



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

**METHODOLOGICAL STRATEGIES OF TEACHING
LEARNING TO DEVELOP COMMUNICATIVE SKILLS
IN ENGLISH AS A FOREIGN LANGUAGE WITH
CHILDREN OF 7TH YEAR OF BASIC EDUCATION.
AT “VÍCTOR EMILIO VALDIVIESO”
NEIGHBORHOOD, PERIOD 2010-2011**

THESIS PREVIOUS TO OBTAIN THE
BACHELOR'S DEGREE IN SCIENCE OF
EDUCATION, ENGLISH LANGUAGE.
MAJOR.

AUTOR

Asucena del Cisne Sánchez Pérez

DIRECTOR

Mg. Sc. Paola Moreno

LOJA-ECUADOR

2012

CERTIFICATION

Professor of the “Universidad Nacional Loja”

Mg. Sc. Rosa Paola Moreno Ordoñez.

Thesis director

CERTIFIES:

That the present research work entitled: **“METHODODOLOGICAL STRATEGIES OF TEACHING LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 7TH YEAR OF BASIC EDUCATION. AT “VÍCTOR EMILIO VALDIVIESO” NEIGHBOURHOOD. PERIOD 2010-2011”**, of the responsibility of the undergraduate student: Asucena del Cisne Sánchez Pérez.

It has been revised and fully analyzed, therefore it is authorized its presentation for the pertinent legal aims.

Loja, May 9th 2012

.....
Mg. Sc. Paola Moreno O.

THESIS DIRECTOR

AUTHORSHIP

The thoughts, criteria, analysis, conclusions and recommendations, showing in the present research work, are of the author's absolute responsibility.

Asucena Sánchez

ACKNOWLEDGMENT

My gratefulness to the Universidad Nacional de Loja , to the Area of Education, Art and Communication, especially to the authorities and Professors of the English Language Career for giving the opportunity to study and get the degree as English Language Teacher.

To Mg.Sc. Paola Moreno Ordoñez. Who has given me all her support as my thesis director to conclude this research work.

To Dr. Mg.Sc. Vicente Riofrío and Dr. Margoth Iriarte Directors of the Project “PRÁCTICA DOCENTE Y CALIDAD DE APRENDIZAJE EN NIÑAS, NIÑOS Y ADOLESCENTES DE EDUCACIÓN BÁSICA EN LA REGION SUR DEL ECUADOR”.

To “Victor Emilio Valdivieso” community and children of 7th Year of Basic Education to have given me indispensable collaboration in the development and the execution of the present thesis.

THE AUTHOR

DEDICATION

Firstly, I want to dedicate this research work to God. Second my gratefulness for my family who sustained and encouraged me to get this important goal in my life, particularly to my husband and my dear daughter for their love and understanding.

Asucena Sánchez

LOCATION OF THE RESEARCH WORK

Country: Ecuador

Region: Zona 7

Province: Loja

Canton: Loja

Parish: Sucre

Neighborhood: Víctor Emilio Vadivieso.

INDEX

CONTENTS

- CERTIFICATION
- AUTHORSHIP
- DEDICATION
- INDEX
- a. TITTLE
- b. SUMMARY
- c. INTRODUCTION
- d. LITERATURE REVIEW
- e. MATERIALS AND METHODS
- f. RESULTS
- h. CONCLUSIONS32
- i. RECOMMENDATIONS
- j. BIBLIOGRAPHY
- k. ANNEXES

a. TITTLE

METHODOLOGICAL STRATEGIES OF TEACHING LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 7TH YEAR OF BASIC EDUCATION. AT "VÍCTOR EMILIO VALDIVIESO" NEIGHBORHOOD.PERIOD 2010-2011.

b. SUMMARY

The present thesis was based on the application of the Methodological Strategies that it allows the development of the basic skills of the English Language, on listening and speaking especially, for this was fundamental to look for a theoretical support key to develop the skills. To carry out this research work, it was very necessary the use of Communicative, Total Physical Response, Audio-Lingual and Direct methods, each one with the respective technique that contributed and facilitated the development of these skills with six children of the 7Th year of Basic Education at "Victor Emilio Valdivieso" neighborhood and evaluated the teaching learning process, at the end of the academic period.

To interpret and analyze the results, it was indispensable to apply a diagnostic test, a formative and summative evaluation and finally the pedagogical demonstration checked if the children had learned English language.

The principal results were: at the beginning, the students did not have knowledge about this foreign language but with the use of motivational activities and strategies they achieved to communicate their ideas with other people.

The use of appropriate Methodological Strategies and techniques helped children to learn the English language in a good way.

Finally, the planning should include activities and tasks according to their ages and necessities to keep active children in the teaching learning process.

RESUMEN

La presente tesis estuvo basada en la aplicación de las estrategias metodológicas que permiten el desarrollo de las habilidades básicas del Idioma Inglés, especialmente en las destrezas de hablar y escuchar, para ello fue fundamental buscar un marco teórico sustentable. Para realizar esta investigación fue necesario la aplicación de los siguientes métodos: comunicativo, respuesta física total, audio. Lingual y directo, cada uno con su respectivas técnicas y estrategias. Las cuales contribuyeron al desarrollo de estas habilidades con 6 estudiantes de 7mo año de Educación Básica del barrio Víctor Emilio Valdivieso y finalmente se evaluó el proceso de enseñanza aprendizaje al culminar la intervención.

Para interpretar y analizar los resultados fue necesario aplicar las siguientes evaluaciones: una prueba de diagnóstico, una formativa, una sumativa y una clase demostrativa, la cual evidenció si los estudiantes han aprendido el Idioma Inglés.

Los principales resultados fueron: al inicio los estudiantes no tenían ningún conocimiento de este Idioma, pero utilizando actividades motivacionales y estrategias adecuadas ellos aprendieron a comunicar sus ideas de una manera básica.

El use de las estrategias metodológicas y técnicas apropiadas ayudaron a los niños a aprender el Idioma Ingles de una Buena manera.

Finalmente, la planificación debe incluir actividades y tareas de acuerdo a sus edades y necesidades para mantener a los niños activos en el proceso de enseñanza aprendizaje.

c. INTRODUCTION

The present thesis has theoretical sustainable sources, and concepts, associated with methodological strategies and the application that has on the teaching learning process of the English Language as a foreign language with children at “Victor Emilio Valdivieso” neighborhood, located at the southwest of Loja city.

This research work was an excellent social opportunity to work with children who really need an especial support in their educative formation and also it was a contribution that thesis applicants could offer to these children with the purpose to help them in the academic formation.

On the other hand, the cultural and educational point of view influence in the learning of children get better opportunities to communicate with some native speakers who come as volunteers to this community.

Methodological strategies are very essential in the teaching learning process of the English Language because the teachers can apply the required strategies and techniques that help children to acquire the new language in an active way using the best methods and motivational activities.

This research was emphasized in a communicative focus about the listening and speaking skills which was used in real situations every day.

The principal aim to carry out this research was focused in the application of the methodological strategies to get a good development of the communicational skills in English Language.

The first specific objective helped to determine the necessities of English language and the level of knowledge of each student. The second and the third aims allowed to classify and develop the strategies with the corresponding techniques according to the students' requirements and situations. The last purpose was to verify the students' progress and at the end of the academic year was verified with the pedagogical demonstration.

Also, it was very important to know the best methods to teach a foreign language in a best way to improve the listening and speaking skills. They were: the Communicative method, total physical response, direct and audio lingual. Each of them with the appropriate strategies and techniques that helped to develop these skills through descriptions, instructions, repetition, drills, fill the blank spaces and worksheets.

Besides, the diagnostic test was applied and the results demonstrated that students did not have knowledge about English language. They did not understand any instructions, also they were afraid of speaking English, concluding the intervention, learners could identify basic vocabulary, commands, basic questions and introduce their classmates and themselves to other people and they increased the self-esteem.

In addition, the main aspects of analyses were:

The first main aspect was: **Didactic strategies as process to develop knowledge**; Methodological strategies are supplies very important to carry out the goals, but teachers must choose the most appropriate according to the

necessities of children, all strategies have several activities of which not all of those are good to be applied in English Language Process.

The second important point was: **The elements of a lesson plan as a didactic system process**; A lesson plan is an extraordinary and a basic instrument in the teaching learning process; with it the teacher is clear in the objectives and can divide the period of class in different activities and also it allow to prepare the materials that help to the teacher get good results.

The last category of discussion was: **The importance of the teaching of the English language in the community**; Learning a foreign language is an essential requirement in the nowadays world. The improvement in science and technology has been the main theme in the last century. Due to it, it is necessary to learn the English language because it has become the one for international communication.

As a result of this work, it concluded that the use of the suitable methodological strategies and techniques were excellent resources to motivate students to acquire a new language.

To achieve the best results with children, teachers should use different kinds of didactic material and efficient techniques to reach the interest of children according to their ages and objectives. Moreover, it suggested that English classes must be fun and precise using audio-visual means which help students keep active in the teaching learning process to avoid the tiredness of the children.

d. LITERATURE REVIEW

First of all, it is basic to explain some definitions related to education, teaching-learning, evaluation, Communicative Competence, Methodological Strategies and English Language Methods.

According to Riofrío and Irearte (2010), from Castellanos (2010) **Education** “Is a process of socialization in which students are inserted as an object and an subject of learning, it assumes an active and responsible position in the process of formation and configuration of their internal world, as creators at the same time as receiver of cultural patterns historically built by the humanity”

Also, **Education** “It constitutes a social complex and historical process in which takes place the transmission and the appropriation of the cultural inheritance accumulated by the human.¹

Teaching “Is understood as a generating activity of interactions; It promotes the intelligence and of singular attitudes, at the same times it is the creator of values collaboration, tolerant community and shared effort”².

Teaching –learning of the English Language. “Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also

¹CASTELLANOS 2007.

²MEDINA and SALVADOR, 2003.

expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.”³

Communicative Competence: “Is 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.”⁴

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

- Linguistic competence is known how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
- Sociolinguistic competence is know how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?
- Discourse competence is know how to interpret the larger context and how to construct longer stretches of language so that the parts make up

³RICHARDS, Jack and S. ROGERS Theodore. “Approaches and Methods in Language Teaching”. Second Edition, Cambridge Language Teaching Library. Pag. 153

⁴ALLWRIGHT, R. L. 1977. Language Learning through Communication Practice. ELT Documents 76. British Council.

a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

- Strategic competence knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?⁵

Methodological Strategies: Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies". Some uses of mentalistic data in second language acquisition.⁶

⁵ALLWRIGHT, R. L. (1977).

⁶ GARCÍA COCOSTEGÜE, Amparo. (1992).Cohen, A.D. &Hosenfeld, C. (1981).*Language Learning*.31, pp285-313.

According to Nisbet Schuckermith (1987), “The methodological strategies allow to identify principles, approaches and procedures that configure the form of acting of the teacher in connection with the programming, implementation and evaluation of the teaching learning process.

In the initial level, the teacher’s responsibility is shared with the children who assist to the classes, as well as with parents and people of the community that are involved in the educational experience.

The participation of the teachers is expressed when they organize purposes, strategies and activities in daily situations. Teachers contribute with their knowledge, experience, concessions and emotions that determine their role in the educational intervention.

They should planned the classes in relation to student’s interest, which allows to identify and respect the individual differences and integrate the elements of the materials that help to the experimentation, creation and the free expression. The children say what they feel and know. They are motivated for the freedom that teachers offered them.

On the other hand, they contribute with their emotions, knowledge, cultural and community specific expressions in the educational process.”⁷

“The methodological strategies are kinds of rules that allow making appropriate decisions in a certain moment of the learning process. It refers to the activities

⁷<http://aureadiazgonzales.galeon.com/>

or mental operations that the students carry out to facilitate and improve their tasks”⁸

According to American Evaluation Association the **Evaluation** is the systematic collection and analysis of data needed to make decisions, a process in which most well-run programs engage from the outset. “In addition, evaluation in education can identify program effects, helping staff and others to find out whether their programs have an impact on participants’ knowledge or attitudes.”⁹

Method “is a generalized set of classroom specifications for accomplishing linguistic objectives. 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.”

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

Technique “is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.”¹⁰

⁸www.monografias.com

⁹http://www.evaluationwiki.org/index.php/Main_Page

¹⁰BALCAZAR M & MORENO Paola, 2008. *The planification, execution and evaluation of the teaching learning process of the English Language in the establishments of the half education*, National University .Loja-Ecuador.

Communicative skills

Listening is a receptive skill and its main characteristics are the silence maintained by the person who listens and the selective attention that give according to their objectives and necessities. Therefore, the teacher applies this principle in classes, the student needs a reason to listen and the teacher should create this necessity establishing activities in agreement to the topic, these activities should be executed while the student listens.

Although listening is a process that has different phases, in each year, the teacher is who will select the strategy to work with the type of specific text that is studying; for example: phone messages, recorded dialogues, among other. The strategy that you can carry out to develop the listening it is from advancing, to elucidate what will say starting from what has already been said and from inferring, to know how to extract information of the communicative context: situation (street, house, space, classroom), paper of the originator (why does he speak and what roll does he have to speak?) and of the receiver, kind of communication (formal and informal), among other.

To achieve that the students transform into "listeners" according with their level and age, the teacher have to develop periodic activities and recursive.¹¹

Purpose of listening.

- ✓ To listen for essence or a global understanding.
- ✓ To listen for a specific information.

¹¹HEARN, Isabel; 2003.Didactic of English, Person Education Editorial.

- ✓ To listen to establish a context (what is it happening? of who are they speaking?)
- ✓ To listen to provide information for discussions.

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

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

To do the purpose of using the English language to communicate, the language should show in oral form through different means, the students can and should listen to material of audio, to the teacher, to native speakers in formal situations of class like in informal situations. Some linguists say one of the most important advantages of learning a new language to early age is the easiness because the children can sounds and rhythms. This means that while they have more exhibitions to the English language, in a better way they can reproduce it in spoken form.

Communicative method. According to Willbrand M. L. &Riecke R.D. (1983). "Teaching oral communication in Elementary schools' defined 'Oral Communication' as the process of interacting through heard and spoken messages in a variety of situations. And instruction which integrates the teaching of listening and speaking over various situations has been termed "The communicative approach to language teaching."

Many authors have suggested creative activities for involving students in various kinds of talking experiences. Drama, role-play, puppetry, debate, formal reporting and small and large group discussions have been covered in language arts text books.

There are two types of communicative activities that can be implemented in the class. One is controlled communicative activities and the other, free communicative activities. Controlled communicative activities include situations creation, guessing games, information gap exercises, exchange of personal information etc. Free communicative activities include pair work and group work, eliciting, role play etc. **Approaches and Methods in Language Teaching**".¹²

Total physical Response method "is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language." "A method that is undemanding in terms of linguistic

¹²RICHARDS Jack and S. ROGERS Theodore. Second Edition, Cambridge Language Teaching Library.

production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning”¹³

According to Amparo García Ccostegüe (1991) *in the article title Language training.TJ*, says that **The Direct Method** “is based on the direct involvement of the student when speaking, and listening to the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples”.

- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
- Grammar was taught inductively.
- New teaching points were introduced orally.
- Concrete vocabulary was taught through demonstration, objects and pictures. Both speech and listening comprehension were taught..
- Correct pronunciation and grammar were emphasized.

The Audio lingual method “This emphasized teaching the comprehension of texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in

¹³RICHARDS Jack, **Approaches and Methods in Language Teaching**, Cambridge. Second Edition, Cambridge. Second Edition Language Teaching Library Pág 50-62.

practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method , a reading-based approach, or a reading-oral approach (Darian 1972), unlike the approach that was being developed by British applied linguists during the same period, there was little attempt to treat language content systematically. Sentence patterns and grammar were introduced in the textbook writer. There was no standardization of the vocabulary or grammar that was included. Neither was there a consensus on what grammar, sentence patterns, and vocabulary were most important for beginning, intermediate, or advanced learners”.¹⁴

¹⁴RICHARDS Jack, **Approaches and Methods in Language Teaching, Cambridge**. Second Edition, Cambridge Language Teaching Library Pág 38-43.

e. MATERIALS AND METHODS

The thesis methodology was in relation to the development of each objective. To begin with the intervention was very indispensable to apply a diagnostic test that allowed knowing the level of knowledge, skills and attitudes that each child had, to revise the planned contents for the whole school year. The diagnostic test was applied to five children of 7th year of Basic Education. They were: Selena Romero, Lady Calderon Yanina Quito, Wilson Medina, and Soraya Calderon. With this diagnostic test I knew the children's knowledge about listening and speaking skills. To develop these skills it was necessary to apply strategies and techniques that were according to the needs of the students to achieve the objectives.

To develop the communicative skills it was necessary to look information up about the most suitable methodological strategies such as: role- plays, dialogues, conversations, worksheets and realia inside the communicative approach which allows develop communicational skills with children. They were innovative and adapted according to the student's reality. This information was analyzed, organized and defined to apply during the intervention. It was also necessary to select the methods that focus on communication like: Communicative, Total Physical Response, Audio Lingual and Direct methods. These methods have several kinds of activities like: descriptions, dialogues, activating general knowledge, oral presentations, conversations, role–plays, vocabulary, questions and answers, commands, dynamics, audio-visual means,

pair works, exhibitions and activities such as: circle, match, unscramble, stick, paint, underline and games that carry out the achievement goal proposed.

To organize and develop communicational and experimental workshops, it looked for information with interesting topics that motivated students to learn a foreign language according to their needs and environment to apply in real life and facilitate the communication in a basic way. Then it was elaborated the following planning: an annual plan, seven didactic unit plans and 15 lesson plans; these lessons were development in 85 periods.

To widen the contents was necessary to research several strategies according to the theme, for example a crossword, in which the students can look the picture and complete the missing words. Also the bingo card was a relaxing activity because students practiced the listening skill.

The process of the work was evaluated through diverse evaluation forms such as: formative during all teaching learning process using work sheets with simple question, answers and descriptions in relation to summative evaluation was applied at the end of each unit and the final assessment was through a pedagogical demonstration using didactic materials like: flash cards, posters, motivational games and realia, in which participated; students, teachers, parents and authorities of the program to recognize the progress of children and provide of the final results.

f. RESULTS

The research work was done with children of 7th year of Basic Education at “Victor Emilio Valdivieso” neighborhood. It emphasized on the methodological strategies of teaching-learning to develop communicative and speaking skills in English as a foreign language.

First of all, It was applied a diagnostic test to know the level of knowledge that children had in English Language. It helped to determine the weaknesses and the necessities.

The speaking skill is really important and necessary to practice; however, the most of students have different abilities and levels of confident about speaking in English. They are:

- ✓ Be shy about speak skill.
- ✓ Be nervous about making mistakes.
- ✓ Be embarrassed if they get sometime wrong.
- ✓ Give up very easily if they do not know the right word.

The diagnostic test helped us to identify the necessities in the children. They are the following:

- ✓ Communicate and interact with native people, who visit this community and they want to know about it consequently it is indispensable to know understand some questions.
- ✓ The student's did not have the subject of English in the majority of schools or only they receive it one hour per week for that reason they want to learn a new language.

✓ Use this language as a mean to increase the study of values.

In relation to the levels of knowledge it was determined that:

Results of the diagnostic test		
Grades	Frequency	Percentage
20- 17	0	0%
16-13	0	0%
12-9	0	0%
8-5	0	0%
4-1	0	0%
TOTAL	5	100%

Source: students of 7th grade of Victor Emilio Valdivieso.
AUTHOR: Asucena Sánchez.

All students of the 7th year of basic education had a score of 0/20 that it is equal to 100 percent of them did not know about English Language these diagnostic was qualified in a range of 20/20.

The results according to the seven questions are the following:

Question1. Listen and complete the following sentences using the personal pronouns and to be verb. (2 points)

All students did not complete the blank spaces because they did not understand that teacher said. None of them could answer this question.

Question2. Listen and write the numbers. (2 points)

With relation to it, all students wrote the incorrect number in the pictures they did not do the task.

Question3. Listen and put a tick in the correct box. (2 points)

This activity was not completed for the students.

Question4. Describe the picture. (2 points)

This question was related to the speaking skill. They had to look the picture and say some characteristics of it but the girls describe the description in Spanish.

Question5. Match the following classroom objects. (2, 5 points)

This activity had 5 options, which none of them answered.

Question6. Write the missing numbers. (4, 5 points)

None of them could write the correct number following the sequence. The numbers were from one to twenty.

Question7. Answer the questions. What are they doing? (5 points)

This question was about the present continuous (ING) and some basic verbs.

None of students understood this activity because they did not know this grammatical instruction.

The diagnostic test allowed knowing the level of the students to have the opportunity to adapt all plans to their realty.

As well was essential to apply the best methods to develop these skills. They are the following:

- ✓ Communicative method: it was used techniques of pairs work, dialogues, conversations and small descriptions in which children practice listening and speaking skills using contexts of their environment.
- ✓ Total Physical Response; it used the technique of commands, filling bag, and role-plays when a teacher has to use common classroom objects such as: books, pens, furniture etc. using movements and actions give to a model to children.

- ✓ Audio-lingual method: it was used techniques such as gap filling, repetition, filling the blank spaces and drills using excellent supplies to motivate students to learn the English Language.
- ✓ Direct method: it was through grammatical instructions, Vocabulary, questions, answers and demonstrations using objects, pictures and realia.

About the development of the classes, it was made in 15 lesson plans with the most appropriate topics related to students' reality. They were:

Lesson 1	Classroom Objects: pencil,eraser,sharpener,ruler,crayon,notebook,book, pen,glue,table, backpack, desk and paper.
Lesson 2	Numbers: from 1 to 20
Lesson 3	The Colors: blue, yellow, red, orange, purple, black, white, brown, pink, fuchsia, gray, green, and turquoise.
Lesson 4	The Members of the Family: father, mother, baby, sister, brother, grandfather and grandmother.
Lesson 5	Things I Wear: shirt, blouse, cap, hat, sweater, jacket, socks, pants, miniskirt, dress, boots, and shoes.
Lesson 6	Present Continuous (ING): reading, sleeping, watching and wearing.
Lesson 7	Head to toes: eyes, head, hand, ears, nose, shoulders, legs,

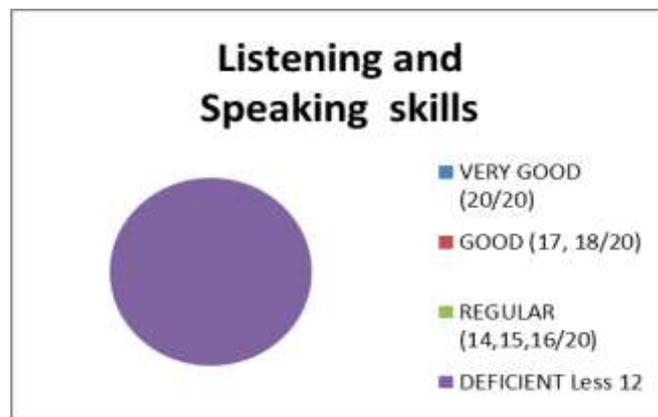
	mouth, fingers, foot –feet and toes.
Lesson 8	Review Part One: Classroom objects, To be verb, numbers: how many, The colors, Family members, and verb have.
Lesson 9	Review Part Two: To be verb and present continuous.
Lesson 10	Making a card for mother’s day.
Lesson 11	<p>Adjectives: small, thin, fat, tall, short, big, beautiful, ugly, slowly and fast.</p> <p>Domestic and wild animals: tiger, chicken, turtle, rabbit, elephant, horse, dog, cow, pig, sheep, cat and duck.</p>
Lesson 12	
Lesson 13	The fruits: apple, pear, grapes, watermelon, peach, banana, mango, strawberry, pineapple, and orange.
Lesson 14	The vegetables: potatoes, carrots, tomatoes, onion, peas, broccoli, lettuce, spinach, and cauliflower.
Lesson 15	Pedagogical Demonstration it was applied about all topics taught during the whole academic period.

With relation to initial and final levels about listening and speaking skills the results are the following:

INITIAL LEVEL									
SKILLS	VERY GOOD (20/20)		GOOD (17, 18/20)		REGULAR (14,15,16/20)		DEFICIENT Less 12		TOTAL
	F	%	F	%	F	%	F	%	
Listening skill							5	100%	5
Speaking Skill							5	100%	5

SOURCE: children of 7th grade "Victor Emilio Valdivieso"

AUTHOR: Asucena Sánchez.



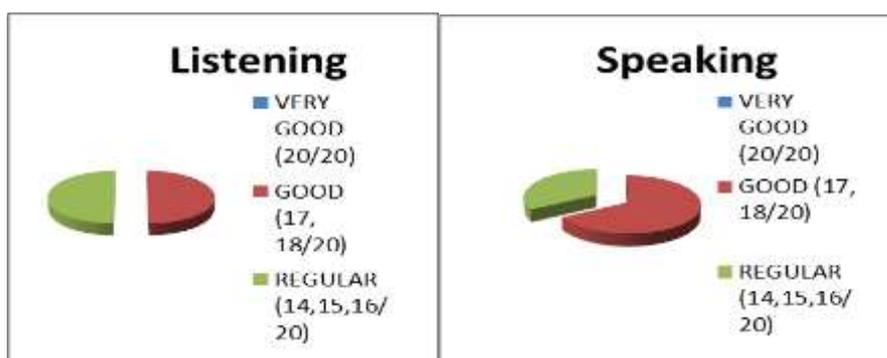
The initial level in relation to listening was 100% of students did not understand what teacher said.

About speaking skill 100 % of children refused how to talk in English language about their personal information.

On the other hand, three students had to leave the English classes because their parents work and they had to assume their parent's role, for this reason I began to work with three children then I looked for the way to complete the student's numbers required to continue with my research work.

After that, I invited new students to integrate to the English group and they were: Gina Anabel Carpio Montaña, Maria Lorena Carpio Montaña and Dayana Jhulisa León Tandazo being responsible for six girls.

FINAL LEVEL									
SKILLS	VERY GOOD (20/20)		GOOD (17, 18/20)		REGULAR (14,15,16/20)		DEFICIENT Less 12		TOTAL
	F	%	F	%	F	%	F	%	
Listening Skill			3	50%	3	50%			6
Speaking Skill			4	66%	2	34%			6



In the listening skill, 50% of students had good level and the 50% were in regular whereas in the speaking skill 4 children that it is equal to the 66% can interchange their ideas and understand basic commands and could have a small conversation with their classmates and only the 34% is in Regular level. These results were evidenced in the pedagogical demonstration in which student's show the skills developed.

