

# **E S P E**

**ARMI POLITECHNIC SCHOOL  
ROAD TO EXCELLENCE**

## **DEPARTAMENT OF LANGUAGES**

**PROYECTO DE GRADO PARA LA OBTENCION  
DEL TITULO DE APPLIED LINGUISTICS IN ENGLISH  
PROGRAM**

### **THESIS**

**INFLUENCING STUDENT MOTIVATION AND TEACHING  
ENGLISH AS A FOREING LANGUAGE THROUGH POEMS,  
GAMES STORIES AND SONGS AIMING AN EFECTIVE  
LEARNING PROCESS**

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**PART ONE**

## **RESEARCH PROBLEM**

The general theme of this work is the environment and the teaching of English as a Foreign Language. In this context the research problem has been set up.

### **1.1 Problem Identification**

Traditional or rigid education has not delivered a good educational product. Students who learn through such methods do not achieve in high percentages the desired skills. It has been observed that those language-teaching realities must be changed and are beginning to change. Students are prone to develop writing skills and to learn grammar as formulas, also English as a second language is first produced as a literal translation of the first language of the students.

An enticing learning environment can be achieved through different approaches such as games, songs and creative activities. If the mentioned playful activities are applied in teaching English as a second language, results will boost because students will be highly motivated, and will learn to talk and communicate amongst themselves without using 'formulas' or translation, rather in a natural way. This process is very similar to the first language acquisition.

### **1.2 Problem setting**

Nowadays teaching English a Second Language has become a necessity in most societies due to globalization, migration, education, business and many other facts. In many countries, as in Ecuador, knowing English is part of the private and national educational plans.

The problem comes when teacher are more interested in completing curricular plans than in getting good results. We all know learning languages is not the same as learning other subjects, languages may present difficulties if the class is not well performed.

The process of learning a language involves also affective factors, self-esteem may play an important role, and the only way to gain this feeling is by motivating activities. Students must feel they have succeeded, that they can learn. And this can only be reached through the correct attitudes from the teachers towards students, contents and class activities.

In this context the problem is presented when, as said, teachers prefer to complete programs than to reach results. Teachers can have both through a good plan, which includes interesting activities for the students.

Playing and creative activities must be involved in teaching to children, this is the way we all learned our first language, by living, by playing with our parents and friends. This mood must be created inside the class, an ambiance without stress and full of cheerful activities, which lead to the more academic ones if needed.

### **1.3 Objectives**

#### **1.3.1 General objectives**

To introduce new teaching techniques according to our times in order to motivate students in learning a second language.

### **1.3.2 Specific objectives**

To design tools, strategies, techniques such as poems, songs, music, props, games and stories.

To have a list of specific crafts which would improve the language skills in the students as students follow the instructions for the development of a specific craft.

To deliver a complete study concerning tools to be used during class to obtain optimal results in teaching English as a second language.

### **1.4 Justification**

Teaching English in a friendly environment is an important theme because the research will help teachers to improve the class methods in order to benefit students with easy learning abilities in learning a second language.

This study will be an important source of investigation for teachers who are beginning their life in this activity, they can notice the importance of using songs, poems, plays and games inside the class. Also those teachers who lost motivation can find here the way again to interesting language classes.

As we all know in Ecuador teaching and learning English had become a 'must'. There is a state politics, which encourages teaching English from Kinder (Primer Año Básico) to sixth course of secondary school. The importance of this second language is growing with globalization, commercial and cultural relationships, and migration. In this setting teachers need more and more implements to get good results.

All those facts motivated us to make this work. This manual will be useful to plan classes, to include some activities that will enhance the learning process and that will make the English time one of the bests children have at school. This gives better results in acquiring the language basic skills.

Teachers must never loose the magic of teaching, if this happens any time, this study will enlighten motivation.

## **PART TWO THERORETICAL FRAME**

Teaching is a vital activity that must change not only according to the times, to the technology development, but also it must change according to the groups involved. It is not possible to maintain the traditional language methods, if there is something positive in those methods we must take those ideas but new ones must be inserted.

While this thesis favors educators who believe that an excellent teacher is one who turns into an artist and is inventive in the classroom. “Educators who agree with this tends to concentrate on how teachers plan, solve problems and decide, rather than applying specific teachers techniques. Teaching is specific with respect to task, time, place, participants, and contents.”<sup>1</sup> (Borko, 1989; Peterson & Comeaux, 1989).

## **2.1 Theoretical and conceptual focus**

Piaget and Maria Montessori said, “Play is children’s work.” As the study of psychology indicates, the brain develops with stimulation and when children play, they are providing stimulation at every age. Babies in the sensor motor stage learn by exploring, sucking, throwing and acting environments. Preschoolers love pretend play, as they do this; they use language and interact with others. They are playing simple games. Elementary school children enjoy fantasy, their games are more complex.

It is very important for teachers to stay in their program. The main concept that Piaget has given is that children do not think like adults. This leads us to understand that the best way to teach children is with what they do the most and that is by learning through playful activities.

Poems are very important for the teaching of languages, specifically English as a second language, since it helps us to develop phonetic abilities in students who have problems in pronunciation, and also entice creativity as the poem is read and interpreted. The poem is also important for the student to create his own work; it is here where the student will also develop strong writing skills.

The same we can say about songs, if we choose the appropriate ones according to the ages and interests of the selected group, they will generate more interest in learning and will make the class more active. Visual organizers, story maps and other aids are useful for creating, organizing and relating information about the song being taught. Teachers can focus on key vocabulary words and use consistent language.

Reading must be given as a source of pleasure. Stories are effective classroom practices. Teachers can encourage make believe with an extended variety of roles. The use of costumes for story telling is a joyful experience. Children may act out the stories or make new ones up.

Students must take possession of the language they are learning by using it as a mean of communication and entertainment. If a teacher chooses interesting and motivating activities the classroom participation will be increased. Teachers must transmit information but also must be sure that the student internalizes it and can be able to use it at different moments.

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<sup>1</sup> Kagan, J. Segal J. (1992) Psychology, An Introduction, HBJ Collage Pulishers, San Francisco

Another device that is recommended to include concerns group work because it can be a fun and interactive activity, and also creates responsibilities amongst them. The problem can arise if they are using the mother tongue, but this can be controlled by the teacher. In this type of work students have personal and group responsibilities, they must be aware of the rules that must be followed and the time that will be used. Of course students need to be motivated and have guidance with independence.

It has been apparent for some time that little attention has been given to the needs of practicing for teachers of English as a Second Language. Teachers need the appropriate instructional materials. Seldom are books written with practical information that relates daily classroom ways. This is what teachers desperately need; teachers are hungry for useful ideas, suggestions, demonstrations and examples of teaching techniques. This is our intention, to provide practical examples in an English as a second language classroom. We want to demonstrate practical examples which other teachers, may clearly see our intention to deliver various materials in our classroom.

## **2.2 Teaching Methods in ESL and multiple intelligences**

Teachers must use many methods and interactive strategies in the ESL process. If a teacher is able to adapt activities so that every child can experience success results will be very interesting. In order to capture attention, teachers must build background so every child may have some prior knowledge of the task.<sup>2</sup>

The language selected must agree with the level of knowledge the students have. A teacher must use the language students can understand, and also show empathy towards them, speaking must be done in a normal tone, without yelling or mumbling.

There are some strategies that can help to be understood, for example the graphic organizers. They will help students visualize and make mental images of a concept. Sometimes teachers use all the materials that can be useful and the class does not seem to be developing correctly, in these cases in stead of having stress, the teacher can use humor to lower anxiety.

Development of the students' speaking skills will first be seen during social interactions. Their motivation to be accepted and involved drives the acquisition of social communication. While their social interactions may demonstrate developed oral language it is important not to equate this with academic language readiness. Development of academic language skills, both oral and written will be slower and follow the social language acquisition.

The important thing is to have a well planned class according to the method and strategies previously selected, of course it will always be important to have an emergency strategy.

### **2.2.1 Teaching Methods in ESL**

The concept of method was given by Edward Anthony in 1963, when he provided a definition of method as one of three elements, which were approach, method and

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<sup>2</sup> <http://www.everythings.net/inservices/learningstyle.php>

technique. An approach is considered a set of assumptions about the nature of language, learning and teaching. Method is the overall plan for a systematic presentation of language which is based on a selected approach. Techniques are defined as the activities which happen in the classroom that are accordingly to a method and also are agreeing with the approach.<sup>3</sup>

A few decades went by, when Jack Richards and Theodore Rodgers (1982, 1986) changed the concept of method into three basics which are approach, design and procedure.

The methods are changed throughout the years, there is a cyclical nature of methods in the Audiolingual Method.

This is how changes have occurred in teaching throughout the years:

- **The Grammar Translation Method:** Once before known as the Classical Method focused on grammatical rules, memorization of vocabulary, conjugations, text translation and written exercises. In the nineteenth century the Classical Method turned into the Grammar Translation Method. The characteristics of this method are as follows:
  - 2 Classes are taught in mother tongue, there is little use of the target language.
  - 3 Vocabulary is presented by lists.
  - 4 Grammar is explained in a long context.
  - 5 Grammar rules the manner in which words are placed together.
  - 6 Use of reading difficult classical texts is in a too early stage.
  - 7 There is scarce attention to the context of texts.
  - 8 Translation into sentences into the targeted tongue is done separately.
  - 9 There is scarce attention paid to pronunciation.
  
- **Goulin and the Series Method:** Foreign language teaches owns its modern stage to Francois Goulin, a French teacher. History does not give credits to Goulin as the founder of the language teaching method. Rather it is given to Charles Berlitz, the popular German founder of the Direct Method. Goulin found that language learning is primarily a matter of transforming perceptions into conceptions. This is the concept Goulin used to create the Series Method, which was based on teaching learners directly, this means without translating and using concepts, that is without grammatical rules and explanations. Language is easily understood, stored, recalled and related to reality.
  
- **The Direct Method:** This is about learning a second language, more like learning the first language, where there is plenty of oral interaction and spontaneous actions taking place.<sup>4</sup> The basics of this method are the following:
  1. Classroom instruction is performed in the target language.
  2. Only daily vocabulary and sentences are taught.

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<sup>3</sup> <http://members.tripod.com/+chris/obb/metods.html>

<sup>4</sup> ibid

3. Oral communication skills are carefully organized around question and answer exchanges amongst teachers and students in small, intensive classes.
  4. Grammar is taught inductively.
  5. New teaching is taught by modeling and practice.
  6. Concrete vocabulary is taught by demonstrations, objects, pictures, abstract vocabulary and association of ideas.
  7. Speech and listening comprehension are taught.
  8. There is emphasis in correct pronunciation and grammar.
- **The Audiolingual Method:** This method is based on linguistic and psychological theory.<sup>5</sup> The characteristics are as follows:
    1. New materials are presented with a dialogue.
    2. There is a dependence on mimicry, memorization of set phrases and over learning.
    3. Structures are sequenced by means of contrastive analysis and taught one at a time.
    4. Structural patterns are done in repetitive drills.
    5. Little or hardly any grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
    6. Vocabulary is limited and learned in context.
    7. There is use of tapes, language labs and visual aids.
    8. Pronunciation is very important.
    9. Mother tongue is not permitted to be used very much.
    10. When there is a successful response, it is immediately reinforced.
    11. Great effort is used to get students produce error free utterances.
    12. There is a tendency to manipulate language and disregard context.
  - **Cognitive Code Learning:** The Chomsky Revolution turned linguists and language teachers into the deep structure of language. Increasing interest in generative transformational grammar and focused attention on the nature of language and language acquisition led language teaching programs to promote a deductive approach rather than inductive. The argument was based on children subconsciously acquire a system of rules, proponents of a cognitive code learning methodology; this began to emphasize more deductive rule learning into language classes. The amalgamation of Audiolingual and Grammar Translation techniques retained the drilling and returned to Grammar Translation techniques.

Cognitive code learning was not a method, it was an approach which gave an awareness of rules and applications to second language learning. This was a reaction to the strict behaviorist practices and a return to the Grammar Translation. Teachers saw that proficient communicative learners were not happening; there was a need for a change. There was a need of change and the spirited 1970's did this.

- **“Designer Methods of the Spirited 1970”s:** Second language learning became a discipline. Scholars specialized in second language acquisition studies. Also

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<sup>5</sup> ibid

in this spirited atmosphere of research, there were a number of revolutionary methods. These were:

- 1 **Community Language Learning:** Called the “Counseling-Learning” model of education: Classrooms are regarded not as a class, but as a group. There should be dynamics, where students interact in an interpersonal relationship, where students and teachers facilitate learning. This way the anxiety caused in the educational context lessened by having a supportive group.
- 2 **Suggestopedia:** A method derived from Bulgarian psychologist Georgi Lozanov (1979). This method implied the human brain could process great quantities of material if given the correct conditions for learning, such as a state of relaxation.<sup>6</sup> Lozanov implied people more capable of what they actually thought of themselves. Lozanov provided a method where students learned on relaxed states of mind. Music is central to this method. In applications of Suggestopedia to foreign language learning, the presentation of vocabulary, readings, dialogs, role-plays, drama and a variety of there typical classroom activities. Students were encouraged to be as childlike as possible.
- 3 **The Silent Way:** This was more cognitive than affective. Caleb Gattegno, the founder of this method emphasized on a humanistic approach. There was a problem solving approach to learning.<sup>7</sup>The Characteristics were:
  - 3.1.1.1 Learning is facilitated if the learner discovers or creates, instead of remembering and repeating.
  - 3.1.1.2 Learning is facilitated by using physical objects.
  - 3.1.1.3 Learning is facilitated by problem solving involving material to be learned.
  - 3.1.1.4 There were discovery-learning procedures.
- 4 **Total Physical Response:** James Asher is the developer of TPR. He began experimenting in the 1960’s. He noted that children in learning their first language do a lot of listening before they speak. Their listening is accompanied by physical responses (reading, grabbing, moving, looking, etc). Asher also gave importance to the right brain function that should precede left brain language processing. He also focused on stress free classrooms. The TPR classroom was one where students did a lot of listening and acting. TPR had its limitations since it was effective in early stage learning and lost its effectiveness in advanced learners, even though its appeal to dramatic or theatrical nature of language learning was more effective.<sup>8</sup>
- 5 **The Natural Approach:** Stephen Krashen (1982, 1997) theories of second language acquisition present three stages: (a) The preproduction stage is the development of listening comprehension skills. (b) The early production stage is marked with errors when the student struggles with the language. (c) The production of more complex games, role-plays, dialogues, discussions and small group work.

Teachers and researchers agree that we are too prone to insist learners speak right away, so we can take from this method to seek advice for a period of time, while students grow accustomed to the new language.

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<sup>6</sup> <http://coe.sdsu.edu/people/mora/ALMethods.htm>

<sup>7</sup> ibid

<sup>8</sup> ibid



### 2.2.2 The Multiple Intelligences in the Learning – Teaching Process

Howard Gardner was the author of the multiple intelligences. Initially, he formulated a provisional list of seven intelligences. The first two are ones that have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.<sup>9</sup>

- **Linguistic intelligence:** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.<sup>10</sup>
- **Logical-mathematical intelligence:** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.<sup>11</sup> In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.
- **Musical intelligence:** involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner<sup>12</sup> musical intelligence runs in an almost structural parallel to linguistic intelligence.
- **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
- **Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas.
- **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.
- **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations.<sup>13</sup> In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

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<sup>9</sup> [http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/k53/ict/multiple\\_int/what.cfm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/k53/ict/multiple_int/what.cfm)

<sup>10</sup> [http://en.wikipedia.org/wiki/theory\\_of\\_multiple\\_int/what.cfm](http://en.wikipedia.org/wiki/theory_of_multiple_int/what.cfm)

<sup>11</sup> ibid

<sup>12</sup> ibid

<sup>13</sup> ibid

This theory has been of great utility in education. It has helped a significant number of educators to question their work and to encourage them to look beyond the narrow confines of the dominant discourses of skills, curriculum, and testing.

Howard Gardner's multiple intelligences theory has helped educators to reflect on their practice, and given them a basis to broaden their focus and to attend to what might assist people to live their lives well, then it has to be judged a useful addition.<sup>14</sup>

## **2.3 Structure**

### **2.3.1 Functions**

Throughout history it has been seen how language teaching changes. This is due to the great number of population which is now multilingual. Therefore, foreign language learning has always been an important practical concern. Today English is the world's most studied foreign language. There is a global need to learn and use the language for all purposes in our daily lives. That is why a vast majority of schools worldwide and in Ecuador are now bilingual and teaching English as a second language. More schools are opening each day and families have a wide range of schools from which to choose from to place their children in so they can be part of the global communication language which is English. Therefore, parents seek the best bilingual schools and bilingual schools seek professional teachers. And teachers seek the best methods in search of delivering an effective class which will obtain results which will satisfy needs.

Teachers need to find methods which can be applied to their programs and which will make them feel comfortable as they obtain effective results and obtain children who will enjoy learning a second language.

Teaching English as a second language must include motivating and entertaining activities that enhance the students' creativity in order to have better results in the skill development. Teachers search for more effective ways of teaching English as a second language or foreign languages.

Creating a motivating environment is something simple as game strategies are introduced in teaching English as a Second language students feel free and gain confidence as they speak the language in a natural manner.

There are many motivating and entertaining activities that enhance the students' creativity that can be included in class plans, they will help in having better results in the students' skill development and will help students to learn the language in a natural way.

“Children will take possession of the language and use it as a means of communication when they are actively involved, both mentally and physically, in the classroom. Children can be motivated to be active participants in the class by the use of stimulating and interesting child-centered materials and resources such as songs, stories, and games. Classroom participation can also be increased by asking children to take responsibility for developing some of the classroom resources. Whenever possible, children should be given a choice in the language they are going to use (even if it is limited to a one word

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<sup>14</sup> ibid

variation) and the opportunity to personalize the language. In this way they are encouraged to express their own ideas, actively and creatively.”<sup>15</sup>

In this work we encourage to include more creative activities, in order to make students feel they are playing, this will change the mood of the class and will elevate the motivation. Results will be seen immediately.

### **2.3.2 Evaluation of the theoretical frame**

The theoretical phrame has fullfilled a **descriptive capacity** because it set up the general concepts that will be used in the work presented with a **logical consistency**. This last criteria can be seen when we analyze the idea of including playful activities within a language period we know from the beginning it will be a great success, the problem is that many teachers are more focused in completing the anual programs than in results.

