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ENGLISH MAJOR

THEME:

> **"MESO CURRICULUM TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS OF THE SIXTH YEAR OF BASIC EDUCATION AT LEONARDO MOSCOSO MORENO SCHOOL LOCATED IN ISINCHE GRANDE NEIGHBORHOOD - PUJILI CITY DURING THE ACADEMIC CYCLE APRIL – AUGUST 2014".**

Thesis submitted previous obtaining the Sciences of Education degree with major in English language.

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LATACUNGA – ECUADOR
June, 2015

AUTHORSHIP

The criteria issued in this research work **"MESO CURRICULUM TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS OF THE SIXTH YEAR OF BASIC EDUCATION AT LEONARDO MOSCOSO MORENO SCHOOL LOCATED IN ISINCHE GRANDE NEIGHBORHOOD - PUJILI CITY DURING THE ACADEMIC CYCLE APRIL – AUGUST 2014"** are exclusively the author´s responsibility.

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THESIS DIRECTOR'S ENDORSEMENT

As thesis director of this research work about:

"MESO CURRICULUM TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS OF THE SIXTH YEAR OF BASIC EDUCATION AT LEONARDO MOSCOSO MORENO SCHOOL LOCATED IN ISINCHE GRANDE NEIGHBORHOOD - PUJILI CITY DURING THE ACADEMIC CYCLE APRIL – AUGUST 2014". Belonging to Maria Fernanda Guamán Flores of the English career; I consider this research work meets the investigative, methodological requirements, and scientific-technical contributions which are enough to be evaluated by thesis validation court that Honorable Academic Board from Academic Unit of Administrative and Humanistic Sciences at Technical University of Cotopaxi designate for the corresponding study and qualification.

Latacunga, April 2015

Sincerely,

………………………………………
M.Sc. Fanny Mercedes Abata Checa
THESIS DIRECTOR

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

COURT APPROVAL

As Members of the Court we agree with the present Grade Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative Sciences and Humanities; the postulant: Guamán Flores Maria Fernanda. Thesis presented previous obtaining the Sciences of Education Degree with mention in the English language with the theme: "**MESO CURRICULUM TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS OF THE SIXTH YEAR OF BASIC EDUCATION AT LEONARDO MOSCOSO MORENO SCHOOL LOCATED IN ISINCHE GRANDE NEIGHBORHOOD - PUJILI CITY DURING THE ACADEMIC CYCLE APRIL – AUGUST 2014".**

She considered all the recommendations issued timely and is qualified enough to be submitted to the Thesis Defense act.

By the above, we authorize the corresponding pasted, as institutional norms.

Latacunga, May 26th 2015

For constancy sign:

………………………..   …..……………………………
Lic. Sonia Castro   M.Sc. Gina Venegas
PRESIDENT   **MEMBER**

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M.Sc. Jorge Rosero
OPPONENT

GRATITUDE

All my gratitude to those people who made possible the achievement of this thesis project: My parents and professors who supported me in my training process guiding me by the right way to become an excellent professional. In addition, a special gratitude to my thesis director MSc. Mercedes Abata who guided, motivated, and made possible the total achievement of the thesis project.

DEDICATION

The present research work is dedicated to my parents José and Gladys who supported   me all the time since the beginning of my studies, and my friends who supported entirely both my right and wrong decisions. A special dedication to those who believe in the richness of learning striving every day to be better.

Fernanda

UNIVERSIDAD TECNICA DE COTOPAXI

UNIDAD ACADEMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS

TEMA: "MESO CURRICULO PARA MEJORAR EL PROCESO DE ENSEÑANZA APRENDIZAJE DEL IDIOMA INGLES EN EL SEXTO AÑO DE EDUCACION BASICA DELA ESCUELA LEONARDO MOSCOSO MORENO UBICADA EN EL BARRIO ISINCHE GRANDE DE LA CIUDAD DE PUJILI DURANTE EL CICLO ACDEMICO ABRIL-AGOSTO 2014".

Autor: María Fernanda Guamán Flores

RESUMEN

Hoy en día, Aprender el idioma Inglés se ha convertido en un reto en el campo educativo debido a las múltiples falencias que existe en la enseñanza - aprendizaje de este idioma. Los docentes al igual que los estudiantes no tienen una guía para el proceso de enseñanza aprendizaje del idioma Inglés. Esto ha ocasionado en los estudiantes una deficiencia en la producción del idioma Inglés. El vocabulario es limitado y un total desconocimiento de estructuras gramaticales eso se debe a la falta de una sistematización en contenidos y metodología. Desde esta perspectiva, el presente trabajo investigativo fue desarrollado con el objetivo dedotar al profesor de un Meso Currículo actualizado, con métodos, contenidos y evaluación de una manera sistemática basada en la realidad y necesidad de los estudiantes ayudando así al inter aprendizaje del idioma Inglés. La metodología utilizada en el presente trabajo investigativo fue descriptiva lo cual permitió reunir los fundamentos teóricos necesarios. Se aplicó encuestas y entrevistaa los docentes y a la directora de la Institución para conocer falencias y requerimientos para la elaboración de la propuesta. Como resultado de la aplicación de los diferentes instrumentos y técnicas de recolección de datos se pudo establecer una conclusión principal que se basa en el diseño de un meso currículo considerando que la institución educativa carece del mismo y es un instrumento indispensable para el proceso de enseñanza aprendizaje diseñado en base a sus elementos.

Palabras claves: Métodos, contenidos, evaluación, necesidad de los estudiantes, y guía.