To get these results, it was used different evaluation forms such us; a diagnostic test to know the level of knowledge of every one student, a formative evaluation was applied during all teaching learning process through work sheet,

questions and simple answers, a summative to close each unit and finally it was applied a pedagogical demonstration to conclude the academic year.

g. DISCUSSION

1. METHODOLOGICAL STRATEGIES AS PROCESS TO DEVELOP KNOWLEDGE.

“Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies”¹⁵.

We know that teaching methodology at school is traditional and students get graduation from high schools without even a basic knowledge of the English language. This is because they do not give their teaching a communicational purpose where students get specific motives for communicating and use the language in an environment that support them in the language acquisition. Most of the time teachers just teach list of isolated vocabulary where students do not apply them in a real context. English is also taught through grammar patterns that students can not apply them to other contexts.

Methodological strategies are very essential on the teaching learning process of the English Language because, through it the teachers can apply the required

¹⁵ GARCÍA, cocostegüe A. (1992). *Some uses of mentalistic data in second language acquisition*. "Language Learning," .Cohen, A.D. &Hosenfeld, C. (1981). 31, pp 285-313

strategies and techniques that help to children to acquire a new language in an active way and using the best methods that have motivational activities.

Also, they are excellent tools to facilitate to the teachers to achieve the objectives proposed, but the teachers must choose the best according to the necessities of each student and the skill that is wanted to develop. These strategies and technical have several kinds of activities, which no all of those are good to apply in the English learning process.

To carry out the execution of the classes it used: flash cards, posters, bingo cards, work sheets, memory and motivational games, realia and pictures.

To learn a second language it is necessary to develop all skills, however in this research work it was emphasized in develop the listening and speaking skills using real situations because only practice we learn in a best way.

The methodological strategies were taught since a communicative approach applied the following techniques:

Role-plays: it is a good technique to share information among students and teacher. To apply this activity was necessary to work in pairs and it was through questions, answers, and descriptions.

Dialogues: they helped the children to practice the speaking skills. The dialogues were developed through small conversations, in which students share personal information or talking about an interest topic related to their environment. To apply these activities was necessary to work in pairs or in small groups in which students work in a cooperative and a collaborative way.

Work sheet: This technique helped to assure the new vocabulary. These activities were applied when children had to describe a picture, or to filling the blank spaces, match, unscramble words with these activities the students had the opportunity to remember the previous knowledge and reinforce them.

Motivational activities like chants, songs, puzzles, memory games, bingo cards and filling bag: These activities are very good to work with children of initial levels because they are full of energy and they need activities that motivate to acquire a new language in easy way and these allowed to students to be active in the teaching learning process.

Also, the learners had the option to practice the listening and speaking skills using class activities to get excellent results.

Commands: they were used when somebody asks a question, or when students have to repeat some expressions, any vocabulary word and descriptions to practice the new language to carry it was essential applied good didactic material to keep motivate children.

Besides, the previous charts demonstrated and contrasted the results of the diagnostic test with the final results that were verified in the different evaluations and in the Pedagogical Demonstration. In fact, children are able to identify the basic vocabulary and they can answer simple questions or they can talk about themselves and their parents describe pictures and respond commands. The motivation was fundamental to touch students and help them to learn the English language.

To work with children of this neighborhood no is good idea to send homework because they consider as a boring activity and sometimes they have to assume their parent´s roles for that reason they don´t have time to do it.

2. THE ELEMENTS OF A LESSON PLAN AS A DIDACTIC SYSTEM PROCESS.

“Effective planning is the basic of successful teaching. Planning begins with the goals of a particular teaching-learning situation; encompasses means of attaining those goals, including materials and activities; and it ends with effective procedures for evaluating the degree to which the instructional goals have been achievement. Good planning has the potential to build confidence, and makes you feel more secure in lesson execution”.

“It is essential to plan your lessons. A plan gives structure and shape to your lessons. It clarifies what you can do in the time available and gives a means of stating the learning objectives of what you´re doing, students”¹⁶

A lesson plan is an extraordinary and a basic instrument in the teaching learning process through it the teacher is clear in the objectives and can divide the period of class in different activities. Also, it allows preparing the materials that help to the teacher get good results. Planning the classes is very important because help to the teacher to be secure in the teaching learning process.

The structure of a useful lesson plan is:

¹⁶BALCAZAR, M & MORENO, P.(2008). *Planning, execution and evaluation of the teaching learning process in the elementary level institutions.*

Main Aims: The teacher needs to be clear in the objectives that help to achieve amazing results.

Methodology: it is very important to apply the best methods with the respective strategies and techniques in order to develop the speaking and listening skills. The methods used were: Communicative, Direct, Audio Lingual, Total Physical Response and Functional method. Besides, in the methodology it was applied an introductory activity that helped to introduce and motivate students to learn the new topic. It was carried out through games or songs in which students win a gift to encourage.

Timetable Fit. It helped to connect the last class with the present topic and remember the vocabulary too.

Presentation technical: were divide in three steep:

Beginning; this point helped to the teacher to presents the new class through questions or activities in which students had the opportunity to participate.

During; it refers about organization and execution of the planning of the different activities that were considered to the new class.

After; it helped to know if the students likes the class and asks them opinions about it to improve the next class.

Achievement Level: this point helped to know the level of the students.

Materials: it helped to encourage children and teach in a best way.

Evaluation: it helped to measure the knowledge of the children to verify where the teacher had to reinforce the class. This activity was applied in a work sheet and through conversations, questions and answers.

3. THE IMPORTANCE OF THE TEACHING OF THE ENGLISH LANGUAGE IN THE COMMUNITY.

“Today more than ever is indispensable to learn the English language. Every day it is used more in almost all the areas of the knowledge and development humans. Practically it can be affirmed that is of the language of the current world. It is, in the era of the globalization, the international great language. In the first place, it is about the tool that allows the communication with people of other countries, inside the world globalized in that we live. It is unquestionable: English has par excellence transformed into the global language of communication, one of those of more use in the world. It is official language, or he/she has a special status, in about 75 territories in the entire world.”(Stephen D. 1987)

The English language is not part of the public elementary schools curriculum. It is a problem because children do not receive this subject through their school life and they get into the high school without any knowledge about it. Nowadays the government is trying to improve the quality of education, what means that English will be taking into account as part of the schools curriculums, but this process will take a long time.

Children in “Víctor Emilio Valdivieso” neighborhood belongs to families with low economical resources so that, they are not able to send them to a particular center where they can learn English. However It process is offered by the National University of Loja, totally free, but it is necessary to conscious the families to make them send their children to attend these classes. It is

necessary that the teachers' applicants develop a period of children recruits where they have to attract them through motivation mechanisms. It is important to make these children aware that learning a foreign language can help them improve their job opportunities and widen their tools to become successful in their lives.

With this communitarian work it has the opportunity to involve in a social and communitarian development and contributed with the people that needs help to improve their life conditions and their education.

To carrying out the execution of the classes it was used: flash cards, posters, bingo cards, work sheet, memory and motivational games, realia and pictures.

To learn a new language it has to develop all skills however in these research work it was emphasized on develop the listening and speaking skills using real situations because only practice we learn in a best way.

The methodological strategies were taught from a communicative focus applied the following techniques such as: Role-plays, Dialogues, Work sheet, Motivational activities like chants, songs, puzzles, memory games, bingo card, bag filling and Instructions.

h. CONCLUSIONS

After, concluding with the intervention about “METHODOLOGICAL STRATEGIES OF TEACHING LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 7TH YEAR OF BASIC EDUCATION. AT “VÍCTOR EMILIO VALDIVIESO” NEIGHBORHOOD.PERIOD 2010-201”, it was established the following conclusions:

- ❖ The use of appropriate Methodological Strategies and techniques helped children to learn the English language in a good way.
- ❖ The diagnostic test allowed knowing the children's knowledge to apply the appropriate resources and develop the listening and speaking skills of an easy way, according to their reality and necessities.
- ❖ The lesson plans facilitated teachers to use the didactic material and activities correctly. Also it helps to divide the time according to the requirements of learners.
- ❖ The different evaluations were very important to measure and reinforce the knowledge acquired by the children on the teaching learning process.

i. RECOMMENDATIONS

- ❖ The thesis applicants should look for appropriate methodological strategies that motivated the students to learn and participate in the English Language program.
- ❖ The planning should include activities and tasks according to their ages and necessities to keep active children in the teaching learning process.
- ❖ The English Language Career should continue with this intervention at “V́ctor Emilio Valdivieso” neighborhood, because the thesis applicants have the opportunity to share their knowledge and help to poor children.
- ❖ The thesis applicants suggest looking for appropriate places to work on listening and speaking skills to improve them.

j. BIBLIOGRAPHY

ALLWRIGHT, R. L. 1977. **Language Learning through Communication Practice**. ELT Documents 76. British Council.

BALCAZAR, Marcia & MORENO, Paola (2008). ***The planification, execution and evaluation of the teaching learning process of the English Language in the establishments of the half education***, National University .Loja-Ecuador.

CASTELLANOS, D. 2007. **Práctica docente y calidad de aprendizajes en niñas, niños y adolescentes de educación básica de la provincia de Loja**. Aspectos teóricos y metodológicos sobre el proceso de aprendizaje como parte del proceso de enseñanza.

Englewood Cliffs, N.J. Prentice-Hall International.

GARCÍA COCOSTEGÜE, Amparo. 1992. Cohen, A.D. & Hosenfeld, C. (1981). ***Language Learning***. 31, pp285-313.

GARCÍA COCOSTEGÜE, Amparo. 1991. ***Lenguaje training***. TJ.

HEARN, Isabel; 2003. **Didactic of English**, Person Education Editorial.

MEDINA and SALVADOR, 2003.

M. J. Del Río, M. Sánchez Cano (1996): **Psicopedagogía de la Segunda Lengua**. En Escoriza Nieto, J. *Psicología de la Instrucción*. Barcelona: EUB.

RICHARDS, Jack, Rodgers, Theodore. 2001. ***Approaches and Methods in Language Teaching***. Cambridge Language Teaching Library. Second Edition, P. 38-43.

RICHARDS Jack, **Approaches and Methods in Language Teaching**, Cambridge. Second Edition, Language Teaching Library Pág 50-62.

RICHARDS, Jack and S. ROGERS Theodore. "Approaches and Methods in Language Teaching". Second Edition, Cambridge Language Teaching Library. Pag. 153

RIOFRIO, Vicente, 2010. **Práctica docente y calidad de aprendizajes en niñas, niños y adolescentes de educación básica de la provincia de Loja.** Aspectos teóricos y metodológicos sobre el proceso de aprendizaje como parte del proceso de enseñanza.

RIOFRIO, Vicente, IRIARTE, Margoth. 2010. Práctica docente y calidad de aprendizajes en niñas, niños y adolescentes de educación básica de la provincia de Loja. **"La enseñanza y el aprendizaje en la educación básica desde el enfoque histórico- cultural.**

Stephen D. 1987. ***Principles and practice in second language acquisition.***

<http://www.tsbvi.edu/Outreach/seehear/spring00/secondlanguage-span.htm>

<http://www.sil.org/capacitar/a2l/adqleng.html#continua>.

<http://www.tjtaylor.net/english/teaching-method-communicative-clt>.

http://www.evaluationwiki.org/index.php/Main_Page.

<http://aureadiazgonzales.galeon.com/>.

www.monografias.com

k. ANNEXES

ANNEX 1



UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARMENT

PROJECT:

METHODOLOGICAL STRATEGIES OF TEACHING LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 7TH YEAR OF BASIC EDUCATION. AT "VÍCTOR EMILIO VALDIVIESO" NEIGHBOURHOOD. PERIOD 2010-2011.

AUTHOR:

Asucena Sánchez

Loja – Ecuador

2011

a. THEME

METHODOLOGICAL STRATEGIES OF TEACHING LEARNING TO DEVELOP THE COMMUNICATIVE SKILLS IN ENGLISH AS A FOREIGN LANGUAGE WITH CHILDREN OF 7TH YEAR OF BASIC EDUCATION. AT "VÍCTOR EMILIO VALDIVIESO" NEIGHBOURHOOD. PERIOD 2010-2011.

b. PROBLEM STATEMENT

BACKGROUND

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

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

To be part of the housing project in the “Victor Emilio Valdivieso” neighborhood people had to present folders and after making an analysis and selection about them, the church published the list of the beneficiaries. All of them had to clean their corresponding areas where they were going to live. The first inhabitants were: the Mrs. Carmen Castillo, Lady Garrido and Sara Jimenez. The first houses were built with materials such as: tents, blankets, plastic, and carton. These people lived under these conditions until the year 1998, when the committee got the support of Ministerio de Desarrollo y Vivienda called MIDUVI, which through an agreement with the foundation “Casa de Cristo”, provided all these inhabitants with materials such as: bamboo, wire, concrete, sand, stone and others to begin with the construction of their houses.

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

Nowadays, the “Victor Emilio Valdivieso neighborhood” is formed by 496 lands where 419 of them are inhabited and 26 are designated for communal areas. The average of members per family is four people making a population of 1.592 inhabitants. Most of them are artisans, merchants, students, workers, and drivers, and in a minimum quantity of them have a professional job in public and private institutions. The average of their salary is between 200 as the minimum and a maximum of 800 dollars.

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

CURRENT SITUATION OF THE RESEARCH OBJECT

Learning a foreign language is an essential requirement in the nowadays world. People are not only talking about bilingualism but multilingualism, what means the learning of more than two languages. The improvement in science and technology has been the main theme in the last

century. Due to it, it is necessary to learn the English language because it has become the one for international communication.

Despite its importance, English is not part of the public elementary schools curriculum. It is a problem because children do not receive this subject through their school life and they get into the high school without any knowledge about it. Nowadays the government is trying to improve the quality of education, what means that English will be taking into account as part of the schools curriculums, but this process will take a long time.

Children in “V́ctor Emilio Valdivieso” neighborhood belongs to families with low economical resources so that, they are not able to send them to a particular center where they can learn English. There are even problems when this process is offered by the National University of Loja, totally free, but it is necessary to conscious the families to make them send their children to attend these classes. It is necessary that the teachers’ applicants develop a period of children recruits where they have to attract them through motivation mechanisms. It is important to make these children aware that learning a foreign language can help them improve their job opportunities and widen their tools to become successful in their lives.

The English Language Career applicants are involved in teaching English to children in “V́ctor Emilio Valdivieso” neighborhood because it is a kind of communitarian work where we will have the opportunity to be involved in a project of social and communitarian development. It is so important to contribute with the society that needs help to improve their life conditions and their education.

The process in this project is carried out in a different way due to it is necessary to involve children in a learning environment where they feel satisfied and motivated to learn the new

language. It also includes the application of appropriate strategies to develop the communicative skills, that is to say: listening, speaking, reading and writing but trying to emphasize the two firsts because we need those children reach communicative skills to be applied in real contexts and situations.

We know that teaching methodology at school is traditional and students get graduation from high schools without even a basic knowledge of the English language. This is because they do not give their teaching a communicational purpose where students get specific motives for communicating and use the language in an environment that support them in the language acquisition. Most of the time teachers just teach list of isolated vocabulary where students do not apply them in a real context. English is also taught through grammar patterns that students can not apply them to other contexts.

This project has as main purpose to develop a basic knowledge in the English language with children of this neighborhood, who need to learn this important language to be up to the last tendencies in education. It is necessary to work with this sector because they face the necessity of pedagogical support not only in English, but in all areas of education.

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

RESEARCH PROBLEM

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

DELIMITATION OF THE RESEARCH

a) Temporal

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

b) Spatial

The research will be developed at the Community House, which is located in the middle of "Víctor Emilio Valdivieso" Neighbourhood in the western part of Loja city.

c) Observation Units

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

- Dr. Vicente Riofrío, General Coordinador of the Community Project: "Caminemos Juntos"
- Mgs. Marcia Criollo, Coordinator of the Project in the English Language Career.
- Ing. Mgs. Paola Moreno, Project Advisor.
- Mgs. Mariano Castillo, Project Advisor.
- English Teachers Applicants.
- Children of the 7th year of Basic Education from "Victor Emilio Valdivieso" neighborhood who study in different schools in the Neighborhood.

d) Sub problems

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

- ✓ What are the necessities of learning in English as a foreign Language since a

communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.

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

c. JUSTIFICATION

The development of the project is worth because it is a kind of action-research where we have to develop communitarian work in “V́ctor Emilio Valdivieso” Neighbourhood, where most children attend to public schools where they do not receive the English subject neither they have the enough economic resources to go to particular centres.

The linking with the society is one of the main social functions of the University. This project is an excellent social opportunity to work with children who really need an especial support in their educative formation. Pedagogical bear is also another contribution that thesis work applicants can offer to these children in order to hold them up with their homework in their schools.

If we take into account, the cultural and educational point of view the project is also justified because when children learn English they will have better opportunities and they can keep in touch with some native speakers who come as volunteers to this communitarian program. They will also have the chance to access to the new technologies by using the language learns.

The scientific point of view will be given by the obtained application of a new model of teaching strategies that will be emphasized in a communicative focus trying to work on the listening and speaking skills especially. This support not only will be in the education but also in the communitarian development that can be given through the learning of a foreign language.

It is a feasible work on this research because of our condition as undergraduates of the English Career of the National University of Loja, we have the possibility and we are able to carry it out because we count with the knowledge, enough economic resources, the necessary time, the bibliography, support of the project assessor which will let us develop in the foretime and as a previous requisite to get the Licentiate's degree in Sciences of Education, English Language specialization.

d. OBJECTIVES

4.1 GENERAL

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

4.2. SPECIFICS

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

THEORETICAL FRAME

- ENGLISH LANGUAGE METHODOLOGY
- THE AUDIOLINGUAL METHOD
- TOTAL PHYSICAL RESPONSE
- CHARACTERISTICS OF THE COMMUNICATIVE APPROACH
- METHODS OF ASSESSMENT
- USING RESEARCH FROM THE SKILLS APPROACH
- COMMUNICATIVE APPROACH METHODS AND TECHNIQUES

e. THEORETICAL FRAME

ENGLISH LANGUAGE METHODOLOGY

THE ORAL APPROACH AND SITUATIONAL LANGUAGE TEACHING

“The origins of this approach began with the work of British applied linguists in the 1920s and 1930s. Beginning at this time, a number of outstanding applied linguists developed the basis for a principled approach to methodology in language teaching. Two of the leaders in this movement were Harold Palmer and A. S. Hornby, two of the most prominent figures in British twentieth-century language teaching. Both were familiar with the work of such linguists as Otto Jespersen and Daniel Jones, as well as with the Direct Method. They attempted to develop a more scientific foundation for an oral approach to teaching English than was evidenced in the Direct Method. The result was a systematic study of the principles and procedures that could be applied to the selection and organization of the content of a language course (Palmer 1917, 1921)”¹⁷.

a) Vocabulary Control

One of the first aspects of method design to receive attention was the role of vocabulary. In the 1920s and 1930s, several large-scale investigations of foreign language vocabulary were undertaken. The impetus for this research came from two quarters. First, there was a general consensus among language teaching specialists, such as Palmer, that vocabulary was one of the most important aspects of foreign language learning. A second influence was the increased emphasis on reading skills as the goal of foreign language study in some countries. This had

¹⁷ HORNBY A. S., “The Situational Approach in Language Teaching”, A Series of Three Articles in English Language Teaching, 1950, pag. 4, 3 and 7.

been the recommendation of the Coleman Report and also the independent conclusion of another British language teaching specialist, Michael West, who had examined the role of English in India in the 1920s. Vocabulary was seen as an essential component of reading proficiency.

This led to the development of principles of vocabulary control, which were to have a major practical impact on the teaching of English in subsequent decades. Frequency counts showed that a core of two thousand or so words occurred frequently in written texts and that knowledge of these words would greatly assist in reading a foreign language.

Harold Palmer, Michael West, and other specialists produced a guide to the English vocabulary needed for teaching English as a foreign language, *The Interim Report on Vocabulary Selection* (Faucett, West, Palmer, and Thorndike 1936), based on frequency as well as other criteria. This was later revised by West and published in 1953 as *A General Service List of English Words*, which became a standard reference in developing teaching materials.

b) Grammar Control

Parallel to the interest in developing rational principles for vocabulary selection was a focus on the grammatical content of a language course. Palmer had emphasized the problems of grammar for the foreign learner. Much of his work in Japan, where he directed the Institute for Research in English Teaching from 1922 until World War II, was directed toward developing classroom procedures suited to teaching basic grammatical patterns through an oral approach. His view of grammar was very different from the abstract model of grammar seen in the Grammar-Translation Method, however, which was based on the assumption that a universal logic formed the basis of all languages and that the teacher's responsibility was to show how each category of the universal grammar was to be expressed in the foreign language. Palmer

viewed grammar as the underlying sentence patterns of the spoken language. Palmer, Hornby, and other British applied linguists analyzed English and classified its major grammatical structures into sentence patterns (later called "substitution tables"), which could be used to help internalize the rules of English sentence structure.

A classification of English sentence patterns was incorporated into the first dictionary for students of English as a foreign language, developed by Hornby, Gatenby, and Wakefield and published in 1953 as *The Advanced Learner's Dictionary of Current English*. A number of pedagogically motivated descriptions of English grammar were undertaken, including *A Grammar of Spoken English on a Strictly Phonetic Basis* (Palmer and Blandford 1939), *A Handbook of English Grammar* (Zandvoort 1945), and Hornby's *Guide to Patterns and Usage in English* (1954), which became a standard reference source of basic English sentence patterns for textbook writers. With the development of systematic approaches to the lexical and grammatical content of a language course and with the efforts of such specialists as Palmer, West, and Hornby in using these resources as part of a comprehensive methodological framework for the teaching of English as a foreign language, the foundations for the British approach in TEFL/TESL - the Oral Approach - were firmly established.

c) The Oral Approach and Situational Language Teaching

"Palmer, Hornby, and other British applied linguists from the 1920s onward developed an approach to methodology that involved systematic principles of selection (the procedures by which lexical and grammatical content was chosen), gradation (principles by which the organization and sequencing of content were determined), and presentation (techniques used for presentation and practice of items in a course). Although Palmer, Hornby, and other English teaching specialists had differing views on the specific procedures to be used in teaching

English, their general principles were referred to as the Oral Approach to language teaching. This was not to be confused with the Direct Method, which, although it used oral procedures, lacked a systematic basis in applied linguistic theory and practice.

An oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered by a flow of upgraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances. (Pattison 1964: 4)

The Oral Approach was the accepted British approach to English language teaching by the 1950s. It is described in the standard methodology textbooks of the period, such as French (1948-1950), Gurrey (1955), Frisby (1957), and Billows (1961). Its principles are seen in Hornby's famous Oxford Progressive English Course for Adult Learners (1954-1956) and in many other more recent textbooks. One of the most active proponents of the Oral Approach in the 1960s was the Australian George Pittman. He and his colleagues were responsible for developing an influential set of teaching materials based on the Situational Approach, which were widely used in Australia, New Guinea, and the Pacific territories. Most Pacific territories continue to use the so-called Tate materials, developed by Pittman's colleague Gloria Tate. Pittman was also responsible for the situational based materials developed by the Commonwealth Office of Education in Sydney, Australia, used in the English programs for immigrants in Australia. These were published for worldwide use in 1965 as the series Situational English. Materials by Alexander and other leading British textbook writers also reflected the principles of Situational Language Teaching as they had evolved over a 20-year period. The main characteristics of the approach were as follows:

1. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
2. The target language is the language of the classroom.
3. New language points are introduced and practiced situationally.
4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established

d) Theory of Learning

The theory of learning underlying Situational Language Teaching is a type of behaviorist habit-learning theory. It addresses primarily the processes rather the conditions of learning. Frisby, for example, cites Palmer's views as authoritative:

As Palmer has pointed out, there are three processes in learning a language -receiving the knowledge or materials, fixing it in the memory by repetition, and using it in actual practice until it becomes a personal skill. (1957: 136).

French likewise saw language learning as habit formation:

“The fundamental is correct speech habits. The pupils should be able to put the words, without hesitation and almost without thought, into sentence patterns which are correct. Such speech habits can be cultivated by blind imitative drill.”¹⁸

¹⁸ Idem

Like the Direct Method, Situational Language Teaching adopts an inductive approach to the teaching of grammar. The meaning of words or structures is not to be given through explanation in either the native language or the target language but is to be induced from the way the form is used in a situation. "If we give the meaning of a new word, either by translation into the home language or by an equivalent in the same language as soon as we introduce it, we weaken the impression which the word makes on the mind" (Billows 1961: 28). Explanation is therefore discouraged, and the learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. Extending structures and vocabulary to new situations takes place by generalization. The learner is expected to apply the language learned in a classroom to situations outside the classroom. This is how child language learning is believed to take place, and the same processes are thought to occur in second and foreign language learning, according to practitioners of Situational Language Teaching.

e) Techniques and Learning Activities

Situational Language Teaching employs a situational approach to presenting new sentence patterns and a drill-based manner of practicing them:

Our method will ... be situational. The situation will be controlled carefully to teach the new language material... in such a way that there can be no doubt in the learner's mind of the meaning of what he hears. . . . almost all the vocabulary and structures taught in the first four or five years and even later can be placed in situations in which the meaning is quite clear. (Pittman 1963:155-156).

By *situation* Pittman means the use of concrete objects, pictures, and realia, which together with actions and gestures can be used to demonstrate the meanings of new language items:

The form of new words and sentence patterns is demonstrated with examples and not through grammatical explanation or description. The meaning of new words and sentence patterns is not conveyed through translation. It is made clear visually (with objects, pictures, action and mime). Wherever possible model sentences are related and taken from a single situation. (Davies, Roberts, and Rossner 1975; 3).

The practice techniques employed generally consist of guided repetition and substitution activities, including chorus repetition, dictation, drills, and controlled oral-based reading and writing tasks. Other oral-practice techniques are sometimes used, including pair practice and group work.

f) Learner Roles

In the initial stages of learning, the learner is required simply to listen and repeat what the teacher says and to respond to questions and commands. The learner has no control over the content of learning and is often regarded as likely to succumb to undesirable behaviors unless skillfully manipulated by the teacher. For example, the learner might lapse into faulty grammar or pronunciation, forget what has been taught, or fail to respond quickly enough; incorrect habits are to be avoided at all costs (see Pittman 1963). Later, more active participation is encouraged. This includes learners initiating responses and asking each other questions, although teacher-controlled introduction and practice of new language is stressed throughout.

g) Teacher Roles

The teacher's function is threefold. In the presentation stage of the lesson, the teacher serves as a model, setting up situations in which the need for the target structure is created and then modeling the new structure for students to repeat. Then the teacher "becomes more like the

skillful conductor of an orchestra, drawing the music out of the performers" (Byrne 1976; 2).

