

**UNIVERSIDAD DE PANAMA
CENTRO REGIONAL UNIVERSITARIO DE VERAGUAS
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ESCUELA DE INGLÉS**

**PROGRAMA DE MAESTRÍA EN LA
ENSEÑANZA DEL INGLÉS
COMO SEGUNDO IDIOMA**

**DIFFICULTIES THAT THE STUDENTS THAT ENTER
TO THE 7th LEVEL OF THE BÁSICA GENERAL
CLELIA F. DE MARTÍNEZ PRESENT IN THE LEARNING OF
ENGLISH**

BY:

RUBIELA DEL CARMEN SOLANILLA B.

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como Segundo Idioma.**

DEDICATION

I dedicate this work to my Mom and Dad, **Eddie** and **José Félix**, who gave me the encouragement, support, and opportunity to reach another important goal in my life.

Also I need to dedicate this work to my loved husband **Víctor Julio García**, who is one of my most important inspiration source, and who motivated me to start and mainly to finish this Master Program.

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CHAPTER I

1. INTRODUCTION

Teaching English is increasing and has been gaining great importance during the last years; for that reason, it is considered that in the Panamanian educational system, it is necessary to have a positive attitude from the teachers and the students to learn this language since the beginning of the elementary school.

It is our concern that students from Pre-Media that enter to the 7th level of the Educación Básica General present some difficulties in learning English. The limited formation of the teachers, the lack of appropriate didactic material and the lack of methodological guides among others, can be mentioned as some of the possible reasons of this situation.

With this research it is tried to know through a survey which the main difficulties the students that enter to the 7th level of the Básica General Clelia F. de Martínez have.

The application of a test of knowledge, which has been nominated as a diagnostic test of previous knowledge, let us to know which are the topics the students do not master and which are those they master better.

Through this diagnostic test, it is our purpose to detect, taken into account the topics that the students have developed in the elementary levels from 1^o to 6^o level, if exists differences in the academic performance of the students that come from rural area schools in comparison with those who come from urban area schools.

This research belongs to a descriptive type and it was divided into four chapters named: Statement of the Problem, Theoretical Frame, Methodology, and Findings and Conclusions. It is included a proposal in the appendix section.

The first chapter includes the statement of the problem, the justification of the study, the objectives, and the scope of the area of the study.

The theoretical Frame is the second chapter and it contains the concepts and theories related to the research.

In chapter three, named Methodological Frame, there is a description of the type of research, the hypothesis, the sources of information, the population, the sample, the techniques which were used to collect the information and the analysis of the results.

In chapter IV, it is presented the analysis of the surveys applied to the students and the teachers as well as the analysis of the diagnostic test. It also has tables and graphics with figures to confirm the hypothesis.

At the end, the conclusions, recommendations, bibliography, the appendixes, and a proposal for a seminar in teaching English in the elementary level are presented.

A. GENERAL ASPECTS

STATEMENT OF THE PROBLEM

English is a language that children, adolescents and adults are trying to learn nowadays because of the opportunities it offers to those who master it. However it is a hard task specially when the students do not have the opportunity to receive English instruction during all their elementary instructions.

A big problem is when students from elementary schools receive English classes from teachers who are not experienced in teaching English. These students face difficulties whenever they need to ask for extra information and the English teachers are unable to use the language communicatively. Also, these English teachers offer their English instructions with a negative attitude toward the English language. It is important for the students to receive English instructions from suitable professionals, specially when these English teachers are teaching English to students from elementary school to prepare them for the secondary school.

This situation takes place in “Centros Básicos” where some teachers who are not experienced in English teaching are engaged in hosting English classes. The problem is that students who received suitable English classes in elementary schools, decrease the English knowledge they have received before entering to high schools. It is not good that, for example a mathematics teacher teaches English classes, because he/she is not a specialized English teacher. It happens because the Ministerio de Educación does not appoint enough quantity of English teachers at the very beginning of the classes.

English instruction in 5th and 6th levels only, is not enough to get the best results in secondary school. There are many important reasons why students from elementary and junior school face problems in secondary schools. These reasons have been mentioned above. However, it is important to point out that there are two main causes of this problem. One is the English instruction itself and the other is the place where the students come from or receive their English classes.

However, there are students in some urban areas who have some contact with native English speakers; therefore, these students learn a little of English, and perhaps it makes it easier for them to study English at school. Besides, some students have access to English programs on TV, movies, and radio talks. These are very good sources to be in contact with the language because they provide students opportunities to become aware of the language. Unfortunately, it doesn't occur with students from rural areas. Even though this situation exists, the academic performance is almost the same between the students from rural and urban area.

Another cause of this problem is that the Ministry of Education does not appoint English teachers to the available positions at the beginning of the school year throughout the country. It is part of the root of the problem because most of the students do not receive English instruction in primary school since they do not have their English teachers on time, especially in the rural areas. Every year, the Ministry of Education tries to overcome this problem, but it is not an easy task.

Besides, one of the reasons why students do not receive English classes in primary schools is due to the fact that the Ministerio de Educación does not appoint enough English teachers to work in elementary schools. For this reason, in most of the first cycle schools in urban and rural areas (also known as “Básica General”), there are students who have had English instruction just in the 5th and 6th levels only. Therefore, when they are enrolled in the first cycle or (Básica General), they confront many problems in learning English as a second language.

On the other hand, the biggest problem takes place when there are students who have never received systematic instruction in the English language, and as a result, a lot of them do not know anything about the language when they attend 7th level. For that reason, teachers need to teach them English in the same way parents teach a baby how to speak, but probably it is more difficult because when an individual is learning how to speak his/her native language , he or she listens to it every second, but they hardly ever listen to a second language, in this case English; especially in our country; therefore, is more difficult to learn it. This is the reality of these students. They do not listen to the English language except when they are in the English classes.

Thus, it is difficult for many teachers to implement the Official Program for the English instruction and to encourage their students to learn English as a second language.

Another problem is that there are teachers who are not experienced in teaching English; consequently, their students face difficulties whenever they need to ask for extra information and are unable to use the language communicatively. This situation is common because of the fact that many teachers do not have a good preparation in English because they are not specialists in this language, nor do they know how to teach a foreign language.

When a teacher, who is not experienced in teaching English is engaged in hosting English classes, this English teacher is not prepared to explain word meanings, rules, grammar and so forth because he/she is not aware of the language to be taught and to the students' reactions.

Although some students do not receive English classes in the primary schools, there can be some that have some contact with English speakers;

and therefore, they probably have learned something about English, and perhaps it is easier for them to learn the language the natural way than studying English at school. For example, television, movies, and the radio are very good sources of contact and can provide the student opportunities to become in contact with the language. It happens in Elementary schools as well as in the “Centros Básicos”.

To conclude, the main problem of this research is to determine the difficulties that students from 7th level of the Básica General Clelia F. de Martínez have in learning English.

1.2. OBJECTIVES

1.2.1. GENERAL OBJECTIVE

- To analyze which are the difficulties that students that enter to the 7th level of the Básica General Clelia F. de Martínez have.

1.2.2. SPECIFIC OBJECTIVES

- To detect through a survey applied to the English teachers which are the main difficulties students that enter at 7th level of the Básica General Clelia F. de Martínez in the English subject have.
- To identify which subject contents must be taught in the levels from 1st to 6th level.
- To determine through a survey applied to the students which difficulties they found in the learning of English in the elementary level.
- To apply a test to determine the level of formation that the students of the elementary level have when they enter at the 7th level of the Básica General Clelia F. de Martínez.
- To determine through a test if there are differences between the students that come from urban areas in comparison with the students that come from rural areas, in order to formulate a hypothesis.

1.3. GENERAL HYPOTHESIS

Low academic performance of the students that enter to the 7th level of the Básica General Clelia F. de Martínez are due to the lack of English background.

1.4. RESEARCH QUESTION

It is observed that students that enter to the pre-media and media levels, present difficulties in the learning of English. This situation makes the scope and the logical sequence of the programs difficult.

After describing this situation, it is our concern to know which the cause of the problem is. To find out the cause the following research question is formulated: Which are the difficulties that the students that enter to the 7th level of the Básica General Clelia F. de Martínez have in the learning of English?

From this main research question, the following specific questions emerged.

- Which are the contents of the English official program in the elementary level?

- Which are the main limitations that the English teachers perceive in the students when they enter to the 7th level?

- When and where do students of the elementary level start receiving classes of English?

- Are there differences between the students that come from the urban area in comparison with those that come from the rural area schools in learning English?

1.5. DEFINITION OF KEY TERMS

The following definitions of key terms have been provided to facilitate the understanding of the reader as to how they have been used within the context of this study. These definitions have been adapted from Webster's New World Dictionary and the Programa de Educación Básica General for 7th, 8th, and 9th levels.

- **Instruction:** the action, practice, or profession of a teacher. It is how the teacher shows to his, or her, students how to do something, or how he gives lessons to his, or her, students. It is also everything that a teacher, instructor, or tutor can teach to pupils to improve students' knowledge.
- **Specialist:** One who is specialized in a particular study.
- **Primary school:** It is a period for students who are about six and eleven years old. The elementary school permits the continuation, strengthening and development of the cognitive, psychomotor and socio-affective areas; developing the training of the personality of the students, and at the same time fortifying and increasing their social experiences to the effective development in their lives and also to expand the different intellectual competitions in order for the students to continue their studies creatively.
- **First cycle:** According to the educational structure presented, the first cycle is that stage of the academic plan, for the first level of instruction (or "Educación Básica General"), which is mandatory, universal and

gratuitous. It is directed to 12-14 years old students, and it comprises three years.

- **Rural Areas:** They are sparsely settled places away from the influence of large cities and towns.

Lifestyles in rural areas are different than those in urban areas, mainly because limited services are available. Governmental services like law, enforcement, schools, fire departments, and libraries may be distant, limited in scope, or unavailable. Utilities like water, sewer, street lighting, and garbage collection may not be present. Public transportation is absent or very limited; people use their own vehicles, walk, bicycle, or ride an animal.

- **Urban Area:** It is a term used to define an area where there is an increased density of man-made structures in comparison to the areas surrounding it.

- **English Laboratory:** It is an equipped place with important tools to facilitate the English classes. Some of them are books, dictionaries, individuals booths where the students will be expected to choose their tapes themselves. The way to work will be explained to the students on their first visit to the laboratory, and there is always an English teacher present to advise or to help the students if they have any difficulty.
- **Adolescents:** Adolescence is the transitional stage of development between childhood and full adulthood, representing the period of time during which a person is biologically adult but emotionally not at full maturity.

1.6. SIGNIFICANCE

Learning English can be exciting and productive. Students do not need a special inborn talent for learning English. They simply need to learn it. Learning a second language can activate an individual's mental abilities.

This can be said to be the main reason why it is necessary to take into account several factors related to teaching and learning a second language.

In addition, English is considered a very important language, and it plays an outstanding role in almost all human activities all around the world.

English should be taught to students of both primary and secondary schools. If Panamanian children are going to learn English in primary schools, they will be able to use the language communicatively in any conversational task. In fact, the importance of the English language is actually widely recognized; and Panama is a country that is in progressive development and, for this reason, people need to be aware of this and prepare themselves to play an active role in this progress.

Thus, students should learn English because they perceive this language as the way to success in their lives. It is very important to try to solve the problem that is the reduced scope of English instruction in elementary schools because it directly affects the progress of the English classes in the first cycle. However, one of the major and, fortunately, correctable problems is the English instruction in the earliest training stages of public education.

1.7. JUSTIFICATION

Methods and high standard strategies to achieve these objectives are required. The seminars of improvement offer, at the moment, an excellent measure of leveling in the teaching English as a second language. Modern technology permits us to offer an alternative to improve the academic performance of the students of the 7th level as in the elementary levels.

It is presented the actual proposal directed to strengthen through the didactic sequences that will permit to improve the quality of the English teaching in the different educative scopes.

As we know it is not possible to investigate a teaching-learning process of the English language in all the elementary levels with exactly the same results. A research like this pretends to delimit and determine the importance of the differences in the formation of the final product: a considerable advance in the comprehension, interpretation and management of English as a second language at this level.

CHAPTER II

THEORETICAL FRAME

2.1. DESCRIPTION OF THE BÁSICA GENERAL CLELIA F. DE MARTÍNEZ

This study was realized in the Centro de Educación Básica General Clelia F. de Martínez. It is located in Penonomé, Coclé Province. This small school functions as an elementary school in the morning and as Básica General in the afternoon. This important institution was founded in 1975, on August 26. Its population is constituted by 480 students in the elementary school and 695 students in the Básica General, to a total up to 1175 students. Also, this school has 42 teachers in elementary school and 23 teachers in Básica General, 6 persons in charge of maintenance, 2 persons in charge of the administration office, the principal, Professor Carlos A. Caballero, and his assistant Lesbia L. de Villarreal.

This school was created as one of the first Básica General institutions in Penonomé; it is also called “pilot school”. According to the

Ministerio de Educación, this school is intended to offer instruction in both elementary school and Básica General. Most of the students attending this educational center come from neighboring urban areas and also from neighboring rural areas such as Río Grande, Olá, Ciruelito, Churuquita Grande, Churuquita Chiquita, Sonadora and other small communities. Unfortunately, this school does not have a language laboratory, which is so important to improve students' learning.

Most of the limitations detected in this educational center are mainly due to the minimal budget it counts on. According to the principal, many of the urgent necessities reported cannot be afforded since the law about economical help has not been enforced yet in this school .

The Básica General has 192 students from 7th level and 3 English teachers, graduated from the English career. A survey was applied to the students from 7th level.

To measure the academic performance it was a written test applied to the students.

A written test was realized with the total population of students that are in 7th level in the Básica General Clelia F. de Martínez.

Taking into account all the factors mentioned above, this research addresses the following hypothesis. The students who have received English instruction in 5th and 6th levels from urban areas get better results than the students who have received English instruction in 5th and 6th levels from rural areas.

