end project their children (with the help of proper strategies and techniques) were going to learning to listen and speak the foreign language, remembering always that; the more a child plays, the more s/he learns.
- This entire **Community Program** was supported by the authorities from the *Universidad Nacional de Loja* and supervised by the Professors of the English Language Career. Program that turned out a success because somehow we have been part of a better quality of education in this part of city where the chances of being treated in a satisfactory manner are minimal.

## I. RECOMMENDATIONS

- We recommend the teachers of "*Victor Emilio Valdivieso*" neighborhood; firstly identify each one of the students' **weaknesses** and immediately change the **strategies** and **techniques**, by implementing fun activities according to students' needs and interesting to being able to achieve quickly changes in students' learning. The strategies were a guide of action to carry out learning beside the strategies were necessary to know the better techniques and build individual knowledge in each one of the children and develop the communicative skill.
- We recommend the Director of each one of the Primary School of this sector, request the Professor Luis Sanchez, the coordinator of the CADLE-Loja Project the develop the appropriate procedure to the designation of English Teachers for this sector, due to currently the Education law indicates that each institution must work with 5 hours of English per week.
- Due to the **budget** is not enough at this kind of Educative Centers, and they cannot pay for an English teacher for each institution, we would recommend the people of this community; through the **neighborhood policy** together with the authorities and professors

from the **Universidad Nacional de Loja**, have **the authorities of the city** know about Community Program that these two identities are carrying out in this sector, and request a budget for the improvement of the infrastructure of the Communal House. Of this way, Universidad Nacional de Loja, keeps providing this community the teachers (thesis applicants) so that students are able to receiving extra classes in order to achieve a meaningful leaning.

- The design of the **didactic material (colorful, creative, and dynamic)** make the attainment of the lesson objectives easier because of the **motivation** that this wakes up in the students, beside The right application of the techniques (dialogues, games, singing, guessing, etc.) facilities the teaching-learning process of the English language, especially in kids whereas they learn better and faster by playing. Since the main objective of these techniques is to motivate students to learn so that they by themselves are able to expand their knowledge further what one can teach. This permits the students to obtain better results throughout the teaching-learning process.
- We recommend that all kids of this sector attend remedial classes of different subjects, especially the English one that Universidad Nacional de Loja offers for free, since this language is considered the

most important of the world which **opens new opportunities in our lives by solving the economic situation for parents and children**, improving their living conditions and avoid exposing children to constant danger on the streets.

- Authorities from Universidad Nacional de Loja as well as professors of the English language Career should keep having that mission and vision to continue working with this kind of **Community Service Program**“ **Caminemos Juntos**”in the future. Not only in this neighborhood, but also aperture coverage in other communities where we as educators are called to attend these huge demands, especially in the most vulnerable places. And thus, contribute with a grain of sand to improve education.

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# Annexes

k. ANNEXES



1859

# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

## ENGLISH LANGUAGE CAREER PROJECT

METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6<sup>th</sup> YEAR OF BASIC EDUCATION AT "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD, SCHOOL PERIOD 2010-2011.

**AUTHOR:**

*Rosa Yadira Quizhpe Sinchire*

**LOJA - ECUADOR  
2010 - 2011**

**a. TITLE**

**METHODOLOGICAL STRATEGIES OF TEACHING.LEARNING TO THE DEVELOPMENT OF COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6<sup>th</sup> YEAR OF BASIC EDUCATION AT "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD, SCHOOL PERIOD 2010-2011.**

## **b. PROBLEM STATEMENT**

The English Language is becoming the one of the world so that it is very important that all people speak it whatever be their profession. It has become the language of communication, business and of technology around the world.

Even when we know the importance of learning English, the study of it is not mandatory in public elementary schools. However every school tries to include into the curricular program as an optional subject that can be taught according to the economical sources that Every school can pay to hire an English teacher.

On the other hand, most of the times the teachers use a traditional methodology and techniques to teach the English language, which is based on grammar patterns and using the native language to teach. Consequently, they do not get good results in the learning of the students because most of the students face trouble when they access to the high schools.

It is well known that children learn best using didactic material and using communicative methodology which emphasizes the learning of the English Language because children are not aware of the real use of it but they learn it deductively without any deep explanation. However most of the

teachers in some schools just teach starting with an simple explanation, which is so difficult for the students to understand.

It is known that the teachers do not have a clear knowledge about methods to teach English not the techniques that belong to every method. Most of them are applying traditional methods and techniques and this is affecting the student's learning of the English Language; because the students in the schools do not reach a basic level of knowledge in the target language.

The English language in many schools is not working especially in ..Victor Emilio Valdivieso" neighborhood, because this institution don't have appropriate didactic material to teach the language For that reason the students don't have a good performance in this subject.

In "Victor Emilio Valdivieso" neighborhood, most of the people that live there are low economic resources, therefore we can determine that the academic limitations are one of the main factors that influence in the progress of each family and the opportunities to improve people lives are connected to their aptitude for relating with whole society. However, it is not always easy, because the educational context is not always in relation to certain sectors or populations and their special needs to communicate their real situation.

Lack of the English Language teachers in public school is common in these neighborhood. For that reason students don't have interest in learn

this language and most of the time in some schools teach English one or two hours per week, this is a big problem in the English language. It is manifested in the performance of the skills ( Listening and speaking).

## **DELIMITATION OF THE ACTION RESEARCH PROJECT**

### **METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6<sup>TH</sup> YEAR BASIC EDUCATION AT VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD, SCHOOL PERIOD 2010-2011**

#### **TEMPORAL**

The action research project will be done during the period September 2010 and July 2011.

#### **SPATIAL**

It will be carried out at "Victor Emilio Valdivieso" neighborhood which is located

in the northwest part of the Loja city.

#### **OBSERVATION UNITS**

The groups who will receive our knowledge about the action research project are. The learners of "Victor Emilio Valdivieso" neighborhood. Who belong to 6th years of basic education.

### **c. JUSTIFICATION**

**METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO THE DEVELOPMENT COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 6<sup>th</sup> OF THE BASIC EDUCATION AT "VICTOR EMILIO VALDIVIESO" NEIGHBORHOOD, SCHOOL PERIOD 2010- 2011** .Because it is an interesting educational project that has not been done before for the students of the English Language Career.

The action research project is justified because we consider that there are problems in the public education in what refers to the methodology and skills applied by the teachers to develop the English teaching - learning process. This is a trouble that needs to be researched in order to establish what kind of the methodologies are using the teachers and which are the results that they have obtained with their students.

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

Since the scientific point of view, it is because we will get enough information important to carry out this action research project to give some

theoretical elements that will let us state some alternative of the solution to the problematic set up around the teaching and learning process of the English Language.

Since the social point of view, this research is justified in our society, because many people of low economic resources don't have possibilities to learn and improve their level of life. 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 gotten about the English Language.

Since the educational point of view, it is so important to develop the present action project because students with low economic resources are going to have the opportunity of improving their knowledge about the English subject and manage all the linguistic functions properly.

The project is also justified because, as undergraduate of the English language Career of the National University of Loja is able to carry it out; and consider that's good way to prove the knowledge and get more experience into the teaching and learning process of the English Language. Finally it is also a previous requirement for us, in order to get the Licentiate's degree in Sciences of Education, English language specialization and we also have the enough resources to carry it out, in the period established in the timetable.

## **d. OBJECTIVES**

### **GENERAL**

- To apply methodological strategies to develop communicative basic skills in English as a foreign language with children of the 6<sup>th</sup> year of the Basic Education in the Victor Emilio Valdivieso” Neighborhood of the city.

### **SPECIFIC**

- 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 .
- What kind of methodological strategies are the most suitable to develop communicational skills with the children of the “Victor Emilio Valdivieso” neighborhood in the city loja.
- To organize and develop communicational and experiential workshops of English as a foreign Language by using the environment, life, history, creativity, vision and expectations of the children at”Victor Emilio Valdivieso” Neighborhood.
- To evaluate continuously and at the ending the program the levels of the communicative skills in English as a foreign Language gotten by the children at”Victor Emilio Valdivieso” neighborhood

## **e. THEORETICAL FRAME**

### **TEACHING METHODS**

- **What is Method?**
- **What is techniques ?**
- **What is approach?**
- **What is strategies?**

#### **Communicative Language Teaching Method**

- **Techniques**
- **Activities**

#### **Audio -Lingual Method**

- **Techniques**
- **Activities**

#### **Total physical Response Method**

- **Techniques**

#### **Notional Functional Method**

- **Techniques**

#### **Direct Method**

- **Techniques**
- **Testing**
- **Types of tests**
- **Ways to test**

## **COMMUNICATIVE COMPETENCE**

### **LISTENING**

- **Sub-skills**
- **Teaching activities**
- **Listening process**
- **Using the Authentic Materials and Situations**
- **Strategies for developing Listening skills**
- **Listening Strategies**

### **SPEAKING**

- **Sub-skills**
- **Teaching Activities**
- **Teaching for the Teaching Speaking**
- **Strategies for developing Speaking skills**

## **TEACHING METHODS**

According to the objective 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, This 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.

- **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'

- **What is technique?**

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

- **What is approach?**

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

- **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 text 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.

- **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 sentence 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 present in dialog form.
- There is dependence on mimicry, memorizations of set phrases, and over learning
- 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 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.

- **Techniques**

**a) "Dialog Memorization** Student memorizes 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 parts starting at tend of the sentence and "expanding" backwards through the sentence, adding each part in sequence.

**c) Repetition Drill** Students repeat teacher's models 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 tow 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".

## Activities

The use of drills and patterns practice is one of 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 a different form when it is repeated.

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

**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) Integrations:** Two separate utterances are integrated into one.

**k) Rejoinder:** The students make an appropriate rejoinder to a given utterance.

**l) Restorations:** 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 commands 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**

"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 "operations"). 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)".<sup>2</sup>

- **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) Giving commands:** Teacher gives the commands and students do them.

- **National- 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.

- **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 people
- Giving commands
- Apologizing and thanking
- Identify and describing people
- Asking for information

- **Direct Method**

It was most widely accepted methodology itself. ted in private language school where students were highly motivated and where native-speaking teacher 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 taught
- New teaching points are introduced orally
- Vocabulary is taught through demonstrations, pictures, mime
- Classroom instructions are conducted in target language
- Emphasize 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 purposes 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.

- 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.
- 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 to the course they had followed.

## Ways to test

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

**a) Bill-in-the-blank:** Students have to choose the word or phrase that best completes the sentence.

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

**c) 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.

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

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

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

**g) Dictation:** You can test your students by using dictation. Teacher can dictate a paragraph or sentences according with the students, level.

- **COMMUNICATIVE COMPETENCE**

Communicative competence 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 linguist structures but also when to speak, what to say to whom and know to say it in any given situation.

- **LISTENING**

Listening is the receptive skill and it involves responding to language rather than

producing it. It center in the meaningful sounds of the language, real listening is an active process that has three basic steps.

**a) Hearing.**

Hearing just means listening enough to catch what the speaker is saying.

**b) Understanding.**

The next part of listening happens when you take what you have heard and understand it in your own way.

**c) Judging.**

After you are sure you understand what the speaker has said, think about whether it makes sense

**Subskills**

**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 sentences stress:** Recognize the sound patterns of simple rhyming words.

**e) Extensive listening:** To listen carefully a text and get the general idea.

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

**g) Note-taking:** To write down what is listened.

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

- **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 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 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.)
- **The Listening Process**

To accomplish this Technique, instructors focus on the process of listening rather than on product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct

classroom business: making announcements, assigning homework,  
describing the content and format of tests

- **Using Authentic Materials and Situations**

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom. One-Way Communication

**a) Materials:**

- Radio and television Programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings

**b) Procedure:**

- Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message
- Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); üö-flight number-arriving/departing-gate number (airport announcements); "for [function], press number]" (telephone recordings)
- Help students identify key words/phrases to listen for s

- **Two- Way Communication**

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

- **STRATEGIES FOR DEVELOPING LISTENING SKILLS**

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

- **Listening Strategies**

Listening strategies are techniques or activities that contribute directly to the

Comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

**a) Top-down strategies are listener based;** the listener taps into background

knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that

help the listener to interpret what is heard and anticipate what will come next. Top-Down strategies include :

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

**b) Bottom-up strategies are text based;** the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.

- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one".

- **Listening for Meaning**

**a) Listening for a purpose.** - The student has to read the questions before starting listening.

**b) Understanding notes.** - Students may need to complete notes when they listen. To make sure that students know what information they have to listen for, they can turn the notes into full questions before they listen.

**c) Identifying the main points.** - When students listen to someone talking, they have to try to distinguish between:

1. The main point that the speaker is making.
2. The examples or details that they give to support their point.

- **SPEAKING SKILL**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

- interactive,
- partially interactive, and
- non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast

- **Subskills**

Among speaking skills we have:

- **Appropriacy:** They 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.
- **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 energy 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 question.

**e) Question and Answer:** Give student 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 wjere they can switch roles and practice it. You can ask students to tell it in front of the class.

- **TECHNIQUES FOR TEACHING SPEAKING**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

**a) Content-oriented input focuses on information**, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

**b) Form-oriented input focuses on ways of using the language:** guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

**STRATEGIES FOR DEVELOPING SPEAKING SKILLS** Among speaking skills we have

**a) Conversation.-** Conversation English skills must be developed through regular practice. It is a good idea to pick a topic that the students are

familiar with and use that to help them learn new words, phrases and sentences.

**b) Role play.-** Role playing/simulation is an extremely valuable method for students learning. It encourages thinking and creativity, because it can create the motivation and involvement necessary for learning to occur.

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

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

**d) Pair and group work** Pair and group activities provide a variety of ways in which foreign language teachers can increase opportunities for students to speak the target language. At all levels of instruction, working in pairs and small groups

allows students to be involved in meaningful communication and motivates using the language.

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

**f) Visual Aids.-** Teaching pronunciation can be made easier correction and with a normal speech.

## **f. METHODOLOGY**

The methodology that will be apply during our action research project will be applying some methods and techniques that let us teach in a better way in the English subject. Also it is important to mention that we are going to teach during a whole school year. It means 10 months four hours per week.

### **METHODS**

**a. Audio-Lingual method.-** is to create communicative competence between students. This method lets students learn the language studied with most effective way to do this to "over learn" it through extensive repetition of words , memorization of set phrases , focus on pronunciation and a variety of elaborate drills etc.

**b. Communicative Language Teaching Method;** is an approach to the teaching of language that emphasizes interaction as both the means and the ultimate goal of learning a language. So, students are going to be able to develop linguistic fluency and accuracy.

**c. Total Physical Response Method.-** this method help us to combine information and skills through physical activities. The skills allow the

students understand the information. It helps them to be motivated all the time. Therefore the learners is not forced to speak, but is allow to the students to feel comfortable and confident in the classroom.

**d. 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.

**e. Will use an innovation method called Notional Functional Syllabs,** it will let to share feelings and thoughts between the teachers and students with the purpose to have a good communication inside the classroom.