The teacher is required to be a skillful manipulator, using questions, commands, and other cues to elicit correct sentences from the learners. Lessons are hence teacher-directed, and the teacher sets the pace.

During the practice phase of the lesson, students are given more of an opportunity to use the language in less controlled situations, but the teacher is ever on the lookout for grammatical and structural errors that can form the basis of subsequent lessons. Organizing review is a primary task for the teacher, according to Pittman (1963), who summarizes the teacher's responsibilities as dealing with:

1. Timing
2. Oral practice, to support the textbook structures
3. Revision [i.e., review]
4. Adjustment to special needs of individuals
5. Testing
6. Developing language activities other than those arising from the textbook"¹⁹

(Pittman 1963: 177-178)

THE AUDIOLINGUAL METHOD

"The Coleman Report in 1929 recommended a reading-based approach to foreign language teaching for use in American schools and colleges. This emphasized teaching the comprehension of

¹⁹ Idem

texts. Teachers taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the two world wars used either a modified Direct Method approach, a reading-based approach, or a reading-oral approach (Darian 1972), unlike the approach that was being developed by British applied linguists during the same period, there was little attempt to treat language content systematically. Sentence patterns and grammar were introduced in the textbook writer. There was no standardization of the vocabulary or grammar that was included. Neither was there a consensus on what grammar, sentence patterns, and vocabulary were most important for beginning, intermediate, or advanced learners.

But the entry of the United States into World War II had a significant effect on language teaching in America. To supply the U.S. government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay, and other languages, and who could work as interpreters, code-room assistants, and translators, it was necessary to set up a special language training program. The government commissioned American universities to develop foreign language programs for military personnel.”²⁰

The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. Since this was not the goal of conventional foreign language courses in the United States, new approaches were necessary. Linguists, such as Leonard Bloomfield at Yale, had already developed training programs as part of their linguistic research that were designed to give

²⁰ RICHARDS Jack, *Approaches and Methods in Language Teaching*, Cambridge. Second Edition, Cambridge Language Teaching Library Pág 38-43.

linguists and anthropologists mastery of American Indian languages and other languages they were studying.

Textbooks did not exist for such languages. The technique Bloomfield and his colleagues used was sometimes known as the "informant method," since it used a native speaker of the language - the informant - who served as a source of phrases and vocabulary and who provided sentences for imitation, and a linguist, who supervised the learning experience. The linguist did not necessarily know the language but was trained in eliciting the basic structure of the language from the informant. Thus the students and the linguist were able to take part in guided conversation with the informant, and together they gradually learned how to speak the language, as well as to understand much of its basic grammar. Students in such courses studied 10 hours a day, 6 days a week. There were generally 15 hours of drill with native speakers and 20 to 30 hours of private study spread over two to three 6-week sessions. This was the system adopted by the army, and in small classes of mature and highly motivated students, excellent results were often achieved.

The Army Specialized Training Program lasted only about two years but attracted considerable attention in the popular press and in the academic community. For the next 10 years the "Army Method" and its suitability for use in regular language programs were discussed. But the linguists who developed the ASTP were not interested primarily in language teaching. The "methodology" of the Army Method, like the Direct Method, derived from the intensity of contact with the target language rather than from any well-developed methodological basis. It was a program innovative mainly in terms of the procedures used and the intensity of teaching rather than in terms of its underlying theory. However, it did convince a number of prominent linguists of the value of an intensive, oral-based approach to the learning of a foreign language.

In 1939, the University of Michigan developed the first English Language Institute in the United States; it specialized in the training of teachers of English as a foreign language and in reaching English as a second or foreign language. Charles Fries, director of the institute, was trained in structural linguistics, and he applied the principles of structural linguistics to language teaching. Fries and his colleagues rejected approaches such as those of the Direct Method, in which learners are exposed to the language, use it, and gradually absorb its grammatical patterns. For Fries, grammar, or "structure," was the starting point. The structure of the language was identified with its basic sentence patterns and grammatical structures. The language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Pattern practice was a basic classroom technique. "It is these basic patterns that constitute the learner's task. They require drill, drill, and more drill, and only enough vocabulary to make such drills possible" (Hockett 1959).

Michigan was not the only university involved in developing courses and materials for teaching English. A number of other similar programs were established, some of the earliest being at Georgetown University and America University, Washington, D.C., and at the University of Texas, Austin. The format the linguists involved in this project followed was known as the "general form": A lesson began with work on pronunciation, morphology, and grammar, followed by drills and exercises. The guidelines were published as *Structural Notes and Corpus: A Basis for the Preparation of Materials to Teach English as a Foreign Language* (American Council of Learned Societies 1952). This became an influential document and together with the "general form" was used as a guide to developing English courses for speakers of ten different languages (the famous Spoken Language series), published between 1953 and 1956 (Moulton 1961).

The approach developed by linguists at Michigan and other universities became known variously as the Oral Approach, the Aural-Oral Approach, and the Structural Approach. It advocated aural

training first, then pronunciation training, followed by speaking, reading, and writing. Language was identified with speech, and speech was approached through structure. If there was any learning theory underlying the Aural-Oral materials, it was a commonsense application of the idea that practice makes perfect. There is no explicit reference to then-current learning theory in Fries's work. It was the incorporation of the linguistic principles of the Aural-Oral approach, with state-of-the-art psychological learning theory in the mid-1950s that led to the method that came to be known as Audiolingualism.

The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology (most of which was still linked to the Reading Method) was prompted by the launching of the first Russian satellite in 1957. They drew on the earlier experience of the army programs and the Aural-Oral or Structural Approach developed by Fries and his colleagues, adding insights taken from behaviorist psychology. This combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology led to the Audiolingual Method. Audiolingualism (the term was coined by Professor Nelson Brooks in 1964) claimed to have transformed language reaching from an art into a science, which would enable learners to achieve mastery of a foreign language effectively and efficiently. The method was widely adopted for teaching foreign languages in North American colleges and universities. It provided the methodological foundation for materials for the teaching of foreign languages at the college and university level in the United States and Canada, and its principles formed the basis of such widely used series as the Lado English Series (Lado 1977) and English 900 (English Language Services 1964). Although the method began to fall from favor in the late 1960s for reasons we shall discuss later, Audiolingualism and materials based on audiolingual principles continue to be used

today. Let us examine the features of the Audiolingual Method at the levels of approach, design, and procedure."²¹

a) Theory of Learning

The language teaching theoreticians and methodologists who developed Audiolingualism not only had a convincing and powerful theory of language to draw upon but they were also working in a period when a prominent school of American psychology - known as behavioral psychology - claimed to have tapped the secrets of all human learning, including language learning. Behaviorism, like structural linguistics, is another antimentalist, empirically based approach to the study of human behavior. To the behaviorist, the human being is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent on three crucial elements in learning: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future (see Skinner 1957; Brown 1980).

Reinforcement is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit. To apply this theory to language learning is to identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use. Language mastery is represented as acquiring a set of appropriate language stimulus-response chains.

²¹ Idem

Among the more central points are the following:

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized. Language is verbal behavior - that is, the automatic production and comprehension of utterances - and can be learned by inducing the students to do likewise.
2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills.
3. Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts and are thought to have acquired a perception of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.
4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language. (Rivers 1964: 19-22)

In advocating these principles, proponents of Audiolingualism were drawing on the theory of a well-developed school of American psychology - behaviorism. The prominent Harvard behaviorist *B. F. Skinner* had elaborated a theory of learning applicable to language learning in his influential book *Verbal Behavior* (1957), in which he stated, "We have no reason to assume .

. . . that verbal behavior differs in any fundamental respect from non-verbal behaviour, or that any new principles must be invoked to account for it" (1957: 10). Armed with a powerful theory of the nature of language and of language learning, audiolingualists could now turn to the design of language teaching courses and materials."²²

b) Techniques and Learning Activities

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structures might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.

The use of drills and pattern practice is a distinctive feature of the Audiolingual Method. Various kinds of drills are used. Brooks (1964: 156-61) includes the following:

1. Repetition. The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order. Example: This is the seventh month. -This is the seventh month. After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words. Examples:

I used to know him. -I used to know him.

I used to know him *years ago*. -I used to know him *years ago when we were in school*. . . .

²² Idem

2. Inflection. One word in an utterance appears in another form when repeated. Examples:

I bought the ticket. -I bought the tickets.

He bought the candy. -She bought the candy.

I called the young man. -I called the young men. . . .

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

He bought this house cheap. -He bought it cheap.

Helen left early. -She left early.

They gave their 6055 a watch. -They gave him a watch. . . .

4. Restatement. The student rephrases an utterance and addresses it to someone else, according to instructions. Example:

Tell him to wait for you. -Wait for me.

Ask her how old she is. -How old are you?

Ask John when he began. -John, when did you begin? . . .

5. Completion. The student hears an utterance that is complete except for one word, then repeats the utterance in completed form. Example:

I'll go my way and you go. ... -I'll go my way and you go yours.

We all have . . . own troubles. -We all have our own troubles. . . .

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

I'm hungry, (so). -So am I.

I'll never do it again, (neither). -Neither will I. ...

7. Expansion. When a word is added it takes a certain place in the sequence. Examples:

I know him. (hardly). -I hardly know him,

I know him. (well). -I know him well. . . .

8. Contraction. A single word stands for a phrase or clause. Examples:

Put your hand on the table. -Put your hand there. They believe that the earth is flat. -

They believe it. . . .

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

He knows my address. He doesn't know my address. Does he know my address? He used to know my address. If he had known my address.

10. Integration. Two separate utterances are integrated into one. Examples:

They must be honest. This is important. -It is important that they be honest. I know that man. He is looking for you. -I know the man who is looking for you. . . .

11. Rejoinder. The student makes an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways:

Be polite.

Answer the question.

Agree.

Agree emphatically.

Express surprise.

Express regret.

Disagree. Disagree emphatically. Question what is said. Fail to understand.

BE POLITE. Examples

Thank you. -You're welcome

May I take one? -Certainly.

ANSWER THE QUESTION. Examples

What is your name? -My name is Smith.

Where did it happen? -In the middle of the street.

AGREE. Examples

He's following us. -I think you're right. This is good coffee. -It's very good. .

12. Restoration. The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future. Examples:

students/waiting/bus -The students are waiting for the bus

boys/build/house/tree-The boys built a house in a tree. ...”²³

TOTAL PHYSICAL RESPONSE

“Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language.

A method that is undemanding in terms of linguistic production and that involves game like movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

a) Approach: Theory of Language and Learning

TPR reflects a grammar-based view of language. Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor (1977: 4). He views the verb, and particularly the verb in the imperative, as the central linguistic motive around which language use and learning are organized.

²³ RICHARDS Jack, *Approaches and Methods in Language Teaching*, Cambridge. Second Edition, Cambridge Language Teaching Library Pág 50-62.

Asher sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy. TPR can also be linked to the "trace theory" of memory in psychology (e.g., Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g., by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the possibility of successful recall.

In addition, Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. For this dimension of his learning theory he draws on three rather influential learning hypotheses:

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left- and right-brain hemispheres.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

Let us consider how Asher views each of these in turn.

Asher's Total Physical Response is a "Natural Method", inasmuch as Asher sees first and second language learning as parallel processes. Asher sees three processes as central:

1. Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.

2. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
3. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Parallel to the processes of first language learning, the foreign language learner should first internalize a "cognitive map" of the target language through listening exercises. Listening should be accompanied by physical movement. Speech and other productive skills should come later. Asher bases these assumptions on his belief in the existence in the human brain of a bio-program for language, which defines an optimal order for first and second language learning.

Asher sees Total Physical Response as directed to right-brain learning, whereas most second language teaching methods are directed to left-brain learning. Drawing on work by Jean Piaget, Asher holds that the child language learner acquires language through motor movement - a right-hemisphere activity. Right-hemisphere activities must occur before the left hemisphere can process language for production.

Similarly, the adult should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes.

An important condition for successful language learning is the absence of stress. First language acquisition takes place in a stress-free environment, according to Asher, whereas the adult language learning environment often causes considerable stress and anxiety. The key to stress-free learning is to tap into the natural bio-program for language development and thus to recapture the relaxed and pleasurable experiences that accompany first language learning. By

focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is said to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.

b) Design: Objectives, Syllabus, Techniques and Learning Activities, Roles of Learners, Teachers, and Materials

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these will depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form.

The type of syllabus Asher uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Unlike methods that operate from a grammar-based or structural view of the core elements of language, Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively.

Asher also suggests that a fixed number of items be introduced at a time, to facilitate ease of differentiation and assimilation. "In an hour, it is possible for students to assimilate 12 to 36 new lexical items, depending upon the size of the group and the stage of training", (Asher 1977: 42). A course designed around Total Physical Response principles, however, would not be expected to follow a TPR syllabus exclusively.

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of the learners. Conversational dialogues are delayed until after about 120 hours of instruction. Other class activities include role plays and slide presentations. Role plays center on everyday situations, such as at the restaurant, supermarket, or gas station.

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items. They are required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak - that is, when a sufficient basis in the language has been internalized. The teacher plays an active and direct role in Total Physical Response. It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously" (1977: 47).

Asher stresses, however, that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace.

In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly, teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes "fine-tuned."

There is generally no basic text in a Total Physical Response course.

Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later, the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. Asher has developed TPR student kits that focus on specific situations, such as the home, the supermarket, the beach. Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen").

c) Procedure

Asher (1977) provides a lesson-by-lesson account of a course taught according to TPR principles, which serves as a source of information on the procedures used in the TPR classroom. The course was for adult immigrants and consisted of 159 hours of classroom instruction. The sixth class in the course proceeded in the following way:

Review. This was a fast-moving warm-up in which individual students were "moved with commands such as:

Pablo, drive your car around Miako and honk your horn.

Jeffe, throw the red flower to Maria.

Maria, scream.

Rita, pick up the knife and spoon and put them in the cup.

Eduardo, take a drink of water and give the cup to Elaine.

New commands. These verbs were introduced.

Wash your hands, your face, your hair.

Look for a towel, the soap. a comb

hold the book, the cup. the soap,

comb your hair. Maria's hair. Shirou's hair,

brush your teeth, your pants, the table.

Other items introduced were:

Rectangle Draw a rectangle on the chalkboard, Pick up a rectangle from the table and give it to me.

Triangle Pick up the triangle from the table and give it to me, Catch the triangle and put it next to the rectangle.

Slowly walk to me and hit me on the arm.

Toothpaste Throw the toothpaste to Wing, look for the toothpaste

Next, the instructor asked simple questions which the student could answer with a gesture such as pointing. Examples would be:

Where is the towel? [Eduardo, point to the towel!]

Where is the toothbrush? [Miako, point to the toothbrush.]

Where is Dolores?

Role reversal. Students readily volunteered to utter commands that manipulated the behavior of the instructor and other students. . . .

Reading and writing. The instructor wrote on the chalkboard each new vocabulary item and a sentence to illustrate the item. Then she spoke each item and acted out the sentence. The students listened as she read the material. Some copied the information in their notebooks.

Total Physical Response enjoyed some popularity in the 1970s and 1980s because of its support by those who emphasize the role of comprehension in second language acquisition. Krashen (1981), for example, regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he sees performing physical actions in the target language as a means of making input comprehensible and minimizing stress. Asher stressed that Total Physical Response should be used in association with other methods and techniques. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices therefore may be effective for reasons other than those proposed by

Asher and do not necessarily demand commitment to the learning theories used to justify them.”²⁴

COMMUNICATIVE METHODOLOGY

THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

“Any language can be acquired if one develops four basic skills in that language i.e. listening, speaking, reading and writing. Listening and speaking are interactive processes that directly affect each other. Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate, while listening is a receptive language skill, which involves the interpretation of those symbols into meaning. Writing is also expressive language skill in which the writer uses written symbols to communicate, while reading is a receptive language skill which involves the interpretation of those symbols into meaning.

Listening and speaking and also reading and writing were viewed as a separate subject within the school curriculum and usually were taught as a number of discrete skills; however, the 1980s and early 1990s have brought another perspective. Listening and speaking and also reading and writing are now considered interactive and taught as one communicative process. Interactive process of reading and writing skill, seen in the class, is very less. One can find more interactive process of listening and speaking skill in any type of class. ‘Machure M’ in his book named as ‘Oracy-current trends in

²⁴ RICHARDS Jack and S. ROGERS Theodore. “Approaches and Methods in Language Teaching”. Second Edition, Cambridge Language Teaching Library. Pag. 73

Context' (1988) termed this process as 'oracy' means 'oral communication' or 'oral language'. It includes both listening and speaking.

Willbrand M. L. & Riecke R.D. in their book named as 'Teaching oral communication in Elementary schools' (1983) defined 'Oral Communication' as the process of interacting through heard and spoken messages in a variety of situations. And instruction which integrates the teaching of listening and speaking over various situations has been termed "the communicative approach to language teaching."²⁵

The communicative approach is relative new, as most of the teachers and prescribed texts separate the instruction of listening and speaking. Usually when listening and speaking are separated, specific skills are identified in each area and a sequence of these skills is established. No particular attention is given to the situation, or context, in which a specific skill is to be used, as the focus is on teaching listening and speaking and not on communication. We can develop listening skill by conducting the entire lesson in that language only. We may make use of Audio-Visual aids such as tape-recorder, gramophone etc. we may make the students to listen to Radio lessons to develop the skill. Moreover we may develop the listening skill by ear-training exercises, by articulation exercises, by mimicry exercises or by exercises in fluency. We may develop the speaking skill by giving picture lessons, by saying and doing exercises, by arranging oral composition, by developing the ideas on the topic within their range, by reproducing telling or completing a story, by dramatization, by arranging talks and

²⁵ RICHARDS Jack and S. ROGERS Theodore. "Approaches and Methods in Language Teaching". Second Edition, Cambridge Language Teaching Library. Pag. 153

discussions, by asking questions. But special attention is not given to the situation or context, in which a specific skill, listening or speaking, is to be used. When specific attention is given on a situation or a context and develop these skills we follow communicative approach.

CHARACTERISTICS OF THE COMMUNICATIVE APPROACH

“Although no single methodology has been described for the communicative approach, several characteristics are summarized as follow: Communicative approach stimulate ‘real life’ communicative experiences -:

Froese V in his book named as ‘Introduction to whole language teaching and learning’ (1991) mentioned this characteristics of communicative approach. Learners should conduct an interview because they actually need information. In role playing process, the purpose is to learn how to formulate appropriate questions. But here, as Froese V noted these activities should not only stimulate real life experiences but, whenever possible, should actually be real life experiences.

The learning task is content-based, theme-based, project-based or some combination of the three.

Instruction in listening and speaking, as well as reading and writing, is given within the context of handling various learning tasks, which involve learners with language. This learning task is content based according to Early M & Tang M as described in their book named as Helping ESL students cope with content -based text (1991), ‘theme-based’ according to Candling C & Edelhoff C as described in their book Challenges

(1982) and 'project based' according to Fried-Booth D as described in the book 'Project Work' (1986). Within the context of an interview, questioning skills can be taught. Students need the opportunity to express themselves through a variety of experiences and tasks.

Analysis of language is done in specific contexts -:

Language drills, recitation and isolation grammar exercises are not the ways to acquire any language. Analysis of language is done in specific contexts. Decontextualized language is not used as a basis for skill instruction.

The focus is not upon listening and speaking but upon using language to communicate and to learn -:

As students use language to learn in various subject areas, it becomes necessary for them to communicate with peers in large and small groups as well as with the teacher. Collaborative talk can occur between peers in quite an informal way or in more formal cooperative learning groups.

Listening and speaking skills as vehicles for learning across all subjects areas -:

Barnes D in his book named as 'Oral language and learning' (1990) described that listening and speaking become valuable not only as isolated skills or groups of skills, but as vehicles for learning across all subject areas. Oral communication should be integrated with other areas of instruction.

Classroom Implementation

Little research has been done to indicate how the above characteristics might best be operationalised in the classroom, but some literature does exist on the subject.

1. Fundamentally it is important to establish an appropriate physical and psychological atmosphere in the classroom. Instructors must be dedicated to the belief that oral communication is an important for learning and be willing to arrange classroom furniture so that talk between students in large and small groups is convenient. The psychological atmosphere should be one in which students feel comfortable and take increasing responsibility for their own learning.

2. Coakley and Wolvin in their book named a 'Listening in the educational environment' (1991) have suggested specific ways in which teachers effectively model listening in the classroom. So that they should follow communicative approach. These include the following²⁶-

- (a) Providing a wait time for students to answer.
- (b) Engaging in attending behaviors such as eye contact and responsive facial expression.
- (c) Giving students undivided attention when they are speaking.
- (d) Providing a supportive climate by being approachable.
- (e) Not interrupting students.
- (f) Withholding Judgments until students have finished speaking and
- (g) Giving prompt and thoughtful responses to students' questions.

²⁶ Idem

3. Robinson S. in his book named as 'Oral language Developing pragmatic skills and communicative competence' (1988) has suggested that instructors can model the use of various speaking skills within appropriate classroom settings so that they should follow communicative approach. Important conversational skills include turn taking imitation strategies maintenance strategies and termination strategies. Coakley and Wolvin (1991) have viewed one of instructor's role as that of presenter, and with that role such practices as speaking clearly with adequate volume and engaging listeners by means of appropriate nonverbal behavior can be modeled.

4 Many authors have suggested creative activities for involving students in various kinds of talking experiences. Drama, role-playing, puppetry, debate, formal reporting and small and large group discussions have been covered in language arts text books.

5 There are two types of communicative activities that can be implemented in the class. One controlled communicative activities and the other, free communicative activities. Controlled communicative activities include situations creation, guessing games, information gap exercises, exchange of personal information etc and free communicative activities include pair work and group work, Eliciting, Role play etc.

6 To follow communicative approach in the class, one should use workouts. Workouts are language learning and language using activities, which enhance the learner's overall acquisition process, providing by the teacher with variety of ways through which to make this process engaging and rewarding. Samples of such workouts are presented here under different categories.

Operations/ Transformations enable learners to focus on semantic grammatical features, which are necessary when aiming at accuracy in language use. All learners require such predictable and controlled workouts at times if their goal is to achieve accuracy in language production and interpretation. For example, elements of language are added, deleted, substituted, recorded, or combined; alternative language elements are presented so that learners must make a choice.

Warm-ups/Relaxes are motivational workouts, which add an element of enjoyment and personal involvement. They can be used at various points during the session, especially when a relief of tension or a change of pace is called for. For example, games, songs, physical activities, puzzles.

Information-Centered Tasks enable learners to use the language naturally while being fully engrossed in fact-gathering activities. For example, share-and-tell in the classroom, gathering information outside the classroom, treasure hunts outside the classroom, interviews with peers and others.

Theatre Games encompass all activity types, which simulate reality within the classroom situation. These workouts are especially important since they enable the language session to broaden its context beyond the four walls of the classroom. For example, improvisation (creating a scene based on a given setting or situation); role playing (assuming the role of someone else, or playing oneself in a typical situation); play enacting; story telling.

Mediations/interventions are workouts, which enable learners to experience bridging information gaps while using the target language. For example, interacting with another or others based on incomplete information; interacting with others to change their opinions; talking one's way out of difficult situation.

Group Dynamics and Experiential Tasks are group activities which create opportunity for sharing personal feelings and emotions among learners. For example, small groups or pairs solve problems or discuss issues, which center on topics of personal concern, sharing of self and feelings rather than general subject matter topics external to self.

Problem-Solving Tasks involve learners in making decisions about issues while using the target language, enabling them to focus on the features of the activity rather than on language usage. In this type of activity, learners are involved in a 'whole-task' process. For example, small group discussions around topical, political or local issues; posing a concrete problem about which the group must come to a consensus, make recommendations, and arrive a policy statement.

While similarly 'whole-task' focused, workouts which involve transferring and reconstruction information emphasize cognitive uses of language. For example, following a language stimulus, often a regarding passage: transferring information from text to a graphic display such as a chart; filling in forms; providing language to complete visual display such as a cartoon or photograph; making judgement about

people's motives and intentions; putting sentence elements in sequence (the strip story.)²⁷

METHODS OF ASSESSMENT

As the communicative approach is adopted to language learning, methods of assessment much change. A student's performance can no longer be measured solely by a predetermined checklist of speaking and listening skills, but must reflect the effective use of language in different social situations. A student's performance includes the speaker's and hearer's ability to accomplish tasks with language, the ability to communicate and interpret intentions, knowledge of the functions that language can serve; the strategies that can be used to accomplish each function, and the knowledge of constraints of various social situations. These abilities can only be observed and assessed over a variety of situations in which various performances are appropriate. Wells G in his book named as 'The Meaning Makers: Children Learning Language and Using Language to Learn' (1986) has concluded after twelve years of research that linguistic interaction is a collaborative activity involving the establishment of triangular relationship between the speaker, the listener, and the context of the situation. Assessment must take place over a variety of realistic Classroom situations.

USING RESEARCH FROM THE SKILLS APPROACH

Considerably more research has been done on how to teach specific listening skills than on how to teach speaking skills. More research has defined listening either as unitary

²⁷ Idem

skill or a series of sub skills such as noted by Lundsteen in his paper ‘Listening : Its Impact at All Levels on Reading and the Other Language Arts’. These sub skills include (a) selecting facts and details (b) sequential ordering (c) selecting a main idea (d) Summarizing (e) relating one idea to another (f) inference making and (g) critical listening which includes analyzing comprehension is viewed as a set of sub skills , it appears that these skills can enhance the learning of these skills. Little or no research exists as to whether these specific sub skills are needed to cognitively structure a speaker’s message, but reviews of listening research have indicated that elementary students receiving direct instruction in specific listening skills do improve in those skills. It is noted by person D & Fielding L. in their research (1983).”²⁸

COMMUNICATIVE APPROACH METHODS AND TECHNIQUES

Goal: Communicative Competence.

“Communicative competence is 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 is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

²⁸ ALLWRIGHT, R. L. 1977. Language Learning through Communication Practice. ELT Documents 76. British Council.

- Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
- Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?
- Discourse competence is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?
- Strategic competence knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: That 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); to avoid offending

communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

Method: Learner-centered Instruction

In learner-centred classrooms, instruction focuses on the learner and the learning process. The instructor creates a learning environment that resembles as much as possible the one in which students learned their first language. Students participate in the learning process by establishing learning goals, developing and choosing learning strategies, and evaluating their own progress. In the classroom, students attend to models provided by the instructor (input) and then build on those models as they use language themselves (output). Classroom activities incorporate real-world situations.

Learner-centered instruction encourages students to take responsibility for their own language skill development and helps them gain confidence in their ability to learn and use the language. Teachers support students by devoting some class time to non-traditional activities, including teaching learners how to use learning strategies, how to use available tools and resources, and how to reflect on their own learning.

Students who are accustomed to more traditional teacher-centered instruction may resist the learner-centered model at first because it expects them to be more involved in the learning process. However, when they discover that learner-centered instruction enables them to develop real-world language skills while having fun, they usually become enthusiastic participants.

Guidelines for Communicative, Learner-centered Instruction

Ten guidelines to make communicative language teaching and learner-centered instruction part of the instructional approach:

1. Provide Appropriate Input

Input is the language to which students are exposed: teacher talk, listening activities, reading passages, and the language heard and read outside of class. Input gives learners the material they need to develop their ability to use the language on their own.

Language input has two forms. Finely tuned input:

- Is matched to learners' current comprehension level and connected to what they already know.
- Focuses on conscious learning of a specific point: the pronunciation of a word, the contrast in the uses of two verb tenses, new vocabulary, useful social formulas.
- Is controlled by the instructor or textbook author
- Is used in the presentation stage of a lesson

Roughly tuned input.

- Is more complex than learners' current proficiency and stretches the boundaries of their current knowledge.
- Focuses on authentic use of language in listening or reading passages.
- Is used "as is," with minimal alteration by the instructor or textbook author
- Is used in the activity stage of the lesson.

Roughly tuned input challenges student to use listening and reading strategies to aid comprehension. When selecting authentic material for use as roughly tuned input, look for

listening and reading selections that are one level of proficiency higher than students' current level. This will ensure that students will be challenged by the material without being overwhelmed by its difficulty."²⁹

2. Use Language in Authentic Ways

In order to learn a language, instead of merely learning about it, students need as much as possible to hear and read the language as native speakers use it. Instructors can make this happen in two ways.

Teacher talk: Always try to use the language as naturally as possible when you are talking to students. Slowing down may seem to make the message more comprehensible, but it also distorts the subtle shifts in pronunciation that occur in naturally paced speech.

- Speak at a normal rate.
- Use vocabulary and sentence structures with which students are familiar
- State the same idea in different ways to aid comprehension

Materials: Give students authentic reading material from newspapers, magazines, and other print sources. To make them accessible,

- Review them carefully to ensure that the reading level is appropriate
- Introduce relevant vocabulary and grammatical structures in advance
- Provide context by describing the content and typical formats for the type of material
(for example, arrival and departure times for travel schedules)

Advertisements, travel brochures, packaging, and street signs contain short statements that students at lower levels can manage. The World Wide Web is a rich resource for authentic

²⁹ Idem

materials. Reading authentic materials motivates students at all levels because it gives them the sense that they really are able to use the language.

3. Provide Context

Context includes knowledge of

- The topic or content
- The vocabulary and language structures in which the content is usually presented.
- The social and cultural expectations associated with the content to help students have an authentic experience of understanding and using language, prepare them by raising their awareness of the context in which it occurs.
- Ask them what they know about the topic.
- Ask what they can predict from the title or heading of a reading selection or the opening line of a listening selection.
- Review the vocabulary (including idiomatic expressions) and sentence structures that are usually found in that type of material.
- Review relevant social and cultural expectations.

4. Design Activities with a Purpose

“Ordinarily, communication has a purpose: to convey information. Activities in the language classroom simulate communication outside the classroom when they are structured with such a purpose. In these classroom activities, students use the language to fill an information gap by getting answers or expanding a partial understanding. For example, students work in pairs, and each is given half of a map, grid, or list needed to complete a task. The pair then talk to each other until they both have all the information.

5. Use Task-based Activities

Fluent speakers use language to perform tasks such as solving problems, developing plans, and working together to complete projects. The use of similar task-based activities in the classroom is an excellent way to encourage students to use the language. Tasks may involve solving a word problem, creating a crossword puzzle, making a video, preparing a presentation, or drawing up a plan.

6. Encourage Collaboration

Whenever possible, ask students to work in pairs or small groups. Give students structure in the form of a defined task and outcome. This structure will allow students to collaborate as they develop a work plan, discuss the substance of the task, and report the outcome. They will thus use language in a variety of ways and learn from each other.

Effective collaborative activities have three characteristics.

- Communication gap: Each student has relevant information that the others don't have.
- Task orientation: Activity has a defined outcome, such as solving a problem or drawing a map.
- Time limit: Students have a preset amount of time to complete the task.

7. Use an Integrated Approach

Integration has two forms. Mode integration is the combination of listening, speaking, reading, and writing in classroom activities. By asking students to use two or more modes, instructors create activities that imitate real world language use.

Content integration is bringing content from students' fields of study into the language curriculum. University students often find it instructive to read, discuss, and write about material whose content they already know, because their knowledge of the topic helps them understand and use the language. They are able to scaffold: to build on existing knowledge as they increase their language proficiency. For students who plan to study and/or work in a field that will require them to use the language they are learning, integration of content can be a powerful motivator.

8. Address Grammar Consciously

University students usually need and appreciate direct instruction in points of grammar that are related to classroom activities. These students often have knowledge of the rules associated with standard use of their native language (metalinguistic knowledge) and can benefit from development of similar knowledge in the target language and discussion of similarities and differences.

Discuss points of grammar in the contexts where they arise. Asking students to think through a rule in the context of an effort to express themselves clearly is a more effective way of helping them internalize the rule than teaching the rule in isolation.

Two types of grammar rules to address when using authentic materials:

- **Prescriptive rules:** State how the language "should" or "must" be used; define what is "correct." These are the rules that are taught in language textbooks.
- **Descriptive rules:** State how the language is actually used by fluent speaker.

The degree to which descriptive rules differ from prescriptive rules depends on the setting (casual/formal use of language), the topic, and the backgrounds of the speakers.

9. Adjust Feedback/Error Correction to Situation

In the parts of a lesson that focus on form, direct and immediate feedback is needed and expected. Encourage students to self-correct by waiting after they have spoken or by asking them to try again.

Feedback techniques:

- Paraphrase a student's utterances, modeling the correct forms
- Ask students to clarify their utterances, providing paraphrases of their own

Avoid feeding students the correct forms every time. Gradually teaching them to depend less on you and more on themselves is what language teaching is all about.

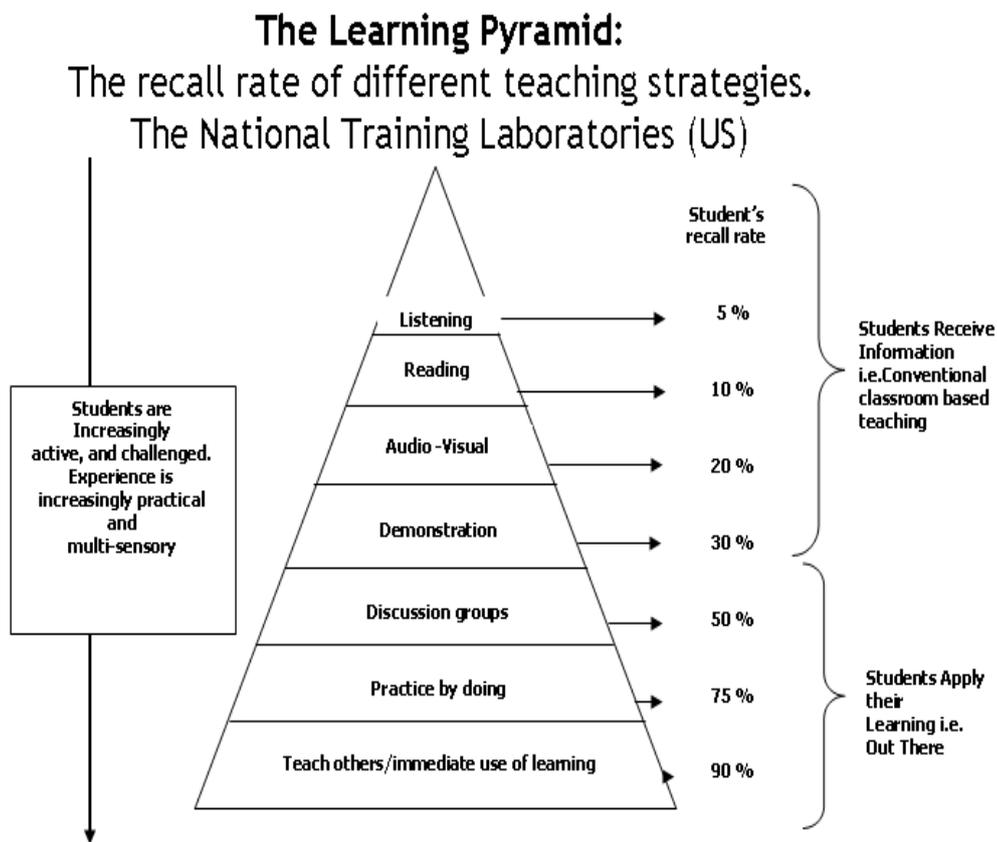
In the parts of a lesson that focus on communication activities (see Planning a Lesson), the flow of talk should not be interrupted by the teacher's corrections. When students address you, react to the content of their utterances, not just the form. Your response is a useful comprehension check for students, and on the affective level it shows that you are listening to what they say.

Make note of recurring errors you hear so that you can address them with the whole group in the feedback session later.

10. Include Awareness of Cultural Aspects of Language Use

Languages are cognitive systems, but they also express ideas and transmit cultural values. When you are discussing language use with your students, it is important to include information on the social, cultural, and historical context that certain language forms carry for native speakers. Often these explanations include reference to what a native speaker would

hear or say, and why. Culture is expressed and transmitted through magazines and newspapers, radio and television programs, movies, and the internet. Using media as authentic materials in the classroom can expand students' perspectives and generate interesting discussions about the relationships between language and culture.”³⁰



THE DIRECT METHOD

Gouin had been one of the first of the nineteenth-century reformers attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a “natural” method. In fact, at various times throughout the history

³⁰ NAIMAN, N. (1992) “A Communicative Approach to Pronunciation Teaching” Oxford University Press. Pág. 22-28.

of language teaching, attempts have been made to make second language learning more like first language learning. In the sixteenth century, for example Montaigne described how he was entrusted to a guardian who addressed him exclusively in Latin for the first years of his life, since Montaigne's father wanted his son to speak Latin well. Among those who tried to apply natural principles to language classes in the nineteenth century was L. Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method.

“Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action. The German scholar Franke wrote on the psychological principles of direct association between forms and meanings in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke, a language could best be taught by using it actively in the classroom rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.

These natural language learning principles provided the foundation for what came to be known as the Direct Method, which refers to the most widely known of the natural methods. Enthusiastic supporters of the Direct Method introduced it in France and Germany (it was officially approved in both countries at the turn of the century), and it became widely known in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language schools. (Betititz, in fact, never used the term; he

referred to the method used in his schools as the Berlitz Method.) In practice it stood for the following principles and procedures:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects and pictures.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz schools:

Never translate: demonstrate

Never explain: act

Never make a speech: ask questions

Never imitate mistakes: correct

Never speak with single words: use sentences

Never speak too much: make students speak much

Never use the book: use your lesson plan

Never jump around: follow your plan

Never go too fast: keep the pace of the student

Never speak too slowly: speak normally

Never speak too quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy³¹

(cited in Titone 1968: 100-101)

The Direct Method was quite successful in private language schools, such as those of the Berlitz chain, where paying clients had high motivation and the use of native-speaking teachers was the norm. But despite pressure from proponents of the method, it was difficult to implement in public secondary school education. It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities theory, and for this reason it was often criticized by the more academically based proponents of the Reform Movement.

The Direct Method represented the product of enlightened amateurism. It was perceived to have several drawbacks. It required teachers who were native speakers or who had native like fluency in the foreign language. It was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method. Critics pointed out that strict adherence to Direct Method principles was often counterproductive, since teachers were required to go to great lengths to avoid using the native language, when sometimes a simple, brief explanation in the student's native language would have been a more efficient route to comprehension.

³¹ Idem

By the 1920s, use of the Direct Method in noncommercial schools in Europe had consequently declined. In France and Germany it was gradually modified into versions that combined some Direct Method techniques with more controlled grammar-based activities.

Although the Direct Method enjoyed popularity in Europe, not everyone embraced it enthusiastically. The British applied linguist Henry Sweet recognized its limitations. It offered innovations at the level of teaching procedures but lacked a thorough methodological basis. Its main focus was on the exclusive use of the target language in the classroom, but it failed to address many issues that Sweet thought more basic. Sweet and other applied linguists argued for the development of sound methodological principles that could serve as the basis for teaching techniques. In the 1920s and 1930s, applied linguists systematized the principles proposed earlier by the Reform Movement and so laid the foundations for what developed into the British approach to teaching English as a foreign language.

What became of the concept of method as foreign language teaching emerged as a significant educational issue in the nineteenth and twentieth centuries? We have seen from this historical survey some of the questions that prompted innovations and new directions in language teaching in the past:

1. What should the goals of language teaching be? Should a language course try to teach conversational proficiency, reading, translation, or some other skill?
2. What is the basic nature of language, and how will this affect the teaching method?
3. What are the principles for the selection of language content in language teaching?
4. What principles of organization, sequencing, and presentation best facilitate learning?
5. What should the role of the native language be? What processes do learners use in mastering a language, and can these be incorporated into a method?
6. What teaching techniques and activities work best and under what circumstances?

Particular teaching approaches and methods differ in the way they have addressed these issues from the late nineteenth century to the present, as we shall see throughout this book. "The Direct Method can be regarded as the first language teaching method to have caught the attention of teachers and language teaching specialists, and it offered a methodology that appeared to move language teaching into a new era. It marked the beginning of the "methods era."³²

³² Idem.

f. METHODOLOGY

PROJECT METHODOLOGY

The present research work is defined as an action-research because the English Career applicants will have the opportunity of teaching English to the goal population during a period of a school year.

The project methodology is in relation to the development of each objective. So that it will be started with a diagnose that let us know the level of knowledge, skills and attitudes that children have, in order to review the planned contents for the whole school year.

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

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

The working process will be valued through different evaluation forms. They could be through meeting, visits, advising, tutoring, demonstrations and other tools that let us know the progress of the students in the English language learning process. It will be also a final

demonstration that evidences the gotten final results with the children of “V́ctor Emilio Valdivieso” neighbourhood.

TEACHING-LEARNING PROCESS METHODOLOGY

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

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

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

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

The contents will be selected and planned in advance, taking into account the students’ necessities. They will be developed in an accumulative way that is to say that the first topic will

be reviewed in the next class and the both after and so on. This strategy will let students to recycle language to be used in different contexts.

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

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

g. TIMETABLE

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

EXPECTED RESULTS

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

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

RESULTS BROADCASTING

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

h. RESOURCES AND FINANCING

HUMAN

The person who will intervene in the present project is:

Asucena Sánchez

MATERIAL

The material resources that are necessary to carry out the project are:

- Tape recorder
- Camera
- Computer
- Printer
- Internet
- Didactic material

BUDGET

- Project	\$	400
- Transport	\$	200
- Didactic material	\$	300
- Gifts and extra-activities	\$	100
- Internet	\$	100
- Print	\$	100
- Uniform	\$	50
- Student's uniform	\$	30
- Unforeseen	\$	50
TOTAL	\$	<u>1,330</u>

FINANCING

All the expenses generated during the development of the present project will be faced by the researcher.

i. BIBLIOGRAPHICAL REFERENCES

- ALLWRIGHT, R. L. 1977. Language Learning through Communication Practice. ELT Documents 76. British Council.
- Brown, H. Douglas. 1994. Teaching by Principles: An Interactive Approach to Language Pedagogy. Prentice Hall.
- CANTERO F.J. (1998) Clue Concept in the Oral Language. Barcelona. Pág. 17-19.
- HORMBY A. S., "The Situational Approach in Language Teaching", A Series of Three Articles in English Language Teaching, 1950, pag. 4, 3 and 7.
- Krashen, Stephen D., & Terrell, Tracy D. 1983. The Natural Approach: Language Acquisition in the Classroom. Pergamon Press.
- NAIMAN, N. (1992) "A Communicative Approach to Pronunciation Teaching" Oxford University Press. Pág. 22-28.
- NUNAN, David. 1991. Language Teaching Methodology: A Textbook for Teachers. Prentice Hall. See also <http://ec.hku.hk/dcnunan/>
- RICHARDS Jack, Approaches and Methods in Language Teaching, Cambridge. Second Edition, Cambridge Language Teaching Library Pág 50-62.

ANNEX N° 2

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

STUDENTS' LIST

STUDENT'S LIST OF THE 7th YEAR OF BASIC EDUCATION
Calderón Vera Lady Delicia
Yaguachi Cueva Astrid Estefanía
Carpio Montaña María Lorena
Carpio Montaña Gina Anabel
León Tandazo Yulisa Dayana
Romero Gualaquiza Celena Estefanía

ANNEX No. 3

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

NAME:

DATE:

1. Listen and complete the following sentences.(2 points)

- He ___ doctor. ___ works _____.
- ___ are _____. They _____ my _____.
- ___ is _____. It ___ my _____.
- She ___ my _____. ___ is a nurse.

2. Listen and write the number.(2 points)



3. Listen and put a tick () in the correct box.(2 points)

- 1. Pineapples are a fruit vegetable meat dessert
- 2. Chicken is a fruit vegetable meat dessert
- 3. Ice cream is a fruit vegetable meat dessert
- 4. Potatoes are a fruit vegetable meat dessert

4. Describe the picture.(2 points)



5. Match the following classroom objects (2.5 points)

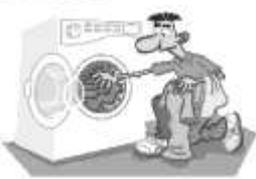
a. Pencil	1.... lápiz
b. Eraser	2....libro
c. Book	3....esfero
d. Notebook	4....cuaderno
e. pen	5....borrador

6. Write the missing numbers (4.5 points)

one,, three, four,, six, seven,, nine, ten,,
....., thirteen,, fifteen,,, nineteen,

7. Answer the question, What are they doing? (5 points)

~~clean~~ / do / go / take / wash / watch

		
<p>1. <u>Cleaning</u> the floor</p>	<p>2.TV</p>	<p>3.....exercise</p>
		
<p>4..... the clothes</p>	<p>5.....to bed</p>	<p>6.....a shower</p>

No. Points: 20

Equivalent to: 20

ANNEX No. 4

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

1. INFORMATIVE DATA:

- 1.1. **Programa de Desarrollo Comunitario:** "Caminemos Juntos"
- 1.2. **Located:** at "Victor Emilio Valdivieso" neighborhood
- 1.3. **Province:** Loja **City:** Loja
- 1.4. **Area:** Foreign
- 1.5. **Subject:** English
- 1.6. **Grade:** 7th Grade
- 1.7. **School Year:** 2010-2011
- 1.8. **School Journey:** 16h00 to 17h30 Tuesday and Thursday
- 1.9. **Teacher applicant:** Asucena Sánchez Pérez.
- 1.10. **Date:** December 7th 2010 to 5th of July.

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 de most widely used language in the world, and it will be used by more people in the future. For all these reasons, study English may be very useful for achievement the success in the future for people in the world.

3. STUDENT'S BACKGROUND

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

4. OBJECTIVES:

4.1. GENERAL.

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

4.2. SPECIFICS:

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

5. SKILLS:

- Listening
- Speaking

6. CONTENTS:

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

7. METHODOLOGY:

- 7.2. Activating general knowledge
- 7.3. Oral Presentations
- 7.4. Conversations and role – play.
- 7.5. Vocabulary development.
- 7.6. Questions and Answers.
- 7.7. Commands.
- 7.8. Activities such as: circle, match, unscramble, stick, paint, underline, missing words, gap filling and games.

8. RESOURCES

8.2. Human resources

Teacher applicant: Asucena Sánchez.

Students: children of 7th year of Basic Education.

8.3. Didactic resources.

Backpack Teacher's book

Backpack Student's book

Cards

Posters

Flash cards

Puppets

Recorder

Computer

CDs /CD-Rom

Magazines

Newspapers

Resource books

Realia.

9. ASSESSMENT:

9.2. Oral lessons/ at the end of each unit.

9.3. Class work

9.4. Pair work

9.5. Individual work

9.6. Role- play.

9.7. Conversations

9.8. Descriptions.

9.9. Dialogues.

9.10. Games

9.11. Listening exercises

9.12. Speaking exercises

9.13. Filling gaps

9.14. Questions and answers

9.15. Puzzles

9.16. Work sheet

10. BIBLIOGRAPHY:

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

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

11. REMARKS

11.1. From the teacher:

.....
.....

11.2. From the Area Director:

.....
.....

11.3. From the Vice – principal (or Supervisor)

.....
.....

12. SIGNATURES

Teacher's signature

Area Director's signature

Vice-principal's signature

UNIT DIDACTIC PLAN 1/ TOPIC: Ludic Activities.
PERIOD OF TIME: One month (12 hours).
STUDENTS'S NUMBER: 6

SUBJECT: English Language
GRADE: 7th
AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Games A snow man A Christmas Cards and songs	The students will be able to: *To make a puppet of snow about of Christmas. *To Interact between teacher and students.	Listening	-To make a snow man with recycle materials saying the instructions in English.	-Recycled material -Marks -Cards -Colors pencils	-To repeat and say some words used in the different activities. -To listen and say some songs. -To play some traditional games in English language.
		Speaking	-To play games in English to familiarize with children.		
		Grammar	- subject Pronouns -Present simple(to be)		
		Vocabulary	A snow man: two circles, Silicone, A piece of lace, marks. A Christmas card: a piece of card, colors pencils Games and songs pass, more slowly, bingo card.		

UNIT DIDACTIC PLAN 2/ TOPIC: Ready for school
PERIOD OF TIME: One month (12 hours).
STUDENTS´S NUMBER: 6

SUBJECT: English language
GRADE: 7th
AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Classroom objects, colors, numbers 1-20	*To name the classroom objects. *To use the correct form of <i>It is</i> . *To count from one to twenty. *To identify the numbers. *To recognize the colors. *To name the colors in a correct way.	Listening	-To hear a song called Hello and Hey Jill in which there are colors, numbers and classroom objects. -Listen and complete with the correct article some sentences. -Check these tasks orally.	-Pictures. -Piece of paper -worksheet -Flashcards. -Tape record. - copies -CD.	-To match the names with the pictures about classroom objects and also color. -To complete the sentences with <i>It is</i> . -Draw a line from one to two to three and so on. Color the picture. -To look and match. -To match the pictures with the correct color. -To color the objects according the name.
		Speaking	-Role play about classroom objects, colors and numbers. Game: Simon says: two fingers -To practice this lesson with a game.		
		Grammar	It is = it´s They are = They´re		
		Vocabulary	Classroom things: pencil, eraser, glue, scissors, sharpener, crayons, markers, pencil case. What´s this? This is a pencil. What are these? They´re markers. Colors: red, green, yellow, blue, pink, orange, white and black. Numbers: 1-20		

UNIT DIDACTIC PLAN 3/ TOPIC: People we love.

PERIOD OF TIME: One month (12 hours).

STUDENTS´S NUMBER: 6

SUBJECT: English language

GRADE: 7th

AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGIC STRATEGIES	RESOURCES	EVALUATION
<p>Family members. How many. I have Who is he/she?</p>	<p>*To use how many and who is he/she. *To identify family members. *To use verb have.</p>	<p>Listening</p>	<p>-To listen and chant a song about the family "HELLO, FATHER". -To give them a flyswatter. When teacher names a member of the family, students turn around and use their flyswatter hitting the picture that teacher said. -To listen and color.</p>	<p>-Pictures. -Piece of paper - worksheet Flashcards. - Tape recorder -copies - CD. -flyswatter</p>	<p>- Show an example of family tree and say sentences such as: <u>show me a grandfather</u> and they point to the picture and say the word (<u>grandfather</u>) - To identify the personal pronouns <i>he</i> and <i>she</i>. - To hand out students a worksheet to look for the family members in the crossword. - Do a short description about their family.</p>
		<p>Speaking</p>	<p>Look at the picture and speak about the family</p>		
			<p>using who is she/he? Role-play about the family using the expression how many Show students flash</p>		

			cards about the members of family and they repeat the names after teacher.		
		Grammar	How many brothers do you have? I have 2 brothers. Subject Pronouns: she, he. Who.		
		Vocabulary	Family: mother, father, sister, brother, grandmother, grandfather. Formula: Who is she/he? He is/ she is		

UNIT DIDACTIC PLAN 4/ TOPIC: things I wear.
PERIOD OF TIME: One month (12 hours).
STUDENTS´S NUMBER: 6

SUBJECT: English language
GRADE: 7th
AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
<p>Clothing Presents progressive Reinforce the units one and two</p>	<p>*To identify different clothes. *To connect clothes with colors. *To use present progressive. *To reinforce the students' knowledge. *To identify vocabulary related to classroom objects, numbers, colors, family</p>	<p>Listening</p>	<p>-Listen and answer the question that is said by teacher playing TINGO, TINGO, and TANGO. -To listen and circle the correct clothes. -To listen and color. -To listen and draw a line using the present continuous.</p>	<ul style="list-style-type: none"> - Flash cards - Crayons. - Pieces of paper. - Copies - CD - Pieces of paper - Real things - Posters - Pictures 	<p>-Teacher says a clothing word and the students who are wearing the clothing word have to name. -To match th names with the correct clothes and colors. -To color the clothes and say</p>
		<p>Speaking</p>	<p>-Children identify what they see and say the names of clothes. -Students work in pairs using the expression <u>what is your favorite color?</u> <u>My favorite color is blue.</u> -Teacher organizes students in pairs to describe their classmates using colors and clothes.</p>		
		<p>Grammar</p>	<p>Formula What is your favorite color? My favorite color is green. Present continuous. She is wearing a pink dress.</p>		
	<p>and the parts of the body. *To practice the use of verb TO</p>	<p>Vocabulary</p>	<p><i>Colors: pink, green, black, yellow, blue, purple, orange, white, grey</i></p>		

	BE and Present continuous, How many and verb have.		<i>Clothes:</i> <i>coat, dress,hat,pants,shirt,shoes,skirt ,socks, sweater</i>		What is it? It is a cap -Teacher gives students a puppet and they have to describe it.
--	---	--	---	--	--

UNIT DIDACTIC PLAN 5/ TOPIC: Head to Toes.
PERIOD OF TIME: One month (12 hours).
STUDENTS'S NUMBER: 6

SUBJECT: English language
GRADE: 7th
AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Parts of the body It is Descriptive adjectives	*To recognize parts of the body. *To talk about parts of the body *To use descriptive adjectives. *To identify the colors. *To use the verb HAVE/HAS. *To identify and pronounce plurals.	Listening	-To listen and touch the correct parts of the body after the teacher said. This id called SIMON SAYS. -To listen and mach the parts of the body with clothing. -To listen and draw the parts of the body. -To listen and draw a line with the correct parts of the body. -To listen and point the different vocabulary.	-Flash cards. -Real things. -Crayons. -Piece of paper -CD -Copies Posters -Work sheet	<ul style="list-style-type: none"> - "SIMON SAYS" game - Match the names with the correct part of the body. - Listen to the riddles that teacher says and then answer with the parts of the body. - Make puppets - To match and color the parts of the body. - To find the words of the parts of the body in the crossword.
		Speaking	-Teacher asks children simple questions such as: what is it? it is a head. The first students ask a question and th second answer it correctly. -To work in pairs and interact the ideas with other students about the parts of the body. -To look at picture and describe it using the adjectives.		
		Grammar	-To ask and answer: what is it? It is a mouth. Subject pronouns: he she and it Have /has verbs.		
		Vocabulary	Parts of the body: arm, ear, feet, foot, hand, leg, mouth and nose. Adjective: little, big, small short, beautiful, ugly, fat, thin.		