2.2. THE TEACHING OF ENGLISH IN THE ELEMENTARY SCHOOL

The teaching of English in the elementary school is structured in four areas: speaking, listening, reading and writing. All of these areas are developed in a progressive way where students from pre-school, 1^o and 2^o levels receive 2 hours per week, while 3^o, 4^o, 5^o and 6^o levels receive 3 hours per week and finally 7^o, 8^o and 9^o levels increase their schedule to 4 hours per week.

The activities carried out during the English classes permits the students to think, to interpret, to create, to value, to analyze and to construct their own learning.

The development of the linguistic skills to speak, listen, read and write, in any level, must be taken into account in an integrated way because in the daily life, most of the activities require different skills; for this reason, it is not convenient to learn them in an isolated way. It is very important for the students to discover that all the things that they learn are useful at present and also for the future. Therefore, it is necessary to take into account the context, mainly of its interests and motivation.

Concepts and contents of the English subject offer the teacher basic aspects that will facilitate a better development of the topics according to the problems. According to the Ministry of Education there are 9 generic topics related with the students and the school. Generic topics or sub-topics like family, ecology and community are presented in different ways in each level, according to the difficulty of the vocabulary and the abundance of the experiences of the students from these ages. The 9 generic topics in the

English program of the Educación Básica General are presented in the appendix. It should be noticed that the topics are developed around 6 to 9 topics per level.

2.3. THE TEACHING OF ENGLISH IN THE ELEMENTARY LEVEL.

It has been stated that English teaching and learning involves more than vocabulary-based lessons, in which learners are pushed to memorize long strings of words. Certainly, to teach and learn a second language have become a *matter of importance* when dealing with academic performance, which is a *worth-stressing* aspect in the elementary and secondary schools. It can be considered essential in introducing the new language to students whose competence in English is minimal. In fact, when we deal with competence or performance, it depends on the methods and techniques employed and the outcome obtained as a result of the teaching-learning process.

2.4 REVIEW OF THE LITERATURE.

All the students present difficulties in every school system around the globe. Perhaps there have been many hypotheses formulated to explain the difficulties that the students have in the development of their English classes, including the fact that the students have social and economical disadvantages, lack of motivation, dislike of the subject or the teacher; and so forth.

This research focuses on the difficulties of the students when they enter to the 7th level of the secondary school. Moreover, assuming that perhaps teacher's input, motivational factors may be at issue, content and methodology; the following question is addressed: which are the difficulties that the students that enter to the 7th level of the Básica General Clelia F. De Martínez have in the learning of English? Consequently, the literature, specifically the ideas and insights in this chapter, are important in enlightening this issue.

According to Wills (1992), to learn a language, whether a first or second language, is basically the same thing. The most important aspect is the technique that one uses to teach students the language. He suggests that teachers should be sure that the students are enjoying the class. To have a positive attitude about his efforts to teach his classes, in this case in a foreign language, is very important for the English teacher.

Children should always be interested in the language that they are learning and not to think that it is unnatural or unreal in terms of communication. Therefore, teachers must avoid this situation by motivating students with enjoyable activities and materials, which can be interesting for them in learning the target language, which they sometimes may find difficult.

According to Hight (1984), motivation is one of the most important aspects of education, and it is essential in teaching children because they need to benefit from instruction. Many times, it is thought that it is not important but, it is very different to teach children than to teach adults. It is a

hard task for the teacher to find the best source of motivation for students and to use it in the most effective way.

Nevertheless, language learning will not occur unless the students are able to learn. Whichever way one measures or defines motivation, it will be the students' choice and decision that determine their language learning success. However, the expectations of the teacher, the instructional program, and the support of the community will greatly influence that decision.

Perhaps some incentives, that would bore adults, are very interesting for children because, most of the time, children and adults have different interests. Therefore, the teacher should be very careful when selecting the different activities to share with the students in order to have a good English class and achieve very good results from the instructional environment.

According to Smith (1990), English teachers have the great responsibility to make their classes interesting so that students will learn in them. Many times students are not self-motivated, so they need to be motivated; and it is assumed that teachers have the responsibility to select

the most appropriate stimulus for learning to each student in their classes. Students, are interested primarily in all those things innovative, so the teachers have to find the best way to motivate them.

An important aspect in motivating students is to select the correct instructional topic and present it in the most effective way. Teachers have to think like students, and think of those things that children enjoy doing. This will make the apprenticeship easier and facilitate the learning skills in students.

Another important aspect is that teachers should try to incorporate all their students into the class and give them all the opportunities to express themselves freely, contributing with their opinions, suggestions, ideas or any comments they consider important. In this way, the children will cope with their fears of speaking in front of their classmates and the teacher. They must recognize that we are human beings and we are inclined to make mistakes in the classroom, and these mistakes are thought to be tolerated in order to encourage students to learn from them and to avoid them.

Teachers must make students feel comfortable in their classes and make them understand that each one is important in the classroom.

According to Dewey (1993), English learning often involves many problems which students confront in their communities and homes as well as in schools. Human beings have the ability to talk and to understand; but when they are not comfortable with a language, such as English, they find it difficult to learn. As a consequence, various problems arise. The worst problem is that students go about hating English as elapsed time.

To facilitate the learning of English it is very important to study in an appropriate place and with the right materials. The classroom for teaching English should be separated from the classroom in which the students normally receive the rest of their classes.

To teach English in the correct way, it is necessary to equip the classroom with materials that are related to the language that they are learning. Among these are pictures, sound equipment, books, and so forth.

The important thing is that students can feel comfortable in the English classroom so that teachers can obtain better results with the classes.

According to Holt (1989), most of the time, the school is commonly considered as the second home for students; and therefore, the teachers are the second parents. However, the real truth is that the teachers are the bodyguards of their students because most of the parents go to the school just few times during the year to investigate about their children and, at the end of the year, they are worried about the performance of their children. They do not know what the educational experiences of their children really were.

The real role of the parents must be one of cooperation with the teachers. The relationships between parents and teachers is more cordial and mutually helpful today than ever before. With the help of parents, the education of their children will be more effective and beneficial for our society.

According to Antonellis (1983), teachers from secondary schools find that students have a lot of problems in understanding the English instructions

and frequently they cannot do many things because they depend on the English instruction their students received during their elementary school period.

According to Obler (1980), students must receive English instruction since they are children because it is the best age to learn a foreign language. During this time the children's brain is open to receive chunks of foreign language because at this time they are learning to speak so they will adapt their speaking system to the target language.

It is so because the human brain is like a new memory of a computer. People around the child can give information every second, every time and everyday, so the child will learn faster than an adolescent or an adult person. Besides, children can learn not only one language but also more than two languages depending on their environment and on the instructional methods.

According to Haskel (1975), many changes are taking place in instruction today. In speaking about the eclectic method, he states that language

learning must be meaningful and real. The eclectic method encompasses different methods and techniques including translations, which is a specialized language skill and is, in this case, inappropriate for the beginning language learners. However, when it is used in counseling-learning, it may be a useful tool in establishing an initial basis for comfortable communication.

According to Albert and Obler (1988), the Eclectic Approach is not a method. It is essentially an attitude on the part of the language teacher. Professor Denis Girerd, General Inspector for the Teaching of English in France, and currently chairman of the council of European Modern Languages Project Group, states:

“The Eclectic Way is the only sensible answer to the terrible challenge of the present situation in most of our schools, with ability classes, where every learner has his personal attitude toward the foreign language, his own ability and motivation (or lack of it), his own way of learning, forgetting and learning, etc”.

He further stated that the eclectic teacher will make his personal choices on the basis of the questions he will ask himself, as he goes along, about the main issues of language teaching; and, on the basis of the answers, he will be able to teach in connection with the variables of the classroom.

Moreover, Chastain and Dulay (1996) state that most of the students' language errors result from language learning strategies that are incorrectly applied, mostly in the area of pronunciation. The first step in any class program should be to determine what the students need to learn. Language learning is facilitated by helping the students relate to their own experience, but in the target language.

Adamson (1986) introduces another method in language instruction, which has revolutionized the teaching of the English language. This method is known as "Suggestopedia". Generally Suggestopedia is considered appropriate for small classes. It uses nonverbal elements such as tone of voice, music, and facial gestures as the major factors of communication. Adamson based this type of instruction on three principles: joy, totality, and indirection.

According to this method, the teacher is the primary source of meaningful and valid samples of the foreign language. It is assumed that, if the teacher is well prepared for his class, his or her students can be joyful and relaxed using both their conscious and unconscious abilities while working independently and keeping as their goal the learning of the target language.

Further, Adamson states that Suggestopedia can be used efficiently with large classes. However, the teacher should be thoroughly familiar with the target language in order to actively promote the numerous variants of the mental processes. Also, teachers should be able to expand the teaching units by proceeding from the general to the specific.

In this way, the students will be able to acquire most of the details of the class unconsciously, without considering special attention. For this reason, the entire course must be carefully integrated in a meaningful way.

The most important consideration in the use of Suggestopedia with large

classes is the choice of activities. In the classroom, the teacher should be able to acquire active control of the items developed. However, the teacher must also be able to interact directly with each student and maintain control of the classroom so that only positive suggestions reach the students.

It is generally recognized that in a large classroom, the teacher cannot control everything. Therefore, teaching cannot be optimal, but that does not mean efforts are in vain. The teacher can exercise care in selecting instructional activities and guiding events so that he or she can ensure that conditions will be optimal within the limitation imposed by large classes size where students must often listen to learn.

According to Gattegnee (1986), the “Total Physical Response” method (also known as T.P.R.) is another effective vehicle for teaching English as a second language. It is commonly considered as a method that takes into account listening comprehension and often utilizes extended periods for listening development followed by commands before speaking. Students learn by physically performing actions based first on the commands of the teacher and then on commands from the rest of the students.

In classes based on the T.P.R. method, the teacher gives commands to students working in pairs or small groups of students. Using the T.P.R. method in a large classroom of beginners, the teacher can first begin with a warm-up exercise that can be done while sitting at a table or desk. These include body movements, pointing to objects or pictures in the classroom, and exercises such as moving small objects.

The use of the T.P.R. related commands can be based on a small but meaningful vocabulary which can be used in diverse modalities of communication including the construction of minidramas. When the teacher is giving commands, the students should be in a strategic position in the classroom so that everyone has a full view.

In working with skits or minidramas at the beginning levels, the teacher most demonstrate the action and/or commands to the students. Until the students are familiar with the commands, they can be typed or written and given to them. This handout could contain a list of individual commands to be used by dividing the class into pairs with one student reading the command and his partner performing the required action. The commands

could be the same for all pair of students or they could include several different sets.

The T.P.R. technique is compatible with other techniques and instructional styles. Also, an activity can last from four minutes to a maximum of about twenty minutes. It should be remembered that it takes some time to introduce any new method to students trained in traditional classroom procedures, and resistance can be expected.

According to Monk and Haller (1986), students from smaller schools achieve as well as students from larger schools; in their studies, they did not find that large school size determines the quality of students' education, experience, or achievement on standardized tests.

According to Olson (1971), rural-urban differences do exist. One study revealed that the differences between the students from the urban areas in comparison with the students from the rural areas do exist among the variable areas. Unfortunately no further information in detail was given about the results of his summary article.

According to Baker (1985), smaller schools had significantly less art, data processing, calculus, psychology, sociology, and advanced placement offerings. Thus, if rural-urban differences were found, those might logically be assumed to result not from any factors of desire or ability, but rather from those centered on availability of information.

According to Baker, Kleinfeld and others (1985), schools that achieve the best results do exhibit a strong teacher / administration / community partnership and school-community agreement on educational programs. There is a direct relationship between quality education programs and the ability of the staff to work toward an educational partnership with the school becoming a center for community activity. This, in turn, theoretically provides the students with a greater feeling of belonging to something in which they can participate, and thus enables them to develop a better self-concept.

According to Andrés Daza (2006), in Panamá, only 44% of the students population has access to middle school. Many students will not be educated

above the primary level. The problem is accentuated in rural and indigenous areas where schools do not exist to allow students to continue secondary education. The principal problem is because the people in the rural areas are very poor, and in this way, it is difficult to send children to the school and to receive at least elementary education. The government must do something to change this situation because formal education must be the most important objective for the Panamanian children. Education is a duty and a right for the children.

According to Sonia Olivares Cortés (2003), food and nutrition are the bases for an excellent education. If children do not receive appropriate nutrition, the level of achievement will be lower than those students that have a very good level of nutrition. It is important because the children's brain needs the nutrients to develop intelligence. Nutrition is one of the most important parts of education.

According to Cannapel and De Young (1999), urban schools offer more adaptive motivational contexts for students than those found in rural schools. These differences often were explained in terms of school

resources in that rural schools tended to be smaller. Thus urban schools often receive more funding than did rural schools, due to their larger enrollments, but also allowed urban schools to recruit more highly qualified teachers and to provide greater curricular variety and educational resources.

According to Lomotey and Swanson (1989), urban education is often characterized by “disciplinary problems, large class size, lack of time for individual interaction, and lack of student participation in extracurricular activities. Urban education has many advantages but also has many disadvantages, even though the students have a lot of conveniences.

According to Stern (1994), the rural schooling conditions that affect student achievement indicates that rural schools may harbor inherent disadvantages, as well as advantages. While rural schools are often small and conducive to higher performance for disadvantaged students, at the same time they may suffer from poor educational conditions. Sparse population bases often result in geographic and cultural isolation, limited economic development, and restricted educational opportunities.

CHAPTER III METHODOLOGY

3.1. TYPE OF RESEARCH

This research is developed as a descriptive work because it interprets the actual nature about of the difficulties that students that enter to the 7 level of Básica General in the learning of English have; at the same time, it tries to point out by means of the application of a test, the level of domain that the students bring regarding the contents of the language they must have received in the elementary level.