## g. TIMETABLE

| MONTH<br>UNIT               | DEC |   | JAN |   | FEB |   |   | MAR |   |   |   | APR |   |   |   |   | MAY |   |   |   | JUN |   |   |   | JUL |   |   |   |
|-----------------------------|-----|---|-----|---|-----|---|---|-----|---|---|---|-----|---|---|---|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|
|                             | 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 |
| UNI ONE-READY<br>FOR SCHOOL | X   | X | X   | X |     |   |   |     |   |   |   |     |   |   |   |   |     |   |   |   |     |   |   |   |     |   |   |   |
| UNIT TWO PEOPLE<br>WE LOVE  |     |   |     |   | X   | X | X | X   |   |   |   |     |   |   |   |   |     |   |   |   |     |   |   |   |     |   |   |   |
| UNIT THREE HEAD<br>TO TOES  |     |   |     |   |     |   |   |     | X | X | X | X   |   |   |   |   |     |   |   |   |     |   |   |   |     |   |   |   |
| UNIT FOUR THING I<br>WEAR   |     |   |     | X |     |   |   |     |   |   |   |     | X | X |   |   |     |   |   |   |     |   |   |   |     |   |   |   |
| ANIMAL                      |     |   |     |   |     |   |   |     |   |   |   |     |   |   | X | X |     |   |   |   |     |   |   |   |     |   |   |   |
| FRUITS                      |     |   |     |   |     |   |   |     |   |   |   |     |   |   |   |   | X   | X | X | X | X   |   |   |   |     |   |   |   |
| REINFORCE                   |     |   |     |   |     |   |   |     |   |   |   |     |   |   |   |   |     |   |   |   |     | X | X | X | X   |   |   |   |
| PEDAGOGICAL<br>SUPPORT      |     |   |     |   |     |   |   |     |   |   |   |     |   |   |   |   |     |   |   |   |     |   |   |   |     | X | X |   |

## **h. BUDGET AND FINANCING**

- **Budget**

| <b>MATERIALS</b>        | <b>BUDGET</b>  |
|-------------------------|----------------|
| Office materials        | 200.00         |
| Fomix draws             | 800.00         |
| Typing and printing     | 250.00         |
| Copies and reproduction | 450.00         |
| Transportation          | 150.00         |
| Internet                | 60.00          |
| <b>TOTAL</b>            | <b>1910.00</b> |

- **FINANCING**

All the expenses derived from the present r work will be assumed by the action research my parents.

## i. **BIBLIOGRAPHY**

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**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN**

**1. INFORMATIVE DATA:**

|         |  |                             |
|---------|--|-----------------------------|
| 1.1.1.1 | Programa de Desarrollo Comunitario: "Caminemos Juntos" |                             |
| 1.2     | Area:  | Foreign Language            |
| 1.2.1.1 | Class :<br>Education                                   | 6th Basic                   |
| 1.3     | Level and number of learners :                         | Beginner - 6                |
| 1.3.1.1 | Thesis advisor:<br>Moreno                              | Mg. Sc. Paola               |
| 1.4     | Thesis Applicant:                                      | Rosa Quizhpe                |
| 1.5     | Date:  | April 28 <sup>th</sup> 2011 |
| 1.6     | Schedule :   | 16H00- 17H30                |
| 1.7     | School year:   | 2010-2011                   |
| 1.7.1.1 | Topic:<br>Continuous"                                  | "Present                    |

**2. MAIN AIMS**

- To use the present continuous
- To development speaking skills

**3. METHODOLOGY**

**METHODS**

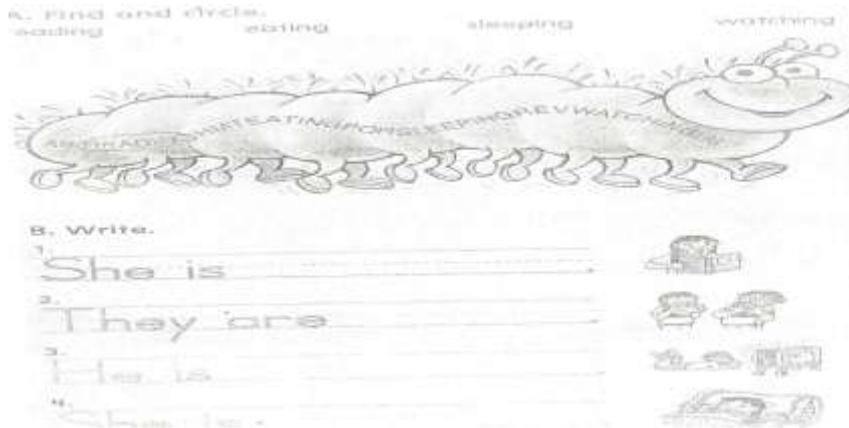
Communicative Method  
Audio- lingual  
Total physical response

**TECNHIQUES**

Pair works  
filling the black spaces  
Commands

### 3.1 INTRODUCTORY ACTIVITIES ( Lead ins)

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



### 4. TIMETABLE FIT

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

Listen. Draw a line

He's wearing blue pants  
purple dress

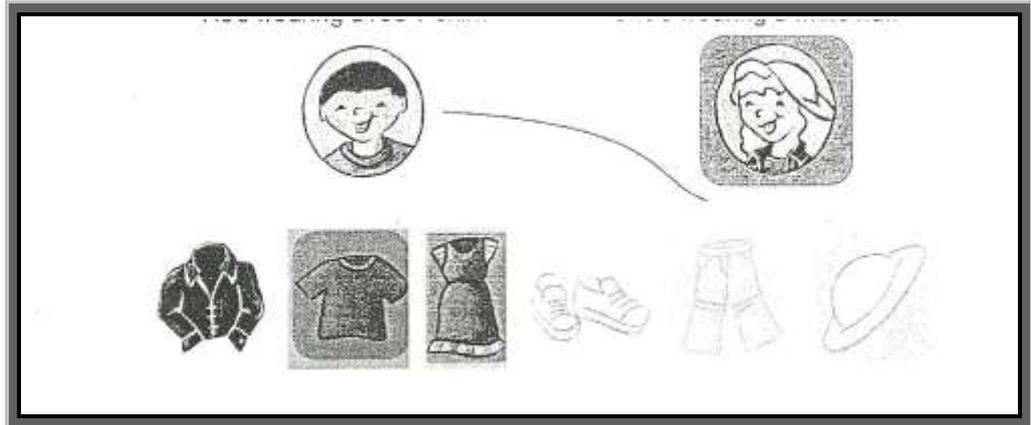
He's wearing white shoes  
black jacket

He's wearing a red T- shirt  
white hat.

She 's wearing a

She's wearing a

She's wearing a



**5. PRESENTATION TECHNIQUES.  
BEGINNING**

- Teacher presents the grammatical structures about present progressive in graph paper.
- Teacher explains the present progressive
- The present progressive is used to show that an action is happening now.

He is eating            they are sleeping

She is reading        they are watching TV.

**PRESENT CONTINUOUS**

|      |     |   |     |                         |
|------|-----|---|-----|-------------------------|
| S-   | VTO | - | ING | -C                      |
| I    | AM  |   | ING | I'M sleeping on the bed |
| He   |     |   |     |                         |
| She  | IS  |   | ING | She is watching TV.     |
| It   |     |   |     |                         |
| WE   |     |   |     |                         |
| YOU  | ARE |   | ING | You are reading a book  |
| THEY |     |   |     |                         |

## TASK 1. LISTENING

- students a work sheet
- introductions
- the activity and gives ten minutes
- and helps students.
- the white board

Teacher hands out to the

Teacher reads the task

Teacher asks students to do

Teacher controls the class

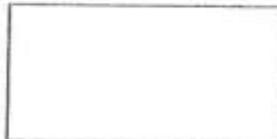
Teacher checks the task on

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

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



 Read. Draw and color.

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

## TASK 2 SPEAKING

- Teacher ask to the students to work in pairs
- Teacher gives a model and explains the activity.  
What is she wearing.  
She is wearing a green blouse and black pants.

- Teacher control the task and helps students with the pronunciation
- Teacher ask students to present the conversation on front of the class

**ANSWERS**

She is reading a book

They are eating sanchwich

He is watching TV.

She is sleeping

**AFTER**

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

**6. ACHIVEMENT LEVEL**

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

**7. TEACHING AIDS. MATERIALS.**

- Poster
- Copies
- Work sheet
- Graph paper

**8. EVALUATION**

- Teacher gives to the students a worksheet.

**9. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack1 Second Edit

**10. OBSERVATION**

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

11.- SIGNATURES



Dr. Vicente Riofrio

**COORDINATOR OF THE PROGRAM**



Mg. Sc. Paola Moreno

**THESIS ADVISOR**



Rosa Quizpe

**THESIS APPLICANT**

**ANNEXO No 2**  
**NATIONAL UNIVERSITY OF LOJA**  
**ENGLISH LANGUAGE CAREER**  
**ACTION RESEARCH PROJECT**  
**PRE – TEST**

NAME

DATE:

**LISTENING**

1. Listen the different words that teacher said and matching with the correct pictures.

Clock



Number



House



Books



Car



Cat

3

Ball



Tree



**2. Let's go to play "Simon Say"**

Simon say touch your head

Simon say touch your shoulders

Simon says touch your nose

Simon says touch your legs etc.

**3. Speaking "Conversation between teacher and students"**

**Teacher:** Good morning students?

**Students:**.....

**Teacher:** How are you?

**Students:**.....

**Teacher:** What your name?

**Students:**.....

**Teachers:** What are your favorite animals?

**Students:**.....

**Teacher:** What is your favorite color?

**Students:**.....

## Speaking

4. To introduce yourself .Make sentences about yourself

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

## GENERAL KNOWLEDGES

5. Choose the best option

a. The number "1" in English is:

1. Eight                      2.Nine                      3. One

b. The number "7" in English is:

1. Six                      2. Seven                      3. Ten

c. The number "3" in English is:

1. Eight                      2. Four                      3. Three

6. Write the correct article in the spaces

**a-an**

1. \_\_\_\_\_umbrela

2. \_\_\_\_\_clock

2. \_\_\_\_\_eraser

3. \_\_\_\_\_lamp

3. \_\_\_\_\_horse

4. \_\_\_\_\_earring

6. Complete the sentences using the forms of the verb to be

**Am-is-**

1. I \_\_\_\_\_ a student
2. He \_\_\_\_\_ a doctor
3. We \_\_\_\_\_ football players

1. Match the possessive pronoun with the subject pronoun

|       |      |
|-------|------|
| My    | she  |
| Your  | we   |
| His   | you  |
| Her   | he   |
| Its   | I    |
| Our   | they |
| Their | you  |
| Your  | it   |

2. Read the article and answer the questions below

**Rosa's Family**

Rosa is a student of the "Beatriz Cueva de Ayora" High School. She is 15 years old. Her parents are Ricardo Torres and Angela Alvarez. They are 5 members in her family; her mother, her father and her three siblings: Katy, Carlos. They live in Loja in "Victor Emilio Valdivieso" neighborhood. She likes to listen to romantic music and play basketball on weekends.

a) How old is Rosa?

She is \_\_\_\_\_

b) How many siblings does Rosa have?

She has \_\_\_\_\_

c) Where do they live?

They live \_\_\_\_\_

d) Where does she live?

She lives in \_\_\_\_\_

e) What is Rosa's hobby?

Andrea's hobby is \_\_\_\_\_

f) How many siblings does Rosa have?

She has \_\_\_\_\_

**“VICTOR EMILIO VALDIVIESO” Neighborhood  
“ Tierras Coloradas”**



Nowadays the English language is the window to the world, it opens new opportunities and it can help people and children to solve their economic situation and consequently the people better conditions of life.

The “Victor Emilio Valdivieso” neighborhood is located in the Southern-West of the Loja city. This present *Community Program* was necessary to help poor people of this neighborhood and being able to teach children the English language as a second language.



At the beginning of the program, the lack of students was a problem; because of the multiple responsibilities by mean them. Among these; the looking after of their siblings and the assisting to their different jobs in the markets and streets, so we had to visit the families from this neighborhood to invite their kids to take part in this process with the purpose of helping them to improve their kids´ academic level and give a meaning support to our entire society and community.



At the *Communal House* of this place, was where the kids received the English classes on Tuesdays and Thursdays of each week. The place was very small, so the thesis work applicants had to give our classes altogether. The difficulties we had to face up at the beginning was the loss of concentration that the kids had sometimes due to the reduced place and the noisy produced as inside as outside the class.



These pictures show a lesson, given by me. It was about *Fruits* whereas the principal aims were the students recognize the fruits through techniques or activities that motivate them to acquire a new vocabulary in the target language.

The techniques used in this class were; gap filling, kinesthetic, role- play, and the students had to close their eyes and guess which fruits were in bag. This activity was encouraging for children; they felt in confidence to participate actively.

After, the teacher explained the step by step how to make a *fruit salad*.

The REALIA was an excellent resource to develop this activity. At the end of the class, each student enjoyed the fruit salad and could identify the name of the different fruits.



Children loved to play while they were learning. During the classes different games were previously planned about to the class topic. Through games, kids learn the English language in an enjoyable way. Further more, *Games* were increasing English knowledge while keeping students interested in the class.



This was the didactic material used during the whole academic period 2010-2011 with which the children of the sixth year of the Basic Education of “Victor Emilio Valdivieso” neighborhood. This material was elaborated trough foamy using colorful pictures which helped us to develop the communicative skill and get a meaningful learning.



This topic of the class was about ANIMALS. The OLD McDonalds song was used like an introductory activity with the purpose of familiarizing with the new topic. To achieve the objectives of this lesson successfully, it was necessary stick a flash card on the board and apply the singing and repetition techniques.

Then, the teacher showed the students the animals' caps and marionette imitating the different sound produced by each one of the animals. And then it was the students' turn. Finally they were assessed by means of an activity of matching names with pictures in some flash cards.

# DIDACTIC ANNUAL PLAN

## 1. INFORMATIVE DATA:

- 1.1. Programa de Desarrollo Comunitario: “Caminemos Juntos”
- 1.2. Location: “Victor Emilio Valdivieso” neighborhood
- 1.3. Province: Loja City: Loja
- 1.4. Area: Foreign
- 1.5. Subject: *English*
- 1.6. Grade: 6<sup>th</sup> Grade
- 1.7. School Year: 2010-2011
- 1.8. School Journey: 16h00 to 17h30 Tuesdays and Thursdays
- 1.9. Teacher: Rosa Yadira Quizhpe Sinchire
- 1.10. Date: December 7<sup>th</sup> 2010

## 2. DIAGNOSTIC STATEMENT:

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

## 3. STUDENT’S BACKGROUND

## 4. OBJECTIVES GENERAL

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

## **SPECIFIC**

- 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 .
- What kind of methodological strategies are the most suitable to develop communicational skills with the children of the “Victor Emilio Valdivieso” neighborhood in the city loja.
- To organize and develop communicational and experiential workshops of English as a foreign Language by using the environment, life, history, creativity, vision and expectations of the children at”Victor Emilio Valdivieso” Neighborhood.
- To evaluate continuously and at the ending the program the levels of the communicative skills in English as a foreign Language gotten by the children of “Victor Emilio Valdivieso”

### **5. SKILLS:**

- Listening
- Speaking

### **6. CONTENTS:**

- 6.1. Lesson 1: Classroom objects
- 6.2. Lesson 2: number 1 to 20
- 6.3. Lesson 3: Colors
- 6.4. Lesson 4: People we love
- 6.5. Lesson 5: Head to toes
- 6.6. Lesson 6 : Present continuous
- 6.7. Lesson 7: The adjectives
- 6.8. Lesson 8: Thing I wear
- 6.9. Lesson 9: Review part one
- 6.10. Lesson 10: Review part two.
- 6.11. Lesson 11: Elaboration of a card for mother’s day
- 6.12. Lesson 12: Domestic and wild animals
- 6.13. Lesson 13: Fruits
- 6.14. Lesson 14: Vegetable
- 6.15. Lesson 15: Pedagogical Demonstration

**7. METHODOLOGY:**

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

**8. RESOURCES**

**8.1. Human resources**

- Teachers
- Students

**8.2. Didactic resources**

- ❖ Teacher's Book
- ❖ Workbook
- ❖ Tape Recorder
- ❖ Cardboard
- ❖ Flashcards

**9. ASSESSMENT:**

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

**10. BIBLIOGRAPHY:**

- 10.1. MARIO HERRERA/DIANE PINKLEY-Second Edition-2009

**11. REMARKS:**

- 11.1. From the teacher:
  - .....
  - .....

11.2. From the Area Director:

.....  
.....