UNIT DIDACTIC PLAN 6/ TOPIC: The animals
PERIOD OF TIME: One month (12 hours).
STUDENTS´S NUMBER: 6

SUBJECT: English language
GRADE: 7th
AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Farm and wild animals	*To identify wild a farm animals. *To recognize and describe animals	Listening	-To listen and chant THE OLD MAC DONALS song. -To look and listen about animals. -To listen and dramatize a animals.	-Flashcards -Posters -Worksheet -Copies -Color paintings -Cards -Pictures	-Circle the animals. -Color and say the animals. -Find the words about animals in the crossword. -Describe animals.
		Speaking	-To talk about the farm animals. -To look and talk about the animals. - To look a picture and describe it using the adjectives. -To work in pairs using the question what is it?		
		Grammar	Questions: What is it? Is it a little cat?		
		Vocabulary	Animals: dog,cat,rabbit,turtle,pig,horse,sheep,chicken,cow,tiger,monkey,duck,and hen. Adjectives: Big, little, small, slow, fats, fat, thin.		

UNIT DIDACTIC PLAN7 / TOPIC: Food
PERIOD OF TIME: 1 month (12 hours).
STUDENTS'S NUMBER: 6

SUBJECT: English language
GRADE: 7th
AGE: 10 years

CONTENTS	OBJECTIVES	SKILLS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION
Fruits Vegetables I like /I don't like	*To identify the fruits. *To use the expression do you like? I like, I don't like. *To recognize the vegetables	Listening	-To listen, point and repeat the food. -To listen and mach about I like/I don't like. -To listen and circle. -To listen and color. -To listen and match. -To Listen and underline.	-Flashcards -Posters -Worksheets -Copies -Cutouts -Pictures -Posters -Realia	-To circle the correct option according the picture. -To pronounce the ingredients to make a fruit salad. -To match and color. -Teacher gives students a card to play bingo in which there are names of fruits and vegetables.
		Speaking	-Teacher organizes students in pairs to practice a role-play about fruits using the expression do you like a pear and carrots? Yes I do. -Teacher organizes a realia to make a fruit salad saying the ingredients in English. -To organizes pairs and gives students two dices .then they have to roll it and ask and answer the questions using the color, adjectives and fruits.		
		Grammar	I like / I don't like the pear. Do you like a banana? Yes ,I do No I don't		
		Vocabulary	Fruits. Pineapples, apples, pears, bananas, strawberry, lemon, grapes and mango. Vegetables: Cucumbers, carrots, peas, broccoli, lettuce, potatoes, spinach and tomatoes.		

ANN EX No. 5

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

LESSON PLANS



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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: 7th Basic Education
1.4. LEVEL AND NUMBER OF LEARNERS: Beginners (6)
1.5. THESIS ADVISOR: Mg. Sc. Paola Moreno
1.6. THESIS APPLICANT: Asucena Sánchez
1.7. DATE: April 5th, 2011
1.8. TIMING: 16h00 to 17h30
1.9. SCHOOL YEAR: 2010 – 2011
1.10. TOPIC: "Classroom Objects"

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

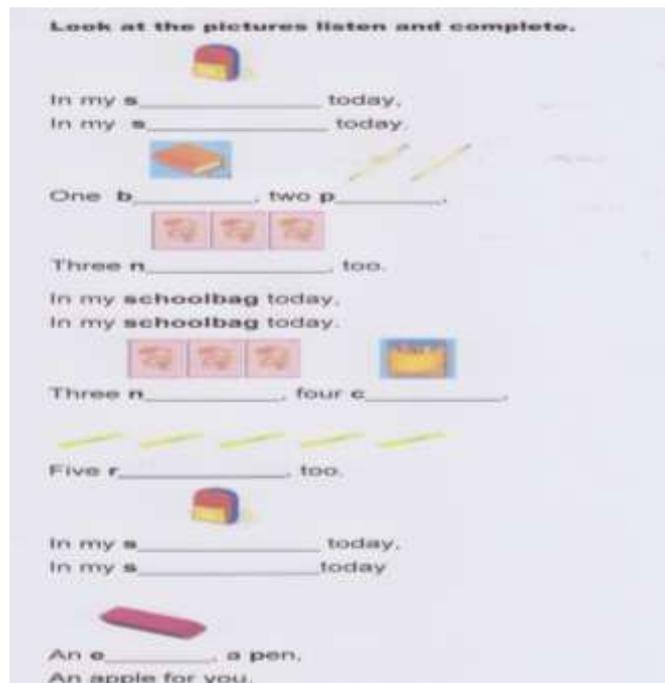
Communicative Method
Audio-lingual
Total physical response

TECHNIQUES

Pair works
Repetition
Gap filling

3.1. INTRODUCTORY ACTIVITIES (leads in).

- ✓ Teacher gives to the students a lyrics song to introduce the new topic. The students have to look at the pictures listen and complete the missing words.



4. TIMETABLE FIT.

- ✓ Teacher asks students some questions about classroom objects. *"What classroom objects do you know?"*

5. PRESENTATION TECHNIQUES.

BEGINNING

- Teacher asks to the students to clean the desk.
- Teacher hands out the material.
- Teacher presents the classroom objects (realia).
- Teacher gives some commands to the students and they have to touch the objects that teacher says:

Ruler, pencil, eraser, glue, book, crayon, sharpener, pen, backpack, notebook, table, chair, desk and paper.

- ✓ Teacher demonstrates the task with an example: "Touch the pencil"
- ✓ Teacher tells students to start the activity.

DURING

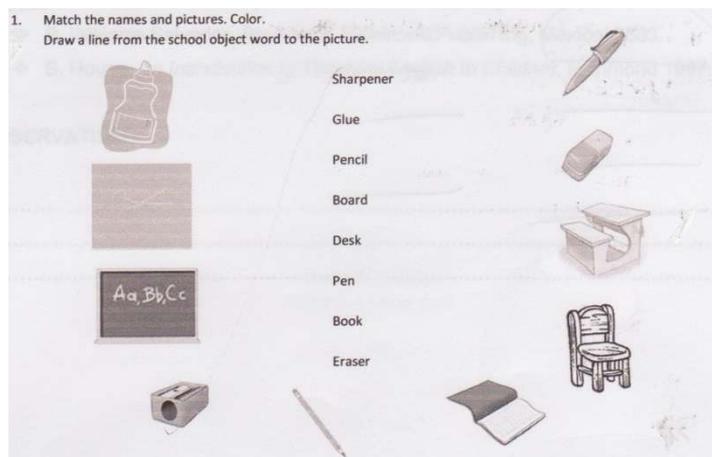
Task 1: Match the picture with the respective word.

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

Answers

Pencil	paper
Eraser	pen
Ruler	table
Crayon	chair
Book	desk
Notebook	sharpener

Task 1:



Task 2:

- ✓ Teacher asks students to read the task introductions and checks if they understood.
- Teacher hands out the word sheet to the students.
- Teacher explains the task.
- Teacher tells them how long they have (ten minutes).
- Teacher walks around the class and help them.
- Teacher checks the task on the work sheet.

Answers:

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

Task 2:

**VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION**

NAME:
DATE:

1. Complete the sentences with *it is*.

<p>1. What is it?</p>  <p>_____ a pencil .</p>	<p>2. What _____ ?</p>  <p>It is an eraser.</p>
<p>3. what is it?</p>  <p>_____ a ruler.</p>	<p>4. what is it?</p>  <p>_____ a shapener</p>

AFTER

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

6. ACHIVEMENT LEVEL.

- ✓ Students recognize the classroom objects.
- ✓ Students speak simple questions and answers.

7. TEACHING AIDS: MATERIALS.

- Copies
- Work sheet
- Graph paper
- Towels
- Flash cards

8. EVALUATION.

- Teacher gives to the students a work sheet.

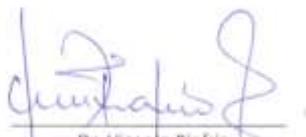
9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

.....
.....

11. SIGNATURES.


Dr. Vicente Riofrio
COORDINATOR OF THE PROGRAM


Mg. Sc. Paola Moreno
THESIS ADVISOR


Asucena Sánchez
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**,

An apple for you.

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:

DATE:

TASK ONE:

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 shapener.

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

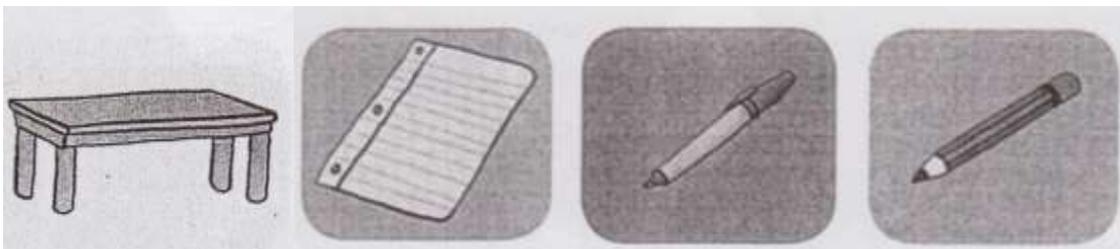
“CAMINEMOS JUNTOS” FOUNDATION

NAME:

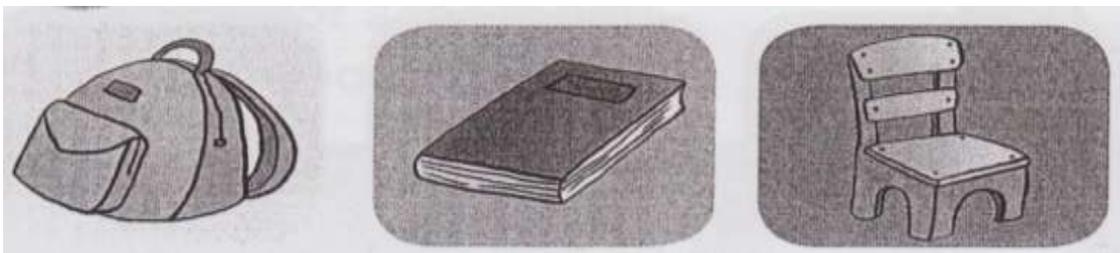
DATE:

EVALUATION

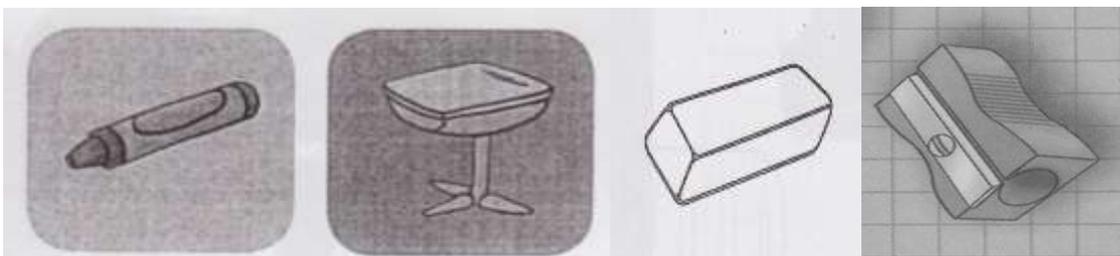
LISTEN AND WRITE.



- | | | | |
|----------|----------|----------|-----------|
| 1. Table | 2. Paper | 3. Pen | 4. Pencil |
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |



- | | | |
|-------------|----------|----------|
| 5. Backpack | 6. Book | 7. Chair |
| 5. _____ | 6. _____ | 7. _____ |
| 5. _____ | 6. _____ | 7. _____ |



- | | | | |
|-----------|----------|------------|---------------|
| 8. Crayon | 9. Desk | 10. Eraser | 11. Sharpener |
| 8. _____ | 9. _____ | 10. _____ | 11. _____ |
| 8. _____ | 9. _____ | 10. _____ | 11. _____ |



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

LESSON PLAN TWO

1. INFORMATIVE DATA:

1.1 PROGRAMA DE DESARROLLO COMUNITARIO:	“Caminemos Juntos”
1.2 AREA:	Foreign Language
1.3 CLASS:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno.
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	April 7 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“Numbers 1 to 20”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Total physical response

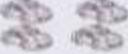
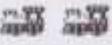
TECHNIQUES

Pair works
Repetition
Gap filling

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- ✓ Teacher hands out to the students a card and a dice to play.
- ✓ Teacher explains the game.

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

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

4. TIMETABLE FIT.

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

What is it?

Is it a ruler?

5. PRESENTATION TECHNIQUES.

BEGINNING

- Teacher hands out some nest of hen in different places in the class with candies.

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

DURING

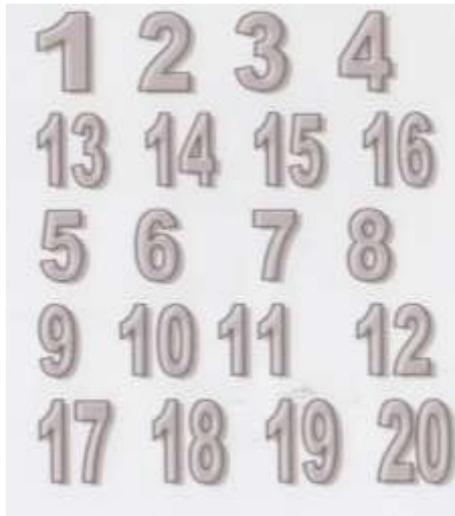
Task 1:

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

Task 2:

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

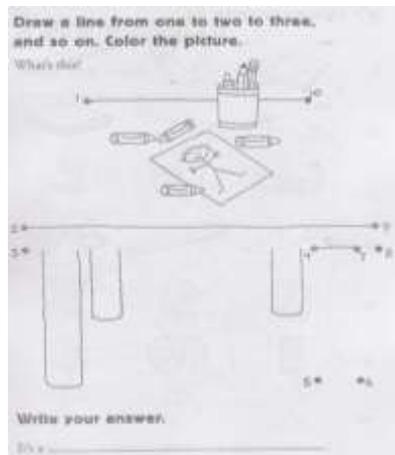
Task 2:



Answers:

Fourteen,tytwelve,eight,six,twenty,ten,four,three,fifhteen,seventeen,eighteen,seven,five,one,sixteen,nine,eleven,nineteen,two,thrithteen.

Task 3:



Answers: One, ten, two, nine, three, four, seven, eight, five, six.

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Poster
- Copies
- Work sheet.
- Nest
- Three eggs.
- Three baskets.

8. EVALUATION.

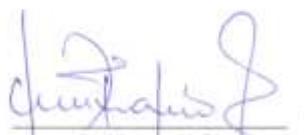
- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES



Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK ONE:

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

Name:
Date:

1. LOOK AND MATCH.

FOURTEEN	1 2 3 4	EIGHTEEN	SEVEN
TWELVE	13 14 15 16	FIVE	ONE
EIGHT	5 6 7 8	SIXTEEN	
SIX	9 10 11 12	NINE	ELEVEN
TWENTY	17 18 19 20		NINETEEN
TEN		TWO	THIRTEEN
FOUR			
THREE			
FIFTEEN			
SEVENTEEN			

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.

elev ● ● ● ● ● ● ● ● ● ● ● ○	twelve ● ● ● ● ● ● ● ● ● ● ● ● ○	thirteen ● ● ● ● ● ● ● ● ● ● ● ● ● ○	fourteen ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○	fifteen ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ○
sixteen ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ○	seventeen ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ○	eighteen ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ○	nineteen ● ○	twenty ○



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	April 12 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“The Colors”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual

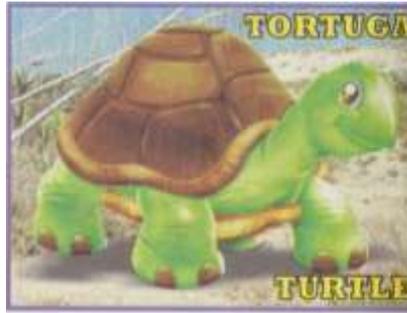
TECHNIQUES

Role- play
Repetition

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher familiarizes students with the colors, using a tortoise picture.
Blue, yellow, red, orange, green, purple, black, white, brown, black, fuchsia, grey, turquoise.
- Teacher explains the game.

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



4. TIMETABLE FIT.

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

5. PRESENTATION TECHNIQUES.

BEGINNING

- Teacher shows students some fruits of different colors like: (banana, mango, grapes, pear, apple, etc.).
- Teacher asks students. What is your favorite color?
- 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.

Task 1



Answers

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

Task 2:

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

Answers:

Green red black blue yellow purple brown pink orange grey

Task 2:



Task 3:

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

“What your favorite color?”

My favorite color is pink.

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

AFTER

- Teacher take notes about students suggestions.

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- A tortoise picture
- Copies
- Work sheet
- Posters

8. EVALUATION.

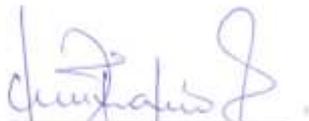
- Teacher gives students a work sheet.

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

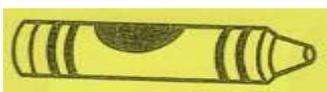
NAME:

DATE:

TASK ONE: Match the picture with the word.



BLUE



GREEN



BROWN



RED



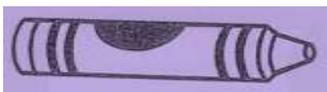
YELLOW



ORANGE



PINK



WHITE



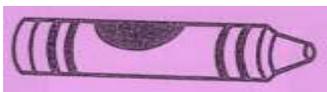
GREY



FUCHSIA



BLACK



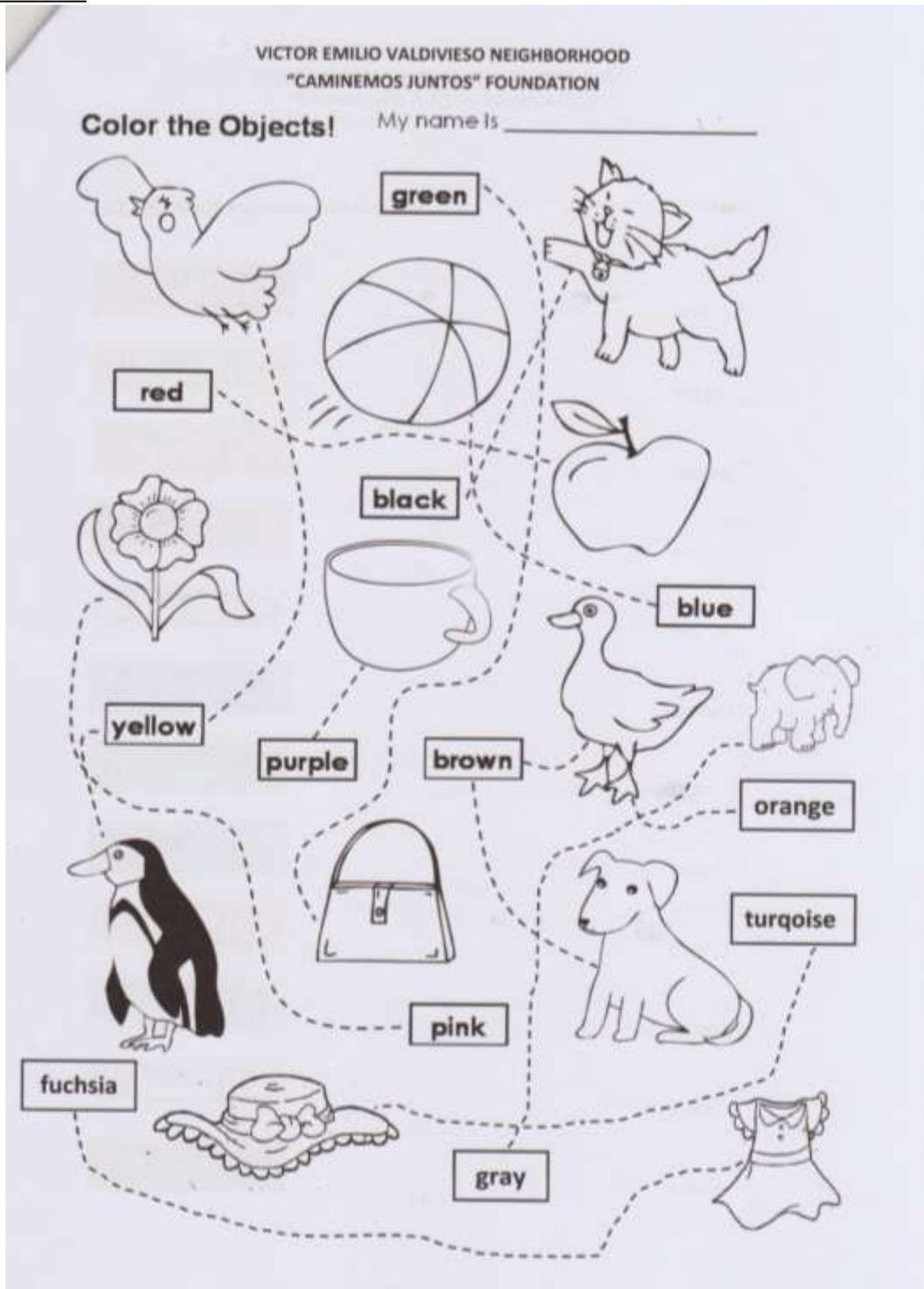
PURPLE

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO:





NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	April 14 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“People We Love”

2. MAIN AIMS.

- ❖ To use **“how many”** and **“who is he/she”**.
- ❖ To identify family members.

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Total physical response

TECHNIQUES

Pair works
Repetition
Commands

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher asks students to sing a song.

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

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 hell
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.

- T. hands out the copies to the students.
- T. reads the instructions.
- T. demonstrates the task.
He is a father, color it with blue.
- Teacher asks students to listen and color the members of the family.
- ✓ T. monitors students work.



5. PRESENTATION TECHNIQUES.

BEGINNING

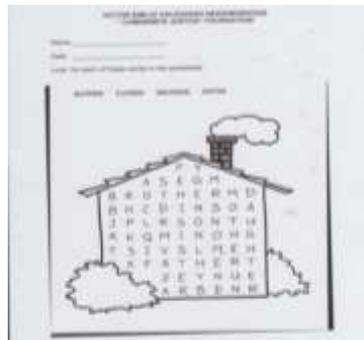
- Teacher familiarizes students with the new language, playing flyswatter.
- Teacher asks two voluntaries to come to the whiteboard and gives them a flyswatter. When teacher names a member of the family, students turn around and use their flyswatter hitting the name that teacher said. The first student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

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 gives ten minutes.
- Teacher controls the class and help students.
- Teacher checks the students' tasks.

Task1:



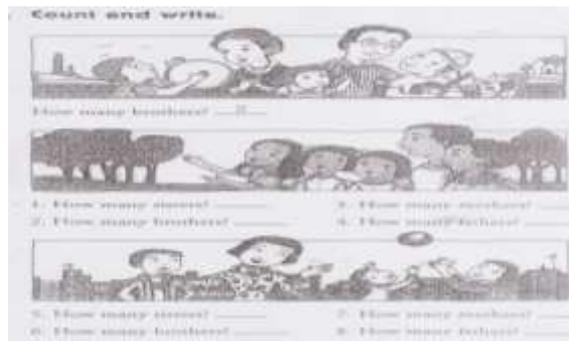
Answers:

Mother, father, brother, sister.

Task 2:

- Teacher hands out to the students a work sheet.
- Teacher reads the task introductions and verifies if students understood.
- Teacher explains with the task with an example.
- 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.

Task 2:



Answers:

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

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

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Poster
- Copies
- Work sheet
- Flash cards

8. EVALUATION.

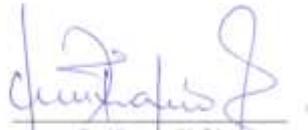
- Teacher asks to the students some questions about Who is he/she.

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“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? _____

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:

DATE:

EVALUATION: Listen and write He/She





NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	April 26 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“Clothes”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Direct Method

TECHNIQUES

Dialogue
Gap filling
Vocabulary

3.1 INTRODUCTORY ACTIVITIES (lead ins)

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

- ✓ Teacher accepts student's answers. The first student to guess the name of the clothes wins a surprise.

4. TIMETABLE FIT.

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

5. PRESENTATION TECHNIQUES.

BEGINNING

- Teacher hands out to the students cutouts in order to the students to wear the dolls.
- 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 an example.
- Teacher asks students to do the activity individually.
- Teacher controls the class and help students.
- Teacher checks the task on the whiteboard.