The **perspective** of the theoretical frame is to change that situation motivating this investigation in order to change teaching realities, and this work can be understood and applied with **simplicity**, here are no big secrets but great facts.

## **2.4 General Concepts**

### **2.4.1 Second Language Acquisition**

Second Language Acquisition is the process where people learn languages in addition to the native language they possess. The term second language describes any language whose acquisition starts after early childhood (includes a third or subsequent language learned). The language to be learned is also called the “target language” or “L2”; SLA is sometimes called L2A, for “L2 Acquisition”.<sup>16</sup>

Ellis (1994) describes Developmental Patterns as an order to patterns in which different language features are acquired and sequence to denote a pattern by which specific language feature is acquired.

Research has demonstrated a consistent order in the acquisition of first language structures by children. The orders of acquisition in SLA often resemble orders found in the first language acquisition, and may have common neurological causes.

There is a “silent period”, where learners speak very little.<sup>17</sup> This is considered as a language shock. The learner rejects the incomprehensible input of the new language. Research has demonstrated that during the silent period, learners are engaging in private speech, which is sometimes called “self-talk”. As they seem silent, they are rehearsing important survival phrases and lexical chunks. These are phrases which used then in subsequent period of formulaic speech. Other learners do not have a silent period and are directly a formulaic speech. This speech, is used for basic purposes. This then gives way to an experimental phrase of acquisition. This is where the semantics and

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<sup>15</sup> Scott, Katharine, Involving children creatively and actively in their own learning, page 18

<sup>16</sup> Slattery, M., Willis J. (2001) English for Primary Teachers, A Handbook of activities and classroom language, Oxford, University Press. Page 8

<sup>17</sup> Kagan, J., Segal J., (1992) Psychology, An Introduction, Harcourt Brace Jovanovich College Publishers, San Francisco. Page 298

grammar of the target language are simplified and the learners begin to make a true interlanguage. The nature of transition between formulaic and simplified speech is in argument.

Behaviorism account for learning as an imitation, practice, reinforcement and habit formation. They believe learners receive linguistic input in their environment and form associations between words, objects and events. These associations become stronger as experiences are repeated. Learners receive encouragement for their correct imitations and corrective feedback on their errors. Since language development is viewed as the formation of habits, it is assumed that a person learning a second language starts off with the habits learned in the first language. These habits interfere with the new ones needed for the second language being learnt..

Behaviorism is sometimes linked with the Contrastive Analysis Hypothesis (CAH). The CAH predicts similarities between the first language and the target language. The learner will acquire target language structures easily and will present difficulties upon the differences.

There are researchers who have found that not all the errors are predicted by the CAH are made. To set an example, when adults begin learning a language they use simple structures in the target language in the same manner as children do: “No understand”. These sentences look like they were made by children. Many of the sentences produce by second language learners in the early stages of development would be ungrammatical in their first language. Some of the characteristics of the simple structures are similar among learners from a variety of backgrounds, even though the structures are different from each other and different from the target language.

For second language acquisition, and for first language acquisition, behaviorist do not provide a complete explanation for language learning. There are theories of psychologist who cover this matter also.

#### **2.4.2 Motivation**

**Excited, bored, fear invasion? How do students feel in the classrooms?** Today, researchers emphasize that learning is not only the cold cognition of reasoning and problem solving.

Motivation is the magic which makes a student be in an internal state that will enable his behavior to remain with attention. The motivated student will perform a task with a level of interest. Motivation will turn his acts into a successful event.

Motivation means motivating a student to learn. Student motivation to learn is both a trait and a state. This means to take academic work in a serious manner and to get the most out of it as we apply the appropriate learning strategies in the process.

A theory developed by Bernard Weiner describes the manner in which students’ beliefs of academic success or failure affect their emotions and their motivation. Weiner indicates that when students have a failure or lack of ability and this ability is uncontrollable, there will be emotions of shame and embarrassment which will bring about a decrease in effort and poor performance. In contrast, when students attribute

failure to lack of effort and effort is perceived as controllable, they experience the emotion of guilt and consequently increase effort and show improved performance.

If learners have favorable attitudes towards the speakers of a language, they will desire more contact with the rest. Robert Gardner and Wallace Lambert (1972) named the terms integrated motivation to refer to language learning for personal growth and cultural enrichment, and instrumental motivation for language learning for more immediate or practical goals.<sup>18</sup> These types of motivation are related to success in second language learning.

If we were to think about how teachers think about their student's success we can say, they would think that the motivated student is the one who participates more than others, express interest in the classroom and also study a great deal. Classrooms should be a place where students enjoy attending, where they think of their class as interesting, the content must be relevant to their age, the atmosphere must be supportive and non-threatening. These are steps to be followed to obtain students' motivation to learn.

Graham Crookes and Richard Schmidt (1991) indicate where educational research has reported increased levels of motivation for students.<sup>19</sup>

1. Motivating students into the lesson: as a lesson is opened, it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on behalf of students.
2. Varying the activities, tasks, and materials: students feel reassured by classroom routines which they can depend on. However, lessons which always have the same routines, patterns and formats lead to a decrease in the attention and increase in boredom. Varying the activities, tasks and materials help to avoid the mentioned above and increase students' interest levels.
3. Using co-operative rather than competitive goals: co-operative learning activities are those in which students work together to complete a given task. These techniques increase the self-confidence of students including the weaker ones, because every participant in a co-operative task has an important role to play. Knowing that there are teammates that rely on them can increase students' motivation.

### **2.4.3 Creativity**

As our thesis expresses creativity to be an essential part in a teachers' lesson plan, it must be defined.

According to (Guilford, 1950), the relationship between creativity and intelligence has been a main concern in psychology. He states the creative process involves the application of past experiences or ideas in novel ways.

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<sup>18</sup> Gardner, R.C. and W.E. Lambert, (1972) *Attitudes and Motivation in Second Language Learning*. Rowley, Mass.: Newbury House. Page 73

<sup>19</sup> Crookes, G. and Schmidt, R. (1991) *Motivation: reopening the Research agenda*. *Language Learning*. Page 460

While Osborn and Parnes suggest the Creative Problem Solving (CPS) model, is about fact finding, problem solving, idea finding, solution finding, and acceptance finding. Certain cognitive skills underlie creative behaviors such as: fluency, flexibility, visualization, imagination, expressiveness, and openness. These skills may be personality characteristics, they may be learned, or they may be situational.

In order to obtain a creative atmosphere, a student must have previously performed an ideal environment: there are four conditions which should be done.

- 1 Classroom must be organized and free from disruption
- 2 Teachers must be a supportive person, one who does not put students down in the event of mistakes, the teacher should praise students and their good work, teachers must never embarrass students
- 3 Work must be just right, that is, it must not be too easy, nor too hard
- 4 Task presented to students must be authentic

Once this is done, teachers can use strategies which allow students to feel comfortable, reachable goals should be set, tasks should be according to students' interests, and there should be connections with the outside world and the future world as well. Grades should not be emphasized in order to avoid stress.

## **1.1 Hypothesis System**

### **2.5.1 Working hypothesis**

The skills acquired in the learning process of teaching English as a Second Language in Primary School would improve if motivation and creative activities are included, in this way students will acquire the basic skills, such as writing, reading, speaking and reading, faster.

### **2.5.2 Variables of the working hypothesis**

- Basic skills: speaking, writing, reading, listening
- Students in Primary School
- Motivation and creative activities: drama plays, poems, songs, stories
- Teaching English as a Second Language

### **2.5.3 Related hypothesis**

Artistic activities such as acting and creating drama plays will improve speaking and listening skills in the Primary School students.

Reading and creating poems and stories will improve vocabulary, listening and writing skills in the students in the Primary School students.

### **2.5.4 Null Hypothesis**

If a teacher uses creative and artistic activities in teaching English as a Second Language there will be disorder inside the class and the students will not be able to learn the basic abilities of a language.

### **2.5.5. Alternative hypothesis**

Introducing creative activities in teaching English as a Second Language can be a good idea but will not give any improvements in the abilities children in the Primary School acquire in the learning process.

### **1.2 The Communicative Approach**

With this approach, teachers can focus in teaching a second language in a communicative style. The important aspect is to take into account real life experiences and to communicate throughout them. Therefore, it is communicative activities that the teacher must take into consideration upon planning a class. The idea is for students to engage into real life circumstances where they are obligated to use the target language.

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This methodology arose from the concept that linguists thought that students do not learn the realistic language. They should use the appropriate social language, gestures and expressions. Students need to communicate in the culture they are studying

Communicative language teaching uses real life situations that are needed to communicate. The teacher makes up situations that are close to real life situations and that need communication. This is very important for students` motivation since he or she feels the need to communicate. Students need to interact and to have a clear relationship of the society being studied.

Important aspect of the communicative approach include:

- 1 The classroom activities enhance students` opportunities to use the target language in a communicative way because there are meaningful activities.
- 2 This approach is more pupil oriented, since it deals with their interests.
- 3 Learners can go to the country of the language being studied and prepared for what they may encounter there.
- 4 The classroom must provide opportunities for what is stated above. Therefore, providing the student with real life situations such as creative plays, surveys, projects, role plays and not only repetitions.
- 5 There is emphasis in pairwork and group work. Therefore the students not only listen to the teacher, but they get used to listening to their classmates. This is not used much since teachers are usually fearful of noisy classes.
- 6 Special attention is paid to oral and listening skills. Contact is very important. Time is not dedicated to hearing the teacher only, but also to listen to themselves. They have the chance to make mistakes and to learn from them.
- 7 To make mistakes and errors is a natural as they learn the target language. Students learn to express themselves, corrections are made by the students and noted by the teacher.

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<sup>20</sup> file://E:/COMMUNICATIVEAPPROACH. htm

- 8 The communicative approach also involves reading and writing skills. These develop the students' confidence in all areas. As students read, summarize, translate and discuss the language is more fluid.
- 9 Grammar is taught less systematically. Communication depends on grammar. Grammar explanations help students.
- 10 There is a use of idiomatic, everyday language. This is the language used among people to communicate.
- 11 Materials and books must be related to pupils interests, therefore they must be updated and real.
- 12 There is a lot of spontaneity in this method. There is improvised practice that make students more flexible and inspire confidence.
- 13 There are three stages in the use of visual aid. These are presentation, assimilation and language reproduction in a creative and spontaneous way.



## **PART THREE METHODOLOGICAL DESIGN**

### **1.1 Research type and design**

We have chosen this research type due to experience as English teachers in the province of Manabi for the past seven years. The first and second years were difficult ones, until we developed sample lessons and figured out the best way to teach English as a second language to students, and what is more important, to maintain their interest all along the way.

Therefore, we decided on the theme of this thesis and want to extend our exercises and information to others who are on the road of teaching ESL students and want to achieve successfulness. This is an important tool to be kept in mind.

### **1.2 Population and sample**

The population we have worked with are children pertaining to the Unidad Educativa Interamericano, in the Grammar School Section. There is a total of 83 students.

Grammar School is composed the following way: (school year 2006/2007)

|                 |             |
|-----------------|-------------|
| Segundo Basico: | 14 students |
| Tercero Basico: | 16 students |
| Cuarto Basico:  | 9 students  |
| Quinto Basico:  | 15 students |
| Sexto Basico:   | 12 students |
| Septimo Basico: | 17 students |

Total: 83 students

The great majority of students are from Bahia de Caraquez, their parents are also from the area or from the Province of Manabi. They do not speak the English language, but do consider it important for their children to do so, since they did not have the opportunity in their childhood. It is now in the past two years, that the province has felt the importance of English in their lives and in bilingual schools.

This makes a teachers' commitment even more important, since in this event, at school is the only place where the students will be learning the English language. The ESL teacher must find the way to have the student like the English language and this will take place if he or she enjoys learning English at school.

This is why it is very important for teachers to deliver effective classes where students will be highly motivated and will also be able to speak the language.

### **1.3 Instruments for data collection**

With the importance of delivering effective English classes, we began to record students' performance and achievements. Through the basic tests which are necessary to be taken, we saw that children improved and notes were on a regular basis qualified as passing. The aspect that troubled us was that the students were not speaking or practicing the language orally. It seemed that communication was lost and that whenever the chance was available for talking in English, it was not done by the students.

For example, during a presentation in front of a large audience, students would panic and would hardly be able to perform in a correct manner. In the large array of students, there were those who had a natural ability to use the language and would not be afraid to perform in front of an audience and would do fine.

This was not our goal, we were looking for higher standards, teachers wanted students who would be able to perform in front of an audience.

Here is an example of second grade presentation, according to students who performed and their grade in speaking the English language. During school year 2004/2006

**Segundo Grado Basico and their grades during the oral presentation before applying our recommendations.**

| <b>Number</b> | <b>Name</b>        | <b>Grade</b>              |
|---------------|--------------------|---------------------------|
| 1 - Mexico    | Isabella Ciardelli | 3/10                      |
| 2 - Peru      | Gioconda Davalos   | 5/10                      |
| 3 - Ecuador   | Maritza Duran      | Too shy                   |
| 4 - Colombia  | Tanya Endara       | 7/10                      |
| 5 - Greece    | Monica Moncayo     | Cried and did not show up |
| 6 - Italy     | Alfredo Mejia      | 6/10                      |
| 7 - Germany   | Camila Monge       | 5/10                      |
| 8 - Sweden    | Andres Saavedra    | No show                   |
| 9 - USA       | Tomas Torres       | 2/10                      |
| 10 - China    | Abelaida Zambrano  | 3/10                      |

With the results on this chart, we can clearly see the lack of communication that the students had as they were to present the theme concerning countries in English. Each student chose a Country and delivered information about the history, geography and different cultures corresponding to each country.

Since we have been working in the Unidad Educativa Interamericano, we decided to work very hard on oral skills. Therefore we made a major turnover and emphasized drama, songs, poetry and diverse games and others into our curriculum.

To the present date, we have a result of students who now enjoy the English language, they want to talk in the language, and what is most amazing is that students feel confident and secure as they speak in English.

There was a major change compared to this same group two years after. They presented a play during our Culture Week and had a splendid performance.

The play chosen was the Wizard of Oz, where each student chose a character. This way we obtained the following results after the final presentation of the play.

| Character        | Student            | Grade  |
|------------------|--------------------|--------|
| Dorothy          | Isabella Ciradelli | 7/10   |
| Tin Man          | Gioconda Davalos   | 8/10   |
| The Lion         | Maritza Duran      | 10/10  |
| Uncle            | Tanya Endara       | 9/10   |
| Aunt             | Monica Moncayo     | 6/10   |
| The Wicked Witch | Alfredo Mejia      | 10/10  |
| The Good Witch   | Camila Monge       | 9.5/10 |
| Narrator         | Andres Saevedra    | 8.9/10 |
| Presentation     | Tomas Torres       | 10/10  |

#### 1.4 Processing and analysis

It has been a great change in students also. This is proved through the interviews which were made to them as this school year finished.

Interview to student Isabella Ciardelli:

Question: Isabella, could you tell how you feel now that this school year has ended. How do you feel about your English class.

Answer: I must tell you that the past years I disliked English a great deal. I hated grammar classes as much as I hated math classes. I felt uncomfortable in my classroom and I only wanted the hours to run by. I was always waiting for the bell to ring.

Comment: It was a mistake to deliver English as a grammar class, this turned the classroom into an uneasy environment, grammar is associated with fright, in the same way math is also an uncomfortable subject. It makes students nervous since there is the belief that they have to learn something whether they like it or not, whether the thematic is difficult or not.

Question: Isabella, how do you feel after your performance in the play?

Answer: It is so cool! My classmates and I had so much fun. Could you imagine that my mom filmed our act. We are so happy, we are having a pizza party and watch the video at my house.

Comment:

With these words and feelings, it is clear to see how the students reacted to their presentation in front of a large audience. Students were delighted, as they felt they were the real characters of the play. Students identified with what they were doing. Students are creative creatures who can give so much.

Our goal was achieved. Students did an excellent job in their performance. They spoke English in an excellent way and are eager for more. This clearly shows how are classes must be delivered for students to speak the language.

### **3.5 Polls made to students in Unidad Educativa Interamericano**

This school has 119 students in the primary section. We have selected from this universe 36 students which we consider can give us a good sample to diagnose the real situation of ESL in the institution.

Polls were made to fourth, fifth, sixth and seventh grades. The objective of these polls was to measure the interest and attitudes of students towards certain creative activities and playful tasks which can be integrated into the ESL classroom.

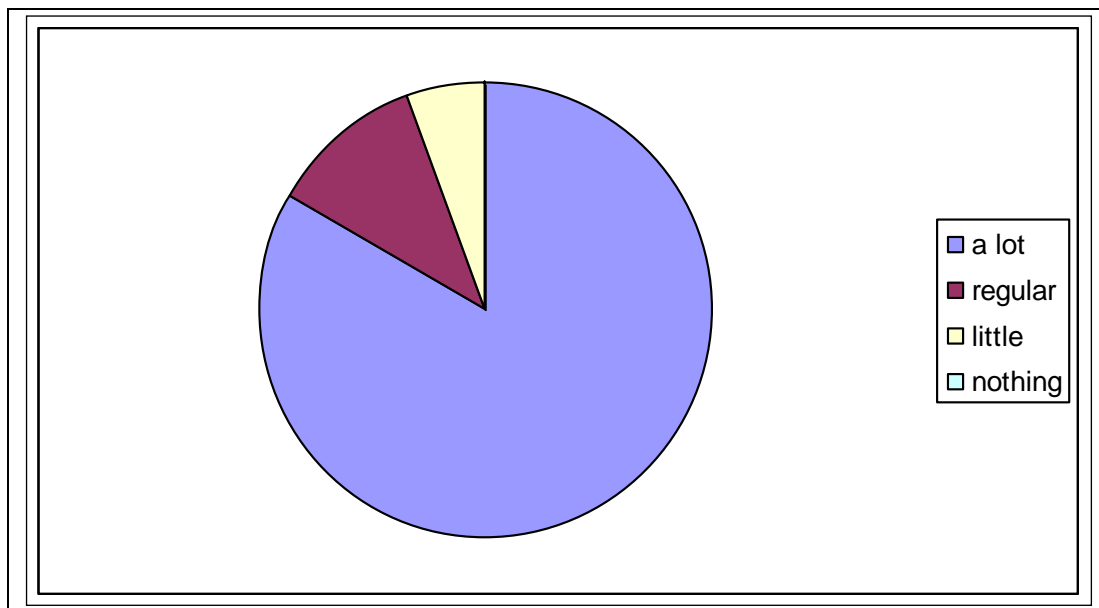
### **Results and analysis**

In the following pages the questions, results and analysis will be presented with a graphic for each one.