11.3. From the Vice – principal (or Supervisor)

.....  
.....

.....

Teacher's signature

.....

Area Director's signatures

.....

Vice- principal's signature



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN ONE**

**1. INFORMATIVE DATA:**

|   |                             |
|---|-----------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”          |
| 1.2 Area:                               | Foreign Language            |
| 1.3 Class :                             | 6th Basic Education         |
| 1.4 Level and number of learners :      | Beginner - 6                |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno        |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe                |
| 1.7 Date:                               | April 05 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30                |
| 1.9 School year:                        | 2010-2011                   |
| 1.10 Topic:                             | “Classroom objects”         |

**2. MAIN AIMS**

- To develop listening skill.
- To task about classroom objects

**3. METHODOLOGY**

**METHODS**

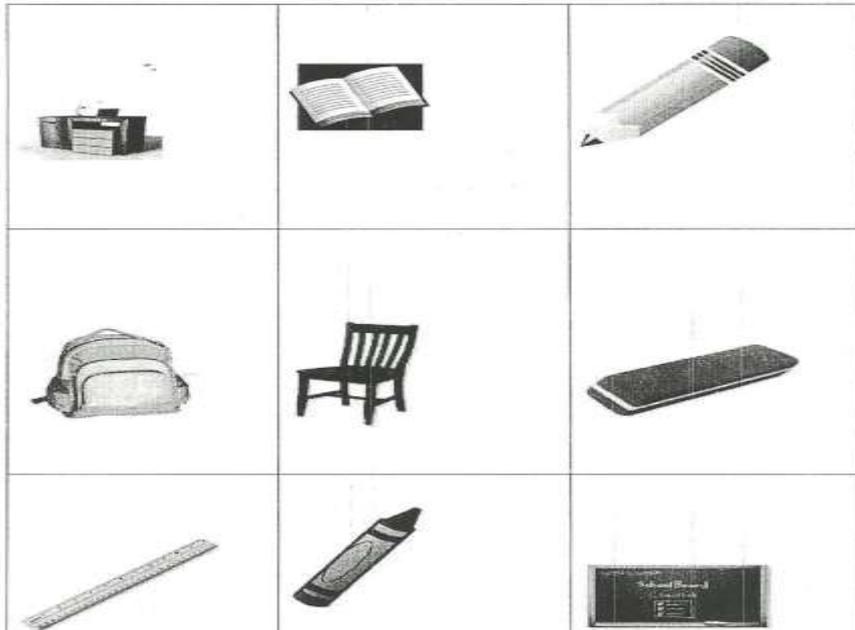
Total physical response  
Audio-Lingual Repetition

**TECHNIQUE**

Command

### 3.1 INTRODUCTORY ACTIVITIES (Warm up)

Listen and circle.



#### 4. TIMETABLE FIT

- Teacher asks some questions about classroom objects.
  - ❖ "What classroom objects do you know?"

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

TIMETABLE FIT: Look at the pictures listen and complete.

  
In my s \_\_\_\_\_ today.  
In my s \_\_\_\_\_ today.

  
One b \_\_\_\_\_, two p \_\_\_\_\_.

  
Three n \_\_\_\_\_, too.  
In my schoolbag today.  
In my schoolbag today.

  
Three n \_\_\_\_\_, four e \_\_\_\_\_.

  
Five r \_\_\_\_\_, too.

  
In my s \_\_\_\_\_ today.  
In my s \_\_\_\_\_ today

  
An e \_\_\_\_\_, a pen.

## 5. PRESENTATION TECHNIQUES

### **BEGINNING**

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

### **DURING**

#### **TASK 1, Match the pictures with the respective word**

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

### **Answers**

Pencil                      book              table

Eraser                      notebook chair

Ruler paper desk

Crayon pen sharpener

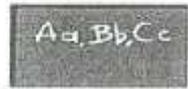
## Task 1

VICTOR EMILIO VALDIVIESO NEIGHBOURHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

Name: .....

Date: .....

1. Match the names and pictures. Color.  
Draw a line from the school object word to the picture.



Sharpener

Glue

Pencil

Board

Desk

Pen

Book

Eraser



## TASK 2 Complete the sentences

- Teacher asks students to reads the task introductions and checks if they understood.
- Teacher hands out the word sheet to the students.
- Teacher tell them how long they have, ten minutes
- Teacher walks around the class and help them
- Teacher checks the task on the work sheet.

## ANSWERS

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

|   |                         |
|---|-------------------------|
| <b>VICTOR EMILIO VALDIVIESO NEIGHBORHOOD</b>  |                         |
| <b>"CAMINEOS JUNTOS "FOUNDATION"</b>  |                         |
| <b>NAME:</b>  |                         |
| <b>DATE:</b>  |                         |
| <b>1. Complete the sentences with <i>it is</i>.</b>                                 |                         |
| <b>1. What is it-?2. What-----?</b>   |                         |
|    | <b>a pencil</b>         |
|   | <b>It is an eraser.</b> |
| <b>3.What is it-?What is it?</b>  |                         |
|  |                         |

## 6. ACHIEVEMENTT LEVEL

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

## 7. TEACHING AIDS, MATERIALS

- Fomix figures
- Copies
- Cd player
- Graph paper

**AFTER**

- Teacher says students to draw a happy face or sad face next to the ex

**8. EVALUATION**

- Teacher gives to the students a work sheet to measure achievement level during the class.

**9. BIBLIOGRAPHY**

M. HerreraD. Pinkley, Backpack 1, second edition, Person Education 2009.

**10. OBSERVATIONS.**

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

**11.- SIGNATURES**



.....  
Dr. Vicente Riofrio

**COORDINATOR OF THE PROGRAM**



.....

Mg. Sc. Paola Moreno

**THESIS ADVISOR**



.....

Rosa Quizhpe

**THESIS APPLICANT**

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

TIMETABLE FIT: Look at the pictures listen and complete.



In my **s** \_\_\_\_\_ today,  
In my **s** \_\_\_\_\_ today.



One **b** \_\_\_\_\_, two **p** \_\_\_\_\_,



Three **n** \_\_\_\_\_, too.

In my **schoolbag** today,  
In my **schoolbag** today.



Three **n** \_\_\_\_\_, four **c** \_\_\_\_\_,



Five **r** \_\_\_\_\_, too.



In my **s** \_\_\_\_\_ today,  
In my **s** \_\_\_\_\_ today



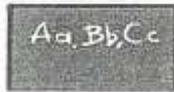
An **e** \_\_\_\_\_, a **pen**,

VICTOR EMILIO VALDIVIESO NEIGHBOURHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

Name: .....

Date: .....

1. Match the names and pictures. Color.  
Draw a line from the school object word to the picture.



Sharpener

Glue

Pencil

Board

Desk

Pen

Book

Eraser



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO:

1. Complete the sentences with it is.

1. What is it?



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

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



It is an eraser.

3. what is it?



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

4. what is it?



\_\_\_\_\_ a sharpener.



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN TWO**

**1. INFORMATIVE DATA:**

|       |                                     |                            |
|-------|-------------------------------------|----------------------------|
| 1.1.1 | Programa de Desarrollo Comunitario: | “Caminemos Juntos”         |
| 1.1.2 | Area:                               | Foreign Language           |
| 1.1.3 | Class :                             | 6th Basic Education        |
| 1.2   | Level and number of learners :      | Beginner - 6               |
| 1.2.1 | Thesis advisor:                     | Mg. Sc. Paola Moreno       |
| 1.3   | Thesis Applicant:                   | Rosa Quizhpe               |
| 1.4   | Date:                               | April 7 <sup>th</sup> 2011 |
| 1.5   | Schedule :                          | 16H00- 17H30               |
| 1.6   | School year:                        | 2010-2011                  |
| 1.7   | Topic:                              | “ Number one to twenty”    |

**2. MAIN AIMS**

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

**3. METHODOLOGY**

**METHODS**

Communicative Method  
Audio-lingual method  
Total physical response

**TECHNIQUE**

Pair works  
Repetition  
Filing gap

**3.1 INTRODUCTORY ACTIVITIES (Warm up)**

- Teacher hand out to the students a card and a dice to play
- Teacher explains the game

- Players place their pieces game at START
- They take turn rolling the dice and moving their, pieces games accordingly.
- Whenever a player lands on a square with a questions in it, he- she needs to answer correctly
- If the answer is correct the player moves forward for word, but the answer is incorrect he-she can't continue The first player to get to the CONGRATULATIONS , wins the game.

|  |  |   |  |   |
|--|--|---|--|---|
| <u>START</u>   |  |   |  |   |
| 1.<br>What is your name?   | 2.<br>    | 3.<br>Count<br>                          | 4.<br>How old are you?   | 5.<br>                       |
| 6.<br>   | 7.<br>EXCELLENT  | 8.<br>Count<br>                         | 9.<br>            | 10.<br>Jump twice   |
| 11.<br> | 12.<br> | 13.<br>How many trains do you see?<br> | 14.<br>Count<br> | 15.<br>Say one fruit.   |
| 16.<br>Count your partners.  | 17.<br> | 18.<br>                                | 19.<br>How many brothers or sisters do you have?   | 20.<br>CONGRATULATIONS<br> |
| <u>FINISH</u>  |  |   |  |   |

#### 4. TIMETABLE FIT

- Teacher sticks on the white board a poster and asks students some questions in order to remember the last class
- What is it?
- Is it a ruler

#### 5. PRESENTATION TECHNIQUES

##### BEGINNING

- Teacher hands out some nests of hen in differently places in the

class with candies

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

### **DURING**

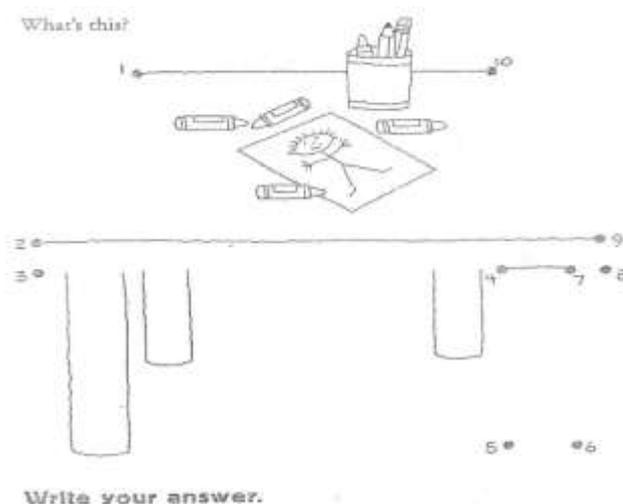
#### **TASK 1**

- Teacher Shows the numbers in a paper
- Teacher asks students to repeat the numbers
- Teacher checks their pronunciation

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

#### **TASK 2**

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



## Answers

**ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT, NINE , TEN**

## AFTER

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

## 6. ACHIEVEMENT LEVEL

- Learners count the numbers from one to twenty
- They can identify the number.

## 7. TEACHING AIDS, MATERIALS

- Fomix figures
- Copies
- Work sheet

## 8. EVALUATION

- Teacher gives to the students some grains to count

## 9. BIBLIOGRAPHY

- HERRERA Mario and PINKLE Diane, Backpack 1. Second Edition

## 10. OBSERVATIONS.

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### 11.- SIGNATURES



Dr. Vicente Riofrio

COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno

THESIS ADVISOR



Rosa Quizhpe

THESIS APPLICANT

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VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

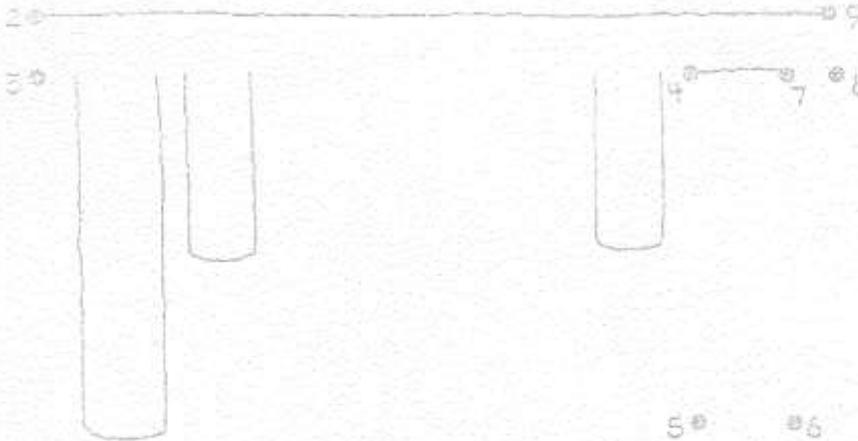
NAME: .....

DATE: .....

**TASK TWO:**

Draw a line from one to two to three,  
and so on. Color the picture.

What's this?



Write your answer.

It's a .....

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME: .....

DATE: .....

EVALUATION: count and write.

|                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| elevn                | twelve               | thirteen             | fourteen             | fifteen              |
|                      |                      |                      |                      |                      |
| <input type="text"/> |

|                      |                      |                      |                      |                      |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| sixteen              | seventeen            | eighteen             | nineteen             | twenty               |
|                      |                      |                      |                      |                      |
| <input type="text"/> |

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**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCACION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**LESSON PLAN THREE**

**1. INFORMATIVE DATA:**

|   |                             |
|---|-----------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”          |
| 1.2 Area:                               | Foreign Language            |
| 1.3 Class :                             | 6th Basic Education         |
| 1.4 Level and number of learners :      | Beginner - 6                |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno        |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe                |
| 1.7 Date:                               | April 12 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30                |
| 1.9 School year:                        | 2010-2011                   |
| 1.10 Topic:                             | “Colors”                    |

**2. MAIN AIMS**

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

**3. METHODOLOGY**

| <b>METHODOS</b>                 | <b>TECHNIQUE</b> |
|---------------------------------|------------------|
| Communicative language teaching | Role play        |
| Audio- lingual                  | Repetition       |

**3.1 INTRODUCTORY ACTIVITY (Warm up)**

- Teacher familiarizes students with the colors, using a picture

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

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



#### 4. TIMETABLE FIT

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

## 5. PRESENTATION TECHNIQUES

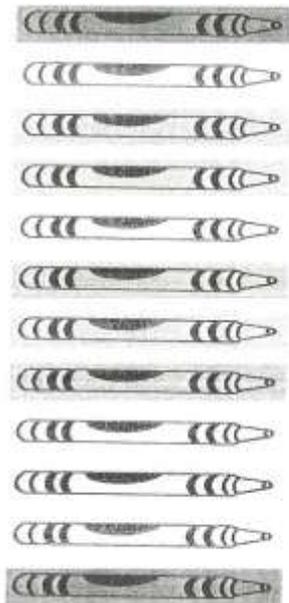
### BEGINNING

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

### DURING

#### Task 1

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



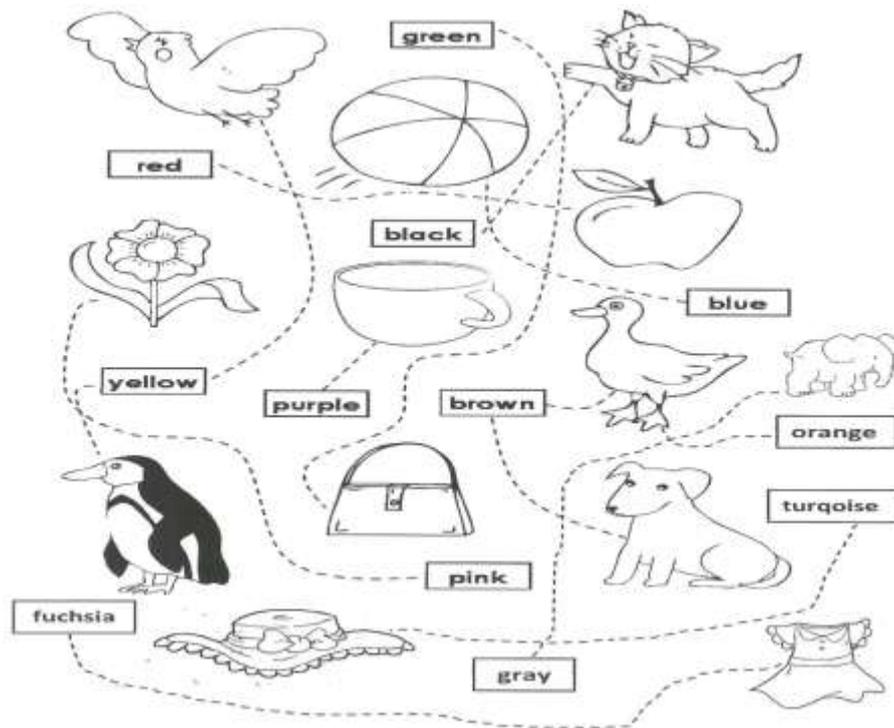
BLUE  
GREEN  
BROWN  
RED  
YELLOW  
ORANGE  
PINK  
WHITE  
GREY  
FUCHSIA  
BLACK  
PURPLE

## ANSWERS

Red, yellow, orange, pink, white, blue, green, purple, brown, black, grey.