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Author: María Fernanda Guamán Flores

ABSTRACT

Nowadays, to learn English language has become a challenge in the field of education due to the multiple shortcomings that exist in the teaching learning process of this language. Both teachers and students do not have a guide for the English teaching learning process. It has caused in students a shortcoming in the production of English language. Thus, the vocabulary is limited and the total unawareness of grammatical structures. This is due to the lack of systematization with contents and methodology. From this perspective, the present research work had as a purpose to provide teacher with an updated Meso Curriculum containing methods, contents, and techniques of evaluation in a systematic way, based on reality and student´s needs in order to help their inter-learning. The methodology used in the research work was the descriptive method with the objective to collect suitable theoretical foundations. Surveys and interview were applied to teachers and the Director of the institution in order to know shortcomings and requirements for the development of the proposal. As a result of the application of different tools and techniques of data collection, it could be stated the designing of a Meso Curriculum, as the institution does not have it and it is an indispensable instrument for the teaching learning process, designed taking into account its elements.

KEYWORDS: Methods, contents, evaluation, student´s need, and guide.

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INTRODUCTION

The present research work has as an objective the designing of a Meso Curriculum to improve the English teaching learning process of the sixth year of basic education at "Leonardo Moscoso Moreno" School because a Meso Curriculum is an indispensable tool for the English teaching learning process which will serve to teacher as a guide for the accuracy in teaching and children ´s learning as well.

It is evident the lack of a Meso Curriculum in the school which show a big disadvantage in students´ learning. In addition, a key aspect to be mentioned is that a project like this has never been applied in the institution which means an advance for the learning of students and the basis for futures projects considering to the learning of students as a whole.

The main problem around this investigation is that the English teacher does not have a guide for English teaching learning process. This is supposed to design a Meso Curriculum which provides English teachers the best way of teaching by using contents, methods, strategies and techniques of evaluation. Those aspects will guide the English teaching learning process and help both teachers and students to be motivated in the class.

The research project is focused on the variables English language and curricular design, and based on descriptive method because it allowed describing phenomena, events, situations, and contents detailing the relevant aspects for the investigation. The application of instruments of data collection supported to the control of the variables and the proposal stated at the beginning of the realization of the present project work. The population surveyed respect to 11 teachers and the headmaster of the institution.

The research work has been divided into three chapters which are developed as follows:

The first chapter refers to the theoretical framework which is based on the fundamental categories such as: Education, English language, English teaching

learning process and Meso Curriculum. Finally, it was useful to join additional information about curricular design such as: The concept, types, components, and factors which influence in its development. This study allowed understanding the background and scientific research in the bibliography and web sites related to the topic Meso Curriculum to improve the English teaching learning process of the sixth year of basic education at "Leonardo Moscoso Moreno" School located in Isinche Grande neighborhood - Pujili city during the academic cycle April - August 2014.

The second chapter consists of the surveys applied by the researcher to the teachers of "Leonardo Moscoso Moreno" School and the interview applied to the headmaster of the school. Consequently, the surveys were argued with the theory of the first chapter where the researcher details the results gotten during the investigation in order to determine the improvement of English teaching learning process through the development of a Meso Curriculum based on the needs of students.

The third chapter refers to the proposal, Meso Curriculum, which contains eleven key elements involved in a strict sequence. There is also a deep explanation about the role and the purpose of the Meso Curriculum. Therefore, the introduction as well as historical background of the institution state important features about institution. Name of Meso Curriculum and technical basis give a deep explanation of the role and purpose of the Meso Curriculum. Features of pedagogical problem, identification of learning needs transversal issues, values and attitudes, chart of values show a deep analysis of behavior and academic performance of children. Objectives show the problem, solutions and the need stated from the analysis of the problem. Syllabus states the contents, goals, strategies, techniques of evaluation, and methods for each unit to be taught. Finally, general guidelines set up the solutions stated in three specific patterns such as: Methodological, assessment and mentoring.

1 CHAPTER I

BACKGROUNDS

The present research work responds to the need of having a specific Meso Curriculum for the English teaching learning process at sixth year of Basic Education which will be useful for the English teacher at "Leonardo Moscoso Moreno" School. That is why; teaching learning process at this year of Basic Education needs to be improved. However, all the investigations done helped to specify the components of a Meso Curriculum providing clear specifications of what each component is about. It was helpful in order to define the sequence and role of each component.

On the other hand, it is important to mention that some investigations running through a Meso Curriculum were useful to accomplish the proposal. These investigations were related to Educational Institutional projects of Social studies, Science, Math, and Language which guided the designing of the proposal. In addition to this, the investigations were significant as they permitted to clarify and understand specific items to be considered in each component of the Meso Curriculum. Finally, it is significant to mention that Meso Curriculum is recognized as an institutional curriculum which is focused on needs and reality of students and the institution, so that the present Meso Curriculum was developed taking into accounts the reality and needs of the students and institution. For this reason, the development of the project was a significant effort of the author.