It is an expofactum design because there is not manipulation of variables.

According to the time in which the study was conducted, it is framed inside the descriptive studies. Data were collected in a short time.

3.2. DESIGN OF THE RESEARCH

The data were collected directly using a survey and applying a test to measure knowledge, beginning with all the aspects of the primary sources of information.

A survey will be applied to the 192 students from 7th level .

To measure the academic performance a written test will be applied to the students.

It will be done with total population of students that are in 7th level in the Básica General Clelia F. de Martínez.

3.3. HYPOTHESIS

This research addresses two hypotheses.

First Hypothesis

Ho: More than the 50 % of the students that enter to the 7th level of the Básica General Clelia F. de Martínez approve the diagnostic test applied taking into account students' previous knowledge.

Ha: Less than the 50 % of the students that enter to the 7th level of the Básica General Clelia F. de Martínez approve the diagnostic test applied taking into account their previous knowledge.

Second Hypothesis

Ho: It does not exist significant differences in the academic performance of the students that proceed from the urban area in relation with the students that proceed from the rural area in the developing of the applied diagnostic test.

Ha: There are significant differences in the academic performance of the students that proceed from the urban area in relation with the students that proceed from the rural area in the developing of the applied diagnostic test.

3.4. SOURCES OF INFORMATION

The primary sources of information are the students from the 7th level of the Básica General Clelia F. de Martínez.

Among the secondary sources of information are books and printed material and researches on the internet.

3.5. POPULATION AND SAMPLE

Population is defined as the complete whole of elements that comprises a study. In this particular case the population is composed by the students from 7th level of the Básica General Clelia F. de Martínez, who attend classes during the afternoon classes.

A survey was applied to the students from 7th level. After that, a test, which included topics of English that must be taught in the elementary level was also applied.

It was done with the total of the population; for that reason, the samples were not selected.

3.6. TECHNIQUES AND INSTRUMENTS OF COLLECTION OF DATA

The techniques to collect the data was a survey and a written test.

A survey was applied to the students from 7th level to know which are the difficulties that they present during the learning of English in the primary level.

The written test was a diagnostic resource. It was based on 50 points and it included main topics that must be taught during the initial levels.

3.7. STATISTICAL PROCEDURES

As a result of the applied survey to the students statistical tables and graphs were prepared.

The written test applied to the students, was evaluated and with the results the number of the students that approved the test and the students which did not approve was gotten. It was used to develop and verify the test on the framed hypothesis.

The average of the academic performance of the students that come from the urban and rural area was calculated.

CHAPTER IV

FINDINGS AND CONCLUSIONS

4. Analysis of the Results.

In this chapter the analysis of the results of the survey applied to the students from 7th level of the Básica General Clelia F. de Martínez as well as the analysis of the grades the students obtained in the diagnostic test of their previous knowledge are presented.

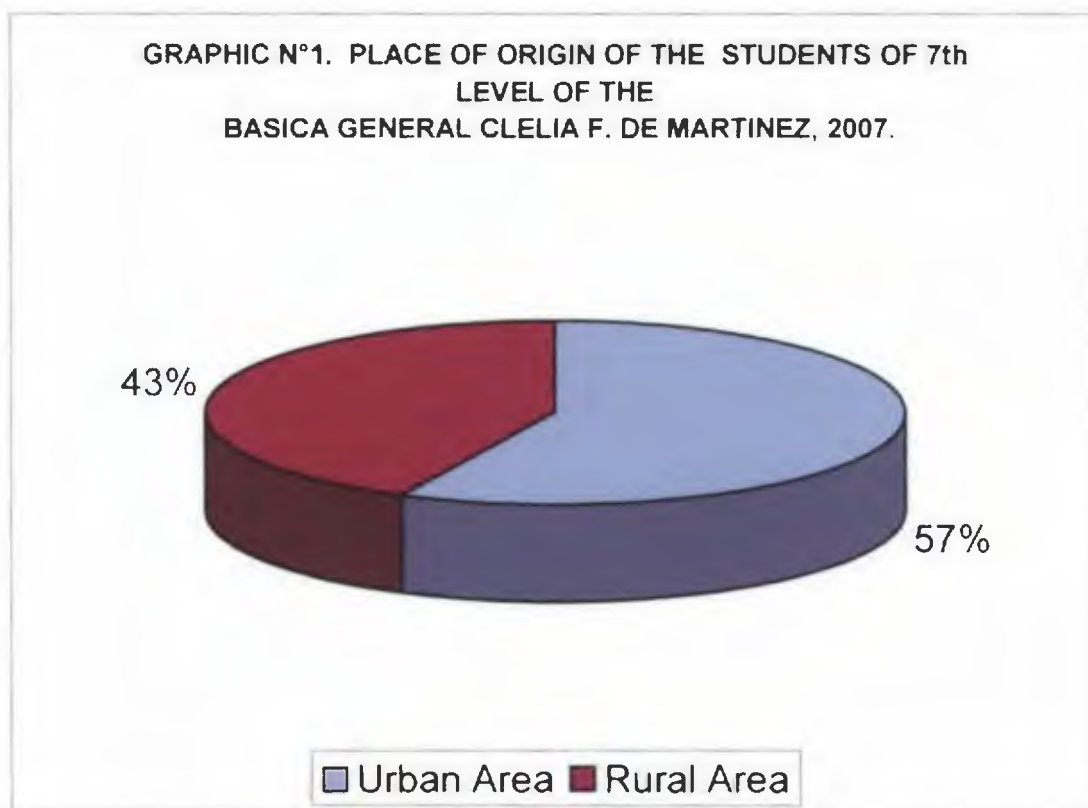
As a result of the survey applied to the students from 7th level statistical tables and graphics were elaborated. They were used to have a percentage of the descriptive analysis of them.

4.1. Analysis of the survey applied to the students.

TABLE N°1 PLACE OF ORIGIN OF THE STUDENTS IN THE 7th LEVEL OF THE BASICA GENERAL CLELIA F. DE MARTINEZ, 2007.

Place of the origin	Frequency	Percentage
Total...	171	100.0
<i>Urban Area</i>	98	57.3
<i>Rural Area</i>	73	42.7

Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.



Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

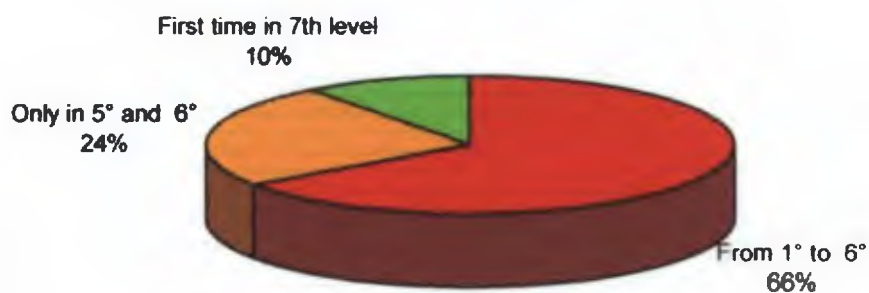
In the table and graphic N° 1, it is observed that the 57.3% of the students that are in 7th level in the Básica General Clelia F. de Martínez come from urban areas and the 42.7% come from rural areas

TABLE N° 2. GRADE IN WHICH THE STUDENTS RECEIVED ENGLISH CLASSES IN THE ELEMENTARY LEVEL.

Grade	Frequency	Percentage
Total...	171	100%
From 1° to 6°	113	66
Only in 5° and 6°	42	24
First time in 7 th level	18	10

Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

GRAPH N°2.GRADE IN WHICH THE STUDENTS RECEIVED ENGLISH CLASSES IN THE ELEMENTARY LEVEL.



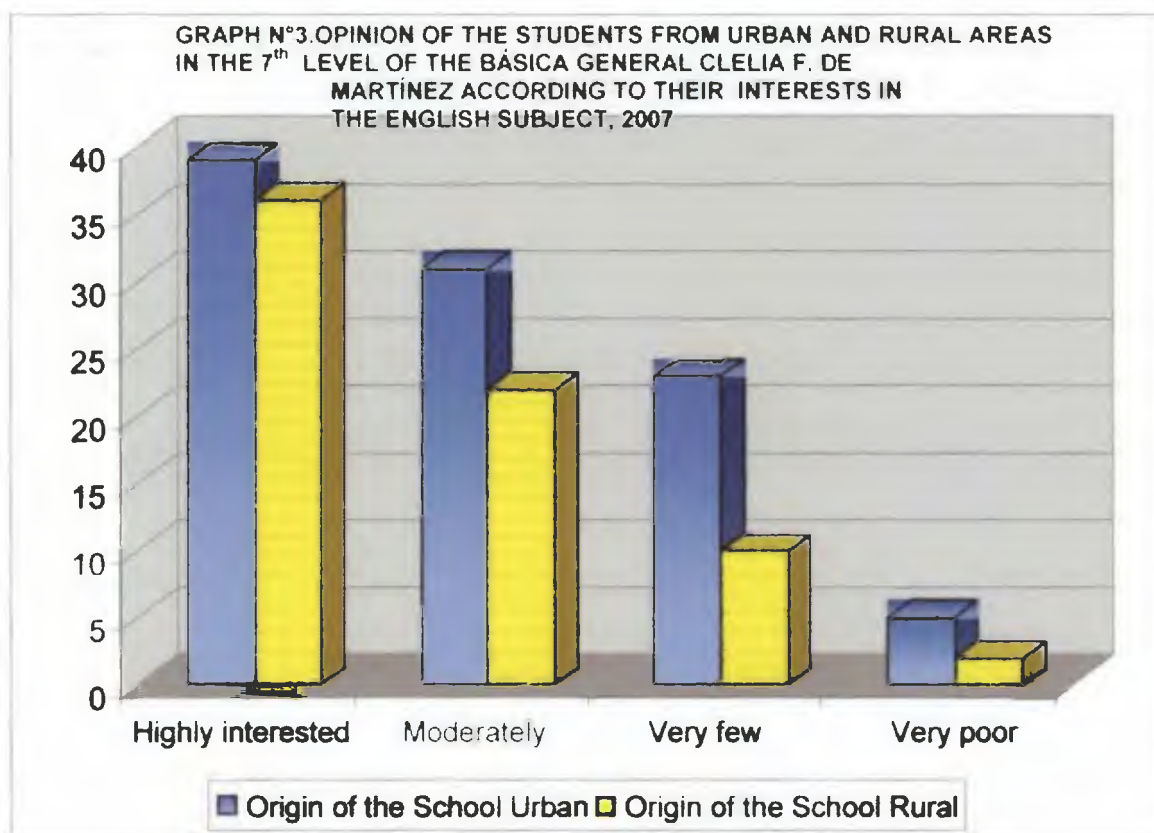
Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

It is observed in the table and graphic N°2 that most of the students answered that they received English classes from 1° to 6° level and just 10.5% of the students received English classes for the first time in the 7th level.

TABLE N°3. OPINION OF THE STUDENTS FROM THE URBAN AND RURAL AREAS IN THE 7th LEVEL OF THE BÁSICA GENERAL CLELIA F. DE MARTÍNEZ ACCORDING TO THEIR INTERESTS IN THE ENGLISH SUBJECT, 2007.

Interest	Total	Origin of the Area			
		Urban Area		Rural Area	
<i>Total...</i>	168	98	58%	70	42%
Highly interested	75	39	23.1	36	21.6
Moderately	53	31	18.3	22	13.2
Very little	33	23	13.6	10	6
Very poor	7	5	3.0	2	1.2

Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.



Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

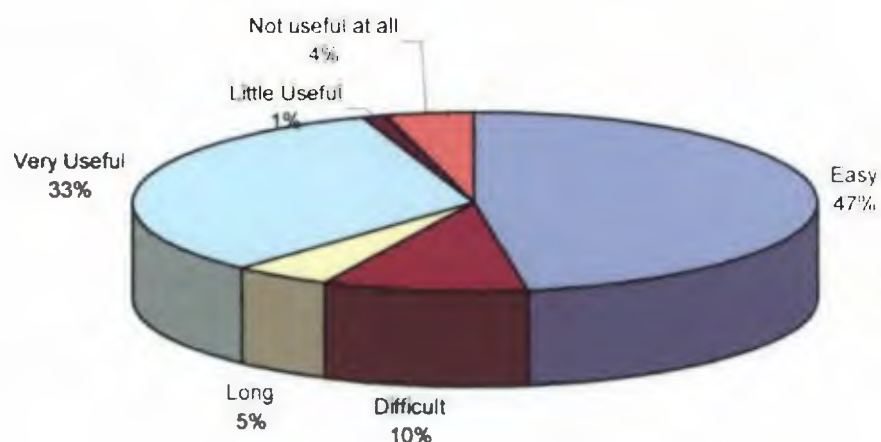
After asking some questions to the students from 7th level about their interests in the English subject, it was observed that the students that come from the urban areas and those who came from rural areas indicated that their interest is very high, according to the table and graphic N° 3.

**TABLE N°4. OPINION OF THE STUDENTS ABOUT HOW THEY
CONSIDER THE ENGLISH CONTENTS TAUGHT
FROM 1° TO 6° GRADE, 2007.**

Contents	Frequency	Percentage
Total...	171	100.0
Easy	81	47.4
Difficult	17	9.9
Long	8	4.7
Very Useful	56	32.7
Little Useful	2	1.2
Not useful at all	7	4.1

Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

GRAPH N°4.OPINION OF THE STUDENTS ABOUT HOW THEY CONSIDER THE ENGLISH CONTENTS TAUGHT FROM 1° TO 6° GRADE, 2007.