### Task 2

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



### Task 3

- Teacher asks students to talk about the colors
- Teacher gives a model to do that  
What your favorite color  
My favorite color is pink
- Teacher demonstrate students the task with a model

- Teacher gives some minutes to practice the role play.
- Teacher checks the task orally.

**6. ACHIVEMENT LEVEL**

- Students identify different colors
- Learners use the colors

**7. TEACHING AIDS , MATERIALS**

- Poster
- Copies
- Work sheet
- Flash cards

**8. EVALUATION**

- Teacher gives to the students a worksheet

**9. BIBLIOGRAPHY**

- HERRERA Mario and PINKLEY Diane, Backpack1. Second edition. Cambridge Dictionary.
- 1 Basicoeoi.blogspot. com
- Colouring pictures-of-dogd

**10. OBSERVATIONS**

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

**11.- SIGNATURES**

  
 Dr Vicente Riofrio  
 COORDINATOR OF THE PROGRAM

  
 Mg. Sc. Paola Moreno  
 THESIS ADVISOR

  
 Rosa Quizhpe  
 THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

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



BLUE



GREEN



BROWN



RED



YELLOW



ORANGE



PINK



WHITE



GREY



FUCHSIA



BLACK



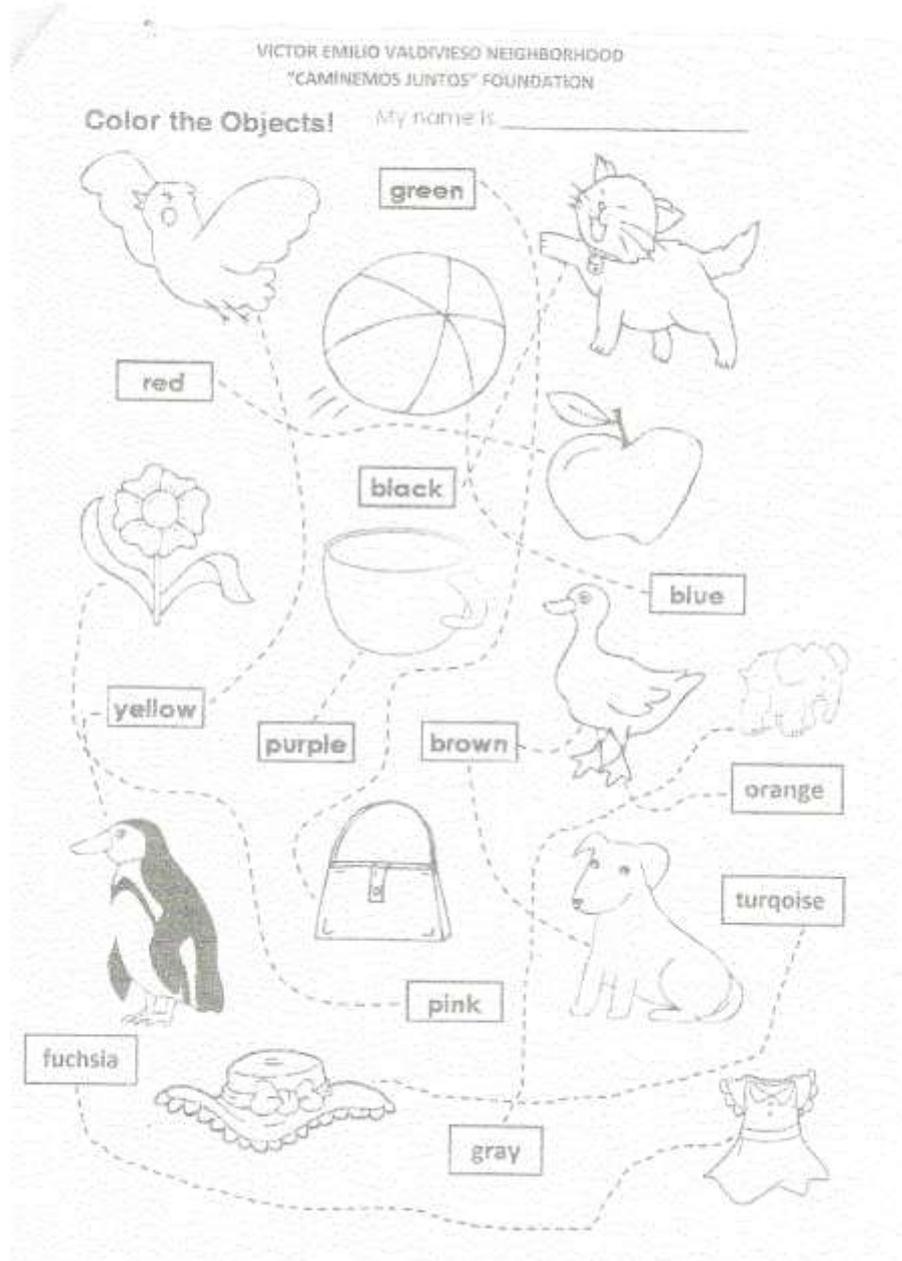
PURPLE

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

**TASK TWO:**





## NATIONAL UNIVERSITY OF LOJA

### AREA OF EDUCACION, ART AND COMMUNICATION

### ENGLISH LANGUAGE CAREER

### LESSON PLAN FOUR

#### 1. INFORMATIVE DATA:

|   |                            |
|---|----------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”         |
| 1.2 Area:                               | Foreign Language           |
| 1.3 Class :                             | 6th Basic Education        |
| 1.4 Level and number of learners :      | Beginner - 6               |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno       |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe               |
| 1.7 Date:                               | April 14 <sup>h</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30               |
| 1.9 School year:                        | 2010-2011                  |
| 1.10                                    | Topic:                     |
| “ Family”                               |                            |

#### 2. MAIN AIMS

- To use” how many “ and who is he- she
- To identify the family member.

#### 3. METHODOLOGY TECHNIQUE

|                         |             |
|-------------------------|-------------|
| Communicative Method    | Pairs works |
| Audio- lingual          | Repetition  |
| Total physical response | Commands    |

#### 3.1 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher asks students to sing a song.

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

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

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

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

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

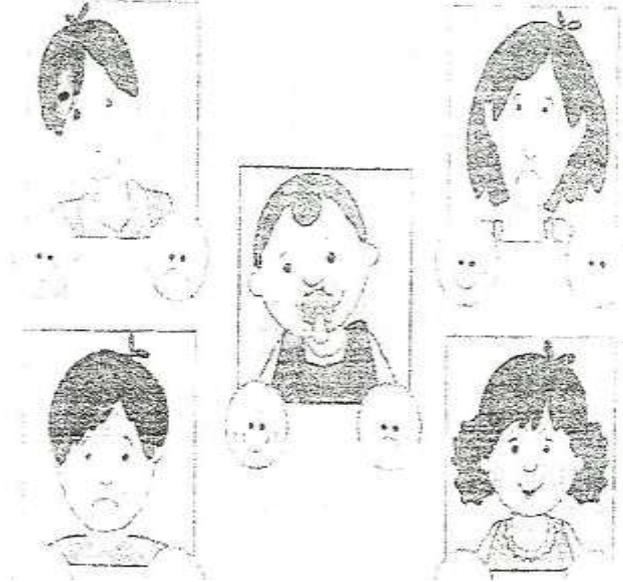
Hello baby, hello hello  
Hello baby hello  
Hello baby nice to meet you  
Hello baby hello

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

- Teacher hands out the copies to the students
- Teacher reads the instructions
- Teacher demonstrates the task

**He is a father, color it with blue**

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



## 5. PRESENTATION

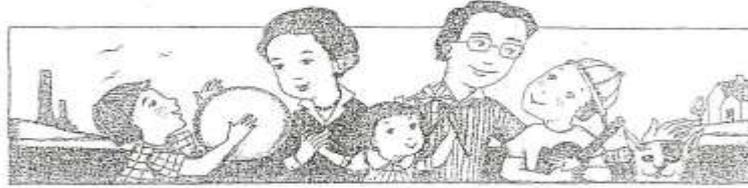
### BEGINNING

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

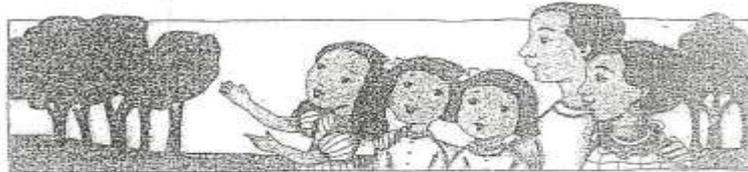




Count and write.



How many brothers? 2



1. How many sisters? \_\_\_\_\_      3. How many mothers? \_\_\_\_\_  
2. How many brothers? \_\_\_\_\_      4. How many fathers? \_\_\_\_\_



## **ANSWERS**

MOTHER, FATHER, BROTHER, SISTER, BABY

1. Three      4. One      7. one  
2. Zero      5. One      8. Zero  
3. One      6. two

## **AFTER**

- Teacher asks the students opinion about the class and takes notes to improve the next class.

## **6. ACHIVEMENT LEVEL**

- Students identify family members
- The recognize Who is he-she

## **7. TEACHING MATERIAL**

- Poster
- Picture card
- Copies (cut outs)
- Work sheet
- Flash cards

## 8. EVALUATION

- Teacher gives to the students a worksheet.

## 9. BIBLIOGRAPHY

- HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition

## 10.- OBSERVATIONS.

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## 11.- SIGNATURES



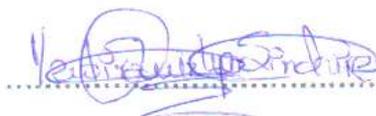
Dr. Vicente Riofrio

COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno

THESIS ADVISOR



Rosa Quizhpe

THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
" CAMINEMOS JUNTOS FOUNDATION"

NAME

DATE

LOOK AND MATCH ACCORDING WITH THE CORRECT PICTURES



SISTER



BABY



BROTHER



MOTHER

BABY



FATHER



GRANDMOTHER



GRANFATHER

**2. COMPLETE WITH HE OR SHE AND OUT THE CORRECT NAME**

SHE IS-GRANDMOTHER



..... IS ...



SHE.....



..... IS.....



HE IS.....



..... IS.....



SHE.....



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"CAMINEMOS JUNTOS" FOUNDATION

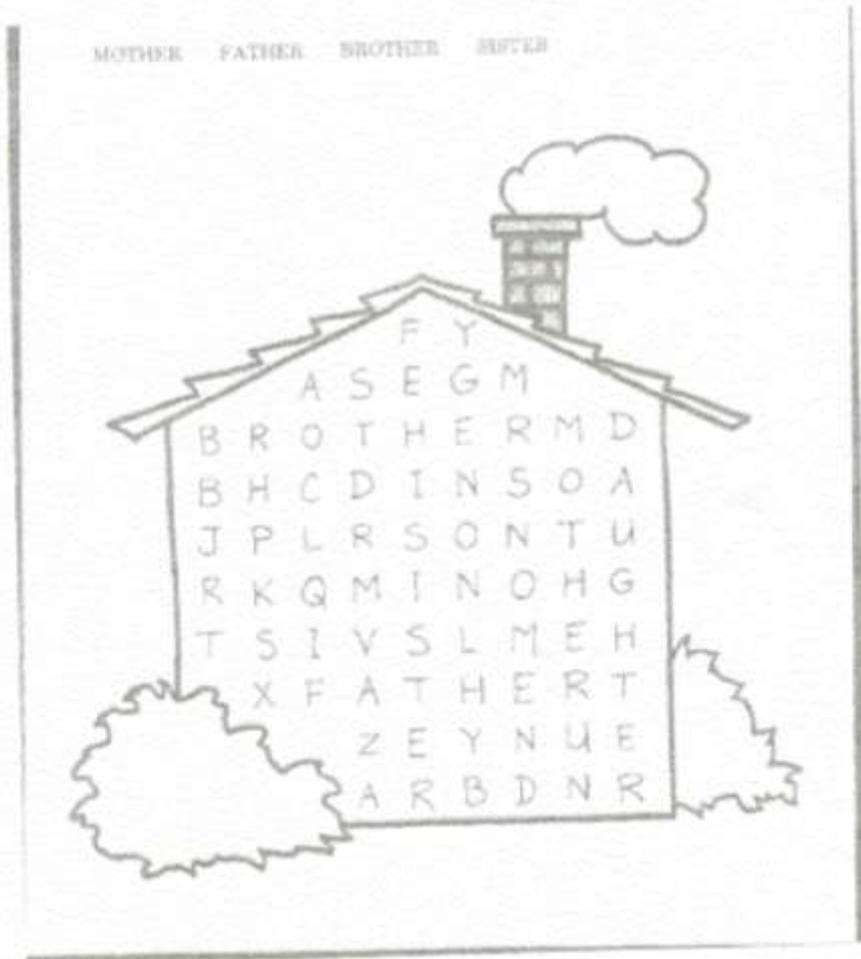
NAME:

DATE:

TASK ONE

Look for each of these words in the worksheet.

MOTHER FATHER BROTHER SISTER



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"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO.

6. Count and write.



How many brothers? 2



1. How many sisters? \_\_\_\_\_

3. How many mothers? \_\_\_\_\_

2. How many brothers? \_\_\_\_\_

4. How many fathers? \_\_\_\_\_



5. How many sisters? \_\_\_\_\_

7. How many mothers? \_\_\_\_\_

6. How many brothers? \_\_\_\_\_

8. How many fathers? \_\_\_\_\_



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN FIVE**

**1. INFORMATIVE DATA:**

|   |                             |
|---|-----------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”          |
| 1.2 Area:                               | Foreign Language            |
| 1.3 Class :                             | 6th Basic Education         |
| 1.4 Level and number of learners :      | Beginner - 6                |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno        |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe                |
| 1.7 Date:                               | April 26 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30                |
| 1.9 School year:                        | 2010-2011                   |
| 1.10                                    | Topic:                      |
| “Things I Wear”                         |                             |

**2. Main Aims**

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

**3. METHODOLOGY**

**METHODS TECHNIQUES**

- |                        |             |
|------------------------|-------------|
| • Communicative Method | Dialogue    |
| • Audio Lingual        | Gap Filling |
| • Direct Method        | Vocabulary  |

**3.1 INTRODUCTORY ACTIVITY( Lead ins)**

- Teacher tells students the vocabulary relating to the

clothes

- Teacher puts the flash cards face down and asks students to guess what clothes is about.
- Teacher accepts student's answers. The first students to guess the name of the clothes wins a surprise.