## Interest

### Question 1: Do you like English classes?

| Selected answer | Number of students | Percentages        |
|-----------------|--------------------|--------------------|
| a. a lot        | 30                 | 83.3%              |
| b. regular      | 4                  | 11.1%              |
| c. little       | 2                  | 5.5%               |
| d. nothing      | 0                  | 0%                 |
| <b>Total</b>    | <b>36</b>          | <b>99.99 (100)</b> |

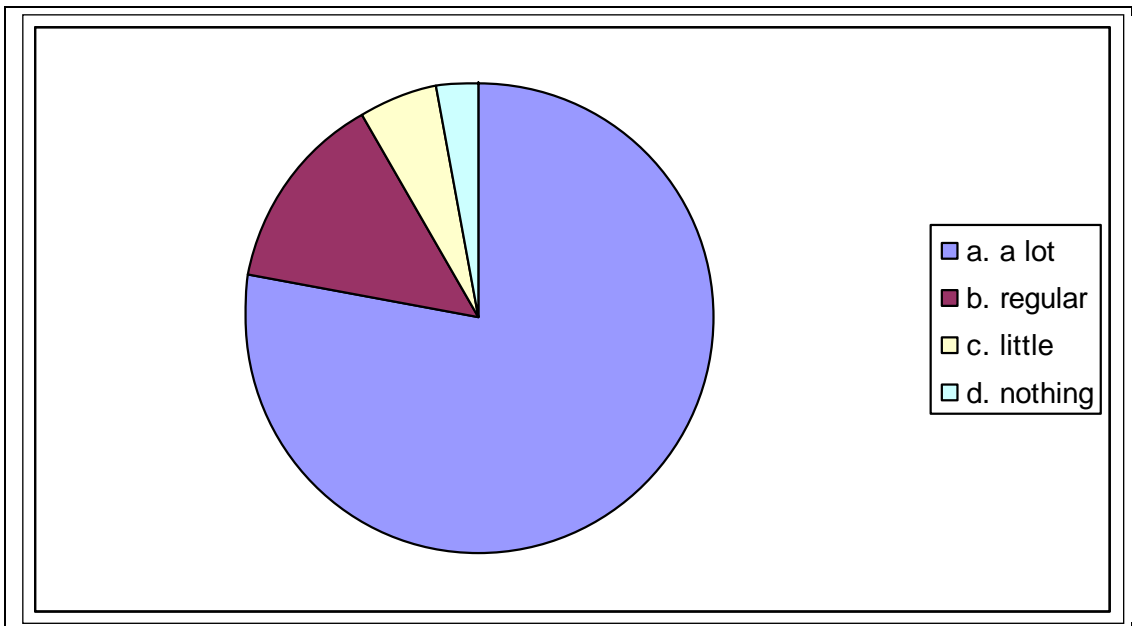


From the 36 students who have been polled we have found that 83.3% percentage like English classes a lot; a 11.1% percentage like them in a regular manner; a 5.5% percentage like only a little those classes. No one has answered to dislike the English classes.

## Songs

**Question 2: Do you like to sing in English?**

| <b>Selected answer</b> | <b>Number of students</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| <b>a. a lot</b>        | 28                        | 77.77              |
| <b>b. regular</b>      | 5                         | 13.8               |
| <b>c. little</b>       | 2                         | 5.55               |
| <b>d. nothing</b>      | 1                         | 2.77               |
| <b>Total</b>           | <b>36</b>                 | <b>99.99 (100)</b> |

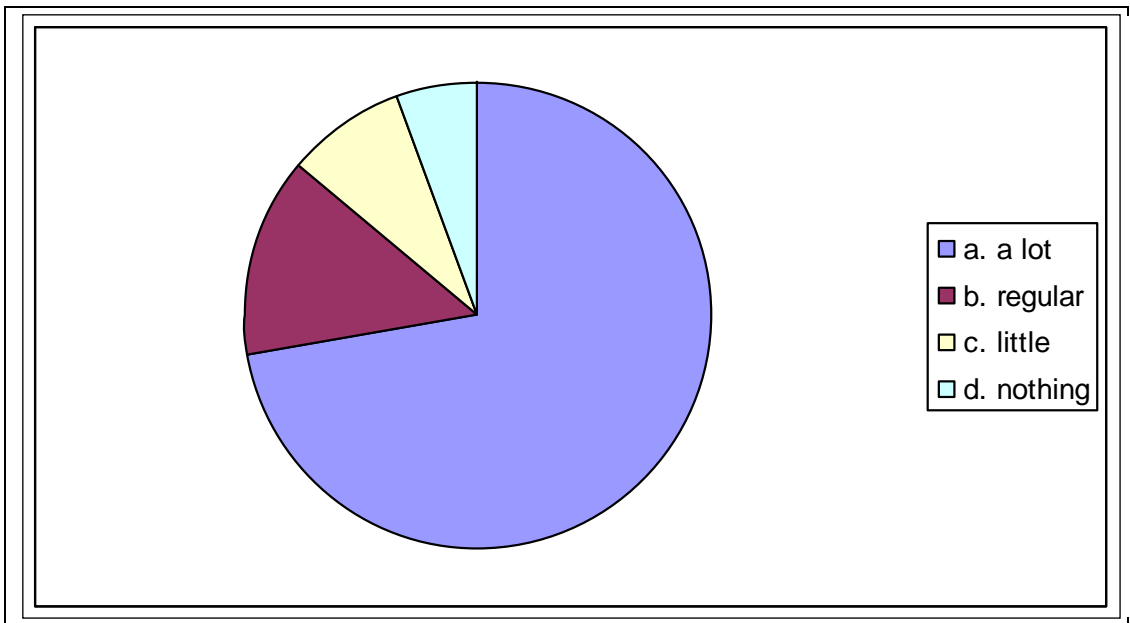


From the 36 students who have been polled we have found that 77.77% like to sing in ESL classes; a 13.8% like this activity in a regular manner; a 5.5% like only a little to sing in English, and a 2.77% do not like to sing.

**Poetry**

**Question 3: Do you like to read and work with poems?**

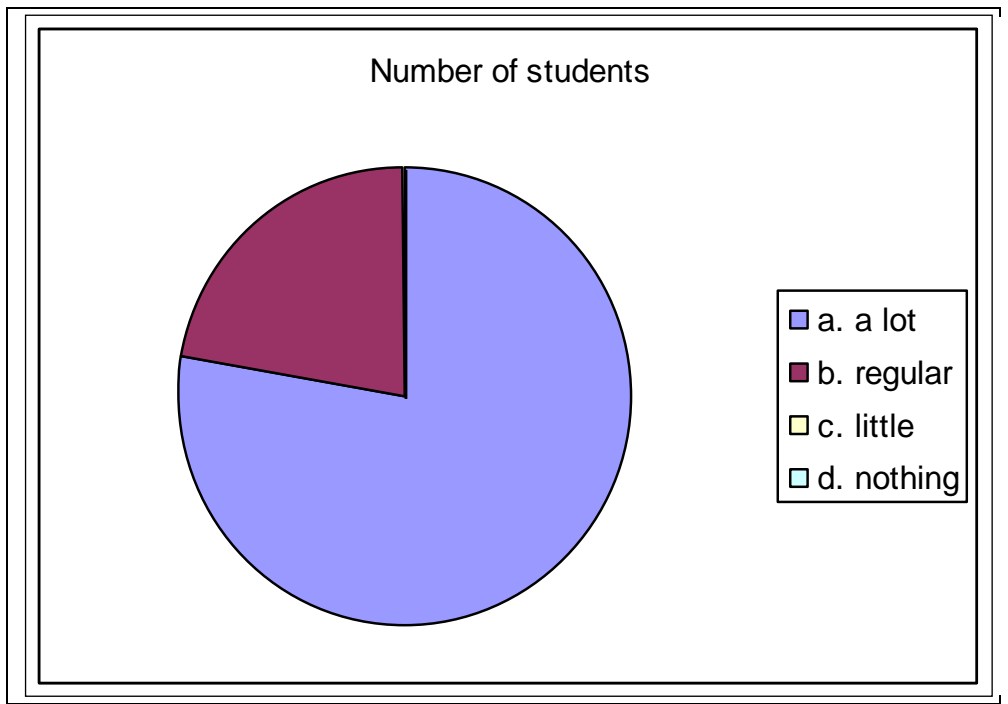
| <b>Selected answer</b> | <b>Number of students</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| <b>a. a lot</b>        | 26                        | 72.22              |
| <b>b. regular</b>      | 5                         | 13.88              |
| <b>c. little</b>       | 3                         | 8.33               |
| <b>d. nothing</b>      | 2                         | 5.55               |
| <b>Total</b>           | <b>36</b>                 | <b>99.99 (100)</b> |



**Playful activities**

**Question 4: Would you like to play in English?**

| <b>Selected answer</b> | <b>Number of students</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| <b>a. a lot</b>        | 28                        | 77.77              |
| <b>b. regular</b>      | 8                         | 22.22              |
| <b>c. little</b>       | 0                         | 0                  |
| <b>d. nothing</b>      | 0                         | 0                  |
| <b>Total</b>           | <b>36</b>                 | <b>99.99 (100)</b> |



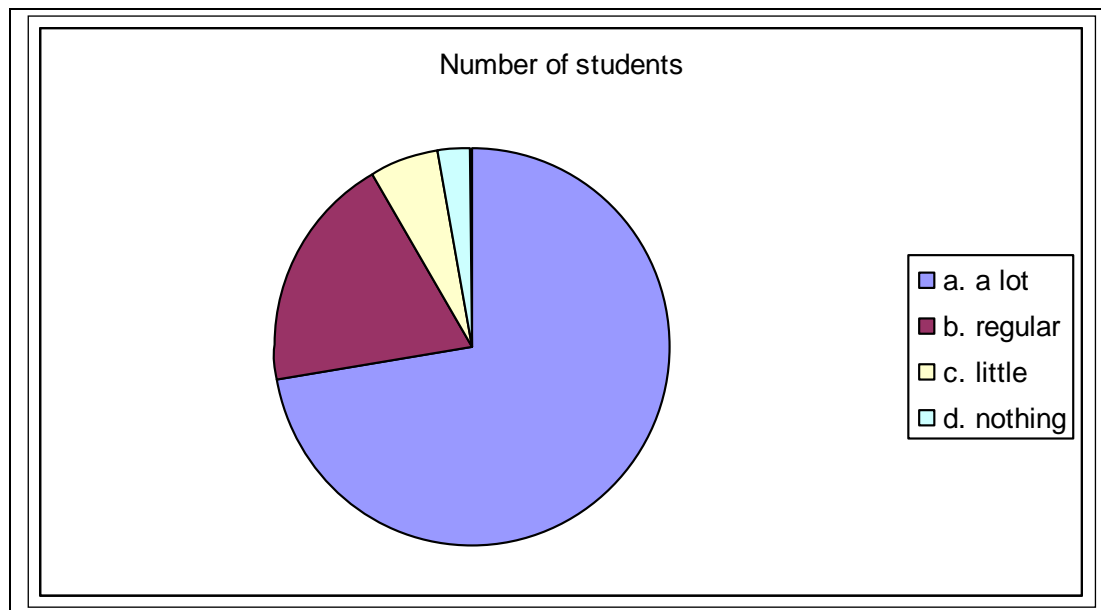
From the 36 students who have been polled we have found that 77.77% percentage like to play in English and a 22.22% it in a regular manner.



## Drama

### Question 5: Would you like to act and make small plays in ESL?

| Selected answer | Number of students | Percentages        |
|-----------------|--------------------|--------------------|
| a. a lot        | 26                 | 72.22              |
| b. regular      | 7                  | 19.44              |
| c. little       | 2                  | 5.55               |
| d. nothing      | 1                  | 2.77               |
| <b>Total</b>    | <b>36</b>          | <b>99.99 (100)</b> |



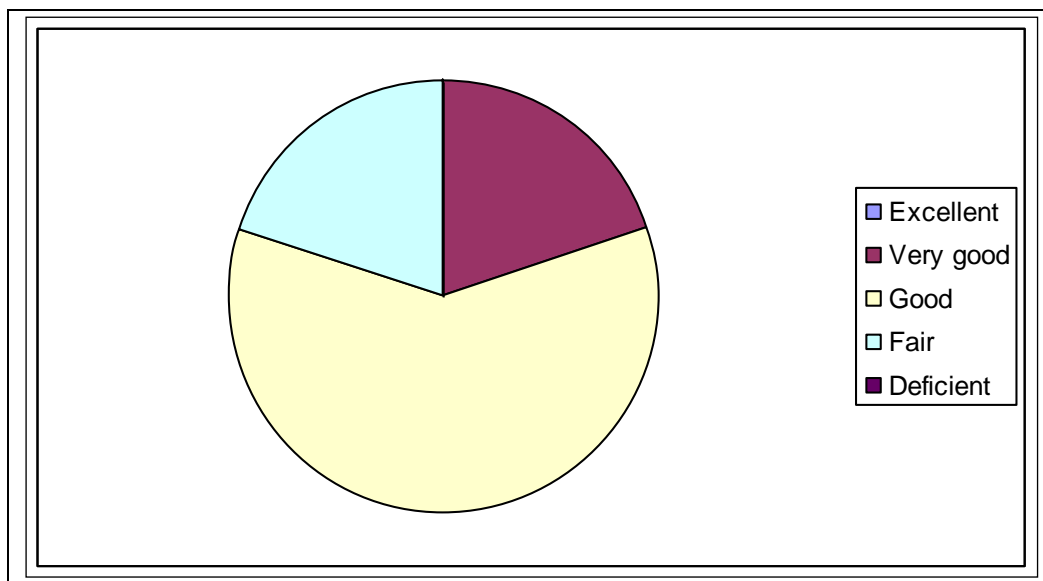
From the 36 students who have been polled we have found that 72.22% would like to act in ESL classes; 19.44% would like it in a regular manner; 5.55% would like a little to act, and a 2.77% wouldn't like to act in English classes.

### Polls made to teachers in Unidad Educativa Interamericano

The polls were made to the 100% of the English teachers in school, 5 teachers.

#### Question 1: How do you evaluate your students' development?

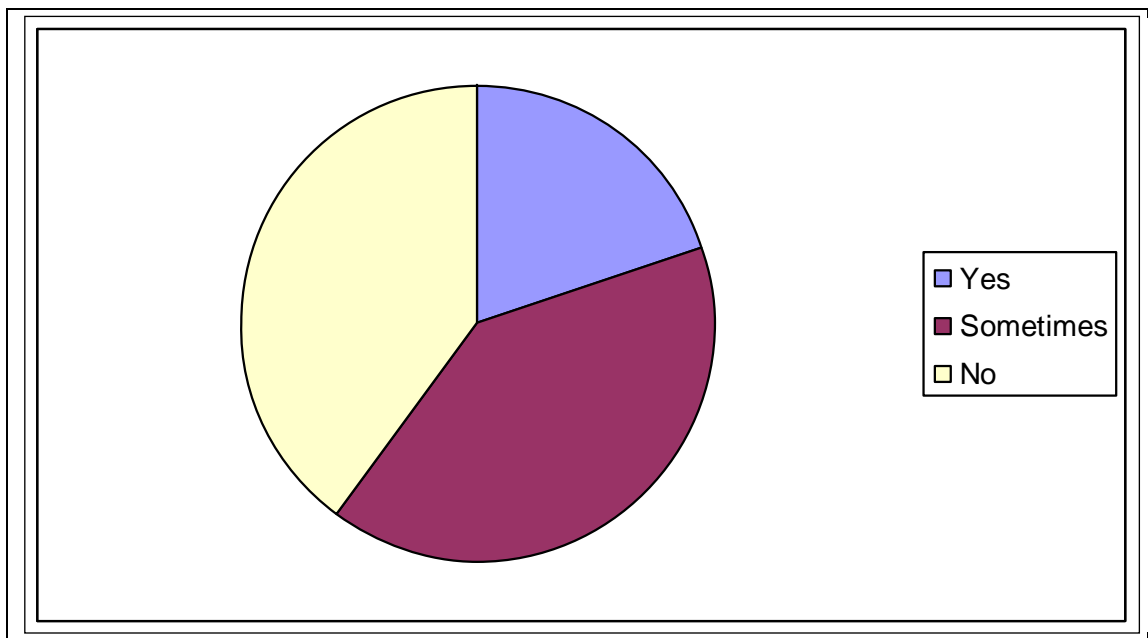
| Selected answer | Number of teachers | Percentages |
|-----------------|--------------------|-------------|
| Excellent       | 0                  | 0           |
| Very good       | 1                  | 20          |
| Good            | 3                  | 60          |
| Fair            | 1                  | 20          |
| Deficient       | 0                  | 0           |
| <b>Total</b>    | <b>5</b>           | <b>100</b>  |



English teachers agree there are different levels in ESL classes. Those are the general results they gave: a 20% of the teachers believe the students have a very good development; 60% think they have a good development and 20% think they have a fair development.