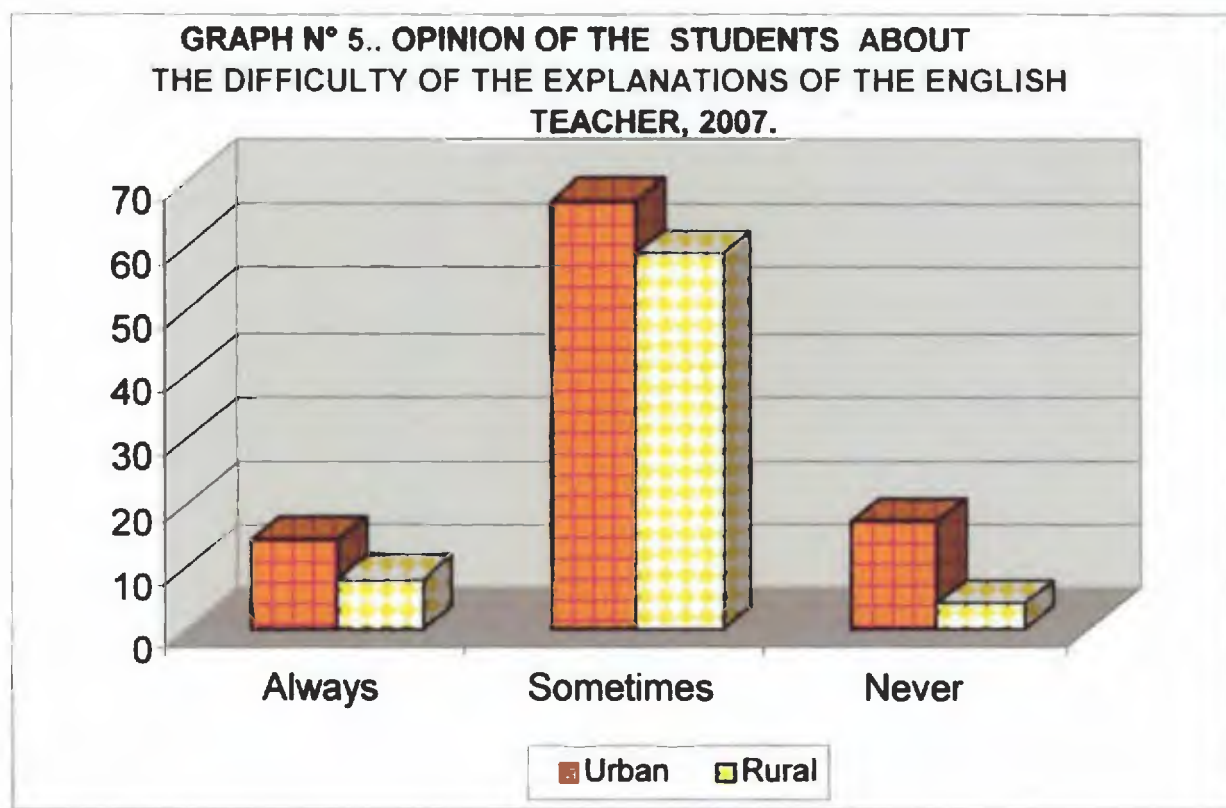
Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

47.4% of the students indicated that the English contents taught from 1° to 6° level were easy and very useful; this information is presented in the table and graphic N°4.

TABLE N°5. OPINION OF THE STUDENTS ABOUT THE DIFFICULTY OF THE EXPLANATIONS OF THE ENGLISH TEACHER , 2007.

Difficulty	Total		Origin of the Area	
			Urban Area	Rural Area
Total..	169	100%	98	71
Always	22	12	14	8
Sometimes	128	76	67	58
Never	21	12	17	4

Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.



Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

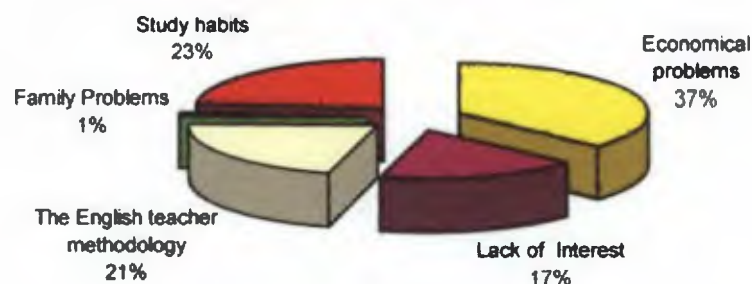
76% of the questioned students indicated that sometimes they did not understand the explanations of the English teacher and the 12% indicated that they never understood the explanations, this information is presented in table and graphic N°5.

TABLE N°6. CLASSIFICATION OF THE FACTORS THAT INFLUENCE IN THE ACADEMIC PERFORMANCE OF THE STUDENTS OF THE 7th LEVEL IN THE BASICA GENERAL CLELIA F. DE MARTINEZ, 2007.

<i>Factor</i>	<i>Frequency</i>	<i>Percentage</i>
Total...	168	100%
Economical	62	36.9
Lack of Interest	29	17.3
The English teacher	36	21.4
Methodology		
Family Problems	2	1.2
Study habits	39	23.2

Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

GRAPH N°6.CLASSIFICATION OF THE FACTORS THAT INFLUENCE IN THE ACADEMIC PERFORMANCE OF THE STUDENTS OF THE 7th LEVEL IN THE BASICA GENERAL CLELIA F. DE MARTINEZ, 2007.



Source: Survey applied to the students of 7th level of the Básica General Clelia F. de Martínez.

The answers of the students about the question in relation to the factors that influence their academic performance in the English subject, 36.9% of the students indicated the economical factor, very close followed by the study habits with 23.2% and also the English teacher methodology 21%, as it is observed in the table and graph N°6.

4.1 Descriptive Analysis of the Punctuation the students obtained.

4.2.1 Punctuation the students of the rural area schools obtained.

Table N°1

<i>Grades of the students from the Rural Area</i>	
Mean	21.8333333
Standard error	1.36075151
Median	21
Mode	4
Standard deviation	12.4714936
Sampling distribution	155.538153
Kurtosis	-1.01855167
Coefficients of variation	0.14890442
Range	45
Minimum	1
Maximum	46
Summation	1834
Calculation	84

It is observed in the table N°1 that in the group of students that came from the rural area the average of the grades was of 21.8, which it is not satisfactory . The highest punctuation gotten by the students of this group was 46 over 50 points, the minimum was one (1) over 50 point. Most of the students, as it is expressed by the mode of the grades, got a grade of 4 points.

The dispersion among the grades is considered very high; it indicates that there were a lot of differences among the grades of the students.

4.2.2 Punctuation the students of the urban area schools obtained.

Table N°2.

Grades of the students from Urban Area	
Mean	24.2608696
Standard error	0.99914794
Median	25
Mode	26
Standard deviation	9.58349034
Sampling distribution	91.8432871
kurtosis	-0.35447149
Coefficients of variation	-0.04896265
Range	43
Minimum	3
Maximum	46
Summation	2232
Calculation	92

It is observed in table N°2 that in the group of students that proceed from the rural area the average of the grades was of 24.3, which is not satisfactory. The highest punctuation the students obtained was 46 points over 50, the

lowest punctuation was 3 points over 50. Most of the students, as it is expressed in the mode of the grades, got a grade of 26 points. The dispersion among the grades is 9.58.

4.2.3. Comparison of the statistical results of both groups.

Table N°3

Statistics	Urban	Rural
Mean	24.2608696	21.8333333
Standard error	0.99914794	1.36075151
Median	25	21
Mode	26	4
Standard deviation	9.58349034	12.4714936
Sampling distribution	91.8432871	155.538153
kurtosis	-0.35447149	-1.01855167
Coefficients of variation	-0.04896265	0.14890442
Range	43	45
Minimum	3	1
Maximum	46	46
calculation	92	84

The diagnostic test based on students' previous knowledge that the students must have when they enter to 7th level of the Básica General Clelia

F. de Martínez was done with 176 students. 92 students came from urban areas and 84 came from the rural areas. As it is observed in table N°3, the average of the students that were from urban areas, was of 24.3 points in comparison with the students from rural areas that was 21.8 points. The total value of the test was 50 points. The median of the data in the group of the urban areas was 25 points and the students from the rural areas in 21 points. The mode that corresponds to the grade that was repeated among the students was 26 points in the group of the urban area and 4 points in the rural area.

The dispersion of the grades of the urban areas, it was 9.6 points and in the rural areas, was 12.5 points. It indicates that in the group of the urban areas the grades were more homogeneous and for that reason they were closer to the average.

In general terms through the descriptive statistics it is said that the students that come from the urban area have better formation in English that the students that come from rural area, however the exact verification

will be done through a test of hypothesis to make differences between the two groups.

4.3 Test of Hypothesis

The approved established hypothesis in chapter I is approved

Test of hypothesis # 1

- **Scientific hypothesis: (H_i)**

$$H_a : p < 50\%$$

H_a:. Less than the 50 % of the students that enter the 7th level of the Básica General Clelia F. de Martínez approved the diagnostic test based on previous knowledge

- **Null hypothesis: (H_o)**

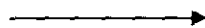
$$H_o : p \geq 50\%$$

H_o:. More than the 50 % of the students that enter to the 7 level of the Básica General Clelia F. de Martínez approved the diagnostic test based on previous knowledge

Level of Signification:

$$\alpha = 0.05$$

$$Z = 1.645$$



Rule of Decision



Statistical of test:

$$Z = \frac{p - P}{\sqrt{PQ/n}} = \frac{0.30 - 0.50}{\sqrt{(0.50)(0.50)/176}} = \frac{-0.20}{0.04} = -5$$

Decision and Conclusion:

It is rejected H_0 , and it is concluded that less than the 50% of the students that enter to the 7th level of the Básica General Clelia F. de Martínez do not approve the diagnostic test based on previous knowledge.

Test of hypothesis # 02

Hypothesis:

■ Null hypothesis: (H_0)

$$H_0 : X_1 = X_2$$

H₀: It does not exist significant differences in the academic performance of the students that proceed from the urban area in relation with the students

that proceed from the rural area in the developing of the applied diagnostic test.

■ **Scientific hypothesis: (H_i)**

$$H_a : X_1 \neq X_2$$

H_a: There is significant differences in the academic performance of the students that proceed from the urban areas in relation with the students that proceed from the rural areas in the developing of the applied diagnostic test.

Level of signification:

$$\alpha = 0.05 \quad \longrightarrow \quad t = 1.97$$

Rule of Decision:



Test of difference of means	Rural	Urban
Means	21.8333333	24.2608696
Variance	155.538153	91.8432871
Observations	84	92
Cumulative Variance	122.22647	
Hypothetical difference Of the means	0	
Degrees of freedom	174	
Statistical t	-1.45499101	
P(T<=t)	0.07373671	
Critical value of t	1.65365802	
P(T<=t)	0.14747342	
Critical value of t	1.9736914	

Decision and Conclusion:

It is accepted Ho. It does not exist big differences in the academic performance of the students that come from urban areas and rural areas in the applied diagnostic test based on previous knowledge.

4.4 CONCLUSIONS

In response to the research question as to which are the difficulties that the students that enter to the 7th level of the Básica General Clelia F. de Martínez have in the learning of English?, the following conclusions have emerged:

- It was detected through a survey that 10% of the students that entered the Básica General have never received English instruction and that a 24% have received English instruction just in 5th and 6th level.

- 81% of the students found out that the contents of English that are taught in the elementary level were easy.

- 76% of the students expressed that sometimes that they did not understand the explanations of the English teacher.

- The 36.9% of the students indicated that the economical factor affected the efficiency in the English subject and a 21.4% indicated that their efficiency was affected by the form of the English teacher explain the class.

- The average of the grades in the diagnostic test was 21.8% for the students from the rural areas and a 24.3 % for the students from the urban areas, being this last average lightly higher in relation with the average of the rural areas.

The analysis of the descriptive statistics of the grades gotten by the students according to the place of origin of the school indicated better results for the students from rural areas.

- It was proved through a test of hypothesis that less than the 50% of the students approved the diagnostic test about previous knowledge.

- It was proved through a test of hypothesis that it did not exist a significant difference in the academic performance of the students that come from urban area and those who come from rural areas in the applied diagnostic test based on previous knowledge.

4.5 RECOMMENDATIONS

Because of the importance of education, especially as an indispensable basis which must be established in elementary schools, and the overwhelming consensus that students must receive English instruction during all the periods of elementary schools, no matter if the student comes from rural or urban areas, the following recommendations are presented:

These recommendations are based upon the data resulting from the questionnaire and the survey applied to the students from the Básica General Clelia F. de Martínez.

- The Ministerio de Educación should pay special attention to the demands of second language instruction in elementary levels.

- Primary schools classrooms should be provided with appropriate didactic and instrumental materials to facilitate students' comprehension; and the Ministerio de Educación should provide the necessary books so that the students, under the guidance of their teachers, can increase their English instruction.

- Elementary schools should have a well equipped language laboratory, which can facilitate the development of speaking skills and the aural comprehension of the students according to their English instruction. Furthermore, elementary schools need a library stocked with different kinds of books, so that the students can undertake the different tasks that their

teachers assign them, supplement their instruction with reading activities and research and further develop reading skills.

- English should be taught in the primary school since the first levels. In this way, the students will better learn this important language. The Ministerio de Educación should make an effort to appoint specialized English teachers for elementary schools, because there are few teachers specialized in this area and few grade teachers have sufficient training in the language to teach even the basic elements to their students.

- The Ministerio de Educación should provide special seminars for the grade teachers to increase their knowledge of the English language; and, in the same way, to increase their hours of English instruction in the classroom.

- English teachers in elementary school should provide more visual aids to their students, these are important tools to learn English faster.

- The Ministerio de Educación should design and implement an educational program with the cooperation of the different television channels of the

country because people often learn more readily from television than from a class in a classroom, and children are specially susceptible to learning from television. In addition, such a program would supplement the efforts in the classroom.

- The Ministerio de Educación must direct efforts to increase the English knowledge among students in elementary schools since it is the best time for children to learn English faster.

- To apply diagnostic test to the students to detect in which area they have deficiencies and to apply strategies of leveling.