#### 4. TIMETABLE FIT.

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

#### 5. PRESENTATION TECHNIQUE BEGINNING

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

#### DURING

##### Task 1.

- Teacher hands out to the students a work sheet
- Teacher reads the task introductions
- Teacher explains the task with a example
- Teacher asks students to do the activity individually
- Teacher checks the task on the whiteboard.





## Task2 Color and Say

- Teacher gives a worksheet to practice the clothes
- Teacher reads the task instructions and verifies if students understand
- Teacher suggest students to do the activity and gives them 10 minutes to do it.
- Teacher walks around the class to monitors students work

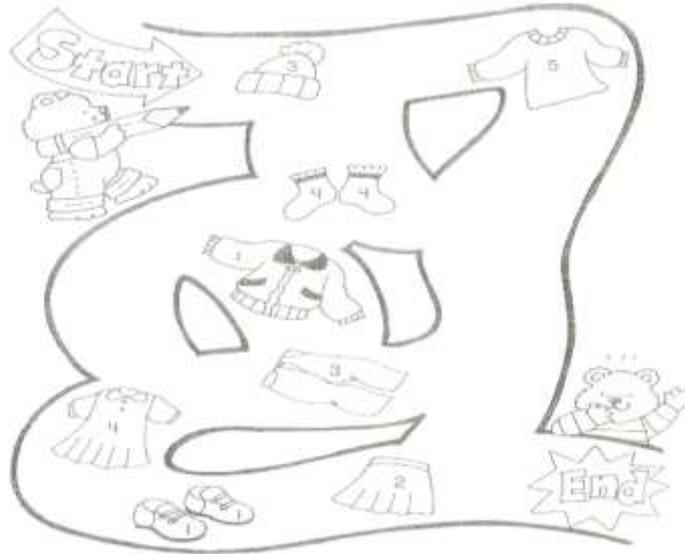
## Color and Say

NAME:

DATE:

TASK TWO. Color and Say

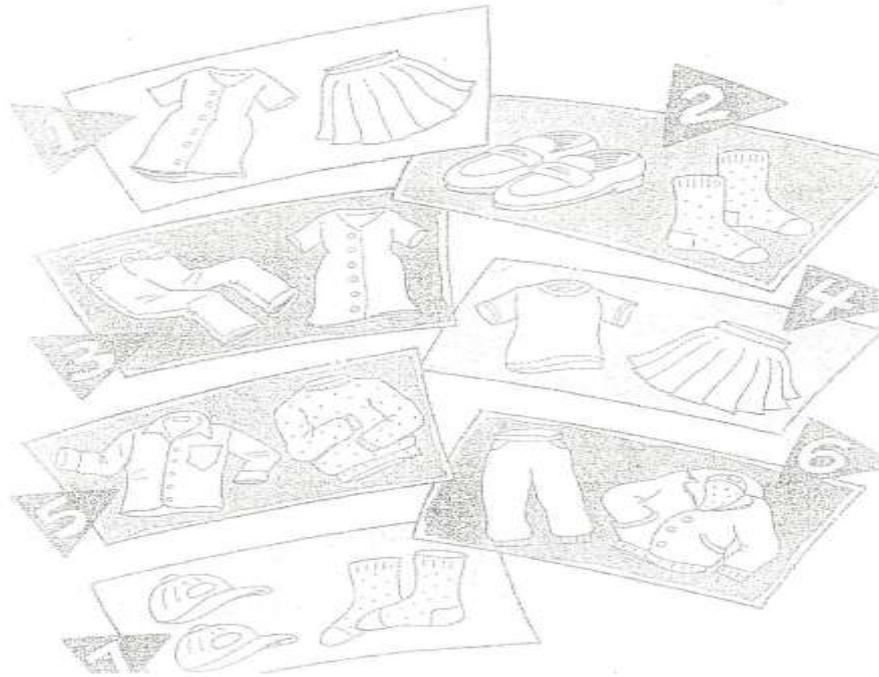
1 = blue 2 = red 3 = green 4 = yellow 5 = orange



### Task 3.- Listen and Color.

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

### Task3. Listen and Color



## **Answers**

**Shirt, blouse, cap, sweeter, sock, jacket, shoes.**

## **AFTER**

- Teacher asks students opinions about the class and takes notes to improve the next class.

## **6. ACHIVEMENT LEVEL**

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

## **7. TEACHING AIDS, MATERIALS**

- Poster
- Copies
- Work sheet
- Flash cards

## **8. EVALUATION**

- Teacher gives to the students a worksheet

## **9. BIBLIOGRAPHY**

- HERRERA Mario and PINKLEY Diane, Backpack1. Second edition. Cambridge Dictionary.
- Basicoeoi.blogspot.com
- Colouring pictures-of-dog

## 10. OBSERVATIONS

.....

.....

.....

.....

## 11.- SIGNATURES



.....

Dr. Vicente Riofrio

COORDINATOR OF THE PROGRAM



.....

Mg. Sc. Paola Moreno

THESIS ADVISOR



.....

Rosa Quizhpe

THESIS APPLICANT

NAME:

DATE:

TASK ONE .Match, Color and Say.

# 4 My Clothes

## 1. Match. Say. Color.

Draw a line from the picture to the word.

skirt      socks      shoes      jacket



shirt      hat      pants      sweater

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"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO. Color and Say

1 = blue   2 = red   3 = green   4 = yellow   5 = orange



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"CAMINEMOS JUNTOS" FOUNDATION

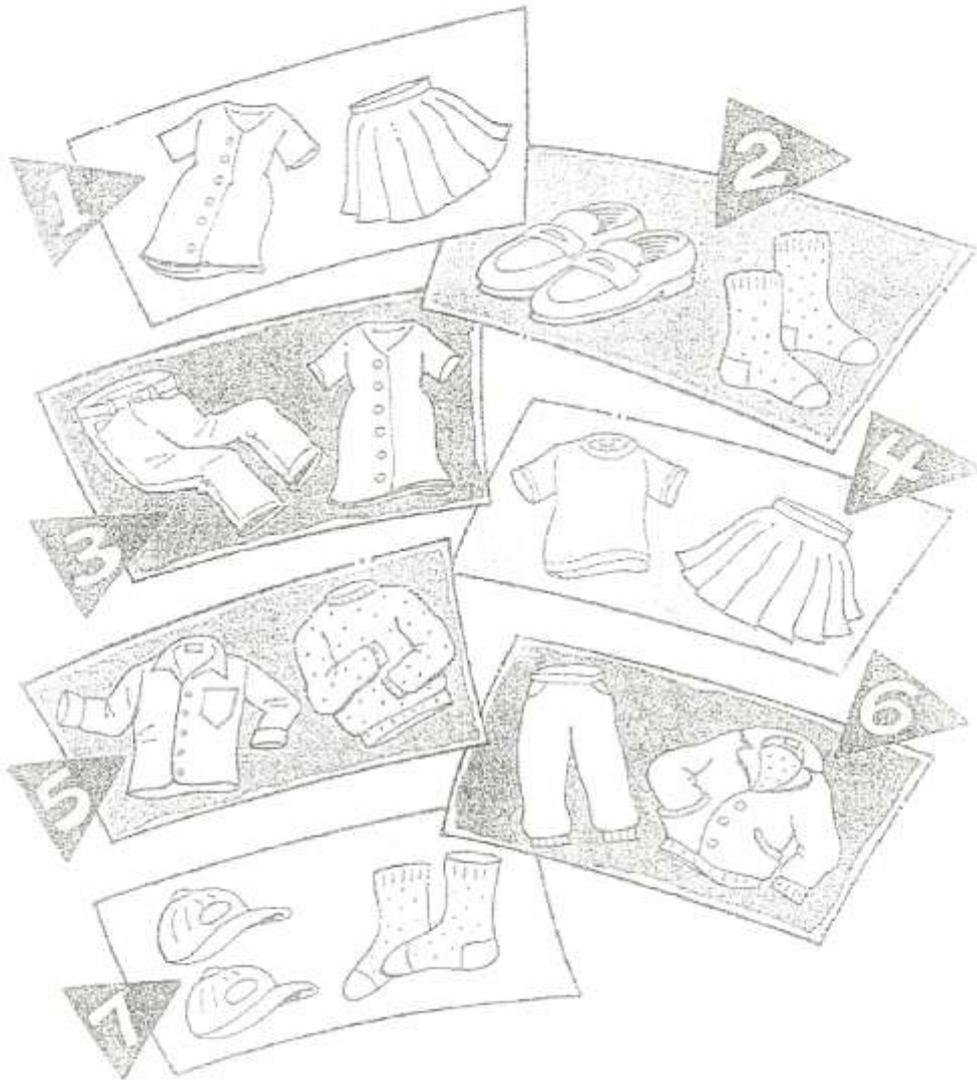
NAME:

DATE:

TASK ONE THREE. Listen and Circle.



Listen and circle. 





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**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN SIX**

**11. INFORMATIVE DATA:**

|       |  |
|-------|--|
| 11.1  | Programa de Desarrollo Comunitario: "Caminemos Juntos" |
| 11.2  | Area: Foreign Language                                 |
| 11.3  | Class : 6th Basic Education                            |
| 11.4  | Level and number of learners : Beginner - 6            |
| 11.5  | Thesis advisor: Mg. Sc. Paola Moreno                   |
| 11.6  | Thesis Applicant: Rosa Quizhpe                         |
| 11.7  | Date: April 28 <sup>th</sup> 2011                      |
| 11.8  | Schedule : 16H00- 17H30                                |
| 11.9  | School year: 2010-2011                                 |
| 11.10 | Topic: "Present Continuous"                            |

**12. MAIN AIMS**

- To use the present continuous
- To development speaking skills

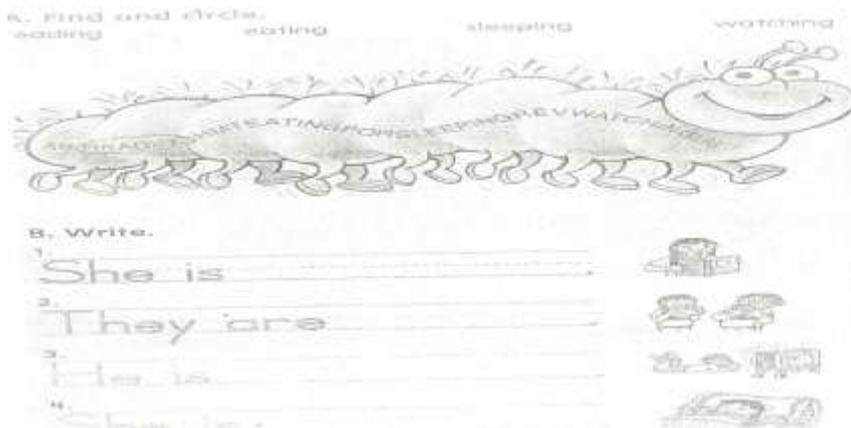
**13. METHODOLOGY**

**METHODS      TECHNIQUES**

|                         |                          |
|-------------------------|--------------------------|
| Communicative Method    | Pair works               |
| Audio- lingual          | filling the black spaces |
| Total physical response | Commands                 |

**13.1      INTRODUCTORY ACTIVITIES ( Lead ins)**

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



#### 14. TIMETABLE FIT

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

Listen. Draw a line

He's wearing blue pants  
purple dress

She 's wearing a

He's wearing white shoes  
black jacket

She's wearing a

He's wearing a red T- shirt  
white hat.

She's wearing a





- and helps students.
- the white board

Teacher controls the class

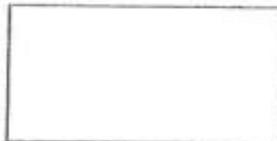
Teacher checks the task on

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

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



 Read. Draw and color.

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

## TASK 2 SPEAKING

- students to work in pairs      Teacher ask to the
- explains the activity.      Teacher gives a model and  
What is she wearing.  
She is wearing a green blouse and black pants.
- and helps students with the pronunciation      Teacher control the task
- present the conversation on front of the class      Teacher ask students to

**ANSWERS**

She is reading a book

They are eating sandwich

He is watching TV.

She is sleeping

**AFTER**

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

**16. ACHIVEMENT LEVEL**

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

**17. TEACHING AIDS. MATERIALS.**

- Poster
- Copies
- Work sheet
- Graph paper

**18. EVALUATION**

- Teacher gives to the students a worksheet.

**19. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack1 Second Edit

**20. OBSERVATION**

.....  
.....

**11.- SIGNATURES**



.....  
.....

Dr. Vicente Riefrio

**COORDINATOR OF THE PROGRAM**



.....  
.....

Mg. Sc. Paola Moreno

**THESIS ADVISOR**



.....  
.....

Rosa Quizhpe

**THESIS APPLICANT**

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

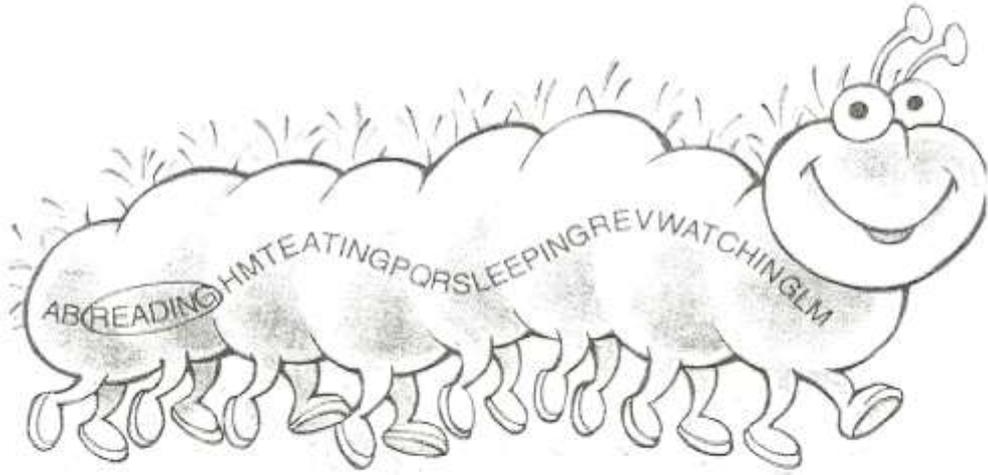
A. Find and circle.

reading

eating

sleeping

watching



B. Write.

1.

She is \_\_\_\_\_.



2.

They are \_\_\_\_\_.



3.

He is \_\_\_\_\_.



4.

She is \_\_\_\_\_.



**“VICTOR EMILIO VALDIVIESO NEIGHBORHHOD”**

**“CAMINEMOS JUNTOS” FOUNDATION**

**Name**

**Date**

Listen. Draw a line

He’s wearing blue pants  
purple dress

She ‘s wearing a

He’s wearing white shoes  
black jacket

She’s wearing a

He’s wearing a red T- shirt  
white hat.

She’s wearing a



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK ONE:



Listen. Color the spaces. Write.