**Question 2: Do you think the atmosphere in your classroom help the students to pronounce better?**

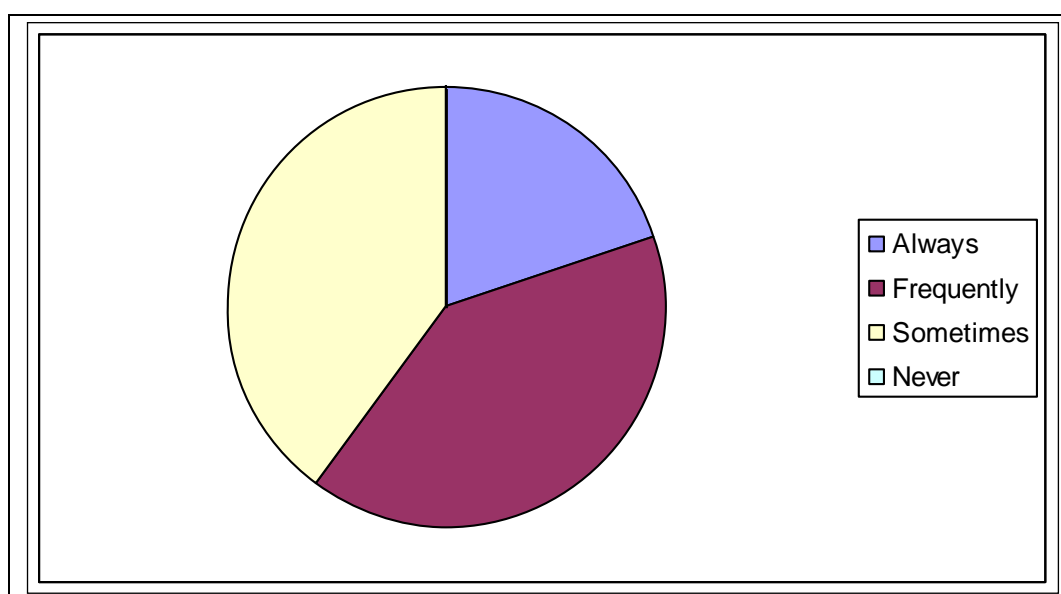
| <b>Selected answer</b> | <b>Number of teachers</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| Yes                    | 1                         | 20                 |
| Sometimes              | 2                         | 40                 |
| No                     | 2                         | 40                 |
| <b>Total</b>           | <b>5</b>                  | <b>100</b>         |



One teacher, 20% of the teachers think she had created a good atmosphere to help students in pronunciation, two of them, 40% think the lack of help from parents do not help to create a good environment in classes, and there is a 40%, two teachers that can not improve pronunciation because students are too shy or do not want to cooperate.

**Question 3: Are students learning effectively used in oral communication?**

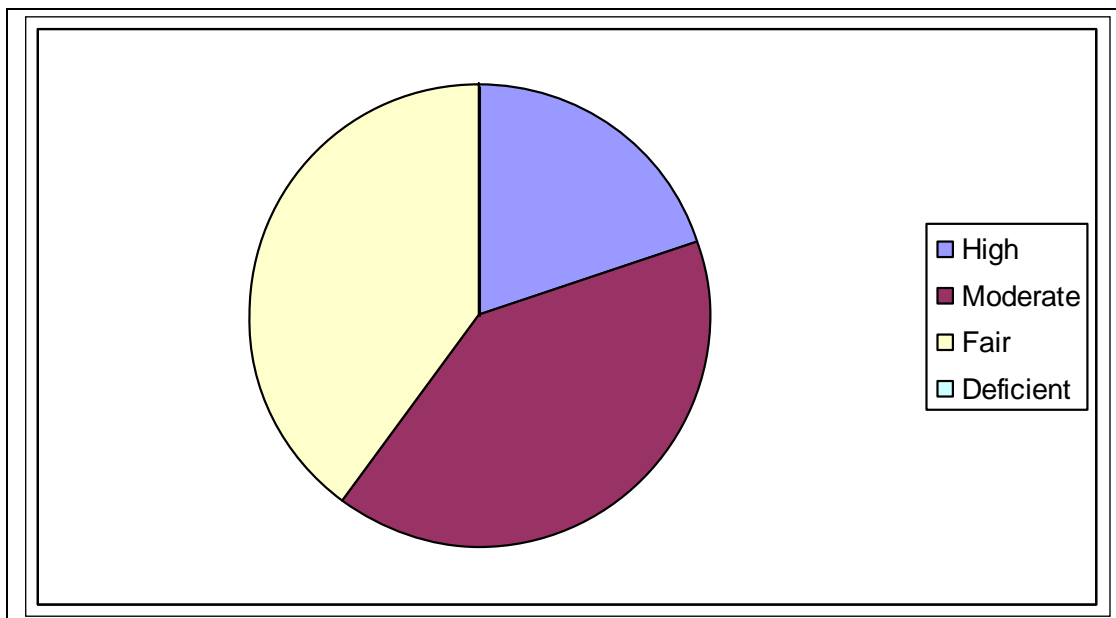
| <b>Selected answer</b> | <b>Number of teachers</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| Always                 | 1                         | 20                 |
| Frequently             | 2                         | 40                 |
| Sometimes              | 2                         | 40                 |
| Never                  | 0                         | 0                  |
| <b>Total</b>           | <b>5</b>                  | <b>100</b>         |



Only one teacher is satisfied with the students' oral achievements. Two of them, 40% said that frequently students use their oral knowledge, but there is a 40%, two teachers that said that only sometimes students use their learning in oral communication.

**Question 4: Do students have a genuine interest in ESL?**

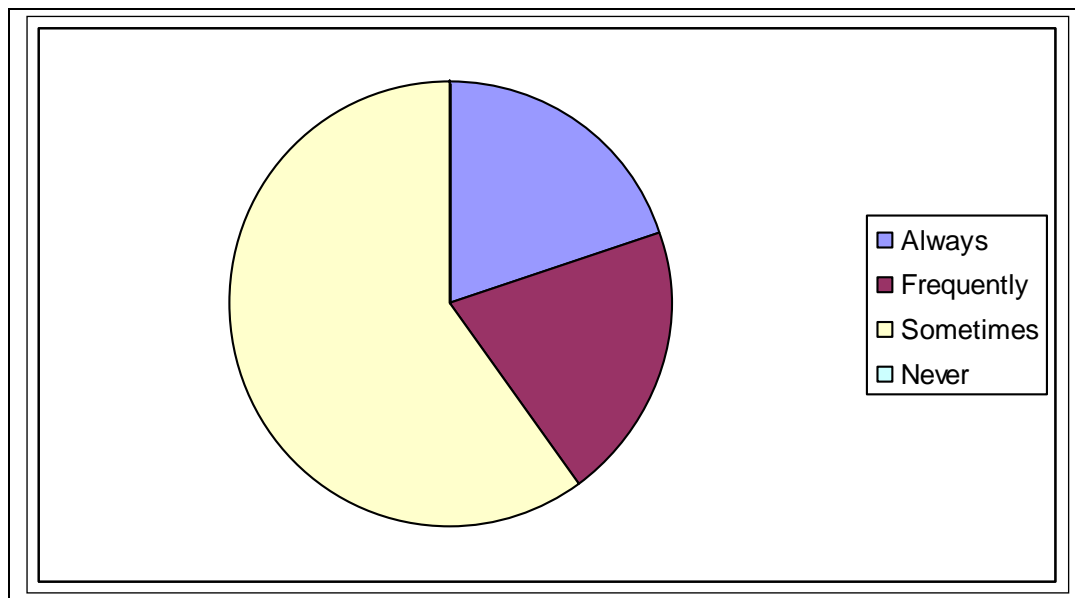
| <b>Selected answer</b> | <b>Number of teachers</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| High                   | 1                         | 20                 |
| Moderate               | 2                         | 40                 |
| Fair                   | 2                         | 40                 |
| Deficient              | 0                         |                    |
| <b>Total</b>           | <b>5</b>                  | <b>100</b>         |



Even though English can be an active class not all the students show a genuine interest, only one teacher said students have a genuine interest in ESL. 40%, two teachers say students have a moderate interest in ESL classes, and two teachers, 40% think students have only a fair interest.

**Question 5: Do you utilize poems, songs, stories or dramas in class?**

| <b>Selected answer</b> | <b>Number of teachers</b> | <b>Percentages</b> |
|------------------------|---------------------------|--------------------|
| Always                 | 1                         | 20                 |
| Frequently             | 1                         | 20                 |
| Sometimes              | 3                         | 60                 |
| Never                  | 0                         | 0                  |
| <b>Total</b>           | <b>5</b>                  | <b>100</b>         |



Analyzing with the teachers the results they say that sometimes using those devices can be useless, we think this can be reflected in the lack of interest of students.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

- 5 Learning a Second Language must be a satisfactory experience which must include motivating activities that can give the students high self esteem and success experiences.
- 6 Learning a Second Language must be as simple as learning the first language, both processes are intended to create communication tools in human beings. The important of learning a Second Language is the ability of acquiring the basic skills.
- 7 Students can not feel fear or bore; they must be highly motivated in order to make the best efforts in the learning process. Teachers must be careful with this because if there is not a natural environment classes will be a waste of time.
- 8 Teachers must like and be highly motivated; these will make them to prepare each day better material and activities for the students. Plans must not be archaeological pieces that never change or improve, plans must be constructed each day, and every new experience, investigation or information must be included.
- 9 Art is a universal language, through artistic activities communication may flow naturally; also using feelings and sensations is important. We all feel peaceful when we watch the sea, we all fell happy with music, those sensations where observed in the class.

### **RECOMMENDATIONS**

- 2 Songs must be used in the teaching – learning process. Songs that help the vocabulary or grammar contents of the class, but also songs that the students like and are popular in the community. There are many groups that sing in English, sharing the students’ interests will have great results.
- 3 Creative activities will improve motivation within the group. Creating poems or stories must be a daily activity; they develop mental skills and help to work with vocabulary. Teachers must be careful, we are not searching for professionals, we are trying to use the language, we must focus on this and make the students they can have good results.
- 4 Teachers must be happy, motivating, and interactive inside the class. They must interact with the students; they must create also poems and stories and share them with the students. Teachers must sing and dance in order to sep the students with them.
- 5 Drama is an interesting activity to include because students will interact among them not only during the acting process, but also listening to instructions, living ideas... Drama must be included at least once a month.

- 6 In the teacher's meetings share successful experiences, interchange songs and poems that can be used, talk about new methods. This will make the teaching activity more interesting.



## **PART FOUR ADMINISTRATIVE FRAME**

### **6.1 Material Resources**

In this research work we will use Internet services and the libraries from Interamericano School and Banco Central here, in Bahia. Also we have cooperation of some teachers of the Americano School in Quito who provides us with some books to look for information.

Both of the authors have a personal computer and basic desk materials, when needed we will use the service of printing papers. Transportation, photos and videos are made with our own equipment.

### **6.2 Human competence**

The authors of the thesis, Michelle Monceau and María Soledad Vela, will be focused on creating interesting and useful information for other teachers that want to improve everyday the teaching strategies. The idea is to benefit everyone who wants to have better results in teaching English as a Second Language.

### **6.3 Budget**

|                           |            |
|---------------------------|------------|
| Textbooks                 | 300        |
| Internet                  | 100        |
| Transportation            | 40         |
| Phone calls to ESPE Quito | 30         |
| Photographs               | 25         |
| Xerox copies              | 75         |
| Classroom video           | 20         |
| <b>TOTAL</b>              | <b>590</b> |

The authors of the thesis will use their private financial sources in order to cover the costs of this project, in the items mentioned or any other that may come out during the process.

### **6.4 Chronological Distribution**

|            |   |
|------------|---|
| June:      | Thesis Proposal   |
| July:      | Bibliographic Research, Mass Media Research, Devices Compilation. |
| August:    | Research  |
| September: | Thesis Elaboration  |
| October:   | Thesis Elaboration  |
| November:  | Corrections   |
| December:  | Corrections   |
| January:   | Corrections   |
| February:  | Corrections   |
| March:     | Corrections   |

**April: Final Draft**

# **ACTIVITIES FOR YOUNG LEARNERS**

The experience of teaching is a most gratifying one when we feel we have accomplished our goals. Our goals are to reach out to the students and receive from them the information that we have transferred. This is a difficult task which is performed on a daily basis, and as primary teachers we feel the imperative necessity of elaboration of a guideline which could be followed and help in lesson planning and classroom performance.

The principal aspects to achieve are goals are to create the appropriate environment and teaching tools in order to create ACTION, which as we can see below is what make students learn.

In order to create the desired effectiveness in our teachings we must learn to create our classroom environment which we desire to work with students. The feeling of connection must be our first requirement.

Active listening should be therefore, an effective way to demonstrate our student's attentiveness. Active listening starts with the teacher's attitude. We can listen to tapes in order to immerse in the language. Students may end up acting out what they have heard. This way the knowledge will remain with them.

It is important that listening tasks remain short. These should be integrated into a sequence of activities, so that students get well prepared before they actually listen to a tape. Planning is a must, if the class is well prepared, the students listening experience will be mainly for confirmation and recognition.

## **LISTENING AND SPEAKING ACTIVITIES FOR TEACHING YOUNG LEARNERS**

### **1.1. LISTENING ACTIVITIES**

#### **1.1.1 Listening and doing – Total Physical Response**

A good way to have children listen and follow instructions and do what the teacher says is Total Physical Response. This is beneficial to begin communication in the classroom. Second Language Learners will feel at ease as the teacher interacts with them as they are learning the target language.

#### **1.1.2 Listening and Performing - miming**

When students are familiar with vocabulary, mimes can be introduced. Children should

listen carefully to the language being used, decide how to perform what is being said. They need to think, move and act. Miming exercises are more creative than TPR activities since children can perform what is being said.

### **1.1.3 Listening and Responding to Games**

#### **Listen and color**

This is a simple and basic activity which can be performed by young learners. At first teachers should check on materials such as: pencils, erasers, crayons, color pencils, paper.

Students should then be prepared to do “Listen and Identify” activities where colors will be revised, names of objects to be colored should also be revised. Then a picture can be given to each student.

#### **Listen and match**

A very useful device we have encountered as English teachers is a listening skill which is composed of pictures with characters performing certain actions.

Memory: This is another game to listen, observe, apply memory and then match. The objective is to drill synonyms, antonyms, or any vocabulary to be introduced.

#### **Listen and make**

There is a wide range of things that can be made by students. Children love to draw, cut, paste, and color. Things can be made according to each chapter being presented by the teacher.

## **1.2 SPEAKING ACTIVITIES**

At first students can be encouraged to use certain phrases as their first efforts, these are classroom phrases. Pupils can ask questions and tell you some things a teacher may need to know. They can learn to use the expressions to be used in the English lesson. As students are repeating phrases, they are getting use to saying English sounds, they are practicing the intonation pattern, and they gain confidence as they sense a bit of achievement.

It is important to realize that while students are learning their first language, and they hear phrases they understand the general meaning and not the individual words. Students hear connected sounds before they separate them into individual words. Students hear intonation patterns, and sounds and words that are stressed. These are the sounds they will say first.

### **9.1.1 Saying rhymes and singing songs**

Many aspects take place when this exercise is performed. Students practice introduction to new vocabulary, meaning of words, stress, pronunciation and intonation. They enhance rhyming words and give it a musical tone.

### **1.2.3 Songs**

Songs are the one of the best tools to employ in order to teach and to achieve a fluent ESL student.

This is very important in youngsters since whatever is sung to them, is sure they will repeat with joy. This is what an ESL teacher seeks, a happy ESL student, versus a stressful youngster who is afraid to speak.

### **1.2.4 Practicing new sounds**

As a grammar teacher and student's first introduction to their target language, I try to speak as much as possible in English. This is because children acquire pronunciation and intonation naturally as they listen to my voice as I speak the English language. Students absorb the sound of the language as they hear me.

This does not mean that students will produce perfect words or phrases. First student will need to begin to speak the target language as they try out the sounds they hear. They must also play with the sound as I, as a teacher must praise them at all times in order to deliver confidence as they may be able and ready to try again and again to repeat the sounds that are new to them.

Smaller children enjoy mimicking the language, more than older students since youngsters are more playful. When children are motivated, they will keep on trying and this is due to the praise and the confidence delivered to them by their teachers.

It is important a teacher exaggerates with gestures in order to practice new sounds for children to grasp the sound correctly. This will make it easier for the student. To advise students to open their mouth wide for wide sounds. It also helps to use actions to help students remember the face movement that produces the sound.

From sounds, we can then practice words and words which are specific such as adjectives, verbs, nouns, adverbs, prepositions through games.

### **1.2.5 Hide and recall**

The objective of this game is to practice classifiers, example: a pair of shoes, box of matches, and count/non count nouns.

The procedure is to arrange a collection of small objects on a table. The collection should be a mix of countable and non countable objects, some of which require classifiers (bar of soap, loaf of bread). Students must be given a chance to look at the objects for a few minutes and then cover them with a cloth.

Students should then write down as many of the objects as they can remember. This can be done individually or in groups. Students must tell what is written. Then the cloth must be removed and students complete their lists.

To vary the game, adjectives could be practiced and objects or pictures which are the same kind but have different color, shape, size, etc.

### **1.2.6 Scrambled spelling**

The objective is to reinforce new vocabulary or to practice vocabulary which has been learnt.

The procedure is to print the vocabulary words on cards and arrange in scrambled order. The teacher should then give students a few minutes to write the words correctly. Students can then try to guess the words in the correct order in the chart.

Students can also scramble new vocabulary words to challenge friends. Students may use different categories, such as fruits, countries, vegetables, etc.

### **1.2.7 Using drama and plays**

A great manner to practice altogether new sounds, new words, and new vocabulary is to use it while it is fun and enjoying. The best way tots learn is while they are having fun, and a great way to achieve this is to make the students act.

## **READING AND WRITING ACTIVITIES FOR YOUNG LEARNERS**

### **2.1 READING ACTIVITIES**

#### **2.1.1 Beginning reading**

It is easier for preschoolers to learn how to read in the target language if they are learning or know how to read in their mother tongue.

A way to begin is to prepare printed material about the words which are being taught. They can be placed on the blackboard or on a wall and children can look at the word while they learn the sound of the new word. It is also a good idea to label the classroom objects.

This also works with phrases. Students use the same recognition skill than when they are recalling a word or a short phrase.

Since English spelling is difficult, the students need to learn to recognize sounds and letters. Visualization of the words is very important and is a great help for students to recognize and predict words.

Repetition of these words in a playful manner will also help students recall the words easily. They can do so in a song, one can be invented, or a rhythm can be applied to the words.

A tip for students to learn the words they visualize is to apply a special texture to the word and have them feel the word and touch it as they pronounce it. For example,

letters can be made out of clay; the teacher can mold them with the students and have them dry until they turn into rocks.

Another material that can be used is sandpaper which feels fun on the fingers. Words can be made out of this material and it can be placed on the wall for students to practice with, they can touch the letters as they speak out loud. It is very exciting for them to do so and they will enjoy this activity greatly. It is a lot of fun.