- To recommend to the Ministerio de Educación seminars to the teachers from the elementary level in the English area to increase the quality of the teaching of this subject.

- Finally, more research is urged in this area.

APPENDIX A

**UNIVERSIDAD DE PANAMA
CENTRO REGIONAL UNIVERSITARIO DE VERAGUAS
FACULTAD DE HUMANIDADES
MAESTRÍA EN INGLÉS
SURVEY # 1**

Objective:

To know which the main difficulties students have when they receive their English classes in 7 level in the Básica General Clelia F. de Martínez.

Instructions: Write a check in the corresponding box.

1. School of origin.

Urban area Rural area

2. Did you receive English classes from 1° to 6° of the elementary level?

Yes No

3. Did you receive English classes only in 5° and 6° of the elementary level?

Yes No

4. Did you receive English for the first time in 7 level of the Básica General?

Yes No

5. Do you have interest in the English courses?

Highly interested Moderately Very little Nothing

6. How do you consider the contents developed in the English courses from 1° to 6° ?

- Easy Difficult Long Very useful
 Little useful Not useful at all

7. Do you consider the explanations of the teacher difficult?

- Always Sometimes Never

8. Which of the following factors do you consider influence in the English performance?

- Economical Lack of interest
 The English teacher methodology
 Study habits Family problems

UNIVERSIDAD DE PANAMÁ
FACULTAD DE HUMANIDADES
PROGRAMA DE MAESTRIA EN INGLÉS COMO SEGUNDA LENGUA
TEST FOR STUDENTS OF 7th LEVEL

School: _____ Sex: M F

Objective: To Determine the level of knowledge that students have when they enter to the 7th level.

Instruction: Please, write the correct answers in English.

1. Write the following numbers in English.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

2. Write the following members of the family in English.

Papá _____ mamá _____ hermano _____

3. Write the following colors in English.

Rojo _____ azul _____ amarillo _____
 negro _____ blanco _____

4. Write the following greetings in English.

¡ Buenos días! _____ ¡hola! _____ ¡adiós! _____

5. Write the following school tools in English.

Libro _____ borrador _____ lápiz _____
 cuaderno _____ pluma _____

6. Name the following fruit in English.



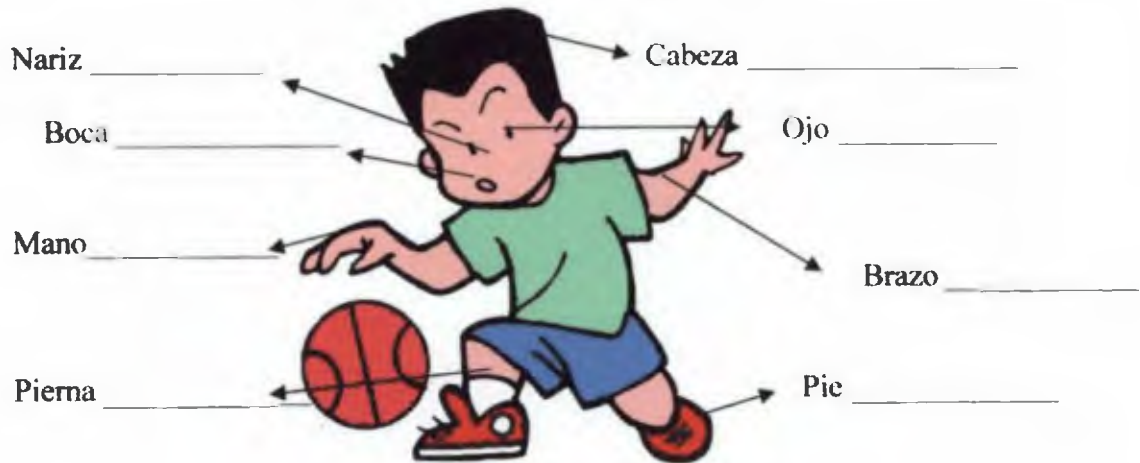








7. Write the following parts of the body in English.



8. Write the following days of the week in English.

Lunes _____ Domingo _____ Viernes _____

Sábado _____ Martes _____

9. Write the following months of the year in English.

Enero _____ Marzo _____ Mayo _____

Julio _____ Octubre _____ Diciembre _____

APPENDIX B

Los Nueve Tópicos Genéricos del Programa de Inglés

Sub Temas

Sub Temas

Sub Temas

Sub Temas

Temas Genéricos	Primer Grado	Segundo Grado	Tercer Grado	Cuarto Grado	Quinto Grado	Sexto Grado
<i>1. People (sentiments, body parts).</i>	<ul style="list-style-type: none"> • Feelings • Body and Senses. 	<ul style="list-style-type: none"> • Friendship • Parts of body • Type of clothes. 	<ul style="list-style-type: none"> • Friendship • Parts of body • People of Panama. 	<ul style="list-style-type: none"> • Friendship • Parts of body • People of Panama. 	<ul style="list-style-type: none"> • Growing up in the countryside 	<ul style="list-style-type: none"> • Growing up in the city.
<i>2. Family, School, Community, Country.</i>	<ul style="list-style-type: none"> • Family and Home • My school. 	<ul style="list-style-type: none"> • My community. 	<ul style="list-style-type: none"> • My family • My Community. 	<ul style="list-style-type: none"> • Tourists in Panama. 	<ul style="list-style-type: none"> • Living in the countryside 	<ul style="list-style-type: none"> • My country is Panama.
<i>3. Health, Nutrition, Food.</i>	<ul style="list-style-type: none"> • Food and Nutrition. 	<ul style="list-style-type: none"> • Balanced diet. 	<ul style="list-style-type: none"> • Food. 	<ul style="list-style-type: none"> • Food, energy. 	<ul style="list-style-type: none"> • Eating well • School Vegetable garden. 	<ul style="list-style-type: none"> • Eatable parts of some vegetables.
<i>4. Ecology (Plants, animals).</i>	<ul style="list-style-type: none"> • Pets, farm animals • Plants. 	<ul style="list-style-type: none"> • Ocean animals 	<ul style="list-style-type: none"> • Geography and land forms. 	<ul style="list-style-type: none"> • Geography and land forms. 	<ul style="list-style-type: none"> • Contamination of water, air, soil. 	<ul style="list-style-type: none"> • Rural and urban contamination.
<i>5. Recreation (Tourism,</i>	<ul style="list-style-type: none"> • Sports and entertainment. 	<ul style="list-style-type: none"> • Entertainment • Holidays. 	<ul style="list-style-type: none"> • Sports • Celebrations 	<ul style="list-style-type: none"> • Indoor activities 	<ul style="list-style-type: none"> • Other outdoor 	<ul style="list-style-type: none"> • Tourist attractions in

<i>sports, holidays).</i>			.	• Outdoor activities.	activities.	America.
<i>6. Weather, climate, time, numbers, monetary units.</i>	<ul style="list-style-type: none"> • Calendar • Adding. 	<ul style="list-style-type: none"> • Weather • Numbers. 	<ul style="list-style-type: none"> • Clock, watch • Numbers. 	<ul style="list-style-type: none"> • Clock, watch • Day, night • Numbers • Monetary units. 	<ul style="list-style-type: none"> • Monetary units in America. 	<ul style="list-style-type: none"> • Monetary units in Europe and Asia. • Cool and hot regions of Panama.
<i>7. Transportation, communication.</i>			<ul style="list-style-type: none"> • Common means of Transportation. • Means of communication 	<ul style="list-style-type: none"> • Transportation • Means of communication. 	<ul style="list-style-type: none"> • Early transportation around the world. 	<ul style="list-style-type: none"> • Modern forms of transportation.
<i>8. Literature.</i>			<ul style="list-style-type: none"> • Children's stories. 	<ul style="list-style-type: none"> • Children's stories, legends, poems. 	<ul style="list-style-type: none"> • Children's stories, legends, poems. 	<ul style="list-style-type: none"> • Children's stories, legends, poems.
<i>9 Technology, Energy</i>				<ul style="list-style-type: none"> • Electrical appliances and tools. 	<ul style="list-style-type: none"> • Electrical items • Space 	<ul style="list-style-type: none"> • Solar system • Energy • Inventions

APPENDIX C

**Ministry Of Education
English Seminar
for Teachers of Elementary Schools**



Title:

- “Having Fun Learning English”.

Justification:

- The Educational system has introduced the English language as an official second language and a requirement for all Panamanian Schools.

General Objectives:

- To make students understand the importance of speaking English as a Second Language and as an instrument of Global Communication.
- To encourage children speak English at School through activities that reflect daily situations in which students are involved.
- To develop students’ abilities and skills of listening, reading, speaking and writing and make children communicate their ideas, thoughts and feelings successfully.

Opening Activity:

- To prepare students for daily situations by providing them useful vocabulary and expressions for communication.

Closing Activity:

- To test students' knowledge through short speeches, dramatizations, songs, poems, games and dialogues about themes studied during the course.

Methodology:

- | | | |
|-------------------|---------------------|-------------------------|
| ▪ Group work | ▪ Panel discussions | ▪ Brainstorming |
| ▪ Pair work | ▪ Expositions | ▪ Pantomime |
| ▪ Individual work | ▪ Repetition drills | ▪ Questions and answers |
| ▪ Descriptions | ▪ Conversations | ▪ Games |
| ▪ Drammatizations | ▪ Roleplaying | ▪ Songs |
| ▪ Debates | ▪ Semantic maps | |

Evaluation:

- | | | |
|-----------------|-------------------|-------------------|
| ▪ Quizzes | ▪ Bulletin boards | ▪ Questionnaires |
| ▪ Oral tests | ▪ Class workshops | ▪ Bimonthly tests |
| ▪ Written tests | ▪ Homework | |

Resources:

- CD Player
- Audio CD
- Flash Cards
- Posters
- Grammar Cards
- Clock
- Puzzles
- Educational Games
- Construction Paper
- Colored paper
- Colored pencils
- Books
- Magazines
- Scissors - Glue
- Puppets
- Photocopies
- Notebooks
- Dictionary

I GRADE**CONTENT:****1.1 People (Sentiments, body parts.)**

- Feelings
- Parts of the body
- Senses

SPECIFIC OBJECTIVES:

- 1) To identify feelings through facial expressions.
- 2) To recognise parts of the body.
- 3) To identify senses and their organs.

ACTIVITIES:

Students will:

- Observe facial expressions in flash cards.
- Listen and repeat the words while observing cards.
- Imitate facial expressions by themselves.
- Draw their faces on papers expressing how they feel to illustrate the bulletin board.
- Guess their classmates' face expressions.
- Sing "The faces Song". Example: How are you today? I'm happy... I'm happy today! Until students complete all the face expressions studied in class.
- Look at posters of the parts of the body.
- Listen to the words and point to the parts of the body named in the picture.
- Label parts of the body with their names.
- Play with body puzzles while they name parts of the body.
- Learn and recite poems.
- Listen to the song "Head and Shoulder" and point to the parts of the body.
- Prepare a chart about Human Senses and illustrate them with different pictures from magazines and books.

EXAMPLES OF SUGGESTED ACTIVITIES:

Sing the "Faces Song".

- Prepare some "faces" with construction papers, markers, cardboards and some wool for the hair. Draw big circles on each colored construction paper, cut them and draw "Facial Expressions" (happy, sad, angry...) add a little wool to make the hair. Draw other big circles on the cardboard, cut them and paste the construction faces on them. For "Hungry and Thirsty faces" make two big clouds on

construction paper, find pictures of food and drinks, cut them and paste in the clouds. For the "Sleepy face" draw and cut a pillow made of construction paper.

- Students make a circle around the classroom, put the "Faces" on them, listen to the song and when they hear facial expressions like "I'm happy" all the students with the happy faces stand in the middle of the circle and dance. During the song all the Facial expressions change so all of the students will do the same. It continues until all the Facial expressions are mentioned in the song and all the students have already danced.

My Body, My body: TPR activity.

- Students stand up and make a big circle.
- The instructor will mention the parts of the body presented in a poster previously.
- Students will point to the parts of the body mentioned by the teacher. The students who point to the incorrect part of the body will sit down. This game will continue until only one student win the game.
- When the game is over the teacher will give all the players candies or chocolates.

1.2 Family, School, Community, Country:

- Family and Home.
- My school.

SPECIFIC OBJECTIVES:

- 1) To identify members of the family.
- 2) To name parts of the school , classroom objects and identify the School Personnel.

ACTIVITIES:

Students will:

- Look at pictures of members of a family.
- Listen and repeat the new words.
- Find pictures of people in a magazine to prepare an album.
- Draw a tree on a piece of construction paper; paste or draw faces of people on it and write names of their family members.
- Listen and sing songs about "My family", "I have a big family."
- Connect the dots to find family members.
- Recognise and name family members.
- Take a trip around the school to visit the different places in it (Bathrooms, Cafeteria, Offices, Classrooms, playground, Library).
- Recognise people working in the school (Principal, Secretaries, Janitor, Teachers, Chef, Librarian) by naming them.
- Observe school objects.
- Listen and repeat the words.
- Play TPR activities in which they have to point to the classroom objects mentioned by the instructor.
- Word Search - Find classroom object names and color them.
- Label classroom objects to words.

EXAMPLE S OF SUGGESTED ACTIVITIES:**My Family Tree:**

- Students look at a family poster.
- They name members of the family.
- Look at a family tree and point to each one of the members of the family.

- Listen to the poem “Family Tree Poem” and point to the members of the family.
- Find pictures of people in magazines to make their own Family Trees.

The Classroom:

TPR ACTIVITIES:

- Gather classroom objects.
- Give the instruction to the entire class, modeling the performance expected.
- Repeat, varying the order of instructions, and continue to model the performance.
- Select small groups of students to go through the actions while the remainder of the class watches.
- Call on individual volunteers to act out the instructions.

1.3 Health, Nutrition, Food:

- Food and Nutrition.