P = pink    B = black    W = white

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



Read. Draw and color.



pink socks



a blue table



a black crayon



a red hat



orange pants



a green book



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN SEVEN**

**1. INFORMATIVE DATA:**

|   |                          |
|---|--------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”       |
| 1.2 Area:                               | Foreign Language         |
| 1.3 Class :                             | 6th Basic Education      |
| 1.4 Level and number of learners :      | Beginner - 6             |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno     |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe             |
| 1.7 Date:                               | May 3 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30             |
| 1.9 School year:                        | 2010-2011                |
| 1.10                                    | Topic:                   |
| “ Head and Toes”                        |                          |

**2. MAIN AIMS**

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

**3. METHODOLOGY.**

**METHODS TECHNIQUES**

|                                 |             |
|---------------------------------|-------------|
| Communicative Language teaching | Dialogues   |
| Audio-lingual                   | Gap filling |
| Total physical response         | Commands    |

**3.1 INTRODUCTORY ACTIVITY ( Lead ins)**

Teacher play with the students “Simon says’

Simon say touch your head

Simon say touch your shoulders

Simon says touch your nose

Simon says touch your legs etc

#### 4. TIMETABLE FIT

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



#### 5. PRESENTATION TECHNIQUES

##### BEGINNING

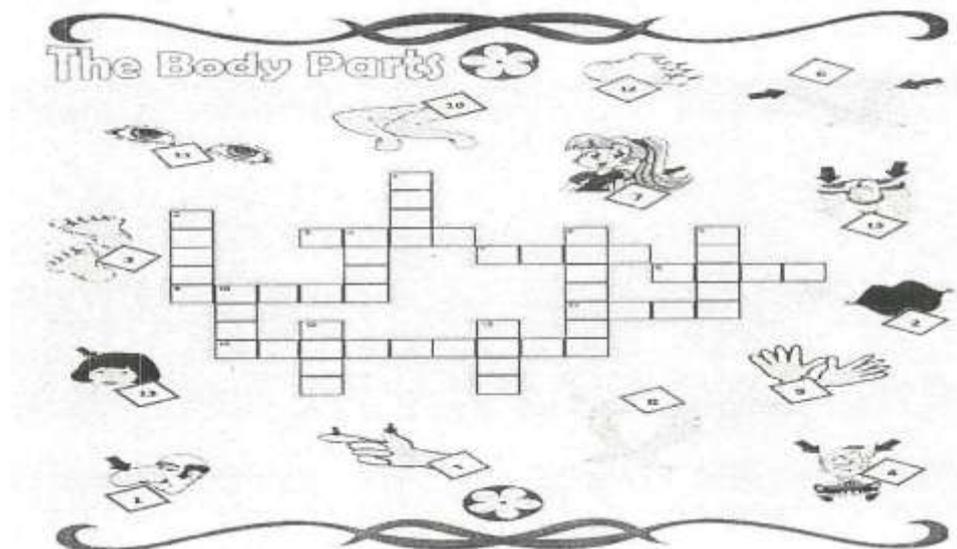
- Teacher show some flash cards of the parts of the body and familiarizes them with the new language.
- Teacher puts them behind her
- Teacher asks students to guess what the correct name is

and they have to answer. If they win the competence, will receive a surprise.

## DURING

### Task 1

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



### Task 2

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

|   |    |                          |                       |    |           |
|---|----|--------------------------|-----------------------|----|-----------|
|    | 1. | <input type="checkbox"/> | <input type="radio"/> | a. | KNEE      |
|    | 2. | <input type="checkbox"/> | <input type="radio"/> | b. | NOSE      |
|    | 3. | <input type="checkbox"/> | <input type="radio"/> | c. | ARM       |
|    | 4. | <input type="checkbox"/> | <input type="radio"/> | d. | HAND      |
|    | 5. | <input type="checkbox"/> | <input type="radio"/> | e. | EYES      |
|    | 6. | <input type="checkbox"/> | <input type="radio"/> | f. | TOES      |
|    | 7. | <input type="checkbox"/> | <input type="radio"/> | g. | HAIR      |
|    | 8. | <input type="checkbox"/> | <input type="radio"/> | h. | SHOULDERS |
|  | 9. | <input type="checkbox"/> | <input type="radio"/> | i. | EAR       |

### ANSWERS

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

### AFTER

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

### 6 ACHIVEMENT LEVEL

- Students recognize the body parts
- They use what is it

### 7. TEACHING AIDS , MATERIALS

- Poster
- Copies
- Work sheet
- Flash cards

**8. EVALUATION**

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

**9. BIBLIOGRAPHY**

HERRERA Mario and PINKLEY Diane, Backpack1. Second edition

**10.OBSERVATIONS**

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

**11.- SIGNATURES**



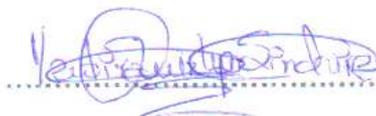
Dr Vicente Riofrio

**COORDINATOR OF THE PROGRAM**



Mg. Sc. Paola Moreno

**THESIS ADVISOR**



Rosa Quizhpe

**THESIS APPLICANT**

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO: Match the pictures with the words.



1.



a. KNEE



2.



b. NOSE



3.



c. ARM



4.



d. HAND



5.



e. EYES



6.



f. TOES



7.



g. HAIR



8.



h. SHOULDERS



9.



i. EAR i.



## NATIONAL UNIVERSITY OF LOJA

### AREA OF EDUCACION, ART AND COMMUNICATION

### ENGLISH LANGUAGE CAREER

### LESSON PLAN EIGHT

#### 1. INFORMATIVE DATA:

- 1.1 Programa de Desarrollo Comunitario: "Caminemos Juntos"
- 1.2 Area: Foreign Language
- 1.3 Class : 6th Basic Education
- 1.4 Level and number of learners : Beginner - 6
- 1.5 Thesis advisor: Mg. Sc. Paola Moreno
- 1.6 Thesis Applicant: Rosa Quizhpe
- 1.7 Date: May 05<sup>th</sup> 2011
- 1.8 Schedule : 16H00- 17H30
- 1.9 School year: 2010-2011
- 1.10 Topic: "Review of the Unit 1"

#### 2. MAIN AIMS

- To reinforce students knowledge with the new language
- To identify vocabulary related to classroom objects, numbers, colors, family, clothes, and the parts of the Body Parts.
- To practice the use of, Verb to be and Present Continuous, How many and verb have.

#### 3. METHODOLOGY

##### METHODS

- Communicative Method
- Audio- lingual
- Total physical response

##### TECHNIQUES

- Conversation
- Gap filling and drills
- Commands

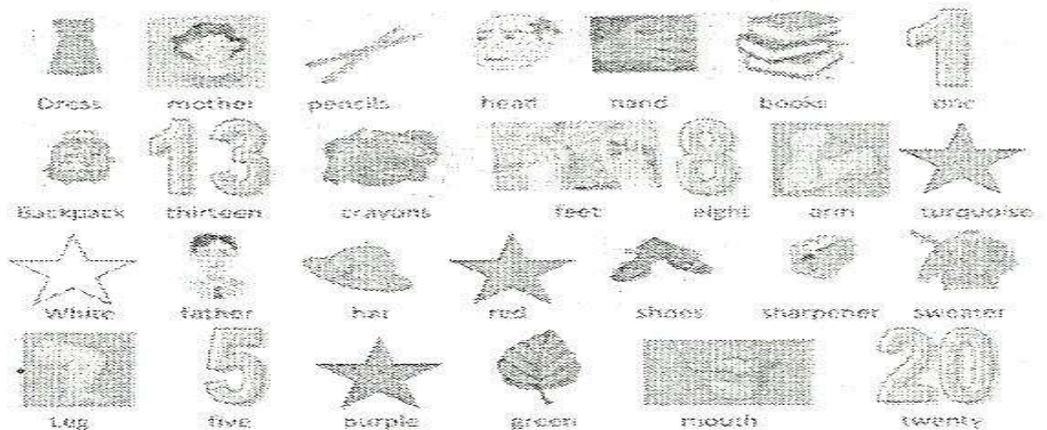
### 3.1 INTRODUCTORY ACTIVITES ( Lead ins)

- Teacher plays with the students "TINGO TANGO"
- Teacher asks students to form a circle
- Teacher explains the game , students have to pass a ball and the teacher saying TINGO, BUT at the moment hat she says TANGO students stop and he or she needs to answer correctly they receive a chocolate.

### 4. TIMETABLE FIT

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

TIMETABLE FIT. Classify the words into categories.



| COLORS | CLASSROOM OBJECTS | PARTS OF THE BODY | NUMBERS | CLOTHES | FAMILY MEMBERS |
|--------|-------------------|-------------------|---------|---------|----------------|
|        |                   |                   |         |         |                |

## **5. PRESENTATION TECHNIQUES**

### **BEGINNING**

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

### **DURING**

#### **Task 1**

- Teacher hands out to the students a work sheet
- Teacher reads the task introductions
- Teacher ask students to do the activity and gives ten minutes
- Teacher controls the class and help students
- Teacher checks the student's tasks

#### **Task 2**

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

### **AFTER**

- Teachert asks the students opinion about the class and takes notes to improve the next class.

## **6. ACHIVEMENT LEVEL**

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

## **7. TEACHING MATERAILS**

- Copies
- Flash cards

- A ball
- Worksheets

## 8. EVALUATION

- Teacher gives to the students a worksheet

## 9. BIBLIOGRAPHY

- Jon W. Reames and David E. Brown, Backpack 1

## 10.- OBSERVATIONS.

This lesson plan is going to do two classes

## 11.- SIGNATURES



Dr. Vicente Ríofrío

COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno

THESIS ADVISOR



Rosa Quizpe

THESIS APPLICANT



**NATIONAL UNIVERSITY OF LOJA**  
**AREA OF EDUCACION, ART AND COMMUNICATION**  
**ENGLISH LANGUAGE CAREER**  
**LESSON PLAN NINE**

**1. INFORMATIVE DATA:**

|   |                           |
|---|---------------------------|
| 1.1 Programa de Desarrollo Comunitario: | "Caminemos Juntos"        |
| 1.2 Area:                               | Foreign Language          |
| 1.3 Class :                             | 6th Basic Education       |
| 1.4 Level and number of learners :      | Beginner - 6              |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno      |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe              |
| 1.7 Date:                               | May 10 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30              |
| 1.9 School year:                        | 2010-2011                 |
| 1.10 Topic:                             | "Review of the Unit 2     |

**2. MAIN AIMS**

- To reinforce students knowledge with the new language
- To indentify vocabulary related to classroom objects, numbers, colors, family, clothes, and the parts of the Body Parts.
- To practice the use of, Verb to be and Present Continuous, How many and verb have.

**3. METHODOLOGY**

**METHODS**

**TECHNIQUES**

- |                           |                        |
|---------------------------|------------------------|
| • Communicative Method    | Conversation           |
| • Audio- lingual          | Gap filling and drills |
| • Total physical response | Commands               |

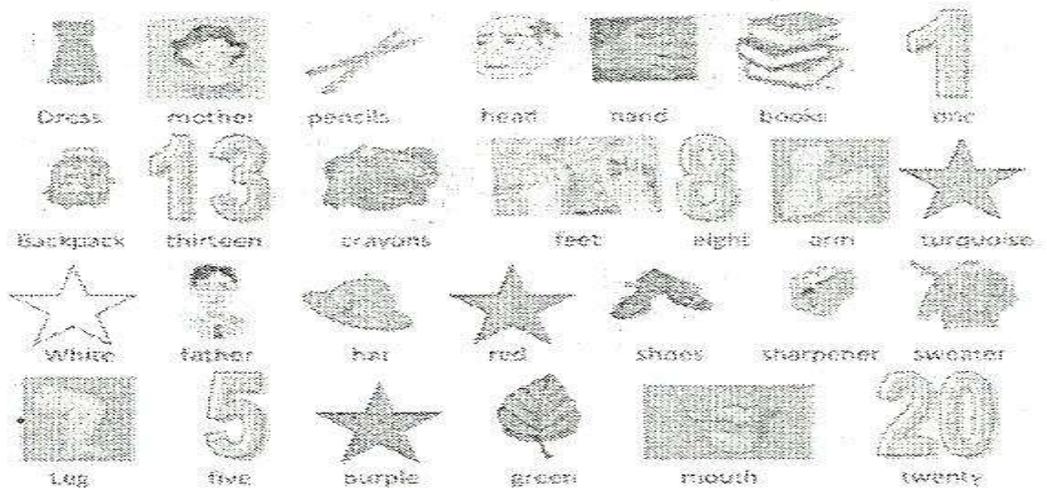
### 3.1 INTRODUCTORY ACTIVITIES ( Lead ins)

- Teacher plays with the students "TINGO TANGO"
- Teacher asks students to form a circle
- Teacher explains the game, students have to pass a ball and the teacher saying TINGO, BUT at the moment that she says TANGO students stop and he or she needs to answer correctly they receive a chocolate.

### 4. TIMETABLE FIT

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

TIMETABLE FIT. Classify the words into categories.



| COLORS | CLASSROOM OBJECTS | PARTS OF THE BODY | NUMBERS | CLOTHES | FAMILY MEMBERS |
|--------|-------------------|-------------------|---------|---------|----------------|
|        |                   |                   |         |         |                |

## **5. PRESENTATION TECHNIQUES**

### **BEGINNING**

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

### **DURING**

#### **Task 1**

- Teacher hands out to the students a work sheet
- Teacher reads the task introductions
- Teacher ask students to do the activity and gives ten minutes
- Teacher controls the class and help students
- Teacher checks the student's tasks

#### **Task 2**

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

### **AFTER**

- Teacher asks the students opinion about the class and takes notes to improve the next class.

## **6. ACHIVEMENT LEVEL**

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

## **7.TEACHING MATERAILS**

- Copies
- Flash cards
- A ball
- Worksheets

## 8. EVALUATION

- Teacher gives to the students a worksheet

## 9. BIBLIOGRAPHY

- Jon W. Reames and David E. Brown, Backpack 1

## 10.- OBSERVATIONS.

This lesson plan is going to do two classes.

## 11.- SIGNATURES



Dr. Vicente Riofrio

COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno

THESIS ADVISOR



Rosa Quizhpe

THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME: .....

DATE: .....

1. Complete the sentence with IT IS.



It is a backpack



It is a \_\_\_\_\_.



\_\_\_\_\_ an eraser



It is a \_\_\_\_\_



\_\_\_\_\_ A ruler.



It is a \_\_\_\_\_.