EDUCATION

ENGLISH LANGUAGE

TEACHING LEARNING PROCESS

CURRICULAR DESIGN
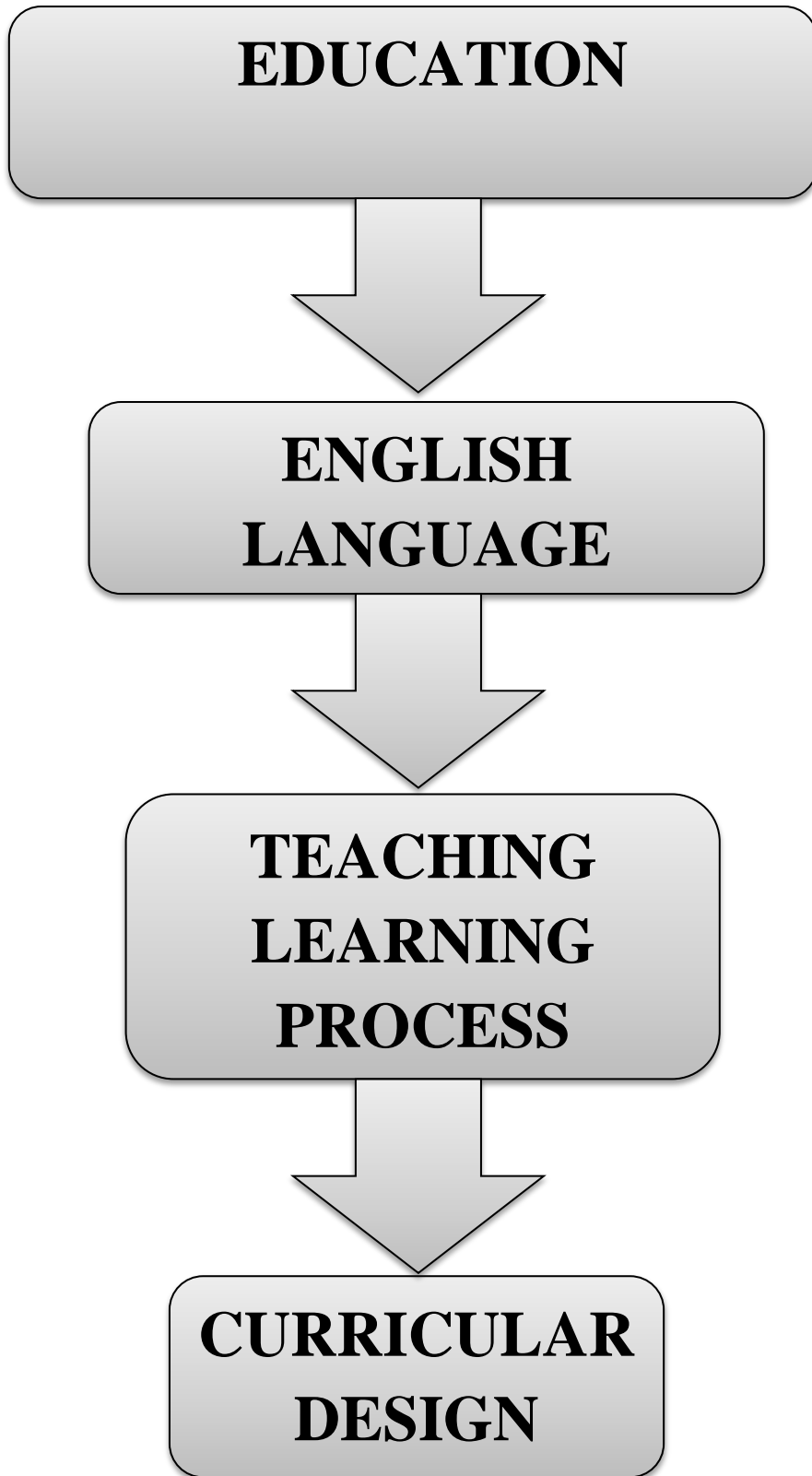
1.1   EDUCATION

Education is an important aspect that makes human being is prepared to face the challenges that the society has every day because when a person is educated, this person cultivates values, knowledge and through these, a better quality of the life can be formed.

Caleb Rosado (2000) mentions that "Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties for having a life of dedicated service" (p.5).

Satish, Kumar-Sajjad, Ahmad (2007 -2008) claims that "Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity"(p.3).

According to the authors it is detailed that education is a process in which each individual is engaged to extend their knowledge and getting a maximum development to face the society from a psychological, sociological, scientific and philosophical perspectives: Psychological how human brain responds to different situations, sociological the human behavior and its connection to society, scientific how the information is perceived by a person   and philosophical how to have a   critical thought. Overall since the education is considered as a right of human beings. It means none can deny the right to study to another person. Therefore, literacy people form an integral part in the society enjoying happiness and prosperity.

1.1.1 Education in Ecuador

The second half of the twentieth century was characterized by development and planning policies, which brought an accelerated expansion of educational programs, reflected in an important increase of basic school enrolment rates. In 1953 only 56, 7% of the Ecuadorians had access to the primary school: In 1975 the percentage of the population that could access to a basic school climbed up to 93, 7%. The first curricular reform of the new era was designed in 1964. It also included a plan that equipped the duration of compulsory education in rural and urban schools. Through the early 70's, Ecuador had nine types of secondary schools: The traditional university preparatory schools in classic and modern humanities, business, commercial schools, fine art schools, music schools, manual arts schools, agricultural and animal husbandry schools.

In 1980 and 1990 Government began to focus on the issues of education. Literacy in the rural areas was a low number and the lack of public schools becomes a concern. Therefore, most parents were not able to pay the rate required at private institutions and only a few of the teachers were accredited for the rural communities. Moreover, the pupils who were enrolling into the educational programs were not accepted and many rural communities are not Spanish speakers. Actually, the current government is looking for solutions to improve the educational system making education in Ecuador more accessible by being free and compulsory. Consequently the emergence of a high percentage of students that enroll for secondary and higher level education.

On the other hand, the conscription of accredited teachers has elevated the standard of education. In addition to this, important universities in Ecuador as the Central University of Ecuador in Quito city, and Catholic university in cities such as: Cuenca, Quito, and Guayaquil which offer degree in engineering and industrial science. An objective proudly achieved for the development of the Country. So

that, improvements in Ecuadorian education have helped literacy of many people giving more chances to succeed in their lives. As a result, training professional and educated workers contribute significantly in many industries of the country giving rise to the economy of the country.