### **2.1.2 Recognizing phrases**

The way children acquire words and phrases is when they listen to them. Once this happens, students are unconsciously learning word order. When students begin to read and then to write, activities may be performed in order to consolidate their hearings and to show them the patterns, it must be written down. This way students become aware of word order.

Several sentences can be made and children manipulate words, word structure and meaning while they are creative and speak the target language as they use the words and make up as many sentences as they can.

### **2.1.3 Finding information**

Once students can read, it is a teacher's tool to use and explore. In our classrooms we create a comfortable atmosphere so students can relate reading with pleasure and turn this into a habit.

The atmosphere in the classroom is filled with pillows and small rugs pertaining to each student who keeps these tools nice and clean in their lockers. They place them on the floor, some students lye down, others sit against the wall.

The next step is to make students look at the pictures and then look at the words. This observation exercise is very important. This exercise causes children to predict and this is important for developing a thinking process as they guess who each character is, as they categorize the mean one, the good one, the evil one, etc. Children also predict what is to happen next and how the story will evolve.

Another important aspect for reading is to begin with silent reading. Children can feel they are achieving success as they are able to read words. They have a feeling of confidence in their target language and a sense of achievement which helps them feel great as they are learning their new language.

The teacher can call students one by one in order to have them read and check on their pronunciation and help them repeat the word correctly. This can be done on a one on one basis, student and teacher in order to avoid any feeling of embarrassment.

After the reading exercise is done, then the oral aspect can be taken advantage of. Students can talk about what they have read, what they like or dislike in the story.

Students will also practice listening skills as they can make an interesting conversation about comments in the classroom.



When children perform this project, they have to handle different types of materials, which is also beneficial, as they get to know the use of each one and the role it plays in recycling. They also learn about art. Once the paper is dried, students can decorate with dry flowers or small branches.

Another project which can be done is to make play dough. Children must bring the ingredients from home, such as a mixing bowl, a cup, salt, flour and food coloring.

The same process as above should be followed, that is, students manipulate the ingredients and memorize the process. Therefore, student number one can mention the ingredients and the quantities to be used.

Next step is to mix the ingredients accordingly to obtain even dough. The next step and a very fun one is to add the food coloring to the dough. This requires a lot of work and students need to blend in the colors. They can mix colors, and teachers can explain how when primary colors are mixed, another one can be obtained.

The final step can be to make figures or letters. Students can write their names, or vocabulary words they are using. The final display can be a work of art!

## **2.2 WRITING ACTIVITIES**

### **2.2.1 Introducing students to writing skills**

When teaching English one of the first activities teachers can make with younger students is the alphabet song, through music they can learn all the letter sounds, and then the letters can be presented in a poster with full colors.

A wonderful experience we had once with newcomers who were very fearful and came to school without knowing one single sound in English was the following:

We chose the ABC song and a musical instrument for each student. We first practiced the sound of each instrument and designated a special beat to each student.

Then we placed a letter for each student, this way:

- 1 Mateo: letter A
- 2 Maria Pia: letter B
- 3 Steven: letter C

This is the first group that is called out in the song. These three students would take a step forward, play their instruments and sing the A-B-C letters. The same procedure was applied with the rest of the letters and the rest of the students. At the end we formed the ABC Orchestra Band and had loads of fun.

These students asked for the song almost every day. They really enjoyed playing the instruments and singing along.

This constituted not only fun, but it also was a learning activity which implied phonics and intonation, since the student had to call out each alphabet letter correctly as he or she sang the Alphabet song.

This activity can be improved according to the level of the class, for example by adding to the poster drawings of words that begin with each letter.

Learning the alphabet is very important because it's the way to achieve the skills to use a dictionary.

Some of the activities at this stage may include making the letters in different colors while repeating the letter in English or while listening to the alphabet song. Activities performed in conjunction with crafts elaboration is great for making children repeat a catchy tune in a spontaneous manner. Teachers will soon listen to their students singing along as they work on their tables in a playful and enjoying manner.

### **2.2.2 Searching for the ideal themes and activities**

When children have achieved a basic vocabulary and can manage some verbs they must have a writing folder or notebook. Here they will make their writing practices which can be:

- 2 daily journal
- 3 daily question
- 4 a favorite poem
- 5 a favorite song
- 6 a favorite story
- 7 a favorite movie

The goal is to have the child jot down all of his ideas which pop into his head. To free write and to write whatever comes to mind once a day will turn this into a habit and each day the student will feel the need to write down something special. This can be done throughout the school year. It must be done in an entertaining and fun way. Students can read out loud and perform their answers. The teacher must create a respectful environment amongst students so they can respect their opinions and ideas amongst peers.

The teacher may make up together with the students a list of their favorite themes which they could develop throughout the year and have where to choose from. The important fact is to develop writing skills, they can only achieve this by writing.

It is very interesting to notice that students of all ages, even if they do not manage a great vocabulary are willing to write about things they care. If we select the correct themes children will work hard in journals. For example: sports, tv programs, describe yourself, your family, a pet, etc.

Also you can pose a daily question that will help children to improve their English. If you are teaching the verb to be, you can ask students to describe Mickey Mouse, or a Power Ranger, for example. They can say what they are, what they eat, etc.

These writing exercises are so effective because they catch children's attention. We used this system years ago in a non bilingual school. There, students had only half an hour of English classes per day. In spite of this, each year we asked students to buy a notebook where they use to write their journals or answer daily questions. Students improved their English a lot, we can affirm they learned more verbs and vocabulary than they actually learned at school. They used to search for new words in the dictionary, and also with all the journals or writing exercises they included a drawing.

When we begin these type of exercises with beginners we can also use cut sentences so they join them in order to have a complete sense sentence about any matter. Also you can give them a text with missing words they must complete.

Another way to improve writing are the spelling notebooks, here they can write the meanings of the words in English or in the mother tongue along with a picture or drawing of it. And with each word students can make a sentence. This is also a good exercise.

We use to develop vocabulary skills by playing the stop game. Students made five or six columns, on top they wrote: Names, animals, cities, colors, fruits, other words... Then the teacher must give a letter and students begin to complete the lines, of course the first to end is the winner. Prizes can be lollypops, candies, chocolates, pens, pencils... or the teacher can make medals with paper, we must use imagination too. If you play this game often certainly students will be looking for new words on the dictionary to be the next winners...

Guess who or guess what is a very active game that will become an interesting writing exercise. The teacher begins a description of a person or a thing with vocabulary and verbs already known for the students, after that she or he says: guess who or guess what was I describing? This will keep students very interested in playing, but then comes the writing exercise: each person must make a similar riddle inside the class or as a homework (in the journal notebook). Teachers will be amazed of the results. This can be played also by selecting a person, animal or thing, students will guess by asking questions: Is it an animal or a person? What color is it? Etc.

#### **6.4.1 Exercising imagination**

Teachers must give also freedom to the students to write, as soon as you notice can select themes you must give them the chance to do so. At the beginning this can be made once a week. They must write about what they are interested in.

Using technology is a good idea, you can email your students once a week and wait for their answers three days later, so they can plan what they are going to write. Also you can send them some activities such as searching, some information in English in the Internet, when they can understand and make a summary, or connect to Websites designed to communicate with other young learners.

In our Latinamerican countries technology is not always available every where, you can teach them to use the post service. Search penpals for your students in an English speaking country, there are many schools to work with this kind of programs, they will make many new friends all around the world and they will have to improve their writing

in order to be understood. Encourage each of your students to tell about their new friends and to describe what they know about them in class.

Students can bring photos of their families, houses, friends to the classroom. First they must show the picture to the classmates and then talk about the persons or situations they can see. After that each person must make a composition of that photo, and so on.

From fifth grade and up students can begin writing a story book, creating characters, writing descriptions, making drawings. This can be a semester project instead of the journal notebook. They will learn to write better and also they will learn imaginations has no limits when it is working.

#### **2.2.4 Relationship between writing and speaking**

Since everything that is written must be read, writing is also a good opportunity to improve pronunciation. Each time there is a writing assignment, teachers have the chance of practicing phonetics. For example, if there are new words everybody in the class must learn to pronounce those words and also students must be able to comment what they wrote.

Watching films is a good chance to listen to spoken English, write about the film, characters or other things related, and also to talk about the film.

#### **2.2.5 Things to remember**

The first thing teachers must remember is that languages are taught with a primary objective: communication. Since they are learning to communicate in a second language teachers must emphasize that, spelling and handwriting corrections are important but not the most.

All efforts must be praised and most writings must be shown in class. Teachers can have big boards to show the writings to the school mates. Also teachers must teach the students to prepare themselves before writing, they can make 'ideas' storms', mind maps and other preparation activities, this can be practiced inside the class.

Written works should be filed and used in other ways, for example if there is the newspaper of the school, include an English section. If there is a board with advices in an important place, include each week the best composition.

Every person has a hidden writer inside, teachers can be the discoverers of those artists, of course the activities must be positive and make the students feel like winners. Teachers must have good attitudes towards the students and always remember they are making efforts to learn a second language.

About other activities such as writing stories, poems or songs we will talk on the next chapters.

## **1.2 CHILDREN STORIES**

### **1.2.1 Telling a Story**

When we arrange our classes for story time we take all the students to the story corner we have created inside the classroom. There the students have cushions and rugs where they can feel comfortable and in a special mood. There we first talk about the special setting of the story, we show some pictures about it and then we begin to tell the story.

If students do not manage very well in English we prefer to use lots of dialogues, gestures and sound effects. Sometimes questions can be made in Spanish, if we notice the story is too complicated, but we answer in English and they can make as many questions as they need.

Then we practice repeating some phrases and also the tone of the voices we made for the different characters. In this way the children get involved in the story and can understand in a better way the story.

Sometimes we also bring some special clothes to our classes in order to give each student a character, so while they listen to the story they identify them.

### **1.2.2 Reading a story to young children**

When a teacher works with very young children there are some useful devices such as pictures related to the story or showing them real things that are mentioned in the story. The teacher can also mime the story or make special sounds and voices to identify characters and things or animals. Repeating key words and answering questions about the story are other activities that can be done.

The teacher must read the story several times before the class and practice. Also the questions that are going to be asked to the children about the pictures and the story must be prepared. The books or texts read in class must be kept in the reading corner so the students can read them again.

### **1.2.3 Making up a Story**

For teachers it can be a very interesting resource making up stories because vocabulary already known by students and also places, animals and people familiar to them. In those stories some materials must be prepared such as photos or pictures to be colored. Also, some parts of the stories can be mimed or retold.

While making up a story, teachers must always remind some points a story must have, such as: situation, problem, solution and evaluation.<sup>21</sup> All traditional stories follow this pattern, they usually start with a character and a situation and then they introduce the problem. Then one or more solutions come and it ends with an evaluation that can help the student reinforce his or her values.

The teacher can start by creating interesting, imaginary and funny characters. This can be done together with the group and characters will pertain to the class.

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<sup>21</sup> Slattery, Mary and Willis Jane. English for Primary Teachers. Oxford. 2001. Page 115.

### 1.2.4 Projects

When a class project is going to be presented in front of an audience teachers must become guides for the students so they can select the best words in order to give a certain message and suggest words and phrases that can help them express. They can learn at this stage to use dictionaries and also they will be encouraged to be creative and improve their vocabulary and creative writing and speaking.

The project must be corrected before presentation; also they must practice performance in front of the classmates knowing their audience will be wider.

As said in **English for Primary Teachers** ‘A project should also

- 1 encourage cooperation
  - 2 give children more confidence
  - 3 give you the opportunity to praise children’s efforts
  - 4 give children a chance to show what they can do apart from English.
- So be realistic!’<sup>22</sup>

### 1.2.5 Basic library

It can be really good to have some story books inside the class, so once a week or once a day, according to the time you have for English classes, teachers can make the reading hour. Children will be able to select the book they want to read and also they can take those books home to read with their parents.

There are many titles of books, there are the classical stories such as: *Goldilocks and the Three Bears*, *Billy Goats Gruff*, *The Elves and the Shoemaker*. There are the modern popular stories such as *Donald Duck’s Adventures*, or many other Disney’s characters, there are the special days’ stories such as *Jingle Bells*. The important thing is to select the editions according to the student’s ages.

## POEMS AND SONGS

### 3.1 POEMS

It is very interesting to work with poems in English classes, as said by Corina Terán ‘The poem has been artfully prepared with the most proper elements in the language that make it first class material’.<sup>23</sup> This is the reason why teachers should select poems according to the students’ interests and ages in order to practice English vocabulary and pronunciation.

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<sup>22</sup> Ibid. Page

<sup>23</sup> Terán, Parral, Corina. Poetry for Pronunciation, CEDAI, 2002. Page 15.

Poems can provide students with interesting material to be read and discussed and also it is the way to enter in creative writing enhancing English as a language that can have beauty. This exercise also gives the students from the beginning an appreciation of aesthetics and an approach to understand and appreciate creativeness.

The way poems are written in a compact way, allows the student to read a complete piece and take out the main idea, so poems can be important tools in order to make comprehension exercises inside the class, and also as homework.

### **3.1.1 Writing poems**

If any person is asked to write a poem in his/her mother tongue or second in a language, the normal reaction is to be afraid. As Language and Literature teachers this can be difficult to understand because we know the word is a poem when someone puts his/her soul in it. This must be said to students, everyone can make great poems if we practice.

The first time students must be helped, maybe with the theme, the number of verses or any other ways. Fear will not aid in writing, so the teachers will give the way with some indications. Teachers will encourage the effort, not perfection.

Poetry will help students to look inside themselves, in a way we will find that they are writing not only because it is an assignment but also because they wanted to express about something important. Poetry is the door to inner life, lets give this gift to our students.

At the beginning any poem is good, as said, perfection is not searched. Teachers will be happy by observing how students will improve writing poetry and sharing feelings with other human beings. This is a deep way to communicate our feelings.

### **9.4.1 Improving imagination and vocabulary**

In writing poetry exercises vocabulary is always improved. Words that rhyme with others are searched for and teachers can encourage students to have their imagination go wild.

### **3.1.3 Poetry and pronunciation**

Poetry is a great tool in learning phonetics. Some great exercises with oral language can be held through poetry. As teachers' poems should be selected and analyzed the sounds can be practiced with the studentes. Also we can create them to be used in the classroom. Simple poems must be selected on first stages and they should be repeated each year to reinforce those exercises.

### **3.1.4 Writing Board**

In each classroom, as said, a writing board should be installed with the best works on it. Also there can be announcements about contests and writing activities, everybody must have the chance to exhibit the works. This learning process is very important, learn how to write and to share our feelings with others. Those boards can be installed in important

places of the educational institutes, not only inside the classes, so everybody can read them.

There are many experiences in which the creative process improves other aspects of the students personality. We have seen students who had learning problems in other areas, and through the success feeling they get in writing they got the force to improve other areas.

The creative process can not be graded in a traditional way, this is not the goal. In this sense we must encourage children in the writing and communicative process.

### **3.1.5 My favorite poem**

As mentioned writing skills can be developed in many ways, we can also make each student have a notebook, or a section in the journal notebook to write down easy poems that they can learn. Besides copying the poem they can make a drawing.

The teacher can encourage the children to learn a poem and bring some special clothes to say it aloud in front of the class mates.

The collection of poems can become a life activity; children can begin in very early stages and go on through their lives. Teachers must tell them to have the notebook and that every year they can add new poems.

### **3.1.6 Seasons and special days**

Selecting seasons and special days to introduce poems to young learners is a good idea. It is really interesting to see how children can be motivated by the next special day, such as carnival, Christmas, Valentine's Day, Mother's Day, and others.

At the beginning of the year, mostly in the first day of class we use to teach the children the following poem, after teaching the poem and the new vocabulary we ask them to draw the school bus.

## **3.2 SONGS**

Music is one of the best friends of human beings' lives, with music any dull day or routine life is enlightened. Taking this concept we can easily understand that songs, properly selected can be important tools in the English class. A song can last in the students' mind even when class is over.

Songs can help in improving vocabulary, pronunciation and listening in an interactive way. Exercises can vary from practicing pronunciation to changing the word structure of the songs. As in poetry pronunciation is basic, so this is an important tool and musical construction helps to enhance it.



In class first the song must be listened many times so students get used to the phonetic of the words. Then the teacher can present the new vocabulary by making some exercises. Finally the students will learn the catchy tones and repeat the words.

### 3.2.1 The numbers

*One, little two, little three, little Indians...*  
*Four, little five, little six, little Indians...*  
*Seven little eight, little nine, little Indians...*

*Ten little Indians boys*

Repeat and end with

*Ten little Indians girls*<sup>24</sup>

This is an easy way to remember the numbers and we can change the song with the dozens or other numbers, also never forget gender, if you mention boys, you must mention girls, this is a tendency based on equity.

The teacher must sing aloud and with force the song, maybe showing flashcards with the numbers or with Indians with different dressings. That is a good choice in a country where we have different Indian cultures. We can easily change the word for other we want to emphasize during our class, and those words can be introduced with flashcards. We like to give a different flashcard to each student with the order of participation, so everybody will introduce a new word while everybody is singing.

Another song we use in the numbers and vocabulary learning processes and that can be sing using flashcards is the following:

*One red, two red, three red elephants,*  
*Four red, five red, six red elephants,*  
*Seven red, eight red, nine red elephants,*  
*Ten red elephants.*<sup>25</sup>

### 3.2.2 The clock

Learning to tell the time is one of the goals each student wants, the fact is that there is a clock or a watch everywhere and they mentally can be practicing or showing their friends what they know.

We have an interesting clock with cubes; each side represents the numbers in a different way:

- 1 Ordinal numbers
- 2 Roman numbers

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<sup>24</sup> Classical song

<sup>25</sup> Slater, Sandra. ABRACADABRA, Teacher's Book 1. Macmillan Publishers. Mexico. 2000. page 107

- 3 The number represented with dots
- 4 The number written in English
- 5 The number represented with animals
- 6 The number represented with a fruit

### 3.2.3 The animals, the farm and Old MacDonald

The classical Old MacDonald song is a great tool in order to learn a lot of names, and the farm can become a zoo, a house in order to introduce new animals.

We usually dance this song happily, and the teacher or the students change the animals or the setting in order to practice.