Task1:



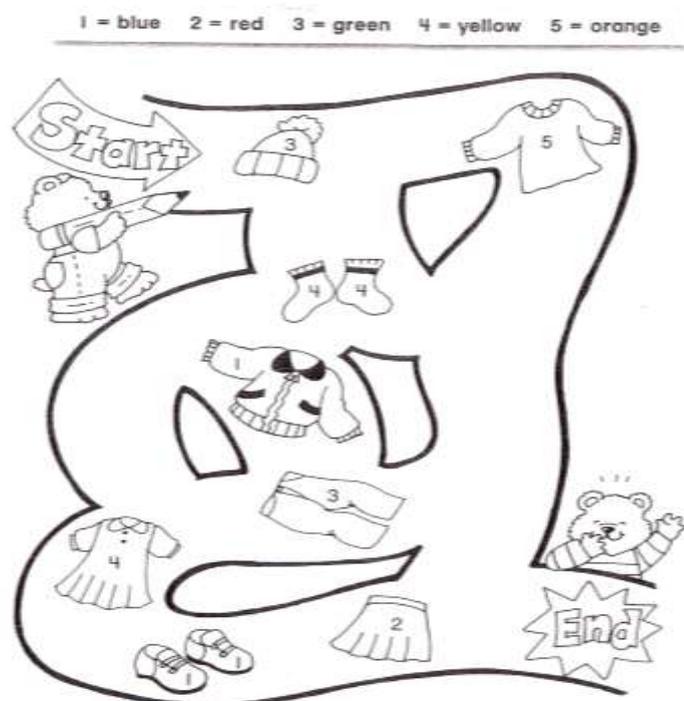
Answers

Shirt, socks, jacket, shoes, skirt, hat, pants, sweater.

Task 2: Color and Say.

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

Task 2: Color and Say



Task 3: Listen and Color.

- ✓ Teacher gives to the learners a work 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.

Task 3: Listen and circle.



Answers:

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

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Copies
- Work sheet
- Flash cards
- Cutouts

8. EVALUATION.

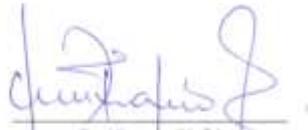
- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

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



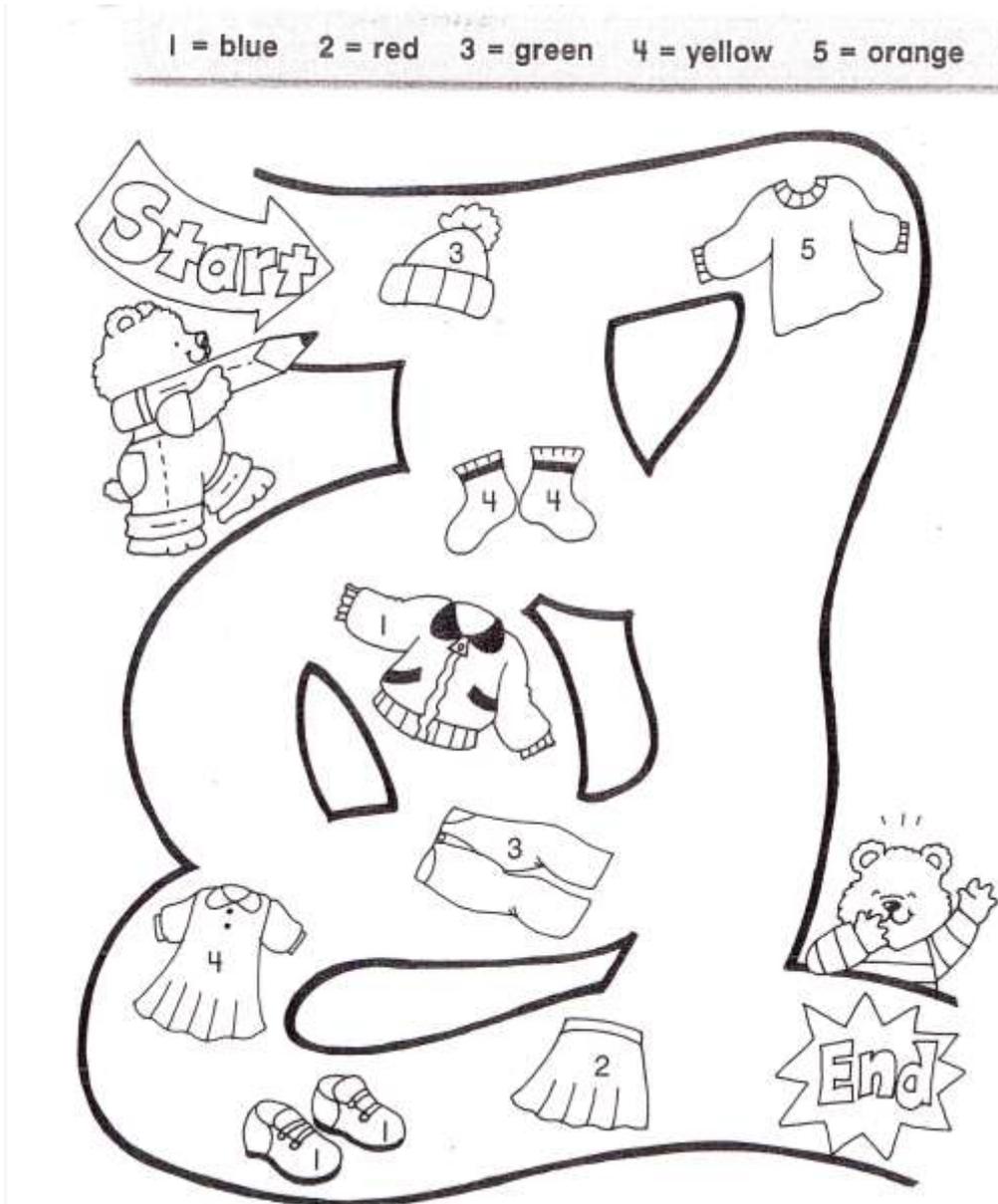
shirt hat pants sweater

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO. Color and Say



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

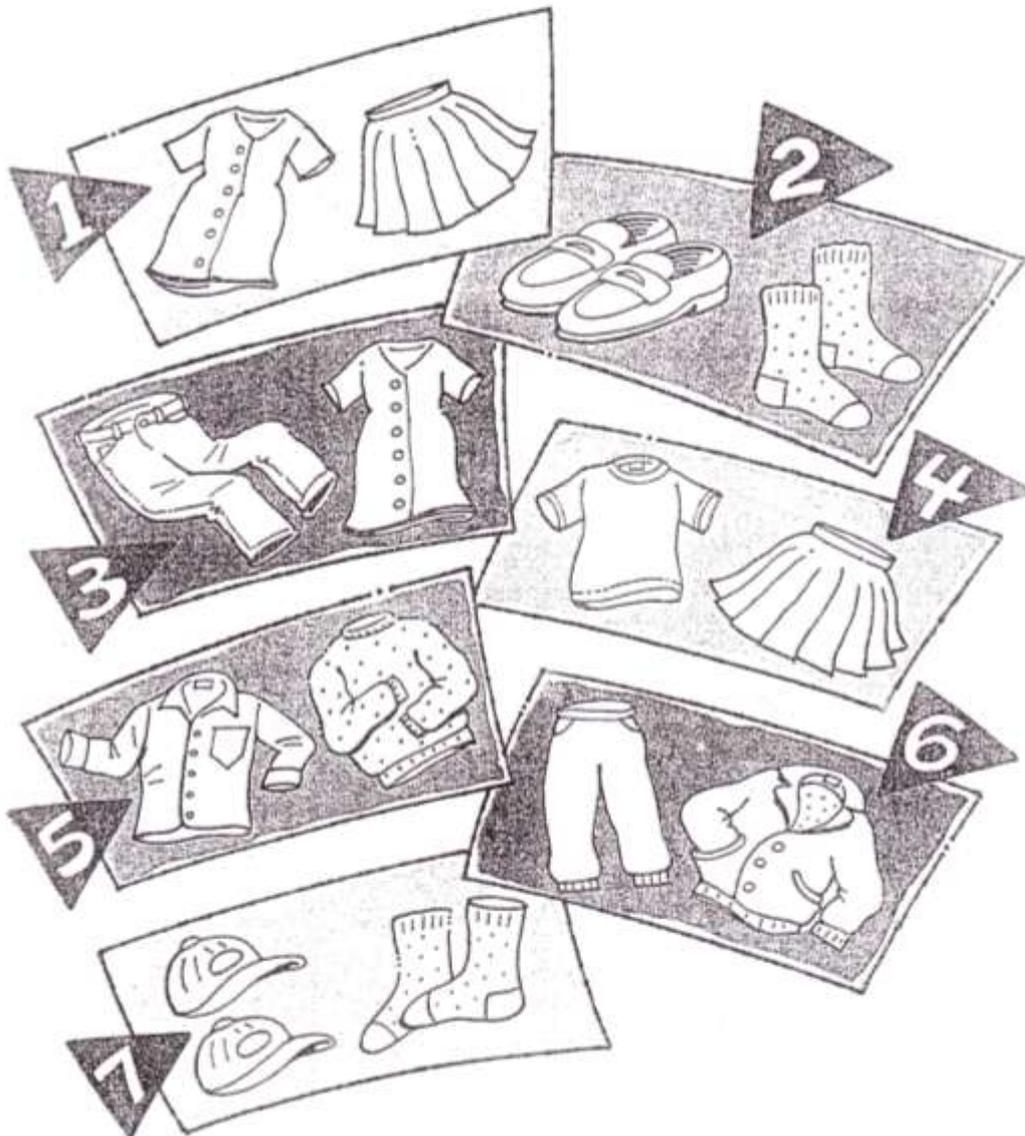
NAME:

DATE:

TASK ONE THREE. Listen and Circle.



 Listen and circle. 





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

LESSON PLAN SIX

1. INFORMATIVE DATA

1.1 PROGRAMA DE DESARROLLO COMUNITARIO:	“Caminemos Juntos”
1.2 AREA:	Foreign Language
1.3 CLASS:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	April 28 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“Present Continuous”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Total physical response

TECHNIQUES

Pair works
Filling the black spaces
Commands

3.1 INTRODUCTORY ACTIVITES (lead ins).

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

A. Find and circle.

reading eating sleeping watching



B. Write.

1. She is _____



2. They are _____



3. He is _____



4. She is _____



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

She's wearing a purple dress.
She's wearing a black jacket.
She's wearing a white hat.



5. PRESENTATION TECHNIQUES.

BEGINNING

- T. presents the grammatical structures about present progressive in the graph paper.
- Teacher explains the present progressive.

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

Examples:

He is eating.

They are sleeping.

She is reading .

They are watching TV.

PRESENT CONTINUOUS			
S	+	V to +	ING + C.
I		AM	ING I'm sleeping on the bed.
HE	}	IS	ING She is watching TV
SHE			
IT			
WE	}	ARE	ING you are reading a book.
YOU			
THEY			

DURING

Task 1:

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

Task1:

 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

Answers:

She is wearing a pink shirt.
She is wearing a black skirt.
She is wearing white shoes.

Task 2:

- Teacher asks students to make pairs.
- Teacher gives a model and explains the activity.
 - ***What are you wearing?**
 - ***I am wearing a green blouse and black pants.**
- Teacher controls the task and helps students with the pronunciation.
- Teacher asks students to present the conversation in front of the class.

Answers:

She is reading a book.
They are eating sandwiches.
He is watching TV.
She is sleeping.

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Poster
- Copies
- Work sheet

8. EVALUATION.

- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

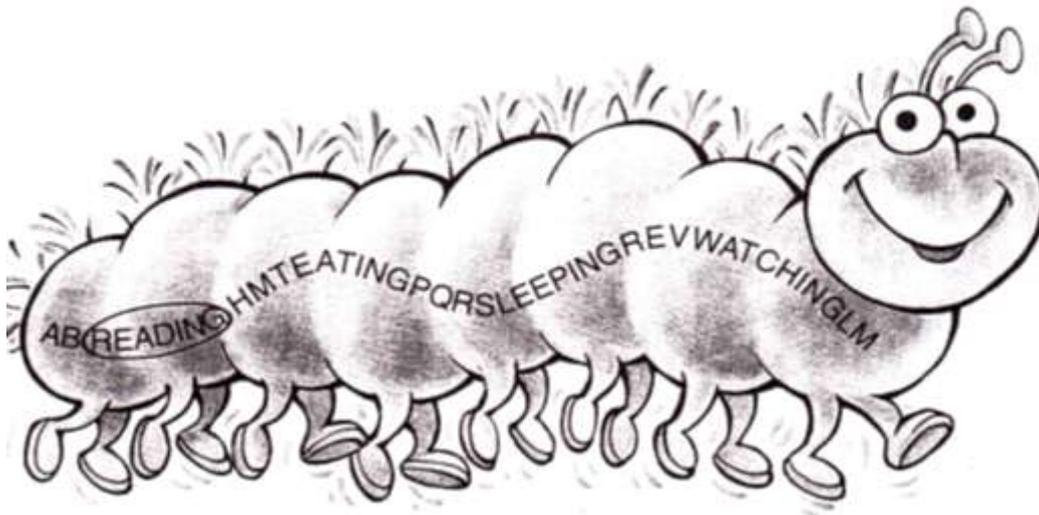
VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:

A. Find and circle.

reading eating sleeping watching

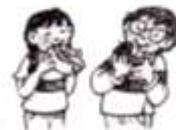


B. Write.

1. She is _____



2. They are _____



3. He is _____



4. She is _____



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:

DATE:

TIMETABLE FIT:



Listen. Draw a line.

He's wearing blue pants.

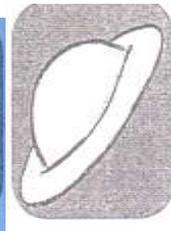
He's wearing white shoes.

He's wearing a red T-shirt.

She's wearing a purple dress.

She's wearing a black jacket.

She's wearing a white hat.



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:

DATE:

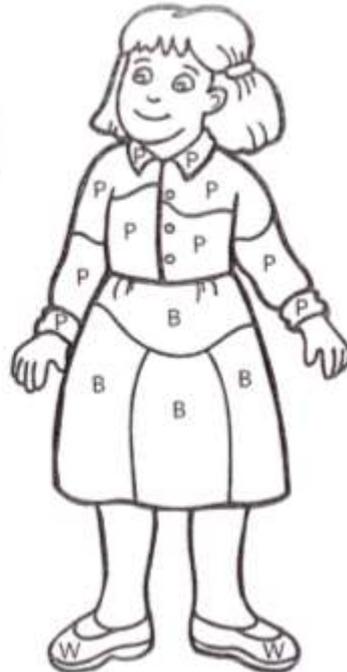
TASK ONE:



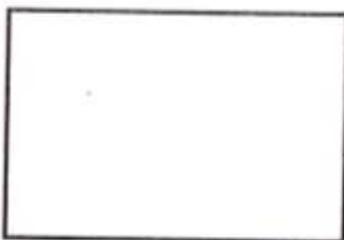
Listen. Color the spaces. Write.

P = pink B = black W = white

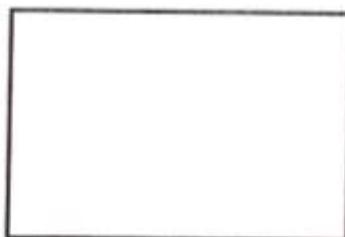
1. She's wearing a _____ shirt.
2. She's wearing a _____ skirt.
3. She's wearing _____ shoes.



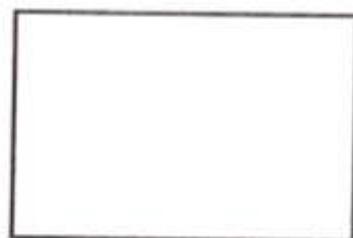
Read. Draw and color.



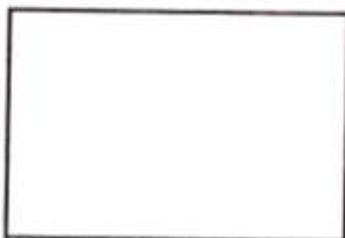
pink socks



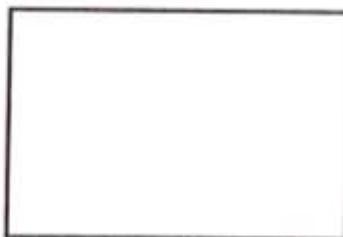
a blue table



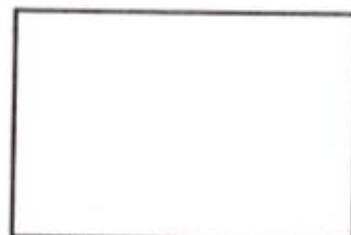
a black crayon



a red hat



orange pants



a green book

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

EVALUATION.

10 Listen. Draw lines.

1. sleeping

2. reading

3. cooking

4. watching TV

7 Circle the action that is different. Write it and say.

cooking eating reading sleeping watching TV

1. She's . She's . He's eating.

2. She's . He's . He's .

3. She's . He's . She's .



NATIONAL UNIVERSITY OF LOJA

AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May 3 rd , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“Head to toes”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative language teaching
Audio-lingual
Total physical response

TECHNIQUES

Dialogues
Gap filling
Commands

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- ✓ Teacher plays with the students “Simon Says”

*Simon says touch your head
Simon says touch your shoulders
Simon says touch your nose
Simon say says touch your legs etc.*

4. TIMETABLE FIT.

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



5. PRESENTATION TECHNIQUES.

BEGINNING

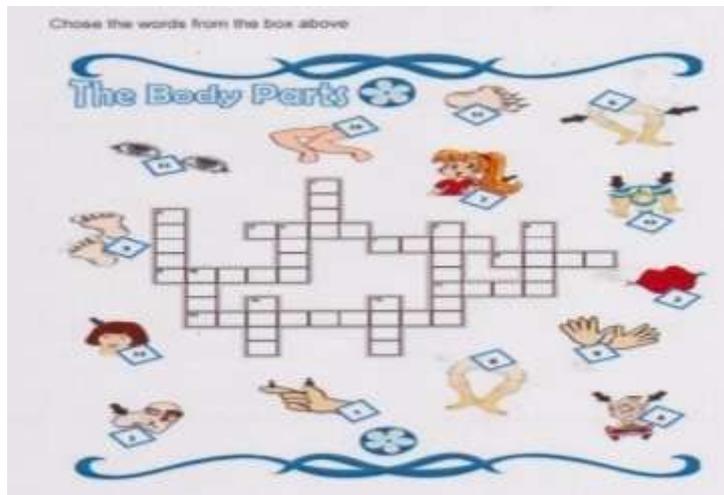
- Teacher shows students some flash cards about the parts of the body and familiarizes them with the new language.
- Teacher puts them behind of her.
- Teacher asks students to guess what the correct name is and they have to answer .If they win the competence, will receive a surprise.

DURING

Task 1:

- 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.

Task1:



Answers:

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

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 checks the task on the whiteboard.

Task 2:



Answers

Head,shoulders,eyes,ears,mouth,nose,legs,arms,foot,feet,and hands.

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Poster
- Copies
- Work sheet
- Flash cards

8. EVALUATION.

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

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Rialrio
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



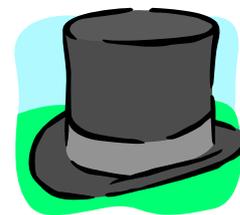
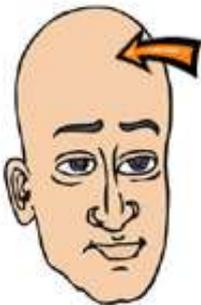
Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

NAME:.....

DATE:.....

TIMETABLE FIT : Listen and Match the clothing with the parts of body.



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK ONE. Choose the words of the box to complete the puzzle.

Head,shoulders,eyes,ears,mouth,nose,legs,arms,foot,feet,and hands.



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

NAME:

DATE:

TASK TWO: Match the pictures with the words.

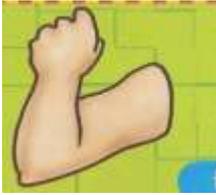
 1. <input type="checkbox"/>	<input type="radio"/> a. KNEE
 2. <input type="checkbox"/>	<input type="radio"/> b. NOSE
 3. <input type="checkbox"/>	<input type="radio"/> c. ARM
 4. <input type="checkbox"/>	<input type="radio"/> d. HAND
 5. <input type="checkbox"/>	<input type="radio"/> e. EYES
 6. <input 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 i.

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

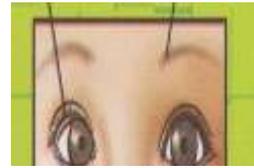
NAME:

DATE:

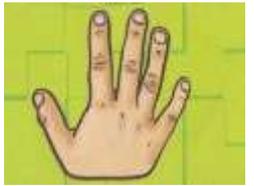
EVALUATION: WRITE THE NAMES UNDER EACH PICTURE.









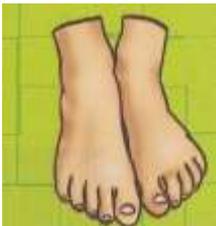


















NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

LESSON PLAN EIGHT

1. INFORMATIVE DATA:

1.1 PROGRAMA DE DESARROLLO COMUNITARIO:	“Caminemos Juntos”
1.2 AREA:	Foreign Language
1.3 CLASS:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola M.
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May 05 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“Review of the Units”

PART ONE

2. MAIN AIMS.

- ❖ To reinforce students’ knowledge with the new language.
- ❖ To identify vocabulary related to **Classroom objects, Numbers, Colors and Family.**
- ❖ To practice the use of: Verb **To Be, 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 ACTIVITIES (lead ins)

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

4. TIMETABLE FIT.

- Teacher asks 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 asks students to do the activity and gives ten minutes.
- Teacher controls the class and help students.
- Teacher checks the students' tasks.

Task 2:

- Teacher hands out to the students a work sheet.
- Teacher reads the task introductions and verifies if students understood.
- Teacher explains with the task with an example.
- 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 student's opinions about the class and takes notes to improve the next class.

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Copies
- Flash cards

- A ball
- Worksheets.

8. EVALUATION.

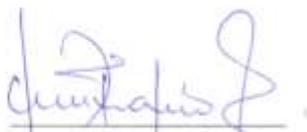
- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

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

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

TIMETABLE FIT: Classify the words into categories.

Dress mother pencils head hand books one

Backpack thirteen crayons feet eight arm turquoise

White father hat red shoes sharpener

sweater Leg five purple green mouth twenty

COLORS	CLASSROOM OBJECTS	PARTS OF THE BODY	NUMBERS	CLOTHES	FAMILY MEMBERS

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 _____

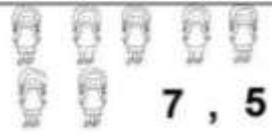


_____ A ruler.



It is a _____.

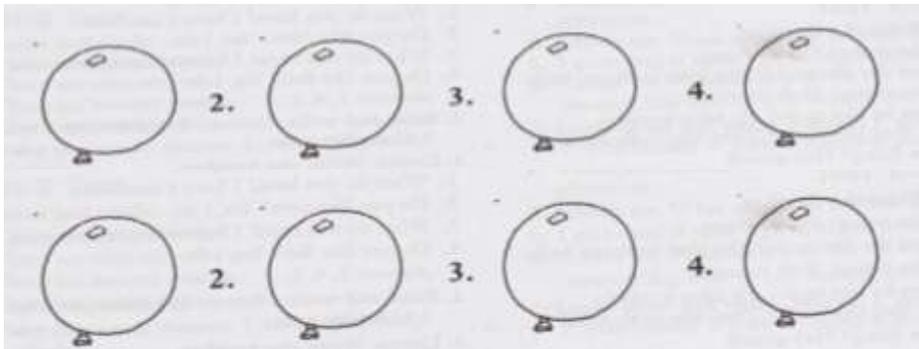
2. Circle the matching number for each set.

 2 , 4	 3 , 10
 8 , 10	 1 , 4
 3 , 6	 2 , 3
 7 , 5	 7 , 4
 7 , 5	 8 , 6

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 strawberries do you see?

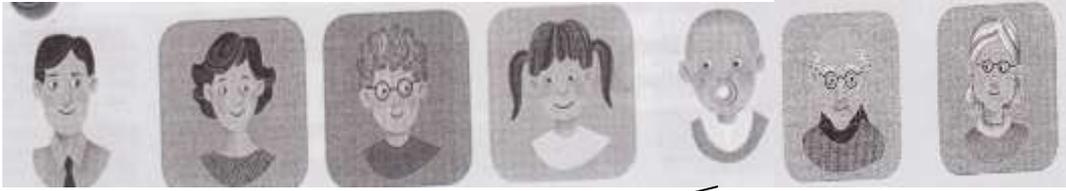
4. Listen and color.



5. Look and write.

1. <u>It is fuchsia</u> _____		_____	
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.





NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola M.
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May 10 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	Reviews of the Units

PART TWO

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Total physical response

TECHNIQUES

Conversation
Gap filling and Drills
Commands

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher plays with the students “TINGO TANGO”

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

4. TIMETABLE FIT.

- Teacher asks 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:

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

Task 2:

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

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Copies
- Flash cards
- A ball

8. EVALUATION.

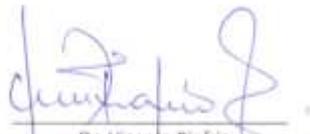
- Teacher asks questions about the topic.

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, Backpack 1 and 2 Second Edition.

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Bofrio
COORDINATOR OF THE PROGRAM



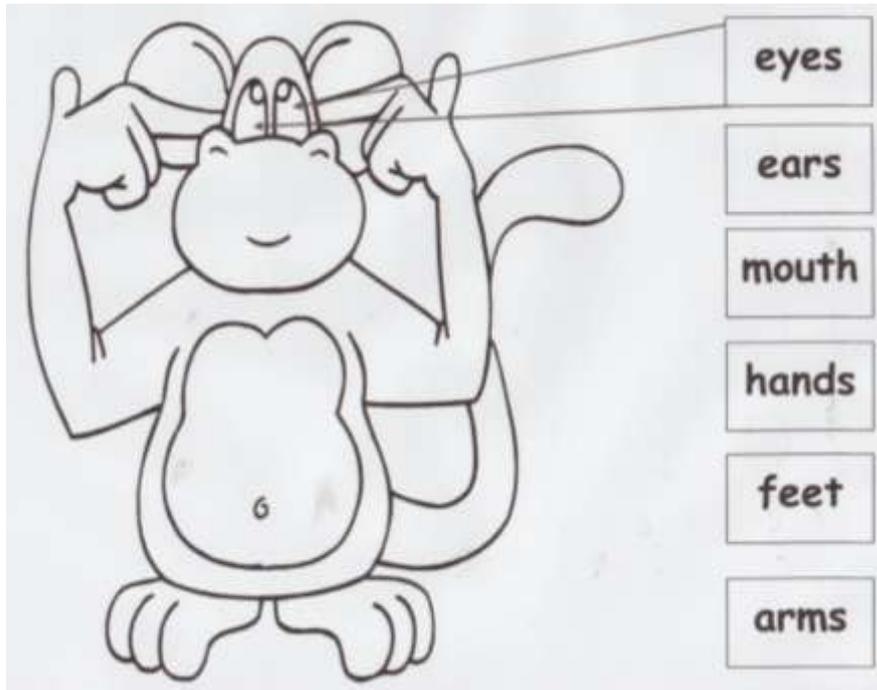
Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

PART TWO.