1.1.2 The Importance of Education

According to Rohini Mohan (February 20, 2012) "The importance of education is based on society, which is why society and knowledge can be never separated". Education seems beyond its conventional boundaries, is the essence of all human actions. What people do is what people know and have learned, either through instruction, observation and assimilation. When people are not making an effort to learn, the mind is always processing new information or trying to analyze the similarities as well as the tiny nuances within the context which makes the topic seems different. However, the importance of education in society is indispensable and cohering. The role of education in society is focused on:

Education is Self-Empowerment.- Receiving a good education helps people to empower a lot of knowledge, thus making strong people in knowledge helps to face any challenge. It keeps them conscious of themselves by giving rules and regulations for the society in which they live. That is why, it is only through knowledge that people can be able to question authority for something wrong they do. It is only then that people can take advantage of rights as a citizen and look for improvement of governance and economy.

Financial Stability and Dignity of Life. - Education gives people sufficient academic qualification, so that people are able to get suitable employment at a later stage. A decent employment would be joined with a high remuneration

through which people can take care of their personal expenses as well as people earn for themselves. Then, people bit by bit begin to realize the true worth of money and how hard it is to earn. Finally, people realize about significance of saving for a rainy day and for incidentals which will help them in the future.

Growth in Personal Aspiration. - There is also a moment in which people face a phase where the earning is not already available because the aspirations and expectations grown considerably. Thus, people will wish to change jobs as well as having a higher outline. So that, it will be the moment in which people must be prepared to face the challenges of the life.

Job efficiency. - After high school, superior education is very important. Therefore, it must not be taken as the final phase because when someone is facing to choose between a highly qualified candidate and educated candidate, the employers will most probably choose the qualified person. For example, a lawyer will be chosen according to the efficiency to defend people even though they are guilty.

Helps Plan Ahead. - Those who have received education, lead the development and progress for their country but also in their lives. That is why, they are who go ahead and become teachers, scientists, inventors, welfare activists, soldiers, and politicians who will work together to guide and build a good society.

Job Seeker against Job Provider. - When people do not feel the need to be a mere employee, these people would want to take charge and control over their own life and earnings. This is when people will decide to become an individual employee, who wishes to watch their own in a realistic way. These will support

the economy of the country because they will be comprehensible with the job of employee.

An inactive Mind is The Devil's Workshop. - Education and studying regularly results something substantial and challenging for people what helps them to think and use their lost hours, by doing something productive, since the education does not need to be purely academic or even scientific research. There is no limit for all of those teaching themselves permit to grow as an individual.

1.1.3 Kinds of Education

According to Claudio Zaki Dib (1988) "Educative system classification proposal, comprising formal, non-formal and informal education" (p 1).

Education as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively.

Formal education

Formal education is considered as a systematic, organized education model, structured, and administered according to a given set of laws and norms, presenting in a rigid curriculum as it regards to the objectives, contents and, methodology involving the teacher, the students and, the institution, it corresponds to the education adopted by schools and universities. In addition to this, the institutions are administratively, physically organized and, require the student´s attendance as a minimum requisite.

Moreover, there is a program that teachers and students must follow which involves intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas through a set of regulations such as: expositive methodology, assessments are made on a general basis, for administrative purposes and, are infrequently used to give improvements the education process.

Non-formal education

Education system that is not essential most of the time and noncontiguous communication is related to the not attendance of students, the contacts between teacher and student and most activities take place outside the institution for example home reading and paperwork. This Educative processes provides with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established but is measured with the student's work pace. Non-formal education is comprised of a wide diversity of educational situations, which play a significant role in the innovation of educational systems such as: Correspondence learning, distance learning, and, open systems, fit into the scope of non-formal education.

Correspondence Learning. - Correspondence learning is an individual learning system that permits students to advance in their own track, according to their interests. So that, the most of materials are printed and prepared for teachers to give good quality in educational material and the courses generally establish a bidirectional communication by mail, supported by the teacher who corrects the paperwork, offers guidance and soughed explanations.

Distance Learning. - It is characterized by those methods in which the break of learners and teachers, the phase of teaching is directed through print, mechanical

or electronic mechanisms. Distance learning is based on noncontiguous communication, that is, the fact that teacher is at a distance from the students during the teaching learning process.

Open Systems: or open learning. - They provide students an account of flexibility and autonomy to study the programmers as they choose, so that they decide when and where they want to study. It involves activities that enhance learning opportunities within formal education systems. No matter, it offers to go beyond to formal systems of Education.

Informal education

It corresponds to be a non-organized and systematic view of education. It is not important for informal education to include the objectives and subjects usually used by the traditional curricula. It does not impose obligations as their nature. It does not need to be controlled or perform the activities, and it does not provide degrees or diplomas; it simply supplements both formal and non-formal education.

Informal education comprises the following activities:

- Visits to important places, fairs and exhibits such as museums, exhibits, etc.
- Listening to radio broadcasting or watching TV programmers based on educational or scientific themes.
- Reading texts on sciences, education, technology, etc. in journals and magazines.
- Participating in scientific contests, etc.
- Attending lectures and conferences.

1.2   ENGLISH LANGUAGE

English language is one of the most predominant languages around the world. That is why English is spoken as the first language in many countries although it is not the native language so that wherever someone goes it is necessary to have at least some knowledge of this language.

Anna Wierzbicka, (2006) "English is the world's most important language"(p.3).

David Gradol. (1997) "English is widely regarded as having become the global language" (p.3).

According to the authors it can be stated that English is the most important language around the world that is why in many countries speak this language as the first or second language and   it is used in almost all areas of knowledge such as: Science, technology, economy   for this reason English   language results indispensable to speak or at least to have a basic knowledge of this language that permits to communicate and understand what the other people say   because wherever someone goes English will be at first. So that, if someone travels to somewhere in the world this person must be sure that the English language permits to communicate with the others and survive too.