*Old Macdonald has a farm  
E-I-E-I-O  
And on his farm he has some cows,  
E-I-E-I-O*

*With a moo moo here.  
And a moo moo there.  
Moo – moo, everywhere a moo – moo.*

*Old MacDonald has a farm  
E-I-E-I-O<sup>26</sup>*

And so on changing the animals and settings...

### 3.2.4 Actions and emotions

Songs are everywhere and will always mean something in our heart, our happy moments, the sad ones, the days we went on a trip, our first kiss, the marriage, the birth of a baby, our birthdays, and so on.

### 3.2.5 Spiritual and social songs

Teaching values is part of the process we must complete in the educational life, but they can only be taught by our example and thinking moments inside the classroom. Some songs can also help in this issue.

*We shall overcome<sup>27</sup>*

*We shall overcome,  
We shall overcome,  
We shall overcome some day,  
Of deep in my heart, I do believe,  
We shall overcome some day.*

<sup>26</sup> Slater, Sandra. ABRACADABRA. Pupils' Book 2. MacMillan Publishers. Mexico. 2000. page 83

<sup>27</sup> Ibid. page 77

*We'll walk hand in hand,  
We'll walk hand in hand,  
We'll walk hand in hand some day,  
Of deep in my heart, I do believe,  
We shall overcome some day.*

*We shall live in peace,  
We shall live in peace,  
We shall live in peace some day,  
Of deep in my heart, I do believe,  
We shall overcome some day.*

*We are not afraid,  
We are not afraid,  
we are not afraid today,  
Of deep in my heart, I do believe,  
We shall overcome some day.*

*Possible additional verses for singing:*

We shall all be free...  
We will stand together...  
Black and white together...  
The truth will set us free...

The interesting part of this type of songs is that they give us a lot of interesting issues to talk inside the class, such as racism, poverty, social classes, justice. This chat can interest everyone and even students are little we can begin posing justice and equity inside their hearts.

We usually sing those type of songs on the reflection days, special hours we practice our second language and also our relationship with the world around us. Languages are used to communicate; we must always remember this fact in order to make appropriate activities in the classroom.

### **3.2.6 Special days and season songs**

As said in the poetry chapter, special days are very important not only form children but for society. On special days children will love to sing song according to them. Here is an example, well known by everybody of a Christmas carol:

#### ***Jingle Bells***<sup>28</sup>

*Dashing through the snow  
In a one-horse open sleigh,  
O'er the fields we go  
Laughing all the way;*

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<sup>28</sup> Ibid. page 76

*Bells on bob-tail ring  
Making spirits bright;  
What fun it is to ride and sing  
A sleighing song tonight!*

*Chorus:  
Oh, Jingle bells! Jingle bells!  
Jingle all the way!  
Oh what fun  
It is to ride  
In a one-horse open sleigh!*

# **PROPOSAL UNITS**

## **INTRODUCTION TO PROPOSAL UNITS**

We have maneuvered four units which set an example of how classwork in ESL can be operated in grammar school grades.

The objective is to benefact teachers with ideas of working and integrating playful and creative activities in the classroom in order to obtain best results.

In each unit we have selected themes where we could design contents, grammar points, vocabulary activities, playful activities and visits around the city, which can ease learning in students.

Each unit is composed of twelve class hours which are distributed in one week. This way, topics may vary and so can the activities and this way teachers will be able to maintain student's interest.

In order to obtain effectiveness and to make classwork attractive, the teacher must have basic tools. If the school where the teacher is at, does not have this material, they must be created by the own teacher.

The important matter is to accomplish a conversion of English classes into a time where communication can become effective in another language, and not turn English classes into just another subject, demonstrating how ESL classes can be handled in an attractive manner.

**UNIT ONE: SONGS**  
**Grammar School**

| <b>Objectives:</b>  | <b>Contents:</b>                        | <b>Resources:</b>                         | <b>Methods:</b>                         | <b>Evaluation:</b>                                  |
|---|---|---|---|---|
| Learn about animals in the world and have empathy with them, practice numbers.<br><b>Grammar point:</b> How many? There is... There are... / verb to have / ongoing actions | Horse, cow, sheep, owl, snake, dog, cat | CD player, Old Mac Donald song, worksheet | inductive, deductive, interactive, TPR. | oral and written. Grammar, spelling and vocabulary. |

**Activity One: Speaking**

**Warm Up and Brainstorm**

Tell students to name animals they know and also make the sound of each one. Indicate students to come one by one to the front of the classroom.

Examples:

Dog: bark

Cat: meow

Duck: quack

Sheep: baa, baa

Cow: moo

Horse: ehe

Rooster: cockadoodledo

Owl: hoot

Snake: hissssss

**Song**

Place poster on the board to create proper environment for children to sing ‘Old MacDonald **has** a farm...’

Play the song and mime the sounds of each animal three times. Display the words of the song on the easel. Divide the class in three groups and make a contest for the group that best sings and mimic the song.

## Activity Two: Writing

|   |   |  |   |   |
|---|---|--|---|---|
| <b>Objectives:</b><br>Grammar:<br>How many?<br>There is ...<br>There are... | <b>Contents:</b><br>Animals:<br>Horse, cow,<br>sheep, owl,<br>snake, dog, cat | <b>Resources:</b><br>Poster with<br>animals,<br>notebooks,<br>cardboards,<br>Story: Is it a<br>Frog? | <b>Methods:</b><br>inductive,<br>deductive,<br>interactive,<br>TPR. | <b>Evaluation:</b><br>Worksheet<br>with grammar<br>points |
|---|---|--|---|---|

Use the poster and ask the children how many *pigs, horses, sheep, hens*, and other animals there are. Make 10 exercises in notebook, five using there is and five using there are.

Tell students to take ten cardboards and to draw the concepts. These practice activities give opportunities for children to demonstrate understanding of new language and then they produce the language.

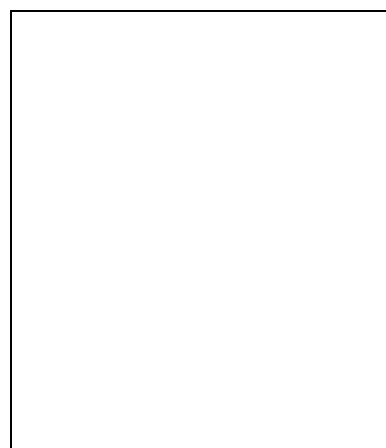
Each student must make ten vocabulary cards with name of animals with selected letters of the alphabet.

Example:

Front



Back





### Activity Three: Writing

| Objectives:   | Contents:   | Resources:  | Methods:   | Evaluation:                         |
|---|---|---|--|-------------------------------------|
| Grammar:<br>How many?<br>There is ...<br>There are... | Animals:<br>Horse, cow,<br>sheep, owl,<br>snake, dog, cat | Poster with<br>animals,<br>notebooks,<br>cardboards,<br>Story: Is it a<br>Frog? | inductive,<br>deductive,<br>interactive,<br>TPR. | Worksheet<br>with grammar<br>points |

Getting Started/Warm Up: Teacher draws three bears on the blackboard: mamma, papa and baby bear and puts numbers on them from one to three and also draws Goldilocks. The objective is to point to each character so students can repeat after the teacher.

Teacher: This is the (first little bear). Tell student to repeat.  
The same thing happens with the second and third bear and Goldilocks.

Teacher: This is the (first little bear). Tell student to repeat.  
The same thing happens with the second and third bear and Goldilocks.

Tell students to open books and follow reading with their fingers as teacher reads along. Students must listen first to their teachers` voice.

Title: Is It a Frog?  
Authors: Claire Llewellyn, Ant Parker

It`s spring. Fish is in the pond. Beetle is near the flowers. “Croak! Croak! Croak!” “Listen!” says Fish. “What`s that noise?” “It`s the frogs,” says Beetle. “Look under the flowers!” “Look! Lots of tiny eggs!” says Beetle. “Wow!” says Fish. “Fantastic!”

Two weeks later...  
“Look!” says Fish. “The eggs have got a head!” “Yes,” says Beetle. “And a tail!” “Look under the stone,” says Beetle. “They`re tadpoles now!” “Wow!” says Fish. “Fantastic!” Soon there are lots of little tadpoles in the pond. “I can see eighteen tadpoles!” says Fish. “I can see twenty tadpoles!” says Beetle. “Look under the leaf and count again!”

The little tadpoles grow and grow. “Look,” says Fish. “The tadpones are big!” “Yes,” says Beetle. “And they`ve got legs and toes! Look under the plants!” “Wow!” says Fish. “Fantastic!”

Three weeks later...  
“Look, Beetle,” says Fish. “The tadpoles are nearly frogs!” “Yes,” says Beetle. “You`re right. Look under the leaf!” “Wow!” says Fish. “Fantastic!”

Two days later...  
“Croak! Croak! Croak!” “Listen!” says Fish. “What`s that noise?” “Look under the flower!” says Beetle. “The tadpoles are frogs!” “Wow!” says Fish. “Fantastic!” The

frogs jump and play by the pond. Fish looks at Beetle and smiles. “And next spring the story starts again?” “Yes,” says Beetle. “Wow!” says Fish. “Fantastic!”

Tell students to take turns and read one paragraph per student aloud to the class until the story is ended.

Tell students to choose favourite sentences and use them in a sentence.

Tell students to go outside and choose a spot where they have fifteen minutes for silent reading. They must do individual reading.

#### Activity Four: Listening

| <b>Objectives:</b>   | <b>Contents:</b>  | <b>Resources:</b>                             | <b>Methods:</b>                         | <b>Evaluation:</b> |
|--|---|---|---|--------------------|
| To develop listening skills,<br>To create phonic awareness | Goldilocks is being bad and goes into a strangers`house | CD with story: Goldilocks and the Three Bears | inductive, deductive, interactive, TPR. | Worksheet          |

Getting Started/Warm Up: Teacher draws three bears on the blackboard: mamma, papa and baby bear and puts numbers on them from one to three and also draws Goldilocks.

Tell students to pay attention and concentrate on cd for the story Goldilocks and the Three Bears.

Start CD once students are relaxed and concentrated to listen to the story.

#### Storytime: Goldilocks and the Three Bears

Once upon a time, there were three little bears who lived in a little house right in the middle of the forest. There was great big Father Bear, and medium sized Mother Bear, and little tiny Baby Bear.

One morning, Mother Bear made a big pot of porridge and put it into three bowls for breakfast. But the porridge was much too hot to eat. “We will leave it to cool while we go for our early morning walk,” said Father Bear. “When we come back, it will be just right.” So off they went into the forest.

Nearby there lived a very naughty mischievous little girl. She was called Goldilocks because she had long, golden hair. That morning, as she was passing the three bears`house, Goldilocks was that the front door was open. “I`ll just have a little peep inside,” she said to herself.

Distribute worksheet to check on student comprehension.

## 2 Pets

**Class hours:** two

**Grammar point:** verb to have

**Vocabulary:** animals

**Resources:** poster, easel, poems

### **Vocabulary cards**

Check all vocabulary cards and display them under the letter you have on the wall.

### **Review**

Display poster on the board and play 'Old Macdonald' twice. Then make exercises with how many/there is/there are.

Poster has not only farm animals, in the house we can see some pets.

Make students name pets that can live next to human beings in a house.

### **Brainstorm**

Ask students which pet they have at home or which pet they wish to have.

### **Poems**

Display poems and rhymes on easel.

#### **My pet wish list**

I **have** a list of favorite pets  
I hoped my mom would let me **get**-  
A parrot and a kitty cat,  
A kangaroo, a baby rat.

My mom said no to all of those  
And to a billy goat and crow,  
But mom will surely change her mind  
When I bring home a buffalo!

*Betsy Franco*

#### **Wishing**

If I could have  
Any wish that could be

I'd wish that a dog  
Could have me.

*Eve Merriam*

Say the poems twice and point the animals you mention while speaking. Then encourage children to repeat them with you. Emphasize each time you mention the verb **have**.

## **Grammar**

### **To have / to wish**

Ask students which animals they have at home or which ones they wish to have. Encourage them to answer 'I have...', 'I wish to have...'

Then they begin to practice those two verbs with all pronouns and other nouns, such as uncle, father, cousin...

### **Classwork**

Each student must draw his/her pet with the sentence 'I have ...'

### **Homework**

Bring ten more vocabulary cards with the names of animals with selected letters.

## **3**

### **The zoo**

**Class hours:** three

**Grammar point:** verb to have

**Vocabulary:** animals

**Resources:** audio visual, Madagascar movie

### **Vocabulary cards**

Check all vocabulary cards and display them under the letter you have displayed on the wall.

### **Review**

Ask students which pets they have or wish to have, and also ask them about the pets of the classmates.

Display the poems and repeat them with the class once.

### **Brainstorm**

Ask students if they have been to a zoo and which animals they can find in a zoo. Make them mime the animal they prefer so the classmates can guess which animal is he/her.

### **Movie time**

Take students to the video room, there display a map and show them Ecuador, then show them where Madagascar is and where New York is.

Play the cartoon movie 'Madagascar'.

### **After movie – exercise**

Ask your students to tell you if they liked the movie, which characters they can remember, which was the funniest part.

### **Homework**

Draw the animals of the movie and the place where they are.

## 4 The circus

**Class hours:** two

**Grammar point:** verbs that indicate actions performed in a circus

**Vocabulary:** animals and circus people

**Resources:** poster

### **Motivation**

Check the drawings and comment with the students. Then display them outside the class.

### **Review**

Ask students about animals that live in zoos and what they think about the animals of the movies. Make them talk about the animals and situations they remember.

### **The circus**

Talk with the students about the circus they know, which animals have they seen there. Make them tell you about the circus animal. Do they think they are happy, sad...?

Display poster on the board. Ask the students to describe ongoing actions performed by the animals.

### **Grammar**

Describing ongoing actions. To question with what is *the animal* doing? It's .....

Using the poster, ask the children what each animal and person is performing and describe their actions.

Divide the class into two groups and have the boys ask What is the animal/person doing? And the girls must respond It's .....ing.

The teacher must prepare a worksheet with instructions to match the two columns: one column with questions and the other with answers. (10 exercises)

### **Homework**

Practice grammatical exercises and vocabulary for the test.

## 5 Evaluation time

**Class hours:** three (one and a half hour for the exam and one and a half hour for the circus play)

**Objectives:** evaluate students' progress

**Resources:** exams, costumes, play

**EXAM**

**Assessment**

**1. Look at the picture and match**

**How many?**

**Picture of five cats**

There \_\_\_\_\_ \_\_\_\_\_ hens.

**Picture of eight dogs**

There \_\_\_\_\_ \_\_\_\_\_ lion.

**Picture of one lion**

There \_\_\_\_\_ \_\_\_\_\_ sheep.

**Picture of six hens**

There \_\_\_\_\_ \_\_\_\_\_ dogs.

**Picture of one sheep**

There \_\_\_\_\_ \_\_\_\_\_ cats.

**2. Listen and number**

**Write the number in the number in the corresponding box**

|                |  |
|----------------|--|
| <b>Number:</b> |  |
|                |  |

**The clown is juggling.**

**The acrobat is walking on the highwire.**

**The lions are jumping.**

**The dogs are dancing.**

## **PLAY**

### **7 Lion and trainer**

**Trainer:** Jump.

The lion jumps.

**Trainer:** Look, the lion is jumping.

**Lion:** I am jumping

### **8 Dancers and entertainer**

**Entertainer:** Now, dancers: dance!

The dancers dance.

**Entertainer:** The dancers are dancing.

**Dancers:** We are dancing.

### **9 Acrobat and entertainer**

**Entertainer:** Ride your bicycle on the highwire

The acrobat begins to ride the 'bicycle'

**Entertainer:** Look, the acrobat is riding the bicycle on the high wire.

**Acrobat:** I am riding my bicycle on the highwire.

### **10 Magician and rabbit**

**Magician:** Rabbit disappear!

The rabbit begins to hide under the table.

**Magician:** The rabbit is disappearing.

**Rabbit:** I am disappearing.

### **11 Clowns**

**Clown 1:** Tell a joke.

**Clown 2:** I drink coke.

**Clown 1:** Open the door

**Clown 2:** Give me four

### **12 Entertainer**

**Entertainer:** Everybody jump.

The public must jump.

**Entertainer:** Very good everybody is jumping...

**UNIT TWO: POEMS**  
**Grammar School**

|   |  |  |   |   |
|---|--|--|---|---|
| <p><b>Objectives:</b><br/>Talk about the art world and the way colors can be created.<br/>Acknowledge artists' lives.</p> <p><b>Grammar points:</b><br/>imperative form of verbs, adjectives, adverbs</p> | <p><b>Contents:</b><br/>Primary and secondary colors, biography of artists, knowledge about the museums.</p> | <p><b>Resources:</b><br/>Posters, poems, vocabulary cards, movie, poems, songs, bulletin board, cut outs, water color paintings, oil color paintings, cardboards and red, blue and yellow chalk.</p> | <p><b>Methods:</b><br/>inductive, deductive, interactive TPR.</p> | <p><b>Evaluation:</b><br/>oral and written.<br/>Grammar, spelling and vocabulary creativity</p> |
|---|--|--|---|---|

**Activity One: Speaking**

**Warm Up and Brainstorm**

Ask students to mention colors they can remember, then ask them to classify the colors in primary, secondary and tertiary.

**Creative drawing**

Give each student an A4 black cardboard and three chinks: yellow, red and blue; and have a big black cardboard on the board. Begin color mixing. Give directions:

Draw a red square and color it all. Now, draw a yellow circle in the center. What color do we have now? (Every student must be working in his/her own cardboard, and you must select one student each time to follow the direction on the big cardboard).

What is going on? Make students notice that if they mix two primary colors a secondary color will develop.

**Color cards**

Teachers must have cards with the primary and secondary colors.

Show one primary color card to the class and ask them: What color is this? Then show another card and ask the same question. Now show both cards and ask:

What do red and yellow make?

After they answer call a student to come to the front and make the exercise in the black cardboard.

**Grammar**

Ask the students to follow some directions. (imperative form)

Ask the children to make the colors in their notebooks preceded by the correct sentence:

- 7 Red and yellow make orange.
- 8 Red and blue make purple.
- 9 Blue and yellow make green.