SPECIFIC OBJECTIVE:

1) To introduce students useful vocabulary about Food and information concerning good Eating Habits.

ACTIVITIES:

Students will:

- Look at pictures of fruits, vegetables, grains, sweets, meats and drinks.
- Listen and repeat new vocabulary words.

- Make a picture vocabulary about "Food".
- Take a trip to the Supermarket to explore and mention food names.
- Play "At the supermarket" in the classroom applying new vocabulary.
- Sing the song "I like to eat, I like to eat".
- Word Search about "Food".
- Play memory games using food cards.
- Draw items of food on the board and the rest of the classmates try to guess what food it is.
- Make a bulletin board about "Food that is good for health and Food that is bad for the Children's health."

EXAMPLES OF SUGGESTED ACTIVITIES:

Song "I like to eat":

- Students look at pictures of food.
- They listen to the song "I like to eat" as they point to the pictures.
- Children sing the song but they substitute words of fruits and vegetables for names of meats or other foods they like.

Word Search:

- Students make small workgroups.
- They look at the pictures around the wordsearch square.
- They try to find the names of the pictures.
- The students color the words using different colored pencils.

1.4 Ecology (Plants and Animals):

- Pets.
- Farm animals.
- Plants.

SPECIFIC OBJECTIVES:

- 1) To recognise animals that live with men at home.
- 2) To identify and name Farm animals.
- 3) To introduce students useful vocabulary about parts of a plant.

ACTIVITIES:

Students will:

- Mention some animals they have seen in real life and TV programs.
- Look at pictures of animals around the world and select the ones which can live with men, women and kids.
- Draw and color their favorite pets.
- Mention some animals that can live with men but not inside their houses.
- Make a farm model using animal toys, grass, and small branches of trees.
- Listen and sing the song "Old Mac Donald had a farm".
- Make animal sounds while the rest of the students guess what it is.
- Observe plants around their school.
- Draw a plant on the board and identify its parts (Seed, stem, leaves, flower, branch, bud).
- Label parts of a plant.

EXAMPLES OF SUGGESTED ACTIVITIES:**Song "Old Mac Donald had a Farm:**

- Students color pictures of a farm, animals and Old Mac Donald ,the farmer.
- Cut the pictures.
- Fold the pictures and paste them on a green cardboard.
- Add artificial grass and flowers.
- Listen to the song "Old Mac Donald had a Farm."
- Make animal sounds.
- Sing the song as they see the animals in their own farms.

Parts of a plant:

- Students look at flowers and plants around the school.
- Name parts of a plant.
- Point to the parts of a plant.
- Make small groups and point to the parts of the plant indicated by the instructor.
- Label parts of a plant in a picture of a plant.

1.5 Recreation (Tourism, Sports, Holidays):

- Sports and entertainment.

SPECIFIC OBJECTIVE:

1) To identify Sports.

ACTIVITIES:

Students will:

- Mention some sports people play.
- Look at posters of sports.
- Listen and repeat sport names.
- Mention their favorite games and famous players.
- Make a Sports Album.
- Perform some sports while students try to guess them by taking turns.
- Word Search about sports.

EXAMPLE OF SUGGESTED ACTIVITIES:

Pantomime:

- Each one of the students mime a sport.
- The rest of the classmates try to guess which one it is.
- they raise their hands and only one student tell the name of the sport.
- That student goes to the front of the class and perform another sport.

- At the end of the game all of the students must have participated.
- The instructor hands in candies or cookies for all the sport players.

1.6 Weather, Climate, Time, Numbers, Monetary Units:

- Calendar.
- Adding.

SPECIFIC OBJECTIVES:

- 1) To recognise days of the week and months of the year.
- 2) To solve Math problems by counting and adding.

ACTIVITIES:

Students will:

- Learn Days of the week by reciting poems and daily recognition of days.
- Listen and repeat months of the year.
- Look at a big poster with the months of the year and the different activities that people do during each month.
- Observe a big calendar with days of the week, dates and months of the year.
- Write their birthday dates on the calendar.
- Find pictures of activities people usually do during each day and month and paste them on the calendar next to the current month.
- Learn and recite numbers from one to thirty one.
- Count objects in their classroom.
- Complete numbers dictation and numbers order.

- Solve Math problems by counting and adding.
- Sing the Song "I can count".

EXAMPLE OF SUGGESTED ACTIVITIES:

Connect the dots:

- Students look at pictures with dots and numbers.
- They connect the dots from the start arrow number 1 . . . to the last number of the picture.
- They have to connect the dots in order as they pronounce the words.
- When they finish they tell each other what is their picture about.
- After that all of the students color their pictures and put them in the Art board.

Color by number:

- Students look at a picture of Saint Valentine's Day in February.
- They have to color the picture according to the numbers indicated.
- They color all number 1 in red, all number 2 in pink, all number 3 in yellow; and so on.
- At the end of the activity, they have to name the objects they see in their pictures.

II GRADE**CONTENT:****2.1 People (Sentiments, body parts.)**

- Friendship
- Parts of the body
- Types of clothes

SPECIFIC OBJECTIVES:

- 1) To express feelings, emotions and human values among friends.
- 2) To recognise parts of the body.
- 3) To identify and name clothing for men, women, boys and girls.

ACTIVITIES:

Students will:

- Make a word map writing items related to human values and feelings.
- Find pictures of friends in magazines and cut them to make a Friendship Bulletin Board.
- Practice Courtesy habits with friends every day.
- Look at posters of the parts of the body.
- Listen to the words and point to the parts of the body named in the picture.
- Label parts of the body with their names.
- Play with body puzzles while they name parts of the body.
- Learn and recite poems.

- Listen to songs about parts of the body and point to them.
- Mention clothing they use every day.
- Make a picture vocabulary about clothing for different kinds of people.
- Tell what clothes they wear at different places (School, Hospital, Park, At home, Party).

EXAMPLE S OF SUGGESTED ACTIVITIES:

Word Search:

- Students make small workgroups.
- They look at the pictures about parts of the body around the wordsearch square.
- They try to find the names of the parts of the body.
- The students color the words using different colored pencils.
- They point to (in their own bodies) the body parts they found in the wordsearch.

Picture Vocabulary:

- Students find pictures of clothing in magazines.
- They cut the different pictures.
- They classify clothing for girls, boys, women, men and babies.
- They use colored sheets of construction papers and write at the bottom of the pages the words: Girls, Boys, Women, Men, Babies.
- They paste the pictures on the colored sheets.
- Write the names of the clothes under each picture.
- Read the names of the clothes in their papers.
- Describe what they wear every day at school by using the expression " I wear . . . everyday ".

2.2 Family, School, Community, Country:

- My Community.

SPECIFIC OBJECTIVE:

1) To identify places in a community.

ACTIVITIES:

Students will:

- Mention some places they visit in their communities.
- Make a picture vocabulary about places to go in their communities.
- Listen to some places mentioned in the song "In my neighborhood".
- Match places with objects. For example: Fruits – Market.
- Draw and color their favorite places.

EXAMPLES OF SUGGESTED ACTIVITIES:

Song "In my neighborhood":

- Students observe the pictures of places as they listen to the song.
- Listen to the song several times.
- The teacher writes the song lyrics.
- Everybody reads the lyrics on the board and sing (with the song playing) several times.

- Make small groups and give each group a line to sing.
- Each group of students sings a line as they complete the song.
- At the end everybody sings the whole song.

Match places with objects:

- Write down a list of ten words ,including food, things, animals and clothing, on the board.
- The teacher reads the words and the students mention the places where these items are found.
- Make students think on other things they can find in different places of their communities.
- The teacher mentions the places and the students tell what they find in them.
- At the end, they have to draw and color their favorite places.

2.3 Health, Nutrition, Food:

- Balanced diet.

SPECIFIC OBJECTIVES:

1) To introduce students useful vocabulary about healthy food for having a balanced diet.

ACTIVITIES:

Students will:

- Look at pictures of fruits, vegetables, grains, sweets, meats and drinks.
- Listen and repeat new vocabulary words.

- Make a picture vocabulary about "Food".
- Take a trip to the Supermarket to explore and mention food names.
- Play "At the supermarket" in the classroom applying new vocabulary.
- Word Search about "Food".
- Play memory games using food cards.
- Make a bulletin board about "A balance diet" and present items of food which are really good and healthy for people.

EXAMPLE S OF SUGGESTED ACTIVITIES:

Word Search:

- Students make small workgroups.
- They look at the pictures around the wordsearch square.
- They try to find the names of the pictures.
- The students color the words using different colored pencils.

Food Cards:

- Students color pictures of food.
- Cut the pictures and paste them on construction papers.
- They show the pictures to each other and play memory games.
- Make pair groups and join all the cards.
- Set the cards down on a table. They take a pair of cards, if the cards match they take them; but if the cards do not match, they have to put down the cards again.

2.4 Ecology (Plants and Animals):

- Ocean Animals
- Animal products

SPECIFIC OBJECTIVES:

- 1) To recognise animals that live in the ocean.
- 2) To identify animal products.

ACTIVITIES:

Students will:

- Mention some animals they have seen in the ocean or in TV programs.
- Look at pictures of animals that live in the ocean.
- Draw and color their favorite fish.
- Make a bulletin board illustrating Ocean animals with drawings made by students.
- Make a Sea World model with Gel, fish and plants.
- Label parts of the body of a fish.
- Write down a list of animals and their products which are used by men.

EXAMPLES OF SUGGESTED ACTIVITIES:

Ocean Animals:

Bulleting Board

- Students look at posters of aquatic animals.

- They draw their favorite aquatic animals on sheets of paper and add some details to their drawings like plants, or other aquatic elements.
- Paint the animals by using water colors and paint brushes.
- Present their works to their classmates and name the things they have designed.
- When they finish put their drawings in the Art board.

Label Parts of the body:

- The students look at a picture of a fish (Whale, Shark or Dolphin) and label the words with the parts of the body of a fish presented in the picture.
- When all the students have participated, the teacher covers up the student's faces; give them the words and they have to walk to the poster and put the word in the place they consider is the correct one.
- This game continues until all the parts of the body are completed.
- The instructor gives happy faces to the students who participated in this activity.

2.5 Recreation (Tourism, Sports, Holidays):

- Entertainment
- Holidays

SPECIFIC OBJECTIVES:

- 1) To identify means for entertaining people.
- 2) To name important dates and Holidays.

ACTIVITIES:

Students will:

- Mention some means for entertaining people.
- Find pictures with means of entertainment.
- Listen and repeat new vocabulary words.
- Mention their favorite games.
- Look at a calendar and find Holidays.
- Illustrate their notebooks with pictures or drawings about a special date or holiday.
- Word Search about means of entertainment (toys).

EXAMPLE OF SUGGESTED ACTIVITIES:

Album : “Means of Entertainment”

- Students find pictures of means of entertainment like toys, sports, outdoor activities or indoor activities.
- They cut the pictures.
- Then, they paste the pictures on white or colored sheets of paper.
- The students write the names of the activities next to the pictures.
- They draw happy faces by the side of the pictures with the activities they like to do.
- When they have finished, each one of the students stands up and complete the phrase “I like . . .”.

2.6 Weather, Climate, Time, Numbers, Monetary Units:

- Weather
- Numbers

SPECIFIC OBJECTIVES:

- 1) To recognise seasons and weather.
- 2) To introduce students more numbers for counting and solving Math problems.

ACTIVITIES:

Students will:

- Look at pictures illustrating the four seasons of the year.
- Color pictures of different seasons.
- Prepare a chart on cartuline with the days of the week.
- Use construction paper, draw and cut a sun, blue clouds, gray clouds with rain to describe weather everyday.
- Paste the drawings on the chart according to the daily weather. For example: Monday - Sun (Sunny).
- Listen to numbers from 1 to 50.
- Numbers dictation.
- Numbers recognition.
- Count objects in the classroom.
- Solve Math problems.

EXAMPLES OF SUGGESTED ACTIVITIES:**Weather Mobile:**

- The Students make a "Weather Mobile".
- They need a wather photocopy, colored pencils, cotton balls, yellow crape paper balls, glue, scissors, a cardboard and a colored tack.
- They cut the Weather Circle and the arrow.
- Students color the clouds blue and the rain gray.
- They make yellow crape paper balls and paste them in the sun.
- They make cotton balls and paste them in the snow.
- They draw and cut a circle in cardboard, paste the Weather circle on it and put the arrow in the middle of the circle by using the colored tack.
- The students move the arrows to point to their favorite weather.
- They will use their Weather circles to describe the climate evey day.

Math Problems:

- The students will solve math problems applying Addition.
- They will see a letter in a square next to each problem.
- When they complete the sums, they have to discover a secret message.
- They must write the letter from each square above its answer below. For example: if the result is 17 then they have to write the letter that

a

 corresponds to the answer: $9 + 8 = \underline{17}$

$$\begin{array}{r} \underline{\quad A} \\ 1 \end{array}$$

- Label parts of the body with their names.
- Play with body puzzles while they name parts of the body.
- Mention indigenous groups placed in Panama.
- Color pictures of indigenous people.
- Draw and color the areas in which they live, their houses or huts and the products they consume to survive.

EXAMPLE S OF SUGGESTED ACTIVITIES:

Word Map:

- The teacher draws a big cloud on the board with the words “Human Values and Feelings” written in it.
- Students take turns to go to the board and write words related to the topic.
- If they do not know a word, they use their dictionaries.
- At the end of the activity, everybody reads the words in chorus.
- When they finish, they find pictures in magazines that illustrate the words they have used in the Word map to paste them on the bulletin board.

Label Parts of the body:

- Students look at a big puzzle made of foam with a human body and its parts.
- The body structure will be placed on the board for students set the pieces in the correct places.
- The teacher takes all the pieces of the puzzle, mixes them and puts into a box or a bag.
- Students take one piece, go to the board and set the piece in the correct place.
- They must name the piece (part of the body) they have in their hands before placing it in the body structure.