1.2.1 The Importance of the English Language

> **Dr. P. Sreenivasulu Reddy (December, 2012) states that "English language is a global language as it is a widely spread which is spoken by many people already becoming the core mean of communication" (p.25).**

English takes up a dominant position in every part of the world activity providing the developments in the world because of two main factors such as the expansion

of British Empire in the 19th century and the emergence of the United States as the main economic power of the 20th century.

Many countries include English as a second language in their school syllabus and children start learning English at a young age. There are several reasons to learn English. For instance, English is the most used language among foreign language speakers, and then when people with different languages come together they commonly use English language to communicate. Moreover, Knowing English will make people bilingual and more employable in every country in the world. In addition, United States is still a leader in technical innovation and economic development. It is the language of science. So that, succeeding in science it is necessary to know English. Speaking English quickly gives the opportunities despite of   ethnicity, color, or background. Additionally, English speakers in the United States get more money than and non-English speaker. Finally, learning English gives a lot of chances of job.

1.2.2 The History of English

The English language has suffered many changes through the history; its ancient origins belong to the West Germanic group of the Germanic subfamily of the Indo-European family of language. Following the development of the English language from its Indo-European origins, it can be divided into three stages Old English, Middle English and Modern English. Old English is exposed to the major changes place in the Grammar, Vocabulary, and Pronunciation meanwhile Middle and Modern English is little adaptation.

According to Asa Tálig (2008) "History of English language is divided into three stages divided into Old English, Middle English and Modern English" (p.1).

The Old English Period (700-1100 A.D.)

This period is the earliest historical form of the English language, spoken in England and southern and eastern Scotland in the early middle Ages. It was brought to Great Britain by Anglo-Saxon settlers probably in the mid-5th century, and the first Old English literary works date from the mid-7th century. After the Norman conquest of England in 1066, Old English developed into the following historical form of English, known as Middle English.

Brief Linguistic Description of Old English

Old English is called the synthetic language. That is why; the inflectional endings were used to mark the grammatical function of the words giving less importance to the word order. For example, nouns had two numbers, four cases, three grammatical genders and roughly ten different patterns of declensions. Meanwhile, adjectives also had inflectional endings that showed the noun they described as did pronouns and articles, and the endings of the verse depend on the grammatical subject. Consequently, the appearance of ten different classes of verbs. Although, the Old English vocabulary was based on Germanic language, some influences from other languages on the vocabulary appeared and these are listed below:

CELTIC

The influence from Celtic was not too much. The conquerors do not usually borrow words from the subdued since a sociolinguistic point of view: Outside of place names, the influence of Celtic on Old English is unimportant. Place Names: Thames (the dark river), Kent, London (the town of the wild one), York, Avon (the water), Dover, Cumberland, and Wight.

LATIN

Many terms were borrowed from Latin which can be grouped in different fields of meaning such as: Early loans and the Period of the Christianizing of Britain. Early loans refer to fifty words coming into Germanic from the contact of Germanic with Rome before the invasion and settling of Britain. Semantic fields include: War, trade, domestic life, and foods. Meanwhile, the Period of the Christianizing of Britain is characterized because the most of ones are related to the fields of religion and learning others such as**:** Fever, cancer, paralysis, plaster, place, sponge, elephant, scorpion, camel, tiger, giant, and talent.

Vikings and their Influence on English

Around 800 AD Viking attacked on England starting lootings, but many years later these attacks had become more serious. Therefore, the groups had even started to establish in Britain. On the other hand, the Vikings, usually referred to as 'Danes', successfully took control of vast parts of England, because the badly organized and often ineffective resistance allowing the end of the ninth century.

As a result, their conquering of England concluded when King Alfred and his followers show resistance, in the end they force the Viking troops to give up in 878. Alfred and the Viking leader Guthrum sign an agreement, called the Treaty of Wedmore, where the Vikings promised to leave Wessex alone and to accept Christianity, then the emergence countries belonging to Danes what we know as Danelaw.

Consequently, the enormous migration and settlement of Scandinavians the massive permit to extend the use of the Norse the mean of communication in the area of the Dane law, and it can be proved today through its influences on the English language. The Anglo Saxons and the Vikings were culturally similar. Then, Vikings soon started to take part of the Anglo Saxons. Meanwhile, Scandinavian vocabulary was integrated nearly every area of the English

language. This vocabulary was related to nouns bank like birth, booth, egg, husband, law, leg, etc. Adjectives like flat, happy, ill, loose, low, odd, sly, ugly, weak, and wrong. Verbs like to cast, clip, crawl, cut, die, drown, gasp, give, lift, nag, scare, sprint, take, and want. In addition, of course the present plural of 'to be', are.

Middle English Period (1100-1500)

The Middle English period starts when King Harold was defeated by duke of Normandy permitting he became the king of England. The Norman invasion England in 1066 spread French into England, so that the Normans spoke French influenced by Germanic dialect which was the Norman French. This permitted a strange situation in which people spoke two different languages; these languages mixed giving the origin of Middle English.

The words from Norman French tell us the socio cultural situation of that period. So that, the words belong to the spheres of court, administration, law, the army, the Church, art, literature, medicine and the sciences. Some of them include prince, duke, count, baron, crown, majesty, mayor, minister, parliament, state, accuse, crime, defend, judge, justice, prison, punish, army, etc. The nouns of the domestic animals were significant and prevailed in the native culture, while the corresponding dishes are often used in French: Ox-beef, calf-veal, pig-pork, sheep-mutton, and hen-poultry.