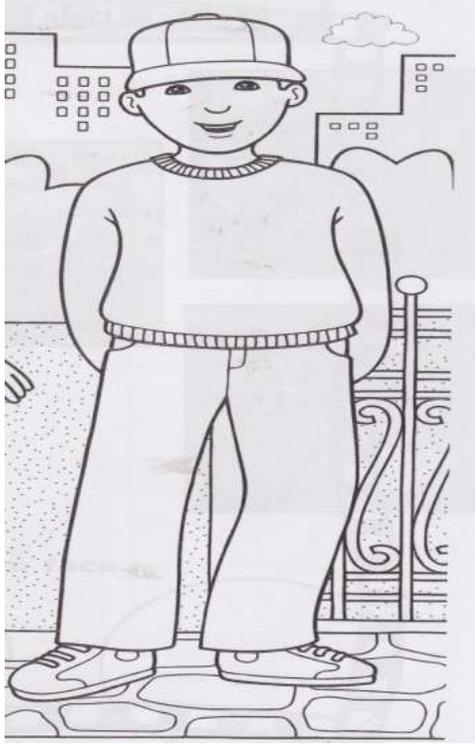
8. Label the body parts drawing lines to match words to the monkey's body parts.



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



1. She is wearing skirt.
2. _____
3. _____
4. _____
5. _____



1. He is wearing pants.

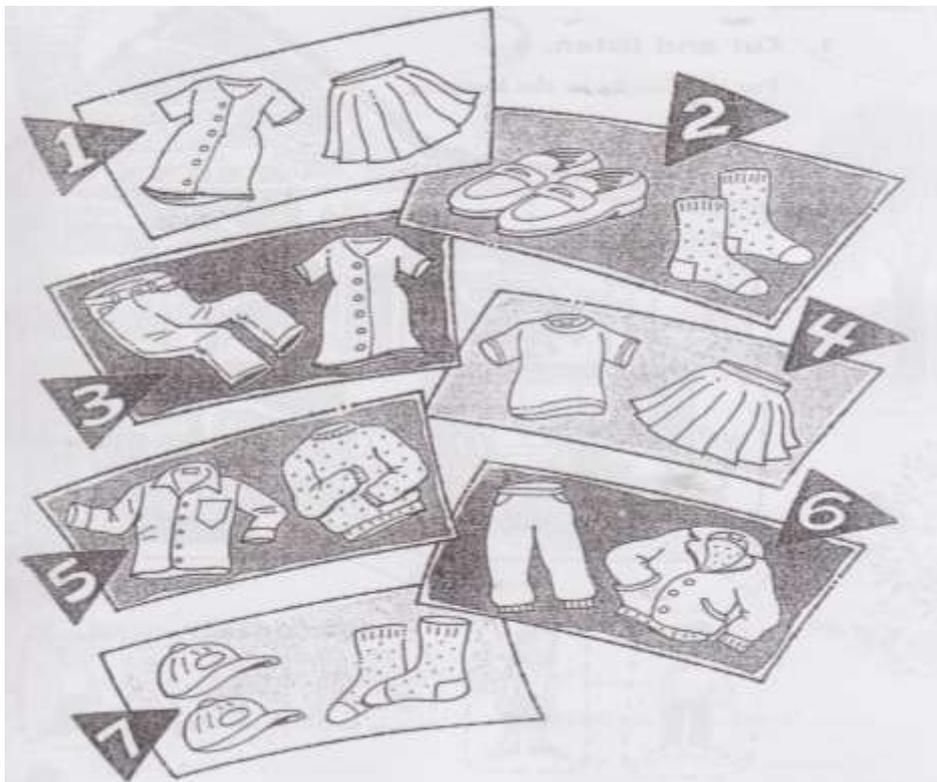
2. _____

3. _____

4. _____

5. _____

10. Point out the clothes.





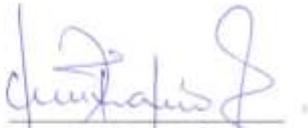
NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

COMMUNITY PROJECT

Mother`s day Celebration

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

SIGNATURES.



Dr. Vicente Bialfrio
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT





NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola M.
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May 17 th , 2011
1.8 TIMING:	16h00 to 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC	“The adjectives”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Direct Method

TECHNIQUES

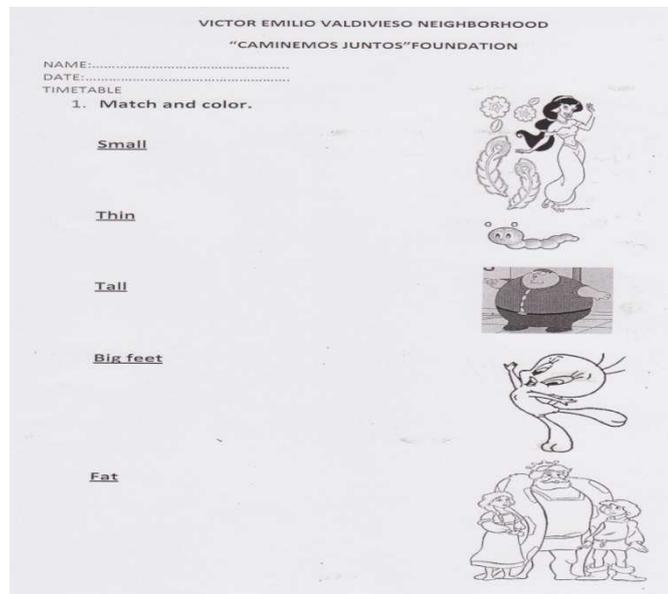
Descriptions
Gap filling
Demonstrations

3.2 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher asks to the students to play the “Memory Game”

4. TIMETABLE FIT.

- Teacher hands out to the students a copy.



5. PRESENTATION TECHNIQUES.

BEGINNING

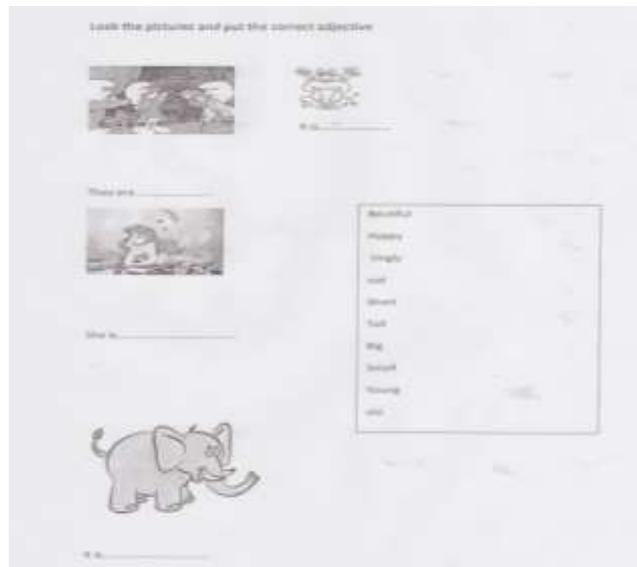
- Teacher sticks on the whiteboard the flash cards to introduce the new language.
- Teacher shows the adjectives in a poster and asks students to point the adjective that they listen.

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 gives five minutes.
- Teacher controls the class and help students.
- Teacher checks the students' tasks on the whiteboard.

Task 1:



Answers:

It is fat

They are short

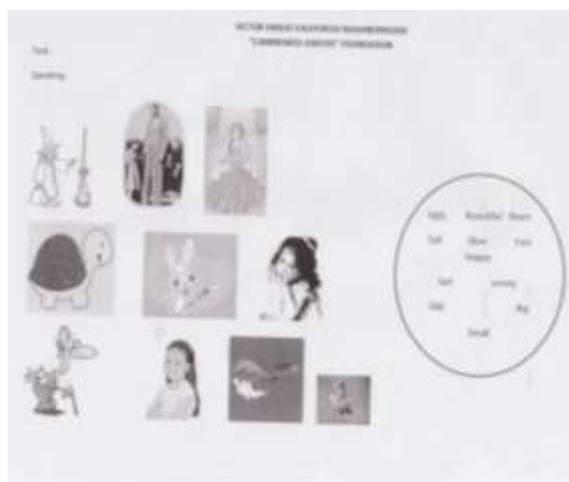
She is beautiful

It is big

Task 2:

Speaking.

- ✓ Teacher gives to the students a work sheet.
- ✓ Teacher explains the tasks and says the first example.
- ✓ Teacher monitors 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 AIDS: MATERIALS.

- Poster
- Flash cards
- A ball
- Worksheets.

8. EVALUATION.

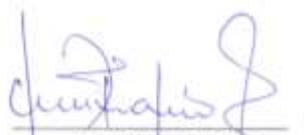
- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition.
NAKATA R. and FRAZIER K, Let's Go 1.

10. OBSERVATIONS.

11. SIGNATURES.


Dr. Vicente Rofrio
COORDINATOR OF THE PROGRAM


Mg. Sc. Paola Moreno
THESIS ADVISOR


Asucena Sánchez
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

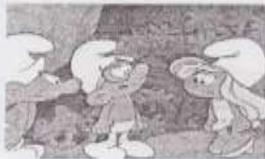
“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

TASK ONE

Look the pictures and put the correct adjective



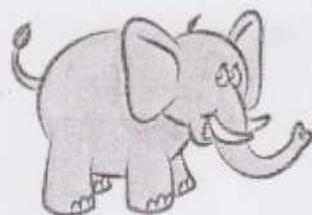
They are.....



She is.....



It is.....



It is.....

- | |
|----------|
| Beutiful |
| Happy |
| Ungly |
| sad |
| Short |
| Tall |
| Big |
| Small |
| Young |
| old |

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

TASK TWO: SPEAKING

Ugly Beautiful Short
Tall Slow Fast
Happy
Sad young
Old Big
Small



NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May19 th , 2011
1.8 TIMING:	16h00 – 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“The Animals”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Functional Method

TECHNIQUES

Dialogues
Drills
Grammatical Instructions

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher asks students to sing a song.

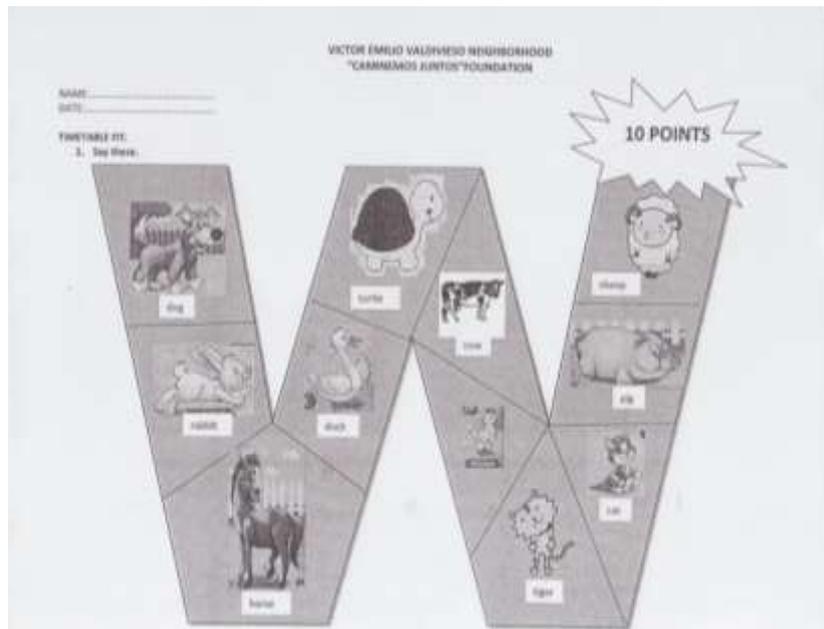
Old Mc Donald

Old Mc Donald had a farm iaiaoo
And on his farm he has some cats ia ia ooo

And a miao, miao, miao and miao, miao there
 Here miao there miao everyone miao, miao
 Old Mc Donalds had a farm ia ia oo
 And on his farm he has some cow (mumu).

4. TIMETABLE FIT.

- Teacher hands in to the students a copy and a dice in order to play a game using the adjectives.
 - Teacher explains the game and show with an 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,chiken,turtle,caw,rabbit,duck,sheep,tiger,monkey,pig,horse.



5. PRESENTATION TECHNIQUES.

BEGINNING

- Teacher imitates the animals' sounds and asks to guess what it is?
- Teacher asks to repeat after her.

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 gives ten minutes.
- Teacher controls the class and help students.
- Teacher checks the students' tasks.

Task 1

Farm Animals Matching Worksheet

Draw a line from each farm animal name on the left to the matching farm animal picture on the right.

Pig



Chicken



Cow



Sheep



Duck



Horse



Tiger



Turtle



Cat



Rabbit



Dog

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.

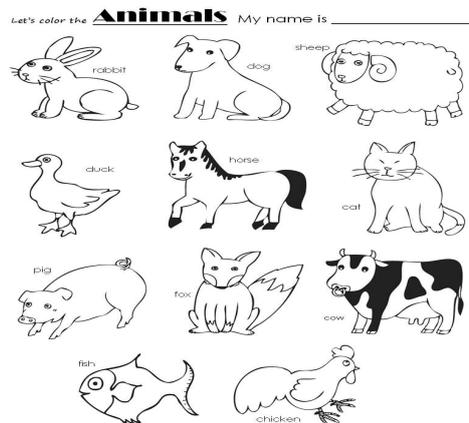
What animal is this?

It is a horse.

It is a brown horse.

It is big.

TASK 2



AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Posters
- Flash cards
- Worksheets
- A dice

8. EVALUATION.

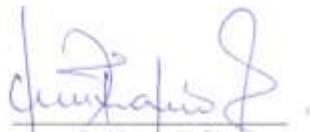
- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition.
 NAKATA R. and FRAZIER K, Let's Go 1.

10. OBSERVATIONS.

11. SIGNATURES.


Dr. Vicente Biofrío
COORDINATOR OF THE PROGRAM


Mg. Sc. Paola Moreno
THESIS ADVISOR


Asucena Sánchez
THESIS APPLICANT

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD
"CAMINEMOS JUNTOS" FOUNDATION

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

TIMETABLE FIT.

1. Say these.

dog

turtle

cow

sheep

pig

rabbit

chicken

cat

horse

tiger

10 POINTS

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

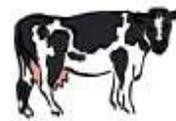
DATE:.....

Task One

Farm Animals Matching Worksheet

Draw a line from each farm animal name on the left to the matching farm animal picture on the right.

Pig



Chicken



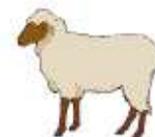
Cow



Sheep



Duck



Horse



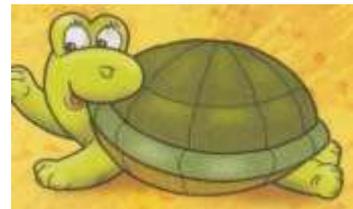
Tiger



Turtle



Cat



Rabbit



Dog



VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

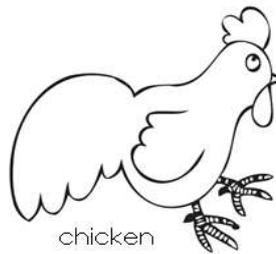
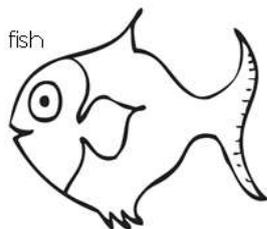
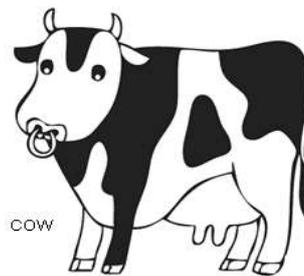
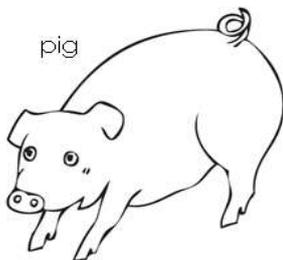
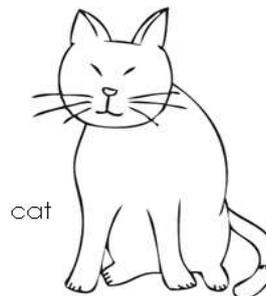
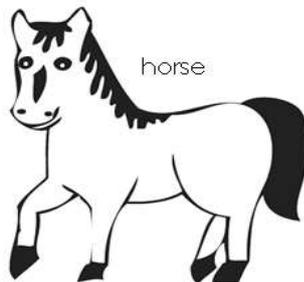
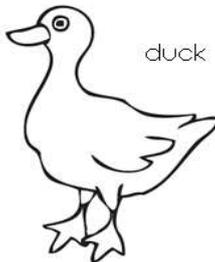
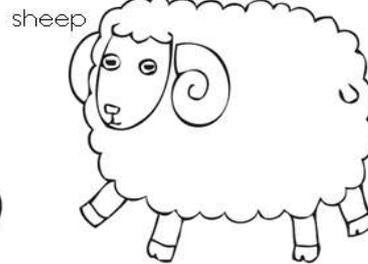
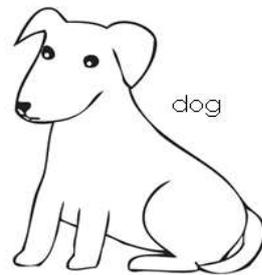
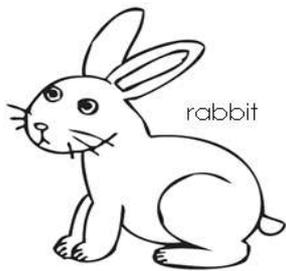
“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

TASK 2

Let's color the **Animals** My name is _____





NATIONAL UNIVERSITY OF LOJA
AREA OF THE EDUCATION, 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:	7 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May24 th , 2011
1.8 TIMING:	16h00 – 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“The Fruits”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Kinesthetic-Intelligence

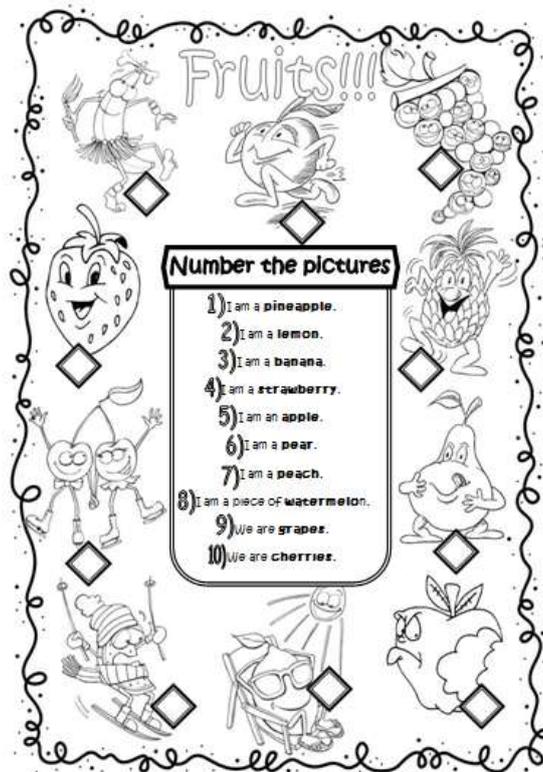
TECHNIQUES

Role play
Gap filling
Grammatical Instructions

3.1 INTRODUCTORY ACTIVITIES (lead ins)

- Teacher hands in a sheet with the fruits.
- Teacher explains the activity “point out with your finger the apple”.
- Teacher starts 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 it?

It is an apple.

It is the red color.

It is small.

- Teacher accepts their answers.

5. PRESENTATION TECHNIQUES.

BEGINNING

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

DURING

Task 1:

- Teacher shows the naming of the cooking verbs with gestures.
- Teacher gives to the student's instructions and checks their understanding.

- *Wash the fruits.*
- *Peel the fruits.*
- *Cut in squares.*
- *Put them in a bowl.*
- *Put condensed milk over it.*



Task 2: Speaking.

- ✓ 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.

What fruit do you like?

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

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Flash cards
- Worksheets
- Realia fruits
- A Bowl

8. EVALUATION.

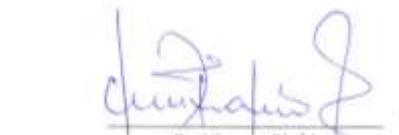
- Teacher shows to the students some fruits and asks them some questions.

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition.
NAKATA R. and FRAZIER K, Let's Go 1.

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Rofrio
COORDINATOR OF THE PROGRAM



Mg Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

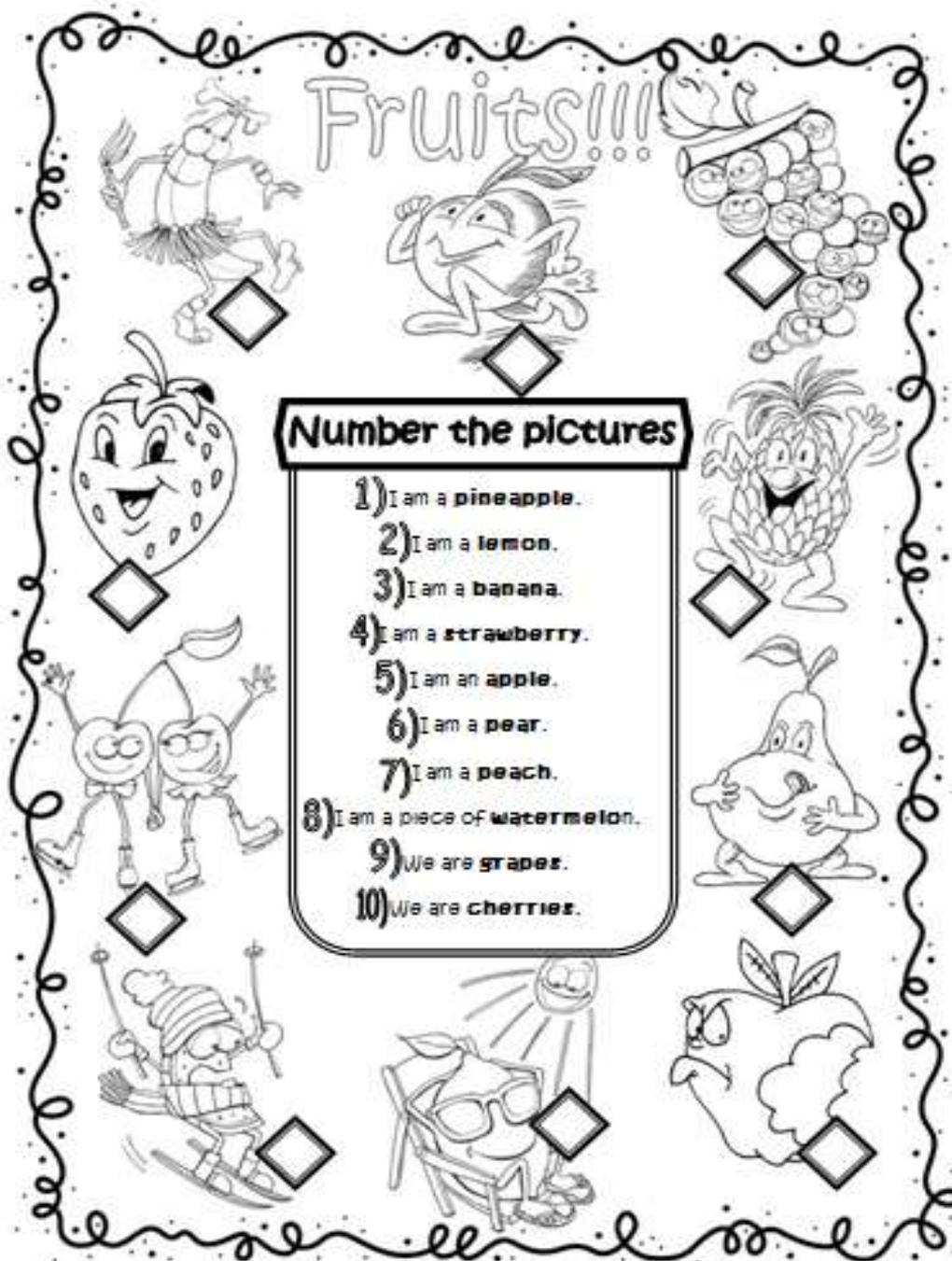
VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

INTRODUCTORY ACTIVITY:





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

LESSON PLAN FOURTEEN

1. INFORMATIVE DATA:

1.1 PROGRAMA DE DESARROLLO COMUNITARIO:	“Caminemos Juntos”
1.2 AREA:	Foreign Language
1.3 CLASS:	5 th Basic Education
1.4 LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5 THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6 THESIS APPLICANT:	Asucena Sánchez
1.7 DATE:	May26 th , 2011
1.8 TIMING:	16h00 – 17h30
1.9 SCHOOL YEAR:	2010 – 2011
1.10 TOPIC:	“Vegetables”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

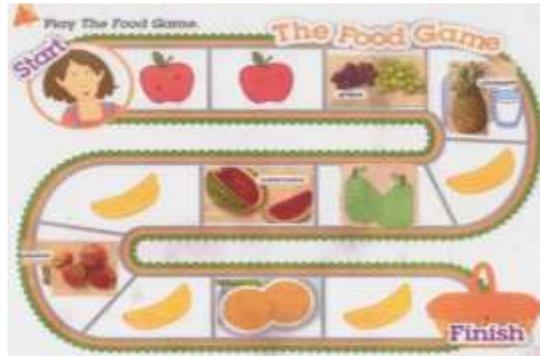
Communicative Method
Audio-lingual
Total Physical Response Method

TECHNIQUES

Conversation
Gap filling
Commands

3.1 INTRODUCTORY ACTIVITIES (lead ins)

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



4. TIMETABLE FIT.

- Teacher gives students a card to play bingo.