3.2 Family, School, Community, Country:

- My Family
- My Community.

SPECIFIC OBJECTIVE:

- 1) To recognise members of the family.
- 2) To identify places in a community.

ACTIVITIES:

Students will:

- Look at pictures of members of a family.
- Listen and repeat the words.
- Find pictures of people in a magazine to illustrate the family.
- Tell the rest of the students the names and professions of each member of their families.
- Recognise and name family members.
- Mention some places they visit in their communities.
- Make a picture vocabulary about places to go in their communities.
- Make a sketch about their communities.
- Take a trip around their city and name places in English.

EXAMPLE S OF SUGGESTED ACTIVITIES:**Memory Games:****Family and Professions.**

- Students observe pictures of members of the family and professions.
- They listen and repeat the words as they look at each card.
- There are two cards with the same picture which they must try to match.
- The cards will be set down on a table.
- They take a pair of cards, if the cards match they take them; but if the cards do not match, they have to put down the cards again.
- When they take the pictures it is necessary they name them.
- The students who has more pairs is the winner.

3.3 Health, Nutrition, Food:

- Food.

SPECIFIC OBJECTIVE:

1) To introduce students useful vocabulary about Food.

ACTIVITIES:

Students will:

- Look at pictures of fruits, vegetables, grains, sweets, meats and drinks.
- Listen and repeat vocabulary words.
- Make a picture vocabulary about "Food".
- Take a trip to the Supermarket to explore and mention food names.
- Word Search about "Food".

- Play memory games using food cards.
- Mention their favorite foods.
- Mention some items of food they do not like.
- Make a bulletin board with tickets of some products they consume every day.

EXAMPLE OF SUGGESTED ACTIVITIES:

Memory Games:

- Students will make a big circle around the classroom with their chairs.
- They sit down and listen to the instructions.
- They have to mention items of food using the expression "I like to eat . . .".
- Each student has to repeat the expression and add a new item.
- At the end the last student has to recall all the items of food mentioned during the game.

Example:

Student 1: I like to eat hamburgers.

Student 2: I like to eat hamburgers and hot dogs.

Student 3: I like to eat hamburgers, hot dogs and pizza.

Student 4: I like to eat hamburgers, hot dogs, pizza and macaroni ... and so on.

3.4 Ecology (Plants and Animals):

- Geography
- Land forms

SPECIFIC OBJECTIVES:

- 1) To recognise elements of Geography.
- 2) To identify land forms in Panama.

ACTIVITIES:

Students will:

- Study characteristics or physical features of Panama: Climate, surface, provinces, human life, animal life, plants, mountains and rivers.
- Color a map of the Republic of Panama and its provinces.
- Make an informative and illustrative album about physical features of Panama.
- Observe drawings of land forms.
- Label land forms.
- Make land forms with colored modeling clay.

EXAMPLE OF SUGGESTED ACTIVITIES:**Album about "Physical Features of Panama":**

- Students search about physical features of Panama in Geography books:

Climate

Surface

Provinces

Human life

Animals in Panama

Plants

Mountains

Important Rivers

- Find and cut pictures in magazines to illustrate their information.
- Show their albums to the rest of the students as they mention some items they have included in their works.

3.5 Recreation (Tourism, Sports, Holidays):

- Sports
- Celebrations

SPECIFIC OBJECTIVES:

- 1) To identify sports.
- 2) To name important celebrations.

ACTIVITIES:

Students will:

- Mention some sports people play around the world.
- Make an album about sports.
- Mime sports while the rest of the students try to guess what they are about.
- Word Order games about sports.

- Look at a calendar and celebrations.
- Write down a list of dates and celebrations.
- Illustrate their notebooks with a picture or drawing about a special date or celebration.
- Learn and recite poems for special celebrations.

EXAMPLE OF SUGGESTED ACTIVITIES:

Word Order: Sports

- Students will order letters to form words.
- Students are given a set of letters in disorder.
- They have to observe the letters and try to order them to form the words.
- When they order the words, they write their results on the board to compare with the rest of the students.

3.6 Weather, Climate, Time, Numbers, Monetary Units:

- Clock
- Numbers

SPECIFIC OBJECTIVES:

- 1) To tell the time correctly.
- 2) To introduce students more numbers for counting and solving Math problems.

ACTIVITIES:

Students will:

- Look at a clock.
- Listen to the parts of a clock.
- Listen and repeat the time.
- Use a clock and move its hands to the minutes and hours indicated by the instructor.
- Listen to numbers from 1 to 100.
- Numbers dictation.
- Numbers recognition.
- Count objects in the classroom.
- Solve Math problems.

EXAMPLE OF SUGGESTED ACTIVITIES:

Giving the Time:

- Students tell the time using a clock.
- They make small groups.
- They listen to the time and move the hands of the clock to the minutes and hours indicated by the teacher.
- The group in finishing first gets a chocolate ball.
- Students change turns and everybody must participate.
- At the end the group which gets more chocolate balls than the others is the winner.

3.7 Transportation, Communication

- Common means of transportation.
- Means of communication.

SPECIFIC OBJECTIVES:

- 1) To identify and name means of transportation in Panama.
- 2) To identify and name means of communication in Panama.

ACTIVITIES:

Students will:

- Make a Spider Map about Transportation in Panama.
- Mention some means of transportation they take to go to school and other places.
- Find pictures of means of transportation in magazines, select one of them and paste it on a cardboard to play.
- Mention means of communication used in Panama.
- Illustrate their notebooks with means of communication.
- Listen and sing songs about “ Means of Transportation and Communication.”

EXAMPLE OF SUGGESTED ACTIVITIES:**Word Search: Transportation**

- Students make small workgroups.
- They look at the pictures about means of transportation around the wordsearch square.
- They try to find the names of the pictures.
- The students color the words using different colored pencils.
- They have to order the words about means of transportation alphabetically.
- The group which first finishes is the winner.

IV GRADE**CONTENT****4.1 People (Sentiments, body parts.)**

- Friendship
- Parts of the body
- People of Panama

SPECIFIC OBJECTIVES:

- 1) To express feelings, emotions and human values among friends.
- 2) To recognise parts of the body.
- 3) To identify and name the different ethnic groups established in Panama.

ACTIVITIES:

Students will:

- Make a word map by writing items related to human values and feelings.
- Find pictures of friends in magazines and cut them to make a Friendship Bulletin Board.
- Practice Courtesy habits with friends every day.
- Look at posters of the parts of the body.
- Listen to the words and point to the parts of the body named in the picture.
- Label parts of the body with their names.

- Play with body puzzles while they name parts of the body.
- Mention indigenous groups and ethnic groups placed in Panama.
- Make an album about “ The variety of Ethnias in Panama ” trying to include their clothing, food and traditions or customs.

EXAMPLE S OF SUGGESTED ACTIVITIES:

Description: “The Variety of Ethnias in Panama”

- Students look at pictures of Indigenous groups in Panama.
- They try to identify or name the indigenous people they see in the poster.
- They write down a list of objects they see in the poster.
- Look at pictures that show some activities they do.
- Observe their houses, products they eat and clothing they wear.
- They make small workgroups.
- They will try to draw and color the houses, clothing and products they grow.

4.2 Family, School, Community, Country:

- Tourists in Panama.

SPECIFIC OBJECTIVE:

- 1) To identify touristic places in Panama.

ACTIVITIES:

Students will:

- Mention some places they have visited in Panama.
- Make a list of Touristic places in Panama.
- Find and cut pictures of places to go in Panama and people from different parts of the world.
- Prepare a collage with Touristic places of Panama and Tourists.
- Describe their pictures by mentioning the names of the places, location and nationalities of people who visit the country.

EXAMPLE S OF SUGGESTED ACTIVITIES:

Collage: "Touristic places and Tourists in Panama"

- students need magazines, scissors, glue and a colored cardboard.
- Students find pictures of touristic places in Panama such as rivers, mountains, beaches, hotels, museums, parks and so on.
- They also find pictures of people from different parts of the world: chinese, black people, white people, indians, latin americans, europeans...
- They have to cut all of the pictures carefully and paste them in the cardboard.
- Each one of the pictures with people must go next to the pictures of touristic places.
- At the end of the activity all the students show their works to the class and name the places they have in their collages.

4.3 Health, Nutrition, Food:

- Food
- Energy

SPECIFIC OBJECTIVES:

- 1) To introduce students useful vocabulary about Food.
- 2) To classify food according to the food pyramid.

ACTIVITIES:

Students will:

- Look at pictures of fruits, vegetables, grains, sweets, meats and drinks.
- Listen and repeat vocabulary words.
- Make a picture vocabulary about "Food".
- Take a trip to the Supermarket to explore and mention food names.
- Word Search about "Food".
- Play memory games using food cards.
- Mention their favorite foods.
- Mention some items of food they do not like.
- Look at the Food pyramid and select foods which provide energy to human beings.
- Prepare a bulletin board about "Following the food pyramid guide for living a healthy life."

EXAMPLE OF SUGGESTED ACTIVITIES:**The Food Pyramid:**

- The students look at a food pyramid.
- They name the products they see in each section.
- They write down a list of food they like to eat and a list of foods they do not like.
- They read an important information about the servings of healthy food they must consume every day and which foods they must try to avoid.

4.4 Ecology (Plants and Animals):

- Geography
- Land forms

SPECIFIC OBJECTIVES:

- 1) To recognise elements of Geography.
- 2) To identify land forms in Panama.

ACTIVITIES:

Students will:

- Study characteristics or physical features of Panama: Climate, surface, provinces, human life, animal life, plants, mountains and rivers.
- Color a map of the Republic of Panama and its provinces.
- Make an informative and illustrative album about physical features of Panama.
- Observe drawings of land forms.
- Label land forms.
- Make land forms with colored modeling clay on a model.

EXAMPLE OF SUGGESTED ACTIVITIES:**Album about "Physical Features of Panama":**

- Students search about physical features of Panama in Geography books:

Climate

Surface

Provinces

Human life

Animals in Panama

Plants

Mountains

Important Rivers

- Find and cut pictures in magazines to illustrate their information.
- Show their albums to the rest of the students as they mention some items they have included in their works.

4.5 Recreation (Tourism, Sports, Holidays):

- Indoor activities
- Outdoor activities

SPECIFIC OBJECTIVES:

- 1) To name indoor activities.
- 2) To name outdoor activities.

ACTIVITIES:

Students will:

- Mention some activities people do in places like schools, supermarkets, hospitals, houses, buildings.
- Mention activities people do and enjoy in open areas like parks, beaches, rivers, mountains.
- Mime some indoor and outdoor activities while the rest of the students try to guess what they are doing.

EXAMPLE OF SUGGESTED ACTIVITIES:

Pantomime:

- Students are given a set of verbs written on the board.
- Each one of the students comes to the front of the class and acts out one of the activities.
- The students try to guess what is, raise their hands and one of them mentions the name of the activity.
- All of the students will have an opportunity for participating in this pantomime.

4.6 Weather, Climate, Time, Numbers, Monetary Units:

- Clock
- Day ~ Night

SPECIFIC OBJECTIVES:

- 1) To tell the time correctly.
- 2) To mention daily activities during the day and night.

ACTIVITIES:

Students will:

- Look at a clock.

- Learn the parts of a clock.
- Listen and repeat the time.
- Use a clock and move its hands to the minutes and hours indicated by the instructor.
- Listen to numbers from 1 to 300.
- Numbers dictation.
- Numbers recognition.
- Count objects in the classroom.
- Solve Math problems.
- To recognise monetary units like dollar, quarter, dime, nickel and penny.
- Play “Buying at the Supermarket” or “Going Shopping” by using and interchanging monetary units.
- Count objects in the classroom.
- Solve Math problems.

EXAMPLE OF SUGGESTED ACTIVITIES:

What time is it?

- Students tell the time using a clock.
- They make small groups.
- They listen to the time and move the hands of the clock to the minutes and hours indicated by the teacher.
- The group in finishing first gets a chocolate ball.
- Students change turns and everybody must participate.
- At the end the group which gets more lollipops than the other groups is the winner.

4.7 Transportation, Communication

- Transportation.
- Means of communication

SPECIFIC OBJECTIVES:

- 1) To identify and name means of transportation in Panama.
- 2) To identify and name means of communication in Panama.

ACTIVITIES:

Students will:

- Make a Spider Map about Transportation in Panama.
- Mention some means of transportation they take to go to school and other places.
- Find pictures of means of transportation in magazines, select one of them and paste it on a cardboard to give a short description about it.
- Mention means of communication used in Panama.
- Illustrate their notebooks with means of communication.
- Listen and sing songs about " Means of Transportation and Communication."

EXAMPLE OF SUGGESTED ACTIVITIES:

Transportation Model:

- Students need some cars, buildings and houses made of construction papers or colored cardboards, artificial plants and other objects they want to add.

- They have to create a city or town model with houses, people, places to go, means of transportation and communication.
- They describe what they have in their model by mentioning all the elements of a community.

4.8 Literature

- Children's stories, legends and poems.

SPECIFIC OBJECTIVES:

- 1) To introduce students to the fascinating world of children's literature.

ACTIVITIES:

Students will:

- Listen and follow some short stories and legends.
- Make word maps mentioning the characters and places in the story.
- Perform short scenes of stories and legends.

EXAMPLE OF SUGGESTED ACTIVITIES:

Role Play:

- The students select a story they like.
- They are given some characters and dialogues to perform.
- The whole class prepare the setting and clothing for the story.
- They practice several times their dialogues.
- They present the story to their parents and friends at school.

4.9 Technology, Energy

- Electrical appliances and tools.

SPECIFIC OBJECTIVES:

- 1) To identify and name electrical appliances and tools.

ACTIVITIES:

Students will:

- Write down a list of electrical appliances they have at home.
- Find pictures of electrical appliances in magazines.
- Look at some tools used by professionals.
- Make a Picture vocabulary about "Electrical appliances and tools".
- Label Electrical appliances and tools.