Grammatical Changes in Middle English

Unstressed vowels were lost in English language because of the influence of French pronunciation; this phonological change had consequences on the English grammar the word order of Old English was free. Therefore, this had the loss of inflectional endings, and grammatical relationships through word order and the use of preposition. Then, English language changed significantly due to the

influence of Norman French following the Norman invasion. These changes include:

The loss of inflections. - Inflectional loss was itself irregular and varied according to dialect. The processes of change within the inflectional system began towards the end of the Old Education period when word endings become less distinct. For example, by the end of the 11th century and in most dialects, inflections such as; a, e, u had been uniformly reduced to e, (pronounced). Another modification involved the loss of word-final n after e in unstressed syllables. Eventually, the remaining e itself was abandoned.

Loss of grammatical gender. - Grammatical or linguistic gender was a syntactic property of the noun during Middle English. The term gender creates itself a misperception that this grammatical category reflects a connection between male and female human beings. For example das Mädchen means 'girl' but is treated grammatically as neuter. Die Tomate means 'tomato' and even it is a vegetable it is treated as being feminine.

Loss of case system. - The loss of case marking distinctions in English has been used as evidence that Middle English was a Creole. However, an examination of the available facts indicates that the reduction of case marking was more gradual and orderly than has often been assumed. The impression of 'confused' usage in many texts disappears once made a proper distinction between form and category.

Less freedom in word order. - The word order in English was less free, but it helped to listeners to understand the roles of the single words or concepts in a sentence. Interlocutors expect the speaker to use pre-determined structures instead of language rules these rules simplify communication. For example: There is a correlation related to the amount of morphological markers of function in the sentence.

Greater use of prepositions. - In general the use of prepositions was predominant in Middle English. This is due to phonetic, grammatical changes, and partly to analogy. For example: (abord, aboven, instead of avobe). These adoptions were significantly in the past but also today as they permitted to be more specific in utterances.

The Emergence of a Standard. - There was no any land of Anglo Normand in France at the end of 14th century, so that English was adopted as their official language at the end of 1362. Therefore, Parliament was opened in English. Sometimes later, it took the eventual dominance of the London dialect as being the standard spoken and written language due to London was the most important commercial center and seaport, as well as its proximity to the court in Westminster. As a consequence, the standardization of English had started.

Modern English (500)

Modern English has its roots in the language of the Germanic dialects of the tribes of north-western Europe who invaded Britain in the fifth century after the withdrawal of the Romans. The language of these tribes came to be called englisc. In the ninth century, there was another set of invaders, the Vikings, from Denmark, Sweden, and Norway who also influenced English. Three major factors that influenced the language and served to separate Middle and Modern English were: The Great Vowel Shift and the advent of the printing press and vocabulary.

The Great Vowel Shift. - It was a significant change that started in 1400 when many people arrived to London. Therefore, many different dialects affected the pronunciation. It caused some difficulties as English speakers read Chaucer. So that, the pronunciation became more difficult as it was completely incompressible. In addition to this, the vowel shit encloses a process that permitted the emergence of long vowels raised and diphthongized. The changes listed above are some examples of vowel shit cases imposed at that time.

/a:/ -> /e:/ (in e.g. make)

/e:/ -> /i:/ (in e.g. feet)

/i:/ -> /ai/ (in e.g. mice)

/o:/ -> /u:/ (In e.g. boot)

/u:/ -> /au/ (in e.g. mouse)

The Printing Press. - It was the last important factor of development of the Modern English. William Caxton carried the printing press to England in 1476. Then many advantages appeared. These are related to the cheaper price of the books which provokes literacy as something common. As a consequence, the publication of many books was abundant and rentable, and the emergence of works in English was seen as something common too. In this way, the standardization of English permitted to establish the dialect of London, spelling and grammar got together, and the emergence of the first dictionary published in 1604 reflected the old pronunciation and showed the English giving the total emergence of Great Vowel Shift.

Early Modern English Vocabulary. - After Latin and Greek won, many Latin and Greeks were carried into English language. As a consequence the expansion of British Empire, the vocabulary of English was affected. It was encountered many terms in the speaking related to objects and phenomena such as: Taboo (Polynesian), bungalow, jungle, and yoga (India languages), tea and ketchup (Chinese), boomerang (Aboriginal languages), moccasin and squaw (Native American languages).

1.3   TEACHING LEARNING PROCESS

The teaching learning process comes to be understood as an important fact since it is a process that promotes knowledge through interaction. Considering before mentioned it is a process because it needs to be panned following steps by ensuring students engage knowledge trough interaction. It implies methods,

techniques, strategies, and didactic materials to be well applied at the moment to teach.

Teressa Banks, (2000) "Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence" (p.1).

Sillero Pérez, (2014) "Teaching Learning Process is an essential characteristic of the education mode" (p.1).

The authors mention that the teaching learning process is an important factor in Education, but also this process is not just focus on share and assimilate the information too, this process is focus on interaction between teacher and student to promote change behavioral, following steps that must be good planned to have a result according to the educational goal proposed so that this process needs to be planed because nothing result in a good way if there is not a planning before.

1.3.1 Principles of Teaching and Learning

Learning results what students does and thinks after of a process of adaptation an acquisition. Meanwhile, teaching is the process by which these acquisitions are developed in students. The acquisition of knowledge must tediously follow principles considering the learner a as whole. The principles listed down will help teachers, and school to decide the best way to direct students and resources 'efforts for the benefit of their learning and achievement.

To form learners for life. - Learning should aim to help individuals and groups to develop the intellectual, personal and social resources which permit them to participate as active citizens, contributing to the economic development, and growing as individuals in the society. This can be accomplished through group

work, activities, but also in other situation to encourage thinking by giving them points of view and exchange ideas with others always promoting attitude since it is a mere disposition for studying**.**

Engages with valued forms of knowledge. - Teaching and learning should engage learners with the big ideas, key processes, and moods of discourse and narratives of subjects, so that they understand what constitutes quality and standards in particular domains order to be accessible for everyone.