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

5. PRESENTATION TECHNIQUES.

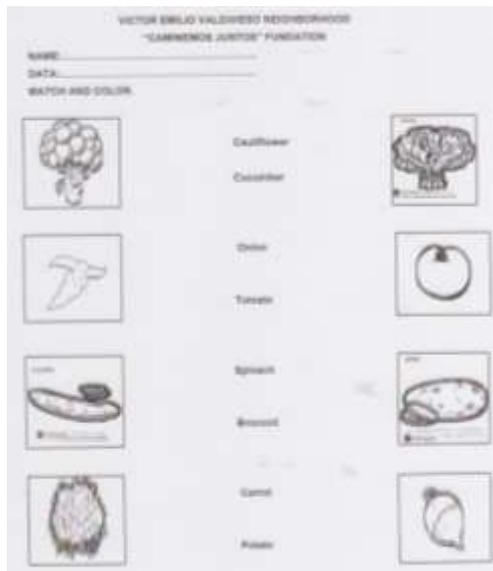
BEGINNING

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

DURING

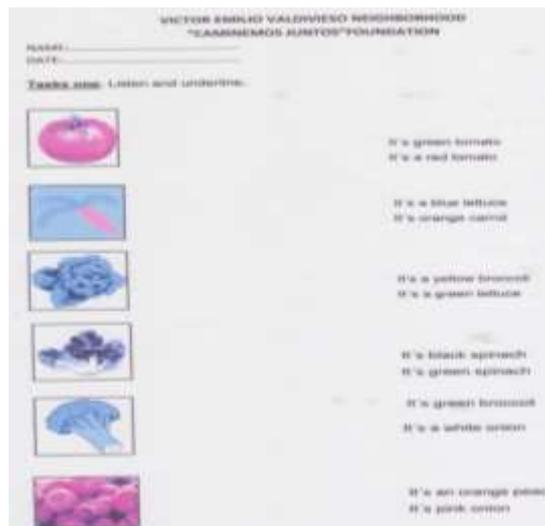
Task 1:

- 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.



TASK 2:

- Teacher hands out to the students a work sheet.
- Teacher reads the task introductions and verifies if students understood.
- Teacher explains with the task with an example.
- 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.



Task 3: Speaking.

- ✓ Teacher asks students to work in pairs.

- ✓ Teacher gives to the students a model to talk about vegetables using the expression *do you like? I like/ don't like.*
- ✓ Teacher walks around the class to help students with the pronunciation.
- ✓ Teacher asks students to present the conversation in front of the class.
Do you like the onion?
Yes, I do.
No, I don't.

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Flashcards
- Worksheets
- Copies
- Cards
- Dice

8. EVALUATION.

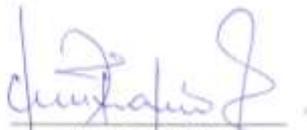
- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

HERRERA Mario and PINKLEY Diane, Backpack 1. Second Edition.
NAKATA R. and FRAZIER K, Let's Go 1.

10. OBSERVATIONS.

11. SIGNATURES.



Dr. Vicente Rofrio
COORDINATOR OF THE PROGRAM



Mg Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

INTRODUCTORY ACTIVITY

BINGO				
pineapple	orange	banana	tomatoes	carrots
cucumber	strawberry	potatoes	peas	strawberry
peach	broccoli	FREE SPACE	Pineapple	pear
onion	pear	carrots	grapes	lettuce
watermelon	Apple	Green pepper	corn	mango

BINGO				
pineapple	orange	banana	tomatoes	carrots
cucumber	strawberry	potatoes	peas	strawberry
peach	broccoli	FREE SPACE	Pineapple	pear
onion	pear	carrots	grapes	lettuce
watermelon	Apple	Green pepper	corn	mango

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

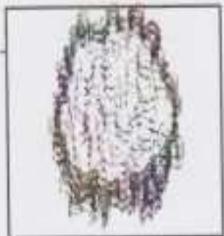
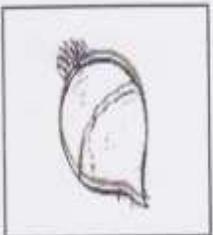
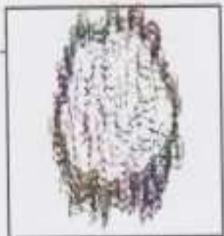
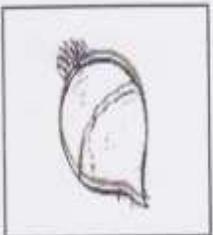
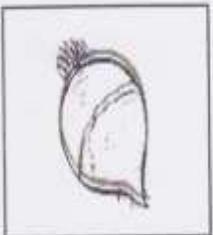
“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

TASK 1:

MATCH AND COLOR.

	Cauliflower	
	Cucumber	
	Onion	
	Tomato	
	Spinach	
	Broccoli	
	Carrot	
	Potato	

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

TASK 2:

Tasks one. Listen and underline.

	It's green tomato It's a red tomato
	It's a blue lettuce It's orange carrot
	It's a yellow broccoli It's a green lettuce
	It's black spinach It's green spinach
	It's green broccoli It's a white onion
	It's an orange peach It's pink onion
	It's green cucumber

VICTOR EMILIO VALDIVIESO NEIGHBORHOOD

“CAMINEMOS JUNTOS” FOUNDATION

NAME:.....

DATE:.....

EVALUATION: complete the crossword

English Kids
www.english-kids.com

Vegetable Word Puzzle

Name: _____ Class: _____

Directions: Unscramble the vocabulary words in the list below, then circle or highlight each of the matching words hidden in the rings of the puzzle.

WORDSEARCH



WORD SCRAMBLE

- abbegac _____
- oarctr _____
- cipepreihp _____
- cuembcur _____
- egnlagpt _____
- iargcl _____
- eingrg _____
- muoroshm _____
- nnioso _____
- totpoa _____
- kmpniup _____
- tomtoa _____

Copyright, 2006 ; www.english-kids.com



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

PEDAGOGICAL DEMOSTRATION

1. GENERAL INFORMATION:

1.1	PROGRAMA DE DESARROLLO COMUNITARIO:	“Caminemos Juntos”
1.2.	AREA:	Foreign Language
1.3.	CLASS:	7 th Basic Education
1.4.	LEVEL AND NUMBER OF LEARNERS:	Beginners (6)
1.5.	THESIS ADVISOR:	Mg. Sc. Paola Moreno O
1.6.	THESIS APPLICANT:	Asucena Sánchez
1.7.	DATE:	July 5 th , 2011
1.8.	TIMING:	16h30 – 17h00
1.9.	SCHOOL YEAR:	2010 – 2011
1.10.	TOPIC:	Pedagogical Demonstration

2. MAIN AIMS:

- ❖ To demonstrate the student’s knowledge through different activities.
- ❖ To develop the communicative skill of the English language.
- ❖ To review the different topics, this was taught during this school year.
- ❖ To develop listening skill.

3. ACHIEMENT LEVELS

- ❖ Students are able to take part in a conversation about different themes such us: classroom objects, numbers from 1 to 20, colors, verb to be, clothes, family members, parts of the body, adjectives, animals present continuous, vegetables and fruits.
- ❖ Students recognize the classroom objects, different parts of the body, fruits and vegetables, the difference between domestic and wild animals, numbers 1 to 20.
- ❖ They describe, people using adjectives, clothes, the characteristics of animals, their family.
- ❖ Students understand about what teacher say.

4. SCHEDULE OF WORK ABOUT PEDAGOGICAL DEMOSNTRATION.

ACTIVITIES	TIMING	RESULTS
<ul style="list-style-type: none"> Pray "<u>Our Father in Heaven</u>" 	3 minutes	Students pray in a correct way.
<ul style="list-style-type: none"> Introduction 	4 minutes	They introduce to their classmates.
<ul style="list-style-type: none"> listening 	5 minutes	They understand commands
<ul style="list-style-type: none"> grammar 	5 minutes	Students know the basic grammatical rules
<ul style="list-style-type: none"> vocabulary 	3 minutes	Students know new words
<ul style="list-style-type: none"> Reading 	2 minutes	They read correctly
<ul style="list-style-type: none"> speaking 	5minutes	Students answer simple questions
<ul style="list-style-type: none"> A song 	3minutes	They are motivated to learn a foreign language.

5. DEVELOPMENT OF THE PEDAGIGICAL DEMOSTRATION.

5.1 PRONUNCIATION(3 minutes)

- Teacher gives students the instructions "let's pray" our *father in heaven*.
- T. gives students pieces of paper.
- Teacher asks to the students please stand up and repeat after her.
- T. asks students "let's pray"
"First of all, we let's pray Our Father in Heaven repeat after me please"



***In the name of father
And of the son
And of the Holy
Spirit, Amen.***

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

5.2 INTRODUCTION (4 minutes)

- Teacher says students the instructions.
- Teacher tells students to introduce themselves.
- Teacher demonstrates the activity. "Now we let's introduce you and me"

Good afternoon

I am Asucena Sánchez/My name is Asucena Sánchez

I am twenty years old

I live in the pitas neighborhood

My favorite fruits are pineapple and pear.

5.3 LISTENING (5 minutes)

- Teacher sticks in front of the class a poster with pictures.
- Teacher gives to the students instructions.
- Teacher explains the task with an example.
- Teacher asks students to put in front of the class face down.
"When teacher says one object you must hit and describe it"
- Teacher gives to the students a flyswatter.
- Teacher asks students to hit the object that they listen with the flyswatter and describe it.

For example

Teacher: point the pencil/point grandmother/point the eraser.

Students: it is a pencil.

Teacher: what color is it? is it small? How many books do you see?

Student: it is red, yes it is, three books.

Teacher: thank you.



5.4. **GRAMMAR** (4 minutes)

- Teacher puts on the floor two skirting boards, one is true and the other is false.
- Teacher gives the instructions.
- Teacher explains the task with a model.
- Teacher chooses a mother and asks the question to the students (Is she wearing dress?) **TRUE /FALSE SHE IS WEARING PANTS**
- Teacher invites to the students say the answer correct.
- Teacher organizes a row. They must be in front of teacher and asks questions if the answer is correct they will jump on the true but if the answer is incorrect the will jump on the false. If the question is false they have to say the answer correct.

Is she wearing a dress? **FALSE**

Is he tall? **TRUE**

Is she a mother?	FALSE
Is it green color?	TRUE
Is he a grandfather?	FALSE
Are they hands?	TRUE
Is it blue color?	FALSE
Is it a miniskirt?	FALSE

5.5 VOCABULARY (5 minutes)

- Teacher sticks in front of the class a chart.
- Teacher explains the activity with an example.
- Teacher shows students some pieces of cards.
- Teacher asks students to classify in each category words.
- Teacher gives each student five words and asks them to pass in front of the class to put in the correct pocket and say the name.

“Classify these words in each category please”

Lady: *It is red. It is eight, it is blouse, and it is peach, it is mother, it is nose.*

Astrid: *it is white, it is an apple, it is rabbit, it is eight, it is head.*

Selena: *it is black, it is a horse, it is five, it is sweater.*

Dayana: *it is yellow, it is arm, it is two, it is hat, it is pencil.*

FRUITS	COLORS	NUMBERS	FAMILY
CLASSROOM OBJECTS	ANIMLAS	BODY	CLOTHES

5.6 READING (3 minutes)

- Teacher sticks in front of the class a chart.
- Teacher gives students the names of the words and asks them to read it and put the name under each pictures and say the word.(he is father, it is orange)
- Teacher demonstrates the activity with an example.

5.7 SPEAKING (5 minutes)

- Teacher puts a roulette on the table.
- Teacher explains students these activity and checks if they understood.
- These activities consist on rotating the roulette and answer the question correctly. For these activity is necessary the participation of parents.
- T. invites to the parents to take turns to rotate the roulette and students have to answers the question.
“Rotate the roulette and answer the question correctly please”

Questions

Say the numbers
How many books do you see?
What animal is it?
What is it?
Say the name
What is she wearing?
What is it?
What colors are they?
What are they?
Tell me the members of the family
What is it?
Count and say the names:
and broccoli

answers

It is six, three, seven
Three books
It is a dog
it is a head
it is a cat
She is wearing dress
It is a head
Pink, purple and brown
They are socks
sister and brother
It is a peach
three vegetables ,potatoes, tomato

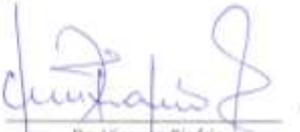
5.8 SONG (3 minutes)

- Teacher invites students to sing.
- Teacher plays the recorder and students must repeat it.
“Finally, we let’s sing”

SONG

If You're Happy and You Know It

5.9 SIGNATURES.



Dr. Vicente Rofrio
COORDINATOR OF THE PROGRAM



Mg. Sc. Paola Moreno
THESIS ADVISOR



Asucena Sánchez
THESIS APPLICANT

ANNEX No. 6

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

INTERVIEW TO PARENTS

1. *What is your opinion about “Caminemos Juntos” program of the National University of Loja?*

It is a great support from the National University of Loja to children of this community. *Leidy`s mother said “they don´t receive this subject In public schools”.*

2. *How have you been the acting of thesis applicants and what grade of responsibility they demonstrated in the teaching of the English language?*

The acting of the thesis applicants was excellent; they have demonstrated in all events a great responsibility with children helping to solve their tasks of English language.

3. *Did you notice any improvement in the academic performance at the school, in which your sons study?*

Yes, the children became more responsible with their homework and also they are more respectful with their teachers, parents, brothers and sisters.

4. *Do you believe that the English thesis should continue to participate in this project with the children of this community?*

Yes, it is great benefit to children and parents because they are people with limited economic resources and they are not able to attend to English academic.

5. *What do you suggest to improve the participation of the next participants in this project?*

According the schedule it was well because children in few hours have learned, in the other hand, the motivation was very important to incentive children to learn a foreign language.

ANNEX No. 7

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

SET OF PHOTOS

**Photos of the “VICTOR EMILIO VALDIVIESO” neighborhood during all Intervention of the English language applicant in different situations.
Academic period 2010-2011.**





























ANNEX No. 8

UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME: METHODOLOGICAL STRATEGIES OF TEACHING-LEARNING TO DEVELOP COMMUNICATIVE SKILLS IN ENGLISH AS FOREIGN LANGUAGE WITH CHILDREN OF 7TH YEAR OF BASIC EDUCATION AT “VICTOR EMILIO VALDIVIESO” NEIGHBOURHOOD. PERIOD 2010-2011.

PROBLEM	OBJECTIVS	THEORETICAL FRAME CATEGORIES	INDICATORS
<p>General What methodological strategies are helpful to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.</p>	<p>General To apply methodological strategies to develop communicative basic skills in English as a foreign language with children of the Basic Education in the “Victor Emilio Valdivieso” Neighborhood of Loja city.</p>		
<p>Sub problems</p> <p>What are the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city?.</p> <p>What kind of methodological strategies are the most suitable to develop the communicational skills with children of</p>	<p>Specifics</p> <p>To diagnose the necessities of learning in English as a foreign Language since a communicative and lively focus with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.</p> <p>What kind of methodological strategies are the most</p>	<p>Situational Language Teaching</p> <p>Audiolingual method</p> <p>Total Physical Response</p> <p>Communicative Methodology</p> <p>Strategies</p>	<p>Test</p> <p>Didactic Unit program</p>

<p>Víctor Emilio Valdivieso neighbourhood.</p> <p>How can we organize and develop communicational and lively workshops of the English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at “Victor Emilio Valdivieso” Neighborhood?.</p> <p>What are the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood?.</p>	<p>suitable to develop communicational skills with the children of the “Victor Emilio Valdivieso” Neighborhood in the Loja city.</p> <p>To organize and develop communicational and experiential workshops of English as a foreign language by using the environment, life, history, creativity, vision and expectations of the children at “Victor Emilio Valdivieso” Neighborhood.</p> <p>To evaluate continuously and at the ending the program the levels of the communicative skills in English as a Foreign Language, gotten by the children of “Victor Emilio Valdivieso” Neighborhood</p>	<p>techniques</p>	<ul style="list-style-type: none"> • Meetings • Consultancy • Assessment • Reporting • Demonstrations
--	---	-------------------	--

ANNEX No. 9

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

5. INFORMATIVE DATA:

- 5.1. Programa de Desarrollo Comunitario: "Caminemos Juntos"
- 5.2. Location: "Victor Emilio Valdivieso" neighborhood
- 5.3. Province: Loja City: Loja
- 5.4. Area: Foreign
- 5.5. Subject: English
- 5.6. Grade: 7th Grade
- 5.7. School Year: 2010-2011
- 5.8. School Journey: 16h00 to 17h30 Tuesday and Thursday
- 5.9. Teacher: Asucena Sánchez Pérez.
- 5.10. Date: December 7th 2010

6. 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, studying English may be very useful for achieving success in the future for people in the world.

7. STUDENT'S BACKGROUND

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

8. OBJECTIVES

8.1. GENERAL

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

8.2. SPECIFICS

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

9. SKILLS:

- Listening
- Speaking

10. CONTENTS:

- 10.1. Unit One: Ready for school
- 10.2. Unit Two: People We love
- 10.3. Unit Three: Head to Toes
- 10.4. Unit Four: Things I wear
- 10.5.** Unit Five: On the Farm
- 10.6. Unit Six: Fruits and vegetables.

11. METHODOLOGY:

- 11.1. Activating general knowledge
- 11.2. Oral Presentations
- 11.3. Conversations and role – play.
- 11.4. Vocabulary development
- 11.5. Questions and Answers
- 11.6. Commands
- 11.7. Activities such as:
 - Circle
 - Match
 - Unscramble
 - Stick
 - Paint
 - Underline
 - Games

12. RESOURCES

12.1. Human resources

Teacher applicant: Asucena Sánchez

Students: children of 7th year of Basic Education

12.2. Didactic resources.

Backpack Teacher's book

Backpack Student's book

Cards

Posters

Tape recorder

Computer

CDs /CD-Rom

Magazines

Newspapers

Resource books

Realia.

13. ASSESSMENT:

13.1. Oral lessons/ at the end of each unit.

13.2. Class work

13.3. Pair work

13.4. Individual work

13.5. Role- play.

13.6. Conversations

13.7. Descriptions.

13.8. Dialogues.

13.9. Games

13.10. Listening exercises

13.11. Speaking exercises

13.12. Filling gaps

13.13. Questions and answers

13.14. Puzzles

14. BIBLIOGRAPHY:

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

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

15. REMARKS

11.1. From the teacher:

.....
.....

11.2. From the Area Director:

.....

11.3. From the Vice – principal (or Supervisor)

.....
.....

16. SIGNATURES

Teacher’s signature Area Director’s signature Vice-principal’s signature

ANNEX No. 10

UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

DIDACTIC UNIT PLAN

1. INFORMATIVE DATA:

- | | |
|---|---|
| <p>1.1. Institution: Universidad Nacional de Loja</p> <p>1.2. Location: Loja Province, Loja City</p> <p>1.3. Time: One month</p> <p>1.4. Year: 7th year of Basic Education</p> <p>1.5. Area: English</p> | <p>1.6. School Year: 2010-2011</p> <p>1.7. Teacher Applicant: Asucena Sánchez</p> <p>1.8. Beginning Date: January 3rd</p> <p>1.9. Ending Date: July 15th</p> <p>1.10. Months: January, February, March, April, May, June and July.</p> |
|---|---|

UNITS	THEME OF UNIT	OBJECTIVES	CONTENTS	TIME
Unit 1	Ready for school	<ul style="list-style-type: none"> ✓ To name the classroom objects. ✓ To use the correct form of <i>It is</i>. ✓ To identify the numbers. ✓ To recognize the colors. ✓ To name the colors in a correct way. 	<ul style="list-style-type: none"> ➤ Classroom objects ➤ Introductions. ➤ What is it? / What are they? ➤ Colors. ➤ Numbers. 	January
Unit 2	People we love	<ul style="list-style-type: none"> ✓ To use how many and who is he/she. ✓ To identify family members. ✓ To use have. 	<ul style="list-style-type: none"> ➤ Family memebbers ➤ Who is he/she? ➤ How many. ➤ Verb <i>have</i>. 	February
		<ul style="list-style-type: none"> ✓ To identify parts of the body. ✓ To talk about 	<ul style="list-style-type: none"> ➤ Parts of body. ➤ Adjectives ➤ Personal 	

Unit 3	Head to toes	<p>parts of the body.</p> <ul style="list-style-type: none"> ✓ To use descriptive adjectives. ✓ To use the verb <i>HAVE</i>. 	<p>pronouns.</p> <ul style="list-style-type: none"> ➤ How many. 	March
Unit 4	Things I wear	<ul style="list-style-type: none"> ✓ To recognize different clothes. ✓ To connect clothes with colors. ✓ To use progressive. ✓ To identify and pronounce the plural. 	<ul style="list-style-type: none"> ➤ Clothes. ➤ Present progressive. ➤ Plurals ➤ Colors. 	April
Unit 5	On the farm	<ul style="list-style-type: none"> ✓ To identify animals. ✓ To talk about size. ✓ To talk about caring for pets. 	<ul style="list-style-type: none"> ➤ Domestic and wild animals. ➤ What is it? / What are they? 	May
Unit 6	Fruits and vegetables	<ul style="list-style-type: none"> ✓ To recognize the fruits and vegetables. ✓ To use the expression <i>do you like? I like, I don't like.</i> ✓ To increase cooking verbs. 	<ul style="list-style-type: none"> ➤ Fruits ➤ Vegetables ➤ Do you like? ➤ Cooking verbs (<i>Wash, Peel, Cut, and Put.</i> 	June

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

1. INFORMATIVE DATA:

1.1. PROGRAMA DE DESARROLLO COMUNITARIO	“Caminemos Juntos”
1.2. AREA:	Foreign Language
1.3. CLASS:	7 th Basic Education
1.4. LEVEL AND NUMBER OF LEARNERS:	Beginners (5)
1.5. THESIS ADVISOR:	Mg. Sc. Paola Moreno
1.6. THESIS APPLICANT:	Asucena Sánchez
1.7. DATE:	May 19 th , 2011
1.8. TIMING:	16h00 – 17h30
1.9. SCHOOL YEAR:	2010 – 2011
1.10. TOPIC:	“The Animals”

2. MAIN AIMS.

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

3. METHODOLOGY.

METHODS

Communicative Method
Audio-lingual
Functional Method

TECHNIQUES

Dialogues
Drills
Grammatical Instructions

3.1. INTRODUCTORY ACTIVITIES (lead ins)

- Teacher asks students to sing a song.

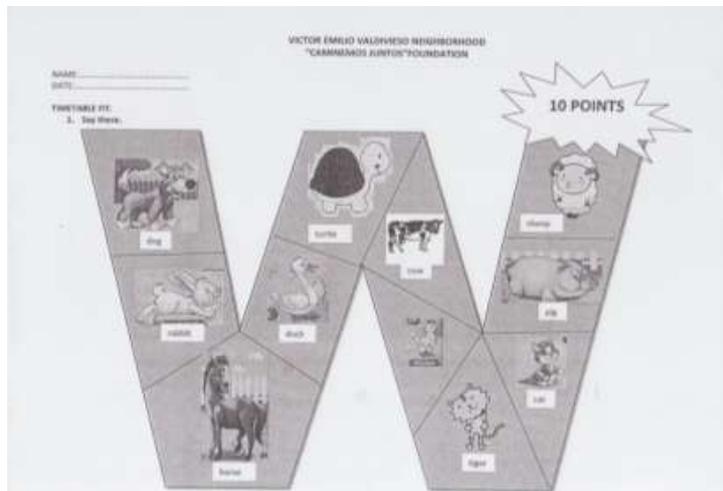
Old Mc Donalds

Old Mc Donalds had a farm iaiaoo

And on his farm he has some cats ia ia ooo
 And a miau, miau, miau and miau, miau there
 Here miau there miau everyone miau, miau
 Old Mc Donalds had a farm ia ia oo
 And on his farm he has some cow (mumu).

4. TIMETABLE FIT.

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



5. PRESENTATION TECHNIQUES.

BEGINNING

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

DURING

Task 1:

- T. hands out to the students a work sheet.

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

Task 2: Speaking.

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

What animal is this?

It is a horse.

It is a brown horse.

It is big.

AFTER

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

6. ACHIVEMENT LEVEL.

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

7. TEACHING AIDS: MATERIALS.

- Posters
- Flash cards
- Worksheets
- A dice

8. EVALUATION.

- Teacher gives to the students a worksheet.

9. BIBLIOGRAPHY.

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

NAKATA R. and FRAZIER K, Let's Go 1.

10. OBSERVATIONS.

11. SIGNATURES

.....

Dr. Vicente Riofrío
COORDINATOR OF THE PROGRAM

Mg. Sc. Paola Moreno O
THESIS ADVISOR

.....

Asucena Sánchez
THESIS APPLICANT

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

NAME:

DATE:

8. Listen and complete the following sentences.(2 points)

- He ___ doctor. ___ works _____.
- ___ are _____. They _____ my _____.
- ___ is _____. It ___ my _____.
- She ___ my _____. ___ is a nurse.

9. Listen and write the number.(2 points)



10. Listen and put a tick () in the correct box.(2 points)

- 1. Pineapples are a fruit vegetable meat dessert
- 2. Chicken is a fruit vegetable meat dessert
- 3. Ice cream is a fruit vegetable meat dessert
- 4. Potatoes are a fruit vegetable meat dessert

11. Describe the picture.(2 points)



12. Match the following classroom objects (2.5 points)

f. Pencil	1.... lápiz
g. Eraser	2....libro
h. Book	3....esfero
i. Notebook	4....cuaderno
j. pen	5....borrador

13. Write the missing numbers (4.5 points)

one,, three, four,, six, seven,, nine, ten,,
....., thirteen,, fifteen,,, nineteen,

14. Answer the question, What are they doing? (5 points)

~~clean~~ / do / go / take / wash / watch

		
<p>1. <u>Cleaning</u> the floor</p>	<p>2.TV</p>	<p>3.....exercise</p>
		
<p>4..... the clothes</p>	<p>5.....to bed</p>	<p>6.....a shower</p>

No. Points: 20

Equivalent to: 20

INDEX

CONTENTS	PAGES
COVER PAGE.....	i
CERTIFICATION	ii
AUTHORSHIP	iii
ACKNOWLEDGMENT	iv
DEDICATION.....	v
LOCATION OF THE RESEARCH WORK.....	vi
INDEX	vi
a. TITTLE.....	1
b. SUMMARY	2
c. INTRODUCTION	4
d. LITERATURE REVIEW.....	7
e. MATERIALS AND METHODS	17
f. RESULTS	19
h. CONCLUSIONS.....	34
i. RECOMMENDATIONS.....	35
j. BIBLIOGRAPHY	36
k. ANNEXES.....	38
ANNEX N° 1	39