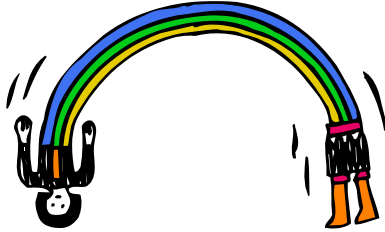


Then ask students to draw a rainbow and help them remember the colors of the rainbow. Then have them read the Rainbow Poem which must be displayed in large letters.

### **Good Morning, Rainbow**

Good morning, rainbow,  
You make the rain worthwhile!

Good morning, rainbow,  
You're an upside down smile!

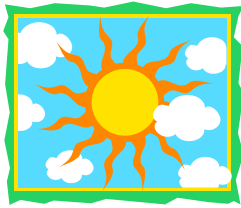


### **Blue Is**

Blue is the color of the morning sky,  
Blue are the berries in the blueberry pie.

Blue is the color of a summer lake.  
Blue is the icing on my birthday cake.

Blue is the color of the wings of a jay.  
Blue am I when I can't go out to play!



### **Green Is**

Green is a frog  
A lime, and a tree,

Green is a jelly bean  
And Japanese tea.

Green is a hillside,  
A pickle, and the sea.

I'd say green is lovely  
If you ask me!

## **Red Hat**

Red hat  
Red hat, red hair,  
Red mat, red chair,

Red bug, red spot,  
Red rug, red dots,

Red face, red feather,  
Red lace, red leather,

Red nose, red mitt,  
Red rose, let's quit!

---

## **Measles**

Red nose,  
Red eyes,  
Red spots,  
SURPRISE!

## **Purple Shoes**

Gary has a green hat,  
Green so fine,  
Gary has a green hat  
Just like mine.

Bonnie has a red coat,  
Red so fine,  
Robert has a red coat,  
Just like mine.

Brian has some brown pants,  
Brown so fine,  
Brian has some brown pants,  
Just like mine.

I have some purple shoes,  
Purple so fine.  
And no one has shoes,  
Quite like mine!

## Color Rap

Yellow, yellow,  
Lemon Jell-o

Red, red,  
Poppy head,

Black, black,  
Beetle back,

White, white,  
Stars at night,

Green, green,  
Jelly bean,

Blue, blue,  
Missing you!



## Activity Two: Writing

| <b>Objectives:</b>   | <b>Contents:</b>              | <b>Resources:</b>  | <b>Methods:</b>                         | <b>Evaluation:</b>                      |
|--|-------------------------------|--|---|---|
| To inspire creativity and teach creative writing and poems | Primary and secondary colors. | Posters, poems, vocabulary cards, poems, songs, bulletin | inductive, deductive, interactive, TPR. | oral and written. Grammar, spelling and |

|   |  |   |  |                                  |
|---|--|---|--|----------------------------------|
| <p><b>Grammar points:</b><br/>words that rhyme,<br/>sounds and words that<br/>are the same in endings</p> <p>Phonics: short vowel<br/>/u/, long vowel /a/</p> |  | <p>board, cut outs,<br/>water color<br/>paintings, oil<br/>color paintings,<br/>cardboards and<br/>red, blue and<br/>yellow chalks,<br/>easel, poems.</p> |  | <p>vocabulary<br/>creativity</p> |
|---|--|---|--|----------------------------------|

**Brainstorm and warm up:**

Write the poem on chart paper, poems should be written in large print for easy viewing by students.

Read aloud the poem for children to enjoy. Move along as you read and vary the tone of the reading when appropriate.

Read many times and invite the students to read along.

Tell students to copy this rhyme in their notebooks from the display on the easel. Then ask them what they think about it. Ask them to raise their hands so you can give a chance for each student to express their opinion.

Talk about the way each sentence rhymes: choose the pairs and have each student choose one: red with head, blue with shoe, brown with ground, purple with circle, gray with horray.

***Red, Red, Red***

Red, red, red  
Touch your head

Blue, blue, blue  
Tie your shoe

Brown, brown  
Touch the ground

White, white  
Take a bite

Black, black, black  
Touch your back

Purple, purple, purple  
Touch a circle

Pink, pink, pink  
Give a wink

Gray, gray, gray  
Shout horray!

Give out strips of paper and have students write a sentence about their favorite color. Then collect all of the strips. Mix them among the students, have them read, and give out another set of strips where students write about colors again.

Make students sit in pairs and give them a strips so they can find rhymes and come up with a new poem.

Tell students to read their inventions out loud. Make corrections and have students write their poems on a piece of paper so it can be displayed outside of the classroom.

Place the following poems on an easel to serve as inspiration.

### Activity Three: Reading

|   |  |   |  |                                      |
|---|--|---|--|--------------------------------------|
| <b>Objectives:</b><br>To talk about the weather, seasons. To connect science concepts to related poems. To be aware of newspaper reports on climate | <b>Contents:</b><br>Poems about weather, seasons, newspapers, photographs, magazines | <b>Resources:</b><br>Large print on easel | <b>Methods:</b><br>inductive, deductive, interactive, TPR. | <b>Evaluation:</b><br>Reading skills |
|---|--|---|--|--------------------------------------|

**Warm Up:** Teacher tells students to talk about the weather where they live and about the weather in other places around the world they might know about. For example, if they know about family or friends who have gone on vacation. Ask students if it was sunny, rainy or it was snowy. Ask students if they saw any pictures and what kind of clothes the people in the photograph were wearing.

Assign students to collect weather reports so they can present on a daily basis during a month. Tell students to watch the local news reports or to clip the weather forecast from a newspaper. Have students record the weather data on a weather reporting form and gather the pages for a yearly weather book.

Tell students to choose science texts and read about the four seasons. Once this has been discussed students begin to read these poems which are clearly displayed.

#### Leaves Around the Year

In spring the leaves  
Are clean and bright,

They green and row  
In summer's light,

In fall they turn  
To red and gold

Then curl up brown  
In winter's cold.

#### Fall Leaves

I like the leaves in fall,  
I like the colors bright,  
Gold and orange, yellow, red  
What a splendid sight!

I like the leaves in fall,  
The way they crunch beneath my feet,  
Then whisper round the driveway  
And scatter down the street.

### **Autumn Cheer**

I love all the seasons,  
But autumn is the best!  
Let's put on our sweaters,  
Now we are all dressed.  
In the leaves, we love to play  
And this is what we hear:  
Crunch, crunch, crunch, crunch!  
That's the season's cheer!

### **Winter Cheer**

I love all the seasons,  
But winter is the best!  
Let's put on our mittens,  
Now we are all dressed.  
In the snow, we love to play  
And this is what we hear:  
Brrr, brrr, brrr, brrr!  
That's this season's cheer!

### **Spring Cheer**

I love all the seasons,  
But springtime is the best!  
Let's put on our raincoats,  
Now we all are dressed.  
In the rain, we love to play  
And this is what we hear;  
Pitter, patter, pitter, patter!  
That's this season's cheer!

### **Summer Cheer**

I love all the seasons,  
But summer is the best!  
Let's put on our swimsuits,  
Now we are all dressed.  
In the pool, we love to play  
And this is what we hear:  
Splish, splash, splish, splash!  
That's this season's cheer!

## **Rainy Day**

Plip! Plop!  
Raindrop.  
I'll stay inside today.

Plip! Plop!  
Raindrop  
I'll call a friend to play.

Plip! Plop!  
Raindrop.  
I know my friend will say :

Plpi! Plop!  
Raindrop.  
We'll have fun today !

## **Building Mr. Snowman**

Head ball,  
Belly ball,  
Bottom ball  
Done!

Building Mr. Snowman  
Is always lots of fun!

## **Wind**

I'd love to be a summer wind  
A soft warm breeze,  
Bending the heads of buttercups  
And whispering to the leaves.



## EVALUATION

1. Fill in the blanks in the poem. Choose from the word bank. Look for the rhymes.

|      |     |        |
|------|-----|--------|
| Tree | Eat | ground |
|------|-----|--------|

### Fruits in a Basket

Yellow  
Little lemon,  
Sour as can be!

Green  
Little apple,  
Picked from the \_\_\_\_\_

Purple  
Little plum,  
You're juicy and round!

Blue  
Little berries,  
Grown on the \_\_\_\_\_

Red  
Little cherries,  
Sweet, very sweet!

Orange  
Little peach,  
So good to \_\_\_\_\_

4 Be creative! Use your own words to finish the rhymes.

Counting by Twos

Two, four, six, eight,  
Counting by twos  
Is really \_\_\_\_\_!

Five, ten, fifteen, twenty,  
Counting by fives  
Will give you \_\_\_\_\_!

Twenty, thirty, forty, fifty,  
Counting by tens  
Is \_\_\_\_\_

#### Activity Four: Listening

|  |  |                                     |  |                                 |
|--|--|-------------------------------------|--|---------------------------------|
| <b>Objectives:</b><br>To develop listening skills,<br>To create phonic awareness | <b>Contents:</b><br>Numbers, basic math operations | <b>Resources:</b><br>Poems, pillows | <b>Methods:</b><br>inductive, deductive, interactive, TPR. | <b>Evaluation:</b><br>Worksheet |
|--|--|-------------------------------------|--|---------------------------------|

**Getting Started/Warm Up:** Tell students to listen to your basic math operations performed orally. Example: one plus one equals two. Two plus five equals seven. Ask students basic math problems. For example: How many legs do four students have? How many fingers do eight students have.

Read to them this poem about counting.

#### How Many Legs?

A starfish has five legs,  
A spider has eight.

I have only two legs,  
A pig and a horse.

Dogs have four legs,  
And so do tiny ants.

Centipedes have so many legs,  
They'll never learn to dance!

A snail has just one leg,  
But always makes do.

A snake has none at all,  
Guess I'm lucky to have two!

#### Brainstorming:

Tell students to make themselves comfortable, invite them to sit on their thinking pillows, to stretch on the floor or to simply lie down and take a deep breath. Tell them to keep their eyes shut as the teacher begins to describe a place where they are at.

Tell the students to take a deep breath and imagine that they are at the beach and it is a warm day. The sky is cloudy and there is not much sun out, but it's warm. There is hardly any sound and begin to read:

## Pelican Pouch

The pelican has a bill  
That's built to carry fish  
So she never has to bother with  
A pocket, purse or dish

Tell students to imagine the pelican, what does it look like? What in it's bill? What kind of food does it eat? Is it a happy pelican or is it a sad pelican? Tell them to picture their pelican in their minds.

Tell students to open their eyes, tell them to stretch as much as they can and tell them to recall their pelican and describe it.



Tell them to imagine what was in the pelican's mouth. Ask them to think if it was a fish, a piece of meat, a paper cup, a plastic bag. Have students come up with all kind of genre. They can continue with the poem and turn it into a comedy or a tragedy. The pelican swallowed a plastic cup and the cup got stuck in his throat, he couldn't breath and died.

But then, what happened on that bay  
The pelican found a plastic cup  
And it turned into a very sad day  
When the pelican began to throw up

Out came the cup  
But it was too late  
For the pelican looked like a little pup  
Which two dolphins came and ate



Ask students if they like the end of the poem. If the answer is no, then tell them to make up another ending.

**EXAM**

**Assessment**

**1. Look at the picture and match**

**How many?**

**Picture of five cats**

There \_\_\_\_\_ \_\_\_\_\_ hens.

**Picture of eight dogs**

There \_\_\_\_\_ \_\_\_\_\_ lion.

**Picture of one lion**

There \_\_\_\_\_ \_\_\_\_\_ sheep.

**Picture of six hens**

There \_\_\_\_\_ \_\_\_\_\_ dogs.

**Picture of one sheep**

There \_\_\_\_\_ \_\_\_\_\_ cats.

**UNIT THREE: DRAMA**  
**Grammar School**

|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>Objectives:</b> Learn about positions and prepositions. Learn about vehicles and distances.<br/><b>Grammar point:</b> on, under, next to</p> | <p><b>Contents:</b><br/><b>Everyday feelings:</b> happy, sad, excited, angry, surprised</p> | <p><b>Resources:</b> CD player, CD The Wheels on the Bus<br/>Large sized vehicles made out of cardboard and hand painted by students</p> | <p><b>Methods:</b> inductive, deductive, interactive, TPR.</p> | <p><b>Evaluation:</b> oral skills, worksheet and presentation</p> |
|--|---|--|--|---|

**Activity One: Speaking**

**Warm Up and Brainstorm**

Tell students to name feelings that they may be aware of. Tell students to talk about experiences they have dealt with and how it made them feel. Make them remember how they felt and what they think made them feel that way. Begin by setting an example. Tell them about your personal experiences. You can say, today I woke up in a very happy mood. I had a happy dream. My dream was that I was in Candyland, and there I met Alice from Wonderland. We became the best of friends.

Examples: happy, sad, excited, angry, surprised

Place poster on the board to create proper environment to introduce children to the play called "A Lion's Tail". Read the story to the children slowly and explain to them throughout the pages. Explain the students about the funny ending the story has.

Explain to students the different positions. Have one student stand in front of another one. Do the same with in back of, on and under. Have students placed in different positions.

Tell students to choose among the different characters, which are animals. Call out for each one and distribute characters according to their personalities. Distribute each students` parts and begin rehearsals.

***PLAY: THE LION'S TAIL - SCRIPT***

5 NARRATOR: Once upon a time a lion couldn't find his tail.

He was very sad. He was crying. Then many animals came along.

2. Lion: \_\_\_\_\_

I am very sad. I can't find my tail.

3. Mouse: \_\_\_\_\_

Why are you sad?

Lion: I can't find my tail.

Mouse: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

4. Turtle: \_\_\_\_\_

Lion, why are you sad?

Lion: I can't find my tail.

Turtle: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

5. Rabbit: \_\_\_\_\_

Why are you sad?

Lion: I can't find my tail.

Rabbit: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

6. Turtle:\_\_\_\_\_

Why are you sad?

Lion: I can't find my tail.

Rabbit: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

10 Cat:\_\_\_\_\_

Why are you sad?

Lion: I can't find my tail.

Rabbit: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

8. Wolf:\_\_\_\_\_

Lion: I can't find my tail.

Wolf: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

9. Zebra: Why are you sad?

Lion: I can't find my tail.

\_\_\_\_\_ : I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

10. Kangaroo: Why are you sad?

Lion: I can't find my tail.

\_\_\_\_\_ : I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

Sorry, I can't find your tail.

11. Koala: I'll look for it.

I will look in front of the lion.

I will look in back of the lion.

I bet I can find your tail. Get up, Mr. Lion.



## Activity Two: Writing

| Objectives:  | Contents:                             | Resources:                     | Methods:                                | Evaluation:                   |
|--|---------------------------------------|--------------------------------|---|-------------------------------|
| Grammar point:<br>Adjectives and opposites:<br>New, old, small, big, long, short | Transportation by land, water and air | Cutouts, cardboards, worksheet | inductive, deductive, interactive, TPR. | Worksheet with grammar points |

### Warm Up/Brainstorm

Talk about different means of transportation students have used in their city, on their travels and on their vacations. Tell them about a trip you have taken. Example: I live in Quito and I went on my vacation, I went to the beach, I decided to go to Manta. There are three ways I can arrive to Manta. I can go by bus, by airplane or by car. I chose to go by plane because it takes only half an hour. If I go by bus, it will take ten hours. If I go by car, since I can drive faster, I will arrive in five hours. Invite students to participate with their vacations. Ask them if anyone has travelled by train and if they have seen trains in Ecuador.

Use the cutouts and have students classify transportation vehicles according to land, air and water.

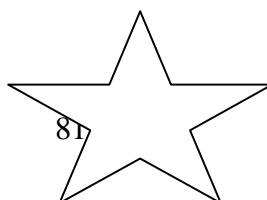
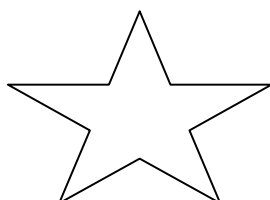
Then tell students to choose five vehicles and describe them. Tell them to take out their notebooks and copy the adjectives from the board.

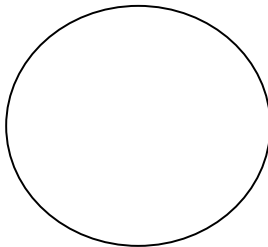
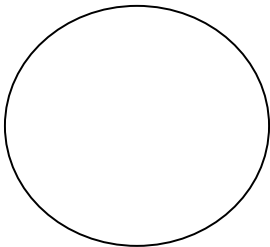
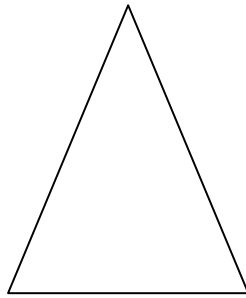
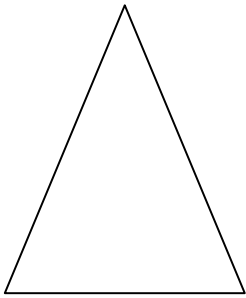
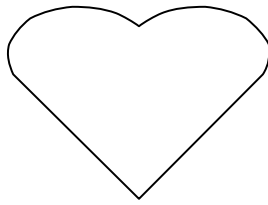
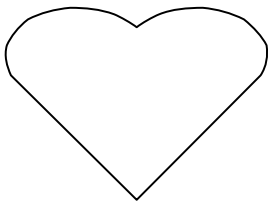
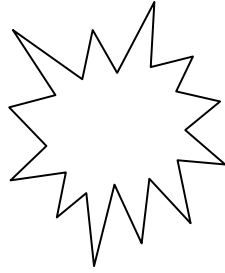
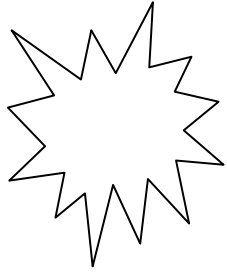
Write the opposites:

New            old  
Long          short  
Dirty          clean  
Black          white  
Big            small

Tell students to draw the opposites to each of the above adjectives on their notebooks. Prepare cardboards with different shapes so students are able to match the shapes and rehearse opposites.

Example:





Tell students to observe the pictures and write the correct answer.