Recognize the major importance of experience and learning. - Teaching and learning should take account of what the learner knows already in order to plan their next steps. This includes building on prior learning but also taking account of the personal and cultural experiences of different groups of learners. Therefore, the principal actor is the teacher who must help students to move on changing their attitudes, self-esteem and promoting learning.

Needs assessment to be congruent with learning. - It takes places in the real meaning of assessment as it is understood as something valuable that determines if knowledge takes part in the mind of every learner. So that, the major aim of assessment is promote the truly learning in which learner know what their position in terms of knowledge is but also getting the solutions to face and defeat the problems affecting them.

Promotes the active engagement of the learner. - A general goal of teaching and learning is to promote of learners' independence and autonomy. Since, learning is considered a social activity, the interaction between student and teacher is important as it is significant for promote their thinking and understanding. That is why, students are different, there are students who like to

work alone and those who work in group and it result efficient in different activities into classroom.

To promote both individual and social processes and outcomes. - Learners should be encouraged to help and build relationships and communication with others for learning purposes, to assist the mutual construction of knowledge and enhance the achievements of individuals and groups. Consulting learners about their learning and giving them a voice is both an expectation and a right.

Recognizes the significance of informal learning. - Informal learning, such as learning out of school, should be recognized as being at least as significant as formal learning and should be valued and used in formal processes. At classroom level, teachers can be encouraged and helped to value and build on informal learning.

Depends on teacher learning.- Teacher must pay attention in materials and courses in order to implement with something valuable they can improve the teaching learning process developing their knowledge and skill, adapt, and develop their roles, especially through classroom inquiry, should be recognized and supported.

Demands consistent policy frameworks with support for teaching and learning as their primary objective. - It depends on the government to be effective the learning and teaching process, by creating effective learning environments as the government provides policies but it results impossible if the government change the policies every year or two years but also the commitment of students for studying hard.

1.3.2 Teaching Methods

According to Elena Taralunga Tamura "The task of English teaching methods is to enhance the process of teaching

English by empowering and facilitating teachers to work proficiently" (p.169).

The teaching methods have been developed through the time to promote the learning of a language. These methods enclose different techniques, which serve as a guide to construct knowledge in the students from any situation where the class takes place. The teacher is responsible for the effectiveness of each method applied in the class. That is why; teachers have to apply their creativity and imagination by using strategies, techniques and didactic resources for each method. However, the source of language methods is usually based on diverse interpretations of what language is and how it is learnt. Then, teaching methods try to organize, and analyze the nature and systematic application of them in language teaching. The following is a list of the most common teaching methods.

The Grammar Translation Method. **-** This method was called the "classical method" since it was first used in the teaching of the current languages in that time, Latin and Greek. This method studies grammatical aspects of language and the use of translation as a means of ascertaining comprehension, so that communicating in the language was not a goal as classes were taught in the students' native language.

Characteristics

- All classes are taught in mother tongue without the use of target language.
- The vocabulary is taught as isolated word lists.
- The clear explanation of grammatical structure.
- It is provided the texts which are difficult at the beginning of the course.
- It is not pay attention to content but also to coherence of text.
- The translation of drills is used a lot.
- Pronunciation is not taken into account.

The Direct Method. - The direct method was completely different from the grammar-translation method. It was developed in 1884 when the German scholar and psychologist F. Frankle provided a theoretical justification for the method by writing about the direct association between forms and meaning in the target and the observation children learning language in natural settings.

Characteristics

- Classes begin with the use of dialogue for being the practice of pronunciation.
- It is used body movements to explain the pictures they are presented to students.
- The use of translation technique is not practiced.
- It is used a set of questions based on an anecdote and dialogue.
- Target language is used in questions.
- Rules and grammar are taught inductively.
- First it is important to teach verbs and consequently to teach conjugations.
- The literary texts re not important.

The Reading Method. - This method is used for practical and academic reasons for Scientifics. It promotes the ability to read because it gives a lot of opportunities for academic and occupational success is limited, since it is important both the understanding and the discrimination of ideas in a text for the compliance of whole text.

Characteristics

- It is used for those people who like read.
- First it is needed the reading skill and after the knowledge of the topic of the country studied.

- It is necessary to know the comprehension as well as the understanding of a text but also it is important to know fluency.
- It is not important the pronunciation.
- Vocabulary is the most important acquisition.
- It is used the translation.

The Audio-lingual Method. - The Audio-Lingual method was proposed by American linguists in 1950 whose purpose is to use the target language communicatively. It was adapted from many procedures and techniques of direct method in order to supplement the lack of practice of speaking skills. The objective of this study is to demonstrate how the use of Audio-Lingual method facilitates learning a foreign language.

Characteristics

- Much material is taught into a dialogue.
- Grammar is not pay attention as it is taught in an inductive way. Then the English skills are taught in order such as: listening speaking reading and writing.
- Vocabulary is strictly limited and learned in context.
- The great use of laboratories therefore, the use of visual aids.

Community Language Method. - It was developed by Charles Curran which is not based on usual methods. Thus, it is based on the anxiety as well as the language problems people meet in the learning of a foreign language. He found that learners often feel threatened by a new learning situation. Especially the fear that they will appear foolish is the most important factor.

Characteristics

- It is respected the wishes of a student as they are considered clients.

- The language-counseling relationship starts with the conflict in linguistic of client.
- The aim first to communicate empathy for the client's threatened inadequate state and to aid him linguistically.

The silent way Method. - It was developed by Caleb Gattegno who establishes a principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and then active trial. It gives the emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the learner's priorities and commitments.

Characteristics

- To promote easy linguistic situation in order that teacher remain and control the activity.
- To give the responsibility to learners to use the statements for the descriptions of the objects as the action is performed.
- Teacher must pay attention on what and how students say something making the reasoning of their speaking.
- To promote a game in which teacher provides firstly the meanings for the gestures used at that moment.
- To promote the perception and automatic use of mother tongue.
- Make students feel comfortable by saying different speeches have.