2. Circle the matching number for each set.

2 , 4

3 , 10

8 , 10

1 , 4

3 , 6

2 , 3

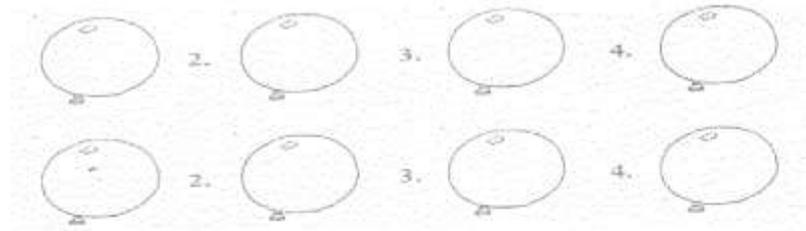
7 , 5

7 , 4

3. Speaking.

1. How many sheep do you see?  
Four.
2. How many pigs do you see?
3. How many ladybugs do you see?
4. How many bells do you see?
5. How many fish do you see?
6. How many bananas do you see?
7. How many horses do you see?
8. How many giraffes do you see?
9. How many dolls do you see?
10. How many

4. Listen and color.



5. Look and write.

|                         |   |          |   |
|-------------------------|---|----------|---|
| 1. <u>It is fuchsia</u> |  | 4. _____ |  |
| 2. _____                |  | 5. _____ |  |
| 3. _____                |  | 6. _____ |  |

6. Match the pictures.

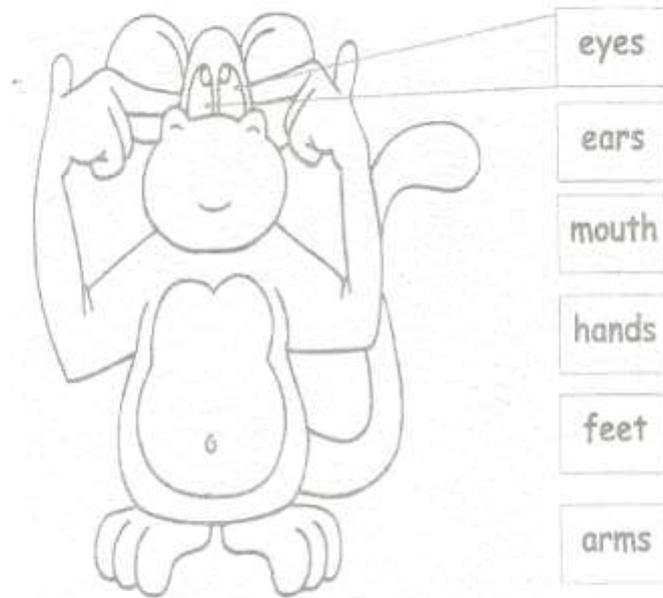


Baby    grandfather    sister    brother    mother    grandmother    father

7. Complete with he and she.

|                  |   |                   |   |
|------------------|---|-------------------|---|
| 1. He is father. |  | 3. _____ sister.  |  |
| 2. _____ mother. |  | 4. _____ brother. |  |

8. Label the body parts drawing lines to match words to the monkey's body parts.



9. Complete the sentences with *he/she is wearing*.



1. She is wearing skirt.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



1. He is wearing pants.

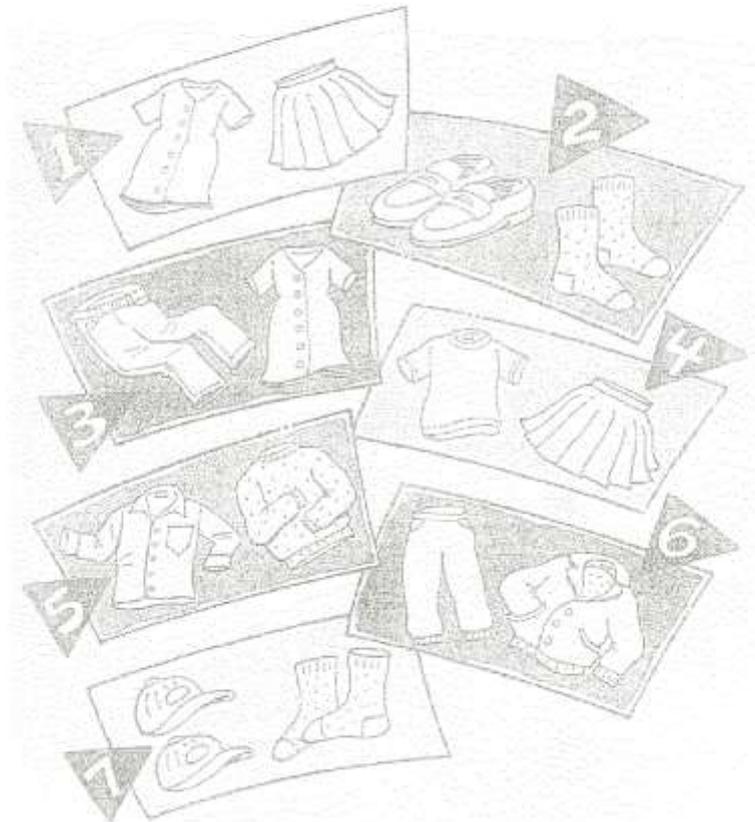
2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

10. Point out the clothes.





**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCACION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**LESSON PLAN TEN**

**1. INFORMATIVE DATA:**

- 1.1 Programa de Desarrollo Comunitario: "Caminemos Juntos"
- 1.2 Area: Foreign Language
- 1.3 Class : 6th Basic Education
- 1.4 Level and number of learners : Beginner - 6
- 1.5 Thesis advisor: Mg. Sc. Paola Moreno
- 1.6 Thesis Applicant: Rosa Quizhpe
- 1.7 Date: May 17<sup>th</sup> 2011
- 1.8 Schedule : 16H00- 17H30
- 1.9 School year: 2010-2011
- 1.10 Topic: "Adjectives "

**2. MAIN AIMS**

- To recognize the adjectives
- To describe people using adjectives

**3. METHODOLOGY**

**METHODS**

Communicate method

Audio – lingual

Direct Method

**TECHNIQUE**

Description

Gap filling

Demonstration

**3.1 INTRODUCTORY ACTIVITY ( Lead ins)**

- Teacher asks to the students to play theMemory Game.

#### 4. TIMETABLE FIT

- Teacher hands out to the students a copy.

1. Match and color.

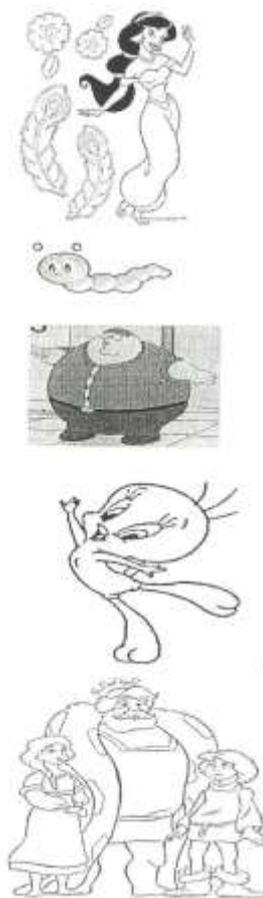
Small

Thin

Tall

Big feet

Fat



#### 5. PRESENTATION TECHNIQUES

##### BEGINNING

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

##### DURING

##### TASK 1

- Teacher hands out to the students a work sheet
- Teacher reads the task introductions
- Teacher asks students to do the activity and give five minutes

- Teacher controls the class and help students
- Teacher checks the student's tasks on the whiteboard.



They are.....



She is.....



## Task 2 SPEKING

- Teacher gives to the students a work sheet.
- Teacher explains the tasks and says the first example
- Teacher monitor and helps students with the pronunciation
- Teacher checks the task orally.



## AFTER

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

### 6. ACHIVEMENT LEVEL.

- Students recognize adjectives

### 7. TEACHING MATERIAL

- Copies
- Flash cards
- A ball
- Worksheets

### 8. EVALUATION

- Teacher gives to the students a worksheet

### 9. BIBLIOGRAPHY

- Jon W. Reames and David E. Brown, Backpack 1

### 10.- OBSERVATIONS.

This lesson plan is going to do two classes

### 11.- SIGNATURES



Dr. Vicente Riofrio

COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno

THESIS ADVISOR



Rosa Quizhpe

THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME:.....

DATE:.....

TIMETABLE

1. Match and color.

Small



Thin



Tall



Big feet



Fat



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME:.....

DATE:.....

TASK ONE

Look the pictures and put the correct adjective



It is .....

They are .....



She is .....

Beautiful

Happy

Ugly

Sad

Short

Tall

Big

Small

Young

Old



It is .....



**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCACION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**LESSON PLAN ELEVEN**

**1. INFORMATIVE DATA:**

|   |                          |
|---|--------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”       |
| 1.2 Area:                               | Foreign Language         |
| 1.3 Class :                             | 6th Basic Education      |
| 1.4 Level and number of learners :      | Beginner - 6             |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno     |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe             |
| 1.7 Date:                               | May19 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30             |
| 1.9 School year:                        | 2010-2011                |
| 1.10 Topic:                             | “ The animals”           |

**2. MAIN AIMS**

- To develop listening skills
- To identify and describe the animals

**3. METHODOLOGY**

**METHODS**

Functional method  
Audio-Lingual method  
Communicative method

**TECHNIQUES**

Demonstration  
Gap filling and drills  
Description

### 3.1 INTRODUCTORY ACTIVITY ( Lead ins)

#### OLD McDonalds

Old MC Donalds had a farm aiaiaoo

And on his farm he has some cats iaiaooo

And a miau, miau, miau, and au miau there

Here miau there miau everyone miau, miau

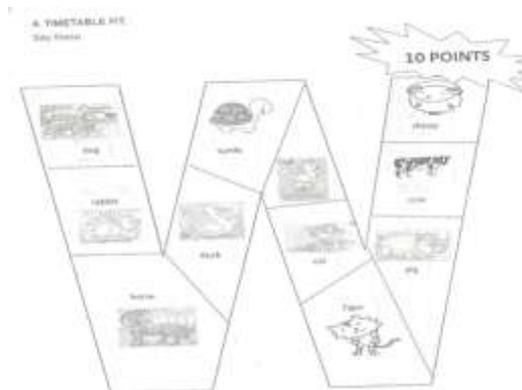
Old McDonalds had a farm iaiaoo

And on his farm he has some cow, mumu.

#### 4. TIMETABLE FIT

- Teacher hands in to the students a copy and dice in order to play a game using the adjective
- Teacher explains the game and show with a example. It is a big cat
- Teacher gets students in pairs
- Teacher monitors the activity
- Fast- tiger or rabbit
- Slow- Turtle
- Big- elephant
- Small- chicken etc
- **Dog, cat, chicken, turtle, cow, rabbit, duck, sheep, tiger, monkey, pig, horse.**

**Say these**



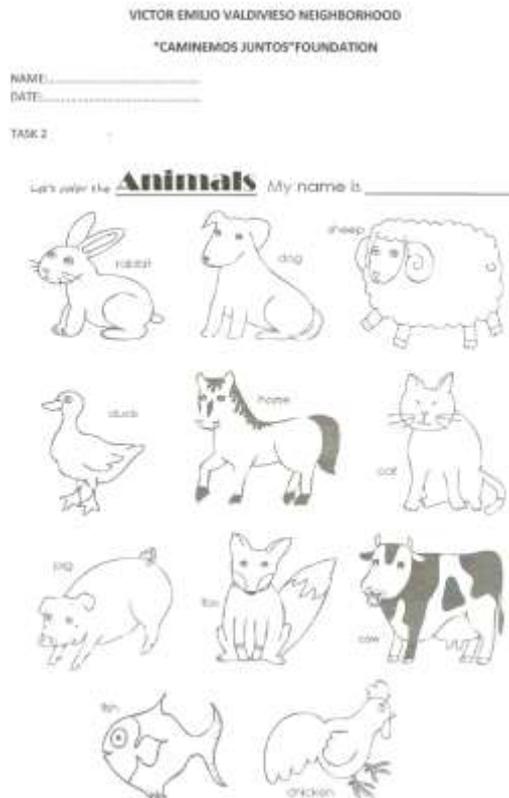
## 5. PRESENTATION TECHNIQUE BEGINNING

- Teacher imitates the animals sounds and asks to guess what it is
- Teacher asks to repeat after her.
- Teacher shows animals flash cards
- Teacher asks students to pronounce the words in correct way

## DURING

### Task 1. Let's color the animals and cut out

- Teacher out to the students a work sheet.
- Teacher reads the task introductions
- Teacher ask students to do the activity and gives ten minutes
- Teacher controls the class and help students
- Teacher the students tasks.



## TASK 2. Speaking

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

### Example

***What animals is this***

***It is a horse***

***It is a brown horse***

***It is big***

## 6. ACHIVEMENT LEVEL

- Students Identify the different animals

## 7. TEACHING AIDS , MATERIALS

- Poster
- Copies
- Work sheet
- Flash cards

## 8. VALUATION

- Students look the animals and then match with the correct picture

## 9. BIBLIOGRAPHY

- HERRERA Mario and PINKLEY Diane, Backpack1. Second edition. Cambridge Dictionary.
- Basicoeoi.blogspot. com
- Colouring pictures-of-dog

## 10. OBSERVATIONS

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11.- SIGNATURES



Dr. Vicente Riofrio

COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno

THESIS ADVISOR



Rosa Quizhpe

THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

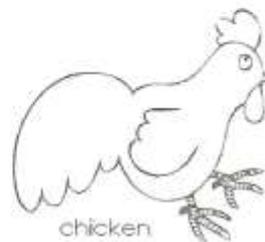
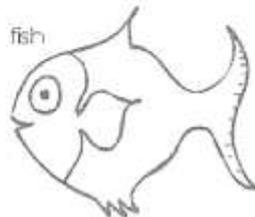
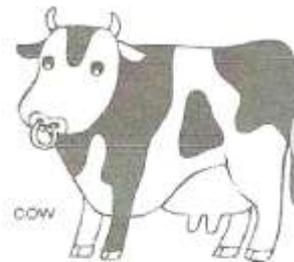
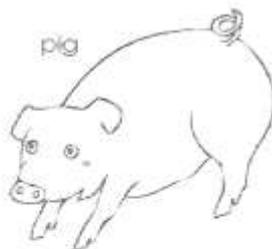
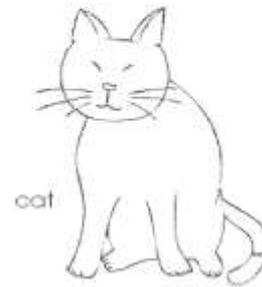
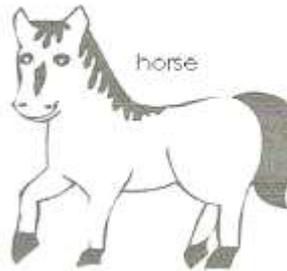
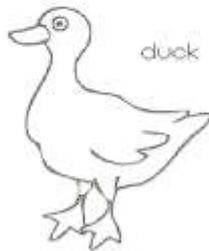
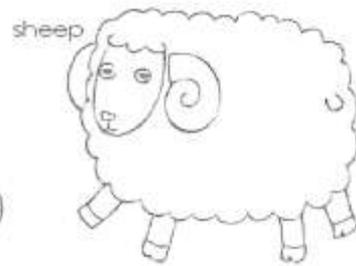
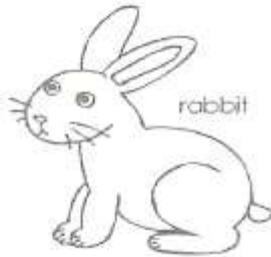
"CAMINEMOS JUNTOS" FOUNDATION

NAME:.....

DATE:.....

TASK 2

Let's color the **Animals** My name is \_\_\_\_\_





## NATIONAL UNIVERSITY OF LOJA

### AREA OF EDUCACION, ART AND COMMUNICATION

### ENGLISH LANGUAGE CAREER

### LESSON PLAN TWELVE

#### 1. INFORMATIVE DATA:

- |   |                           |
|---|---------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”        |
| 1.2 Area:                               | Foreign Language          |
| 1.3 Class :                             | 6th Basic Education       |
| 1.4 Level and number of learners :      | Beginner - 6              |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno      |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe              |
| 1.7 Date:                               | May 24 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30              |
| 1.9 School year:                        | 2010-2011                 |
| 1.10 Topic:                             | “ The fruits”             |

#### 2. MAIN AIMS

- To recognize the fruits
- To develop listening skills
- To use I like – don't like

#### 3. METHODOLOGY

##### METHODS

- Total Physical Response
- Audio-Lingual Method
- Communicative Method
- Instructions

##### TECNQUES

- Role play
- Gap filling
- Grammatical

#### 3.1 INTRODUCTORY ACTIVITY (lead ins)

##### Point out the fruits

- Teacher hands in a sheet of paper with the fruits

- Teacher explains the activity (point out with your finger the apples, pear, watermelon, peach, pineapple, grapes, mango, orange, banana.
- Teacher start the activity
- Teacher checks the task.

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

- Teacher put on the table the fruits , saying their names
- Teacher asks some questions to the students . (What is this- it's a pineapple- what do you like )
- Teacher accepts the student's answers.

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

##### **BEGINNING**

- Teacher tells the game
- Teacher demonstrates the game
- Teacher invites some students to play the game
- Teacher give a surprise if the Students guess the fruit.

##### **DURING**

##### **Task one.**

- Teacher shows some pictures with verb
- Teacher shows the meaning of the cooking verb with gestures.
- Teacher gives the instruction and checks their understanding
- Teacher explains the step salad
  - 1.Wash the hands and fruits
  - 2.Pill the fruits
  - 3.Cut in an squares the fruits

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

- Students recognize the different fruits
- Students can identify the color fruits.