## WORKSHEET

10 Look at the picture and choose the correct answer.

**Circle the new airplanes.**



**Circle the long trains**

**Circle the big vehicle**

### Activity Three: Reading

|   |   |   |  |   |
|---|---|---|--|---|
| <b>Objectives:</b><br><br><b>Grammar point:</b><br>adverbs, always, sometimes, never, usually, big, small | <b>Contents:</b><br>Air vehicles, water vehicles, land vehicles | <b>Resources:</b><br>easel, adverbs percentages table, crayons, markers, story booklets | <b>Methods:</b><br>inductive, deductive, interactive, TPR. | <b>Evaluation:</b><br>Reading and oral skills |
|---|---|---|--|---|

#### Warm up/Brainstorm:

Tell students to talk about how often they travel by car, train, bus, airplane, train, submarine, rocket, sailboat, boats and ships.

Make a chart on the board where students can read and interpret times that the class has used different means of transportation.

Begin with the bus. Ask students to raise their hands. Count how many of them have used the bus and write it on the appropriate box. Continue the same procedure with the rest of the vehicles.

Make a poster and keep it on the wall.

| Car    | Bus    | Train   | Bike   | Plane     | Rocket | Sub   | Boat    | Ship      | Sailboat |
|--------|--------|---------|--------|-----------|--------|-------|---------|-----------|----------|
| 20     | 20     | 3       | 18     | 12        | 0      | 0     | 12      | 2         | 17       |
| Always | Always | usually | always | sometimes | never  | Never | Usually | sometimes | always   |

Explain to students the corresponding adverbs to the amount of times each student uses a vehicle. Tell them that always means a lot of time, almost 100% of the time. Tell them that usually is a bit less, that there may be times when we do not use the vehicle and sometimes means even a little less. This could be about 70% and never means 0%. This means that we do not use the vehicle.

Try the same exercise asking students how many times they do their homework and how many times they do not do it. Make it fun.

#### Reading exercise:

Give out booklets and have students take turns reading the story.

### The Little Yellow Bus

Here comes the little yellow bus. This is Stan Berry. He drives the little yellow bus around the village every day. At Stop Number One, Mrs. Tilly gets on the bus. She's carrying a basket. In the basket there's a big black cat.

'Good morning, Mrs. Tilly,' says Stan.

'Good morning, Stan,' says Mrs. Tilly

'Miaow!' says the cat.

Mrs. Tilly sits down.

Stan drives the little yellow bus along the road to Stop Number Two.

Sam Smart gets on the bus.  
He's carrying a big cheese.

'Good morning, Sam,' says Stan.  
'That's a big cheese!'  
Yes, it's very big and it tastes nice, too. Sam sits down.

Stan drives the little yellow bus under the bridge to Stop Number Three.

Tom and Billy get on the bus. Tom's wearing cowboy's clothes! Billy's wearing pirate's clothes! 'That's strange,' thinks Stan.

'Good morning, Tom. Good morning, Billy'  
'Good morning, Mr. Berry,' the two boys say. They sit down.

Stan drives the little yellow bus over the railway...bump, bump, bump...to Stop Number Four.

Jim the farmer gets on the bus. He's carrying a baby sheep. 'That's strange,' thinks Stan.

'Good morning, Jim,' says Stan.  
'Good morning, Stan,' says Jim.  
'Baaa!' says the sheep.  
Jim the farmer sits down.

Stan drives the little yellow bus around the corner to Stop Number Five.

Mrs. Mack gets on the bus. She's carrying balloons!  
They're blue, red, green, yellow, purple, orange and black!  
'That's strange,' thinks Stan.

'Good morning, Mrs. Mack,' says Stan.  
'Good morning, Stan,' says Mrs. Mack.  
She sits down.

Stan drives the bus up the hill to Stop Number Six.

Mrs. Baggs gets on the bus.  
She's carrying a cage full of chickens.  
They're very noisy.

'Good morning, Mrs. Baggs,' says Stan.  
'Good morning, Stan,' says Mrs. Baggs  
'Cluck, cluck, cluck, cluck! Say the chickens  
Mrs. Baggs sits down.

Stan drives the bus down the hill to Stop Number Seven.

Mr. Grant gets on the bus. He's carrying a big musical instrument!

'Good morning, Mr. Gant,' says Stan. 'What's that?

'Good morning, Stan,' says Mr. Gant. 'It's a trombone.

Mr. Gant blows into the top of the trombone and a loud noise comes out the other end.

'Miaow says the cat. 'Baa, says the sheep. 'Cluck, cluck say the chickens.

Mr. Gant sits down.

Stan gets out of the bus. He opens a gate. He gets back into the bus and drives through the gate. Then he gets out of the bus to close the gate again.

Lucy Ridd gets on the bus. She's carrying a lot of cakes. 'Mmm! They smell good,' thinks Stan.

'Good morning Lucy, says Stan.

'Good morning, Stan,' says Lucy.

Lucy sits down.

Stan drives the little yellow bus to Stop Number Nine. Everybody gets off. 'That's strange,' thinks Stan. 'Why is everybody getting off?' Suddenly Stan remembers! Of course! Today is the Village Fair!

### **Wrap Up**

Once the reading is over, ask oral questions to the students about the reading. They can look at the booklet if they forget the answer or how the story goes.

### **Questions:**

- 2 At the end of the day, Stan drives everybody home on the little yellow bus. Can you say where they go?
- 13 At Stop Number Eight Lucy Ridd gets off. Where does she go?
- 14 At Stop Number Seven Mr. Gant gets off. Where does he go?
- 15 At Stop Number Six Mrs. Baggs gets off. Where does she go?
- 16 At Stop Number Five Mrs. Mack gets off. Where does she go?
- 17 At Stop Number Four Jim the farmer gets off. Where does he go?
- 18 Who gets off at Stop Number Three?
- 19 Who gets off at Stop Number Two?
- 20 Who gets off at Stop Number One?

### Activity Four: Listening

|   |   |   |  |                                     |
|---|---|---|--|-------------------------------------|
| <b>Objectives:</b><br>To develop listening skills, to create phonic awareness | <b>Contents:</b><br>Children want to travel and learn about possible vehicles | <b>Resources:</b><br>CD with story: Transportation Play | <b>Methods:</b><br>inductive, deductive, interactive, TPR. | <b>Evaluation:</b><br>Participation |
|---|---|---|--|-------------------------------------|

#### Getting Started/Warm Up

Explain distance to children. Explain to them that we are in the city of Bahia de Caraquez and we want to make a small trip to Manta. Students are aware of this kind of travel because it is done mostly on the weekends with their parents. So, ask students what is it that they do when they go to Manta. Ask them if they go to the mall. Ask them how they get there. Ask them if they see roads, mountains, water, etc.

After that, distribute different parts of the play to the students and begin to practice. The idea of the exercise is to prepare students in two groups. Tell students this is a contest where the best performers receive a prize. When the first group is ready, it will perform for the second group and vice-versa. This way students will be listening to each other and enjoy the performance.

Make it fun and create the proper environment. Have students hand paint their vehicles. They will enjoy coloring the bus, train, airplane, etc. Also, make students prepare badges with their names written on it. For example: Captain Cedeño.

#### *Transportation Play*

JOSE JAVIER:        Let's go to Manta!

SOL:                    Good idea.

ISABELLA, ANITA, MARIA OLIVIA (IAM): Yes, let's go!

JOSE JAVIER:        How can we get there?

ISABELLA:            Let's ask the captain.

(Everyone goes to the captain)

Anita:                Good morning Captain Juan Sebastian Zedeño

Captain: Good morning children.

Jose Javier: Can you take us to Manta.

Captain: No, my boat goes on water

IAM: Oh no, what do we do?

ISABELLA: Let's ask the pilot.

Anita: Good morning Mr.Pilot

Jose Javier: Can you take us to Manta?

Carlos: My airplane goes in the air.

IAM: Oh no, what do we do?

Sol: Let's ask in the train station

Jose Javier: Good morning Mr. Conductor

ISABELLA: Can you take us to Manta?

Juan Andres: No, my train goes far away.

IAM: Oh no!

Jose Javier: Let's ask the bus drivers.

SOL: Good morning Drivers

Anita: Can you take us to Manta?

Mateo: No, sorry

JAVIER: This is a school bus

IAM: Oh no!

Jose Javier: I know, let's ask my mommy.

IAM: Mommy, mommy, please take us to Manta

Allison: Yes, I have a car! Let's go.

CHILDREN: YEAH! Let's go to Manta!



**UNIT FOUR: Stories**  
**Grammar School**

|  |  |  |   |  |
|--|--|--|---|--|
| <p><b>Objectives:</b><br/>Learn about past events to actual times.</p> <p>Develop curiosity and visits to museums.</p> | <p><b>Contents:</b><br/>Information about t the caves to the printed press</p> | <p><b>Resources:</b><br/>cave walls, bait-clay tablets, papyrus, papers, parchment and printing press pictures on easel.</p> | <p><b>Methods:</b><br/>inductive, deductive</p> | <p><b>Evaluation:</b><br/>oral presentation.</p> |
|--|--|--|---|--|

**Activity One: Speaking**

**Warm Up**

Ask students questions such as, “Does anybody knows how handwriting began?” Students begin to answer. Write answers on the board.

Display resources, pictures and explain the different stages in the history of writing. Begin explaining cave painting which was done by cavemen based on daily activities such as hunting animals and cave life.

Instruct students to take out a piece of paper and write their names on it. Have one by one come to the front and show his or her handwriting. Tell students that you can guess their personalities by looking at their handwriting. If they write big, this means they have a big personality, that they think big. On the contrary, if the handwriting is small they are reserved and maybe even shy.

Ask students if they know what graphology is. Explains the meaning. Tell students to make pairs, and have students exchange papers and write the characteristics of handwriting on the board, students then analyze their classmates’ personality. Tell volunteers may read out their analysis. Make them analyse teachers’ handwriting. They will enjoy that!

Tell them to come to the front to the class and explain your personality according to the handwriting.

## Activity Two: Reading

|   |                                       |  |   |                                 |
|---|---------------------------------------|--|---|---------------------------------|
| <p><b>Objectives:</b><br/>Learn about how handwriting began.<br/>Introduction to genre: fiction, non-fiction, comedy , drama</p> <p><b>Grammar point:</b><br/>ongoing actions</p> | <p><b>Contents:</b><br/>Gilgamesh</p> | <p><b>Resources:</b><br/>Books, pictures</p> | <p><b>Methods:</b><br/>inductive, deductive, interactive,</p> | <p>Evaluation:<br/>Booklets</p> |
|---|---------------------------------------|--|---|---------------------------------|

### Warm Up

Tell students to make a circle with their desks so reading activities may begin. Tell the students the first part of ‘Gilgamesh’s adventure’. Present the characters of the story. Talk about different times in history. Write on the board what students have studied and what they are familiar with.

Explain that there are different types of endings, they can be comic, romantic, fiction, non fiction, and others. Volunteers come up to the classroom and read the story about Gilgamesh to the class.

Tell them that this story is fiction. It was based on past cultures but it is made up. Fiction means that the story did not really happen.

Distribute booklets and have students read out loud individually.

### Gilgamesh

A long time ago, there was a King called Gilgamesh. He was the king of a land called Ganga.

Gilgamesh was deeply in love with his wife, Queen Sarta. He was so in love, he wished to lessen the love he felt in his heart. He didn’t want his wife, Queen Sarta, to look at any man in the world. For this reason, he suffered deeply.

Because of this he asked his fellow people to invent a magic potion for his heart because he wanted to live a normal life. The reward for this magic potions was a great sum of money and a giant piece of land. Therefore, anyone to come up with the magic potion, would be rich.

When Queen Sarta found out about the news and what her husband was up to, she began to develop evil thoughts. She came up with a plan. She became greedy for the land and the money. She did not care about her husband, King Gilgamesh anymore...

**Activity**

Stop here and have students invent the rest of the story. Make each student use their imagination and take turns inventing the following actions.

Make them write the best parts on a piece of paper and once the whole story is done, make a new booklet and keep it for reading material.

Students will enjoy this because they are the authors of this literature piece.

### Activity Three: Writing

|   |                                     |   |  |  |
|---|-------------------------------------|---|--|--|
| <b>Objectives:</b><br>To develop writing abilities, to inspire creativity, to make up endings<br><br><b>Grammar point:</b><br>Ongoing actions, active and passive voice | <b>Contents:</b><br>Gilgamesh Story | <b>Resources:</b><br>Books, pictures, archaeological pieces | <b>Methods:</b><br>inductive, deductive, interactive | <b>Evaluation:</b><br>Exercises in notebook, acrostic, writing and oral exposition |
|---|-------------------------------------|---|--|--|

#### Warm Up:

Make a brief summary about the Gilgamesh story. Reintroduce sentences in the active voice. For example: The city of Ganga produced wine. Change it into the passive voice: Wine was produced by the city of Ganga.

#### Grammar point

Take advantage of this moment and reinforce active and passive voice with the following pattern:

This piece represents a pregnant woman. This piece was made by the Valdivians. Encourage students to employ the voices using each piece in the classroom.

Students take out their notebooks and must write in active and passive voice and choose to write about five

### Writing

Explain how to make an acrostic and entices students to make one in a piece of paper so they can read, share and display. Tell them to think about an object they are looking at. Then write it down and describe it sentence by sentence. Tell them to connect their thoughts as they describe objects and emotions.

### Motivation

Make your own acrostic and present it to the class, explain your feelings and how they are displayed on each sentence.

**R**ed is the first color  
**A**nd orange is number two  
**I**t's yellow after those  
**N**ext to green, then blue  
**B**lue is under green  
**O**h, there's purple in there, too  
**W**ith pink the final color...  
**I**t's a rainbow just for you!

### Second Writing Activity

Bring a CD with sounds of ancient instruments. The purpose is to create an inspiring moment where students can feel the times and liberate their hands and minds for creativeness.

Then display drawings on bulletin board and explain the following development in writing with this chart.

| <b>Places</b> | <b>Times</b> | <b>Materials</b>   |
|---------------|--------------|--------------------|
| Egypt         | 20,000AC     | Papyrus            |
| Germany       | 1,455AD      | Cave walls         |
| Middle East   | 200BC        | Paper              |
| Mediterranean | 105AD        | Printing press     |
| France        | 2,000BC      | Baked-clay tablets |
| China         | 3,500BC      | parchment          |

Instruct students to choose a place, time and material and pretend they live in that year. They must write a topic about their lifestyle.

Set an example: I am an Egyptian. I make papyrus. I use a plant and dry the leaves so I can draw on it with different colors which I obtain from the plant. I am going to write about the Pharaoh.

Tell students to expose their writings and then place them on the bulletin board.

#### Activity Four: Listening

| <b>Objectives:</b>  | <b>Contents:</b> | <b>Resources:</b>   | <b>Methods:</b>                   | <b>Evaluation:</b> |
|---|------------------|---|-----------------------------------|--------------------|
| To develop awareness on ecuadorean culture and ancient cultures.<br><br>Grammar point:<br><br>First conditional and present tense, active and passive voice | archaeology      | Archaeological pieces, drawings, bulletin board, pictures | inductive, deductive, interactive |                    |

#### **Warm Up:**

Introduce topic and vocabulary words to be used regarding ancient periods in Ecuador. Display archaeological pieces on table where students can view each one and describe materials that are used, colors and shapes employed.

#### **Artistic creations**

Students take out their cardboards and draw two archaeological pieces of their preference.

#### **Bulletin board:**

Drawings must be displayed on the bulletin board. Also display pictures of archaeological pieces

#### **Visit to the museum**

Now the children are familiar with the topic they are ready to visit the museum. The tour guide will lead the group and explain the history. Teacher takes advantages of this opportunity and stops at certain points where a question can be made using active voice, and students respond using passive voice.

**Once you are back in the classroom, you make take the following test:**

**Evaluation**

**Instructions: Read and answer the questions.**

**Use the first conditional and present tense**

1. If you ..... (to be) late to school, you .....
  
2. If you do not ..... (to study) for the exam, you .....
  
3. If a person does not ..... (to eat) vegetables, his body .....
  
4. If they do not ..... (to exercise), their lungs .....
  
5. If she .....(to keep) on talking on the phone, her bill .....

**2. Change according to indications: Active voice / change to passive**

6. Garbage is recycled in Bahia. The major made the law in 1996.

Passive voice:

---

7. Students have short hair in school. A disciplinary law passed in 1994.

Passive voice:

---

8. Baking soda elevates the dough by one centimetre. This is used for illustrating a volcanic eruption.

Passive voice:

---



9. The TV reported showed cruel images as about the murder. Two people died in the scene.

Passive voice:

---

10. The autopsy was performed at 5 o'clock. The policemen did not find any evidence.

Passive voice:

---

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# ANNEXES

**POLLS / STUDENTS**  
**UNIDAD EDUCATIVA INTERAMERICANO**  
**FINAL THESIS MICHELLE MONCEAU AND MA. SOLEDAD VELA**

**CHOOSE AN ANSWER AND CIRCLE IT**

**1. Do you like English classes?**

- A. A lot**
- B. Regular**
- C. Little**
- D. Nothing**

**5 Do you like to sing in English?**

- 10 A lot**
- 11 Regular**
- 12 Little**
- 13 Nothing**

**6 Do you like to work with poems?**

- 1 A lot**
- 2 Regular**
- 3 Little**
- 4 Nothing**

**7 Would you like to play in English?**

- 6 A lot**
- 7 Regular**
- 8 Little**
- 9 Nothing**

**8 Would you like to act and make small plays in ESL?**

- 3 A lot**
- 4 Regular**
- 5 Little**
- 6 Nothing**

**POLLS / ENGLISH TEACHERS  
UNIDAD EDUCATIVA INTERAMERICANO  
FINAL THESIS MICHELLE MONCEAU AND MA. SOLEDAD VELA**

**CHOOSE AN ANSWER AND CIRCLE IT**

**9.3 How do you evaluate your student's development?**

- 11 Excellent**
- 12 Very good**
- 13 Good**
- 14 Fair**
- 15 Deficient**

**9.4 Do you think the atmosphere in your classroom help the students to pronounce better?**

- 14 Yes**
- 15 Sometimes**
- 16 No**

**9.5 Are students learning effectively used in oral communication?**

- **Always**
- **Frequently**
- **Sometimes**
- **Never**

**9.6 Do students have a genuine interest in ESL?**

- 3 High**
- 4 Moderate**
- 5 Fair**
- 6 Deficient**