EXAMPLE OF SUGGESTED ACTIVITIES:

Picture Vocabulary: "Electrical Appliances and Tools"

- The students find pictures of electrical appliances and tools in magazines or newspapers.
- They cut the pictures.
- Students find the names of the pictures they do not know in the dictionary and paste the pictures in alphabetical order with the words written next to the pictures.

V GRADE**CONTENT****5.1 People (Sentiments, body parts.)**

- Growing up in the country side

SPECIFIC OBJECTIVE:

1) To describe life in the countryside of Panama.

ACTIVITIES:

Students will:

- Make a list of elements they see in the country side.
- Write down characteristics of the countryside in Panama.
- Mention some activities they can do in the countryside.

EXAMPLE S OF SUGGESTED ACTIVITIES:**Word Map:**

- Students need colored pencils, markers, white sheets of paper, dictionaries.
- They write the words "Country side" in the middle of the page.
- They draw trees, flowers, rivers, beaches, fruits, houses and other elements they see in their towns around the word Country side.

- They have to write some adjectives that describe their countryside next to the elements they have drawn.
- Colored their drawings and give an oral description about the countryside.

5.2 Family, School, Community, Country:

- Living in the country side

SPECIFIC OBJECTIVE:

1) To describe life in the countryside of Panama.

ACTIVITIES:

Students will:

- Write down some important places from the countryside.
- Mention activities people do in the countryside for having a good standard of living.
- Call out their favorite activities in the countryside.
- Draw and color the countryside with its elements, people and activities for a contest.

EXAMPLE S OF SUGGESTED ACTIVITIES:

Draw and Color: Contest

- Students organize a Contest in which they have to draw and color their countryside.
- They have to express their feelings toward their countryside by drawing and coloring.
- At the end they have to say something about their drawings.

- A judge of teachers and students will select the three best works.
- A gift is given to all the participants who draw and color their countryside.

5.3 Health, Nutrition, Food:

- Eating well
- School vegetable garden

SPECIFIC OBJECTIVES:

- 1) To introduce students useful vocabulary about Food and good eating habits.
- 2) To propose and develop a vegetable garden.

ACTIVITIES:

Students will:

- Look at the items presented in the Food Pyramid.
- Listen and study vocabulary words.
- Make a chart about the amount of grains, oils, sweets and meats that human beings must consume in an appropriate way.
- Word Search about "Food".
- Play the alphabet game using names of food beginning with the consonants and vowels of the English Alphabet.
- Mention their favorite foods.
- Mention some items of food they do not like.
- Prepare a school vegetable garden to provide their community natural products produced by themselves.

EXAMPLE OF SUGGESTED ACTIVITIES:**The Alphabet Game:**

- Students write down all the alphabet letters.
- They have to complete all the letters with only one name of fruit or vegetable.
- When they have finished, all the students have to mention what they have written on each letter.
- The students who repeat the names get 50 points and those who do not repeat the words get 100 points.
- The student who gets more points is the winner.

5.4 Ecology (Plants and Animals):

- Contamination of water, air and soil.

SPECIFIC OBJECTIVE:

- 1) To make students conscious about the pollution problems that are affecting our environment and destroying human beings.

ACTIVITIES:

Students will:

- Watch a movie or an educational video about water, air and soil pollution.
- Analyse the causes and results or lethal consequences of human pollution.
- Write down some steps people could follow to avoid pollution increase.
- Illustrate the school bulletin board with pictures and photos of some places which are being destroyed by the human kind and pollution.

EXAMPLE OF SUGGESTED ACTIVITIES:**Watching a Video:**

- Students watch a movie about pollution.
- They have to take notes about what they saw.
- When the video is over, they go to the board one by one and write down some words they wrote in their notes.
- The teacher helps them to write the sentences.
- They join the sentences and make the summary of the video.

5.5 Recreation (Tourism, Sports, Holidays):

- Outdoor activities

SPECIFIC OBJECTIVES:

- 1) To name outdoor activities.

ACTIVITIES:

Students will:

- Mention activities people do and enjoy in open areas like parks, beaches, rivers, mountains.

- Mime some outdoor activities while the rest of the students try to guess what they are doing.
- Play rounds, sports or take trips to increase students' friendship and interaction with the society.

EXAMPLE OF SUGGESTED ACTIVITIES:

A Trip Story:

- The teacher writes a sentence on the board about an activity in any place.
- Students add more activities about activities they enjoy and sports they like to play.
- At the end everybody must have participated.
- Everybody acts out the sentences and reads them out loud.

5.6 Weather, Climate, Time, Numbers, Monetary Units:

- Monetary units

SPECIFIC OBJECTIVES:

1) To introduce students monetary units in America.

ACTIVITIES:

Students will:

- Read about the history of early exchange of products in America and the introduction of monetary units in all of its countries.
- Recognise monetary units in different American countries.
- Make an album about "Monetary units in America" presenting drawings of different coins and bills.
- Show coins and bills of different countries in America, if it is possible.

EXAMPLE OF SUGGESTED ACTIVITIES:**Monetary Units in America: An album**

- Students try to find some pictures of coins and bills from different countries in America.
- They cut the pictures and paste them in their albums.
- They have to write a little information about the Countries and the names of the coins and bills.

5.7 Transportation, Communication

- Early transportation around the world.

SPECIFIC OBJECTIVE:

1) To introduce students relevant information about the beginning of transportation around the world.

ACTIVITIES:

Students will:

- Watch a video containing relevant information about Early transportation around the world.
- Make a comparison of means of transportation used in those times and the development of these fabulous inventions.

EXAMPLE OF SUGGESTED ACTIVITIES:**Searching:**

- Students investigate about early transportation around the world by asking questions to people or searching books, Internet and other sources.
- They write down the names of those early transportation and get pictures of them.
- Make a comparative chart contrasting modern and early means of transportation by writing the names and giving pictures as evidences.

5.8 Literature

- Children's stories, legends and poems.

SPECIFIC OBJECTIVES:

- 1) To introduce students to the fascinating world of children's literature.

ACTIVITIES:

Students will:

- Listen and follow some short stories and legends.
- Make word maps mentioning the characters, plot and setting in the story.
- Perform short scenes of stories and legends.

EXAMPLE OF SUGGESTED ACTIVITIES:**Role Play:**

- The students select a story they like.

- They are given some characters and dialogues to perform.
- The whole class prepare the setting and clothing for the story.
- They practice several times their dialogues.
- They present the story to their parents and friends at school.

5.9 Technology, Energy

- Electrical items
- Space

SPECIFIC OBJECTIVES:

- 1) To identify and name electrical items.
- 2) To introduce students to the knowledge of space.

ACTIVITIES:

Students will:

- Write down a list of electrical items they have at home, at school and in other places.
- Find pictures of electrical items in magazines.
- Make a Picture vocabulary about "Electrical items and warning".
- Make a bulletin board about space items.
- Look at a poster of the space and describe what they see.
- Listen to stories about the space.
- Watch a movie related to the space and write down important words or facts.

EXAMPLE OF SUGGESTED ACTIVITIES:**Word Search: The Space**

- Students look at the pictures in the word search.
- Try to find the names of the pictures.
- The student who first finishes is the winner.

VI GRADE**CONTENT****6.1 People (Sentiments, body parts.)**

- Growing up in the city

SPECIFIC OBJECTIVE:

- 1) To express feelings, expectations, advantages and disadvantages of growing up in the city.

ACTIVITIES:

Students will:

- Make a list of elements they see in the city.
- Write down characteristics of Panama City.
- Mention some activities they can do in the city.
- Make a comparative chart contrasting country life and city life.
- Present some advantages and disadvantages of growing up in the countryside or in the city.

EXAMPLE S OF SUGGESTED ACTIVITIES:**Word Map:**

- Students need colored pencils, markers, white sheets of paper, dictionaries.
- They write the words “The City” in the middle of the page.
- They draw stores, buildings, hotels, cars, buses, houses and other elements they see in the city around the word Country side.
- They have to write some adjectives that describe the city next to the elements they have drawn.
- Colored their drawings and give an oral description about the city.

6.2 Family, School, Community, Country:

- My country is Panama

SPECIFIC OBJECTIVE:

- 1) To describe life, customs and relevant facts concerning Panama.

ACTIVITIES:

Students will:

- Investigate and select relevant information about Panama to prepare an oral presentation with visual aids.
- Search data such as: Population, Language, Geographical position, Religion, Customs, Famous places, Important dates, Music, Education programs, Economy.

EXAMPLE OF SUGGESTED ACTIVITIES:**Exposition:**

- Students get important information about their country “Panama”.
- They prepare a short speech using simple sentences in order that they provide important data about the country.
- They have to make some visual aids for their exposition.
- Try to use big and colored pictures for their presentations.

6.3 Health, Nutrition, Food:

- Eatable parts of some vegetables

SPECIFIC OBJECTIVES:

1) To introduce students useful vocabulary about eatable vegetables.

ACTIVITIES:

Students will:

- Write down a list of vegetables people eat in different countries around the world.
- Discuss their findings.
- Prepare mixed salads in class giving the ingredients and directions to follow.
- Word Search about vegetables.
- Find some information about vegetarian people and discuss their findings.

EXAMPLE OF SUGGESTED ACTIVITIES:**Mixed Salads:**

- Students are given some recipes about Salads.
- They have to bring all the ingredients required for the salads.
- Follow all the steps to prepare different salads in the classroom.
- Share salads and eat a lot in the classroom as a “Cooking Activity.”

6.4 Ecology (Plants and Animals):

- Rural and Urban Contamination

SPECIFIC OBJECTIVE:

1) To make students conscious about the pollution problems that are affecting our environment and destroying human beings.

ACTIVITIES:

Students will:

- Watch a movie or an educational video about rural and urban contamination.
- Analyse the causes and results or lethal consequences of human pollution.
- Write down some steps people could follow to avoid pollution increase.
- Make an informative chart presenting the different factors of rural and urban sources of pollution.

EXAMPLE OF SUGGESTED ACTIVITIES:**Picture Vocabulary:**

- Students find pictures of areas which are affected by pollution.
- Paste their pictures in the bulletin board.
- Write some headings describing each one of the pictures.

6.5 Recreation (Tourism, Sports, Holidays):

- Touristic attractions in America

SPECIFIC OBJECTIVES:

1) To acquire information about tourist attractions in the American Continent.

ACTIVITIES:

Students will:

- Mention some countries of the American Continent.
- Look at pictures of Touristic places and attractions in National Geographic Magazines and Posters.
- Match famous places with their countries. Example: Acapulco beach – Mexico

EXAMPLE OF SUGGESTED ACTIVITIES:

Touristic Attractions in America:

- Students observe pictures of different touristic places in America.
- They write names of touristic places and the countries where they are found.
- Choose one touristic place and search important facts about that area for class discussion.

6.6 Weather, Climate, Time, Numbers, Monetary Units:

- Monetary units in Europe and Asia.
- Cool regions and hot regions of Panama.

SPECIFIC OBJECTIVES:

- 1) To introduce students monetary units of Europe and Asia.
- 2) To identify cool and hot regions in Panama.

ACTIVITIES:

Students will:

- Read about the history of early exchange of products in Europe and Asia and the introduction of monetary units in all of their countries.
- Recognise monetary units in different European and Asiatic Countries.
- Make an album about “Monetary units in Europe and Asia” presenting drawings of different coins and bills.
- Show coins and bills of different countries in Europe and Asia, if it is possible.

EXAMPLE OF SUGGESTED ACTIVITIES:**Monetary Units in Europe and Asia: An album**

- Students try to find some pictures of coins and bills from different countries in Europe and Asia.
- They cut the pictures and paste them in their albums.
- They have to write a little information about the Countries and the names of the coins and bills.

6.7 Transportation, Communication

- Modern forms of transportation

SPECIFIC OBJECTIVE:

1) To introduce students relevant information about modern transportation around the world.

ACTIVITIES:

Students will:

- Watch a video containing different forms of transportation in countries from all over the world.
- Make a chart about all means of transportation they know.
- Make a comparison between early means of transportation and modern forms of transportation.

EXAMPLE OF SUGGESTED ACTIVITIES:

Searching:

- Students investigate about modern transportation around the world by asking questions to people or searching books, Internet and other sources.
- They write down the names of these modern transportation and get pictures of them.
- Make a comparative chart contrasting modern and early means of transportation by writing the names and giving pictures as evidences.

6.8 Literature

- Children's stories, legends and poems.

SPECIFIC OBJECTIVES:

- 2) To introduce students to the fascinating world of children's literature.

ACTIVITIES:

Students will:

- Listen and follow some short stories and legends.
- Make word maps about elements of a story: Author, characters, theme, plot, setting.
- Watch movies about children's literature

EXAMPLE OF SUGGESTED ACTIVITIES:

Role Play:

- The students select a story they like.
- They are given some characters and dialogues to perform.
- The whole class prepare the setting and clothing for the story.

- They practice several times their dialogues.
- They present the story to their parents and friends at school.

6.9 Technology, Energy

- Solar System
- Energy
- Inventions

SPECIFIC OBJECTIVES:

- 1) To identify and name elements of the Solar System.
- 2) To introduce students relevant information about energy sources.
- 3) To provide students important facts about inventions throughout the history of the world.

ACTIVITIES:

Students will:

- Watch documentals about the Solar System.
- Make a Solar System Mobile in groups.
- Read and find some information about sources of energy.
- Make an experiment in which they will show how energy works.
- Make a chart about inventions over the years and famous inventors.
- Prepare the Scientific week presenting inventions and experiments in groups.

EXAMPLE OF SUGGESTED ACTIVITIES:**Informative Bulletin Board:**

- Students make a bulletin board about inventions and inventors.
- They find or draw pictures of inventions and inventors.
- Paste the inventions next to the inventors and give some information about their names.
- They must talk about the usage of these inventions.

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