#### **7. TEACHING MATERIAL**

- Fruits, REALIA
- Knife
- Spoons

**8. EVALUATION**

- Teacher asks some questions about fruits  
What is this- it's a big or small

**9. BIBLIOGRAPHY**

- Backpack 1

**10.- OBSERVATIONS.**

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**11.- SIGNATURES**



.....  
Dr. Vicente Riofrio

**COORDINATOR OF THE PROGRAM**



.....

Mg. Sc. Paola Moreno

**THESIS ADVISOR**



.....

Rosa Quizhpe

**THESIS APPLICANT**



**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCACION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**LESSON PLAN THIRTEEN**

**1. INFORMATIVE DATA:**

|   |                           |
|---|---------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”        |
| 1.2 Area:                               | Foreign Language          |
| 1.3 Class :                             | 6th Basic Education       |
| 1.4 Level and number of learners :      | Beginner - 6              |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno      |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe              |
| 1.7 Date:                               | May 26 <sup>th</sup> 2011 |
| 1.8 Schedule :                          | 16H00- 17H30              |
| 1.9 School year:                        | 2010-2011                 |
| 1.10 Topic:                             | “Vegetable”               |

**2. MAIN AIMS**

- To identify and describe the vegetables.
- To develop listening skills
- To mention the vegetables in correct way.

**3. METHODOLOGY.**

**METHODS**

- Total Physical Response
- Audio-Lingual Method
- Communicative Method

**TECNIQUES**

- Descriptions
- Gap filling and drills
- Demonstrations

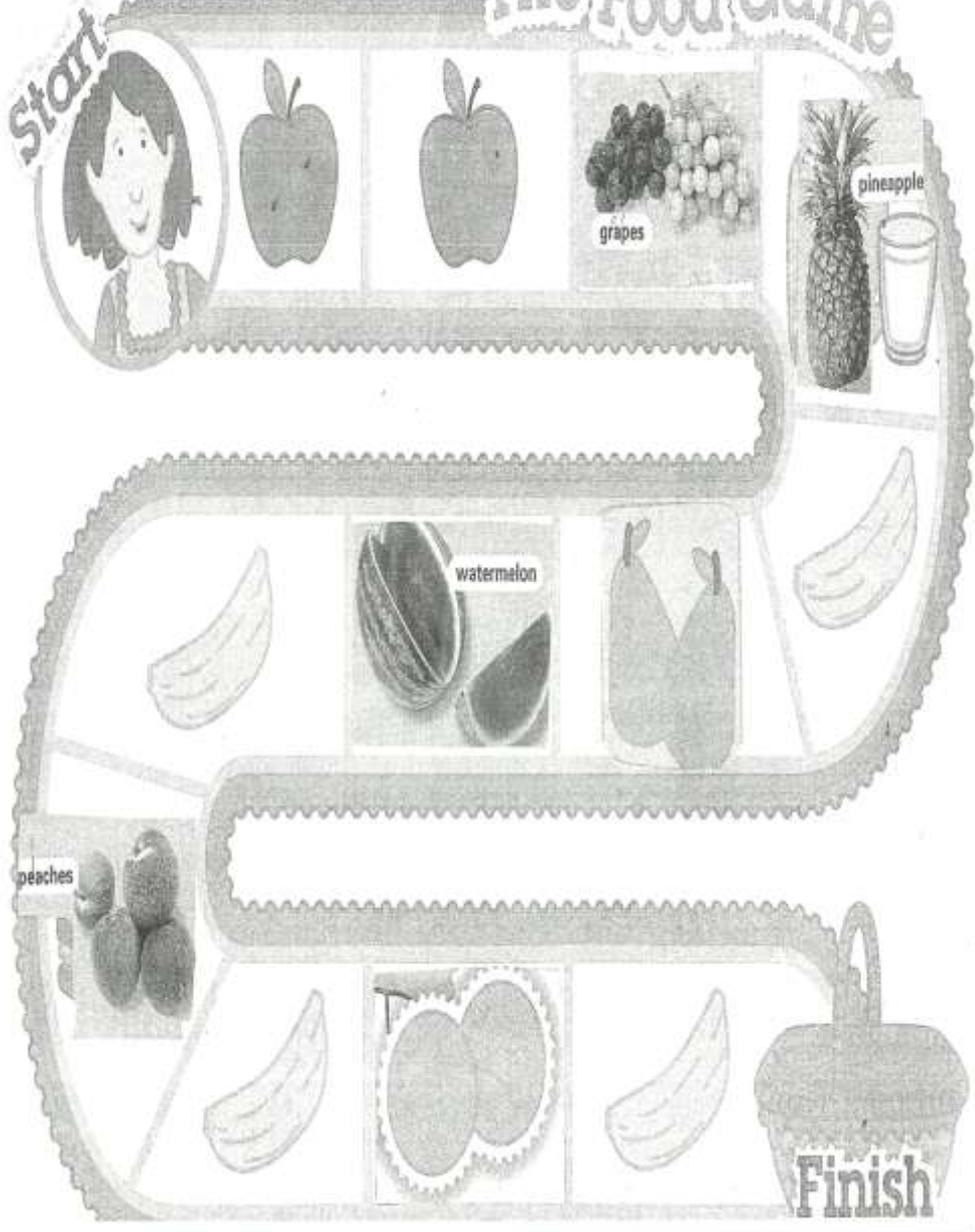
**3.1 INTRODUCTORY ACTIVITY (lead ins)**

**PLAY BINGO**

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

Play The Food Game.

# The Food Game



#### 4. TIMETABLE FIT

- Teacher gives students a card to play bingo.

| B I N G O  |            |                   |           |            |
|------------|------------|-------------------|-----------|------------|
| Pineapple  | Orange     | Banana            | Tomatoes  | Carrots    |
| Cucumber   | Strawberry | Potatoes          | Peas      | Strawberry |
| Peach      | Broccoli   | <b>FREE SPACE</b> | Pineapple | Pear       |
| Onion      | pear       | Carrots           | Grapes    | Lettuce    |
| watermelon | apples     | Green pepper      | corn      | mango      |

#### 5. PRESENTATION TECHNIQUES.

##### BEGINNING

- Teacher sticks the flash about vegetable on the whiteboard.
- Teacher repeats the vegetable and students repeat them.
- Teacher asks students to point the vegetable that they listen like, tomatoes, carrots, lettuce, onion, peas, pepper, broccoli. Etc

##### DURING

##### Task one. Listen and underline

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

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD  
"CAMINEMOS JUNTOS" FOUNDATION

NAME:.....  
DATE:.....

TASK 1:

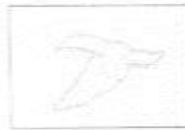
MATCH AND COLOR.



Cauliflower



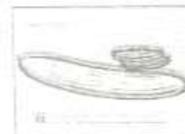
Cucumber



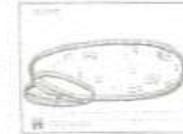
Onion



Tomato



Spinach



Broccoli



Carrot



Potato

## 6. ACHIVEMENT LEVEL

- Students recognize the vegetables.
- Students can pronouns the names of the vegetables.

## 7. TEACHING MATERIAL

- Worksheet
- Flash cards
- Posters

## 8. EVALUATION

- Teacher asks some questions about vegetables  
What is this- it's a onion

## 9. BIBLIOGRAPHY

- Proprofs.com
- Quizlet. Com
- Backpack 1

## 10.- OBSERVATIONS.

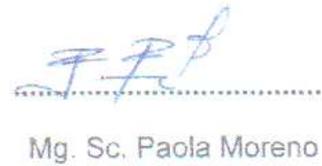
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## 11.- SIGNATURES



.....  
Dr. Vicente Riofrio

**COORDINATOR OF THE PROGRAM**



.....  
Mg. Sc. Paola Moreno

**THESIS ADVISOR**



.....

Rosa Quizhpe

**THESIS APPLICANT**



**NATIONAL UNIVERSITY OF LOJA**

**AREA OF EDUCACION, ART AND COMMUNICATION**

**ENGLISH LANGUAGE CAREER**

**LESSON PLAN FOURTEEN**

|                         |  |
|-------------------------|--|
| <b>INFORMATIVE DATA</b> | <ul style="list-style-type: none"> <li>• <b>PLACE</b> : “Victor Emilio Valdiviezo” neighborhood</li> <li>• <b>DATE</b>: May 12<sup>th</sup> 2011</li> <li>• <b>TIME</b>: 16H00 TO 18H00</li> </ul>   |
| <b>OBJECTIVES</b>       | <ul style="list-style-type: none"> <li>• To celebrate the mother’s day with the purpose to share special moments with the community of the “ Victor Emilio Valdivieso” neighborhood.</li> </ul>  |
| <b>ACTIVITY</b>         | <ul style="list-style-type: none"> <li>• Different interventions of the children of the community program “Caminemos Juntos” English Area.</li> <li>• Daces</li> <li>• Bring a special gift to the mother</li> <li>• Having a lunch</li> </ul> |
| <b>RESOURCES</b>        | <ul style="list-style-type: none"> <li>• Sound system</li> <li>• Cd</li> <li>• Balloons</li> <li>• Gifts</li> <li>• Card</li> </ul>  |

|                         |   |
|-------------------------|---|
| <b>NOURISHMENT</b>      | <ul style="list-style-type: none"> <li>• Children and their mother will eat</li> <li>• A sandwich</li> <li>• A glass of soda</li> </ul>   |
| <b>PEOPLE IN CHARGE</b> | <ul style="list-style-type: none"> <li>• Dolores Minga</li> <li>• Paulina Cabrera</li> <li>• Jackeline pinta</li> <li>• Azucena Sanchez</li> <li>• Andrea Carrion</li> <li>• Rosa Quizhpe</li> <li>• Fredy Maza</li> <li>• Mercy benitez</li> </ul> |

#### 11.- SIGNATURES



Dr. Vicente Riofrio

**COORDINATOR OF THE PROGRAM**



Mg. Sc. Paola Moreno

**THESIS ADVISOR**



Rosa Quizhpe

**THESIS APPLICANT**



## NATIONAL UNIVERSITY OF LOJA

### AREA OF EDUCACION, ART AND COMMUNICATION

#### ENGLISH LANGUAGE CAREER

#### PEDAGOGICAL DEMOSTRATION FIFTEEN

##### 1. General Information:

|   |                                |
|---|--------------------------------|
| 1.1 Programa de Desarrollo Comunitario: | “Caminemos Juntos”             |
| 1.2 Area:                               | Foreign Language               |
| 1.3 Class :                             | 6th Basic Education            |
| 1.4 Level and number of learners :      | Beginner - 6                   |
| 1.5 Thesis advisor:                     | Mg. Sc. Paola Moreno           |
| 1.6 Thesis Applicant:                   | Rosa Quizhpe                   |
| 1.7 Date:                               | July 05 <sup>th</sup> 2011     |
| 1.8 Schedule :                          | 16H00- 17H30                   |
| 1.9 School year:                        | 2010-2011                      |
| 1.10 Topic:                             | “Pedagogical<br>Demonstration” |

##### 2. MAIN AIM

- To demonstrate Students Knowledge
- To develop the communicative skills of the English Languages
- To review the different topics each was tough during these school year
- To develop listening skills about what teacher says

##### 3. ACHIVEMENTS LEVELS

- Students are able to keep take a part in a conversation about the different things such as :
- Classroom objects
- People we love
- Head to toes
- Things we wear
- Vegetable and fruit
- Animals and colors
- Adjectives

- Students recognize the different classroom object, different parts of the body, fruit and vegetables, the different between domestic animals and wild animals
- Students describe
  - ✓ people using adjectives
  - ✓ clothes, classroom objects
  - ✓ The characteristic the animals
  - ✓ There family
  - ✓ Numbers 1 to 20
- Students recognize and count the numbers one to twenty
- Students are able to do sentences using verb to be and personal pronouns in present simple.
- Students can apply the verb like and don't like.

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

##### 4.1 Activities

| ACTIVITIES  | TIMING     | RESULTS   |
|---|------------|---|
| Prayer “ Our father in heaven                     | 3 minutes  | Foment the values an students pray in correct way   |
| Present the fashion show<br><b>(speaking)</b>     | 15 minutes | Meaningful learning                                 |
| Play the bingo cards<br><b>(listening)</b>        | 10 minutes | Students can understand , questions, commands.      |
| Match the words with the draw<br><b>(reading)</b> | 10 minutes | Students can read and know the meaning of each word |
| Vocabulary<br><b>(Questions)</b>                  | 7 minutes  | Students apply the teaching knowledge               |
| <b>Grammar</b>                                    | 8 minutes  | Students can use the grammar structures             |

## 5. DEVELOPMENT OF THE PEDAGOGICAL DEMONSTRATION

### 5.1 PRONUNCIATION

- Teacher invites students to pray our father in heaven
- Teacher asks to the students to listen and repeat after me.
- Teacher start to pray with them

In the name of the father, of the son, of the spirit, holy and amen.

*Our father in heaven*

*Hallowed be your name*

*Your kingdom come*

*Your will be done*

*On earth as in heaven, Our daily bread*

*Forgive, as our sins*

*As we forgive those*

*Who sin against us*

*Lead us not into temptation*

*But deliver us from the evil*

### 5.2 SPEAKING

- Teacher says Now we are going to presents you the fashion show
- Teacher explains the activity to the students with a examples
- Teacher explains the task. " let's go to play the fashion show today lets go to choose the child beauty.
- Teacher organize two group of the students the first group, are the Model and the second group are the interviewers .
- Teacher gives five minutes for to do the activity
- Teacher checks if students understand

## Clothes



### 5.3 LISTENING

- Teacher gives the Bingo cards with all themes
- Teacher explains the tasks with an examples
- Teacher checks students understanding

“When I say, Now we are going to play the bingo, so let’s go completing the five square in the form horizontal and vertical on the bingo card , teacher say the fruits, clothes, or anything ,and the students should hit with the word that teacher say.

If students complete the "Quina" he or she say BINGO and then, teacher give a surprise

#### 5.4 READING

- Teacher stick in front of the class fomix draw and ask students to match the word with the draw
- Teacher explains the activity do the first example.
- Teacher verifies students understanding
- Teacher asks students to pass in front of the class to demonstrate the activity

#### 6. Reading Matching with the correct work

window



book



tall



pants



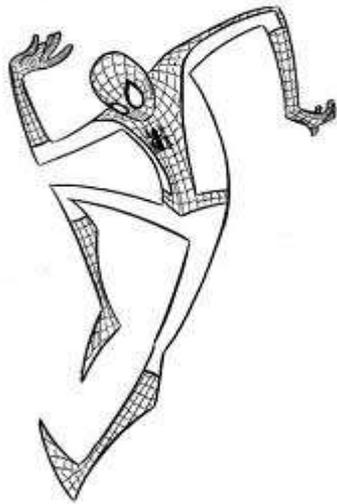
pencil



beauty



apples



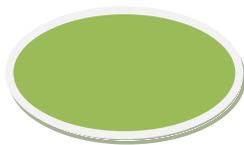
green



grandmother



blue



Father

### 6.1 VOCABULARY

- Teacher brings a box with sheet of paper
- Teacher gives some questions to parents and then students answers the questions

### POSSIBLE QUESTIOS

Tell me five words related with the classroom object

Tell me six colors.

Tell me three wild animals

Tell me five domestic animals

Meet five fruits in the classroom, and tell me the name.

### 5.6 Grammar

- Teacher says Now we are going to play with the bowls if students end the activity quickly before that balloon to explode is the winner and if the rest of the students finish after that balloon to explode lost the game
- Teacher explain the task, look draws , and put the correct way each word in from them, each words are in disorder on the table
- Teacher organize two group , the first has a poster and the second has a poster too.

**Complete the sentences using present continues-ing and put the correct way the personal pronouns**



he is wear..... a .....



You ..... wearing a .....



she is wear..... a .....



She ..... Wearing a blouse





I am wear.....an shoes



He .... Wearing .....



He... wear...an.....



He is wear..... an.....



11.- SIGNATURES



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