Total Physical Response Method. - This method was developed and promoted by Professor James Asher. This method uses physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.

Characteristics

- Make students get information as they feel comfortable in order to create motivation.
- It promotes the understanding of the speaking.

The Natural Approach. - This method was developed by Stephen Krashen and Tracy Terrell in the early eighties. It shared a lot in common with Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production and emphasizing the need to make learners being relaxed as possible during the learning process.

Characteristics

- The learning through observation and interpretation to determine how learners acquire both first and second languages in no formal settings.
- The use of language in communicative situations without recourse to the native language.
- Focuses on input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy.

1.3.3 Strategies to Teach English Language

The strategies are defined as a guide for teacher to accomplish the objective of teaching. These strategies help students develop English as a second language they also help native speakers learn words that are not part of everyday English. The strategies are seemed as little process inside a classroom for this reason they need teacher carefully follow the instructions. The strategies explained down help

to identify good teaching skills that help teachers plan lessons that are accessible to a range of students.

Vocabulary and language development. - Teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.

Guided interaction. - This strategy permits teachers structure lessons. So that, students work together to understand what they read by listening, speaking, reading and, writing collaboratively about the academic concepts in the text.

Metacognition and authentic assessment. - Teachers model and explicitly teach thinking skills rather than having students simply memorize information, crucial to learning new concepts. With authentic assessments, teachers use a variety of activities to check students' understanding.

Explicit instruction. - Also called direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

Use of meaning-based context and universal themes.- It refers to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. When students are interested in something they are more highly motivated and learn.

Use of modeling, graphic organizers, and visuals.- The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students easily recognize essential information and its relationship to supporting ideas.   Visuals make both the language and the content more accessible to students.

1.3.4 Multiple Intelligences

According to (Howard, 1983) He suggested that "Intelligence is described as the combination of psychological and biological characteristics that enable individuals to solve problems or create products that are valued in one or more cultures".

In other words, the intelligence is   a capacity developed and expressed within of specific social and cultural contexts, so that thinking, problem solving, and creating are valued differently depending on the family and community in whom individuals live, learn and work. Thus, he states nine kinds of intelligences.

Linguistic Intelligence. - This intelligence involves knowing which comes through language through reading, writing, and speaking.   It involves understanding the order and meaning of words in both speech and writing and how to properly use the language. It is the ability to speak and express ideas in the same way to make understandable the ideas of other people.

Logical Mathematical Intelligence. - This intelligence uses numbers, math, and logic to find and understand the various patterns that occur in our lives: Thought patterns, number patterns, visual patterns, color patters, and so on. It is the ability to understand and manipulate numbers quantities and operations (mathematics).

Visual Spatial intelligence.- This intelligence represents the knowing that occurs through the shapes, images, patterns, designs, and textures we see with our external eyes, but also includes all of the images we are able to conjure inside our heads. It is the ability to represent something in their mind for remembering an aid.

Intrapersonal Intelligence. - This intelligence involves our uniquely human propensity to want to know the meaning, purpose, and significance of things. It is the ability to solve problems by themselves as they do not need to be with other people. It involves our awareness of the inner world.

Interpersonal Intelligence. - This intelligence refers to the way of knowing also asks use to develop a whole range of social skills that are needed for effective person-to-person communication and relating. It is the ability to understand other people. Their way of thinking and understand them.

The naturalist intelligence. - This intelligence involves the full range of knowing that occurs in and through our encounters with the natural world including our recognition, appreciation, and understanding of the natural environment. It is the ability to distinguish between live and alive things.

Musical Rhythmic Intelligence. - This intelligence is focused on the knowing that happens through sound and vibration. In the original research on the theory of multiple intelligences this intelligence was called musical-rhythmic intelligence. It is the ability to hear patterns of music and therefore manipulate them.

Bodily/Kinesthetic Intelligence. - This intelligence happens through physical movement and through of the knowing of our physical body. The body "knows"

many things that are not necessarily known by the conscious, logical mind. It is the ability to use movements to solve a problem.

Existential Intelligence. - This intelligence involves an individual's ability to use collective values and intuition to understand others and the world around them. Individuals who excel in this intelligence typically are able to see the big picture. It also is the ability to question about life.

The above descriptions comprise the domains or disciplines in which one typically finds individuals who demonstrate high level of each intelligence. That is why, there is not yet has psychometric or neuro-imaging techniques that assess directly an individual's capacity for a particular intelligence.

1.4   CURRICULAR DESIGN

Thought the history the curricular design has been developing. Generally, it was based on teaching methods of that time. In the early twentieth century it was used the method of "translation grammar" because it was thought assumed that all learners share the same needs, and the process of learning the language was guided strictly by the book while in the sixties it was thought the same as in the early twentieth century. In the eighties, focused more on the notion of communicative competence but today it is considered as a systematic process which takes into account theoretical and practical aspects, research on second language acquisition, and takes into account the context and the learner issues that were not considered in previous years.

> **Prof. S. Swaminatha Pillai Z (2004) "Curriculum is a comprehensive plan for an educational/Training Programmed/course to offer new/improved manpower to fulfill the rising needs of a Dynamic society" (p.5).**

Prof Arend E Carl, (2008) "The Curriculum is an instrument for social reconstruction in which values and skills are learned that can help to improve society" (p.5).

According to the criteria issued above, it can be said that the curriculum plays an important role in education which is planned to improve the society with people able to perform in any job not only promoting knowledge but also values that re necessary to have a change in the society. To achieve this, it is necessary take into account the different steps, needs at the moment to plan the curriculum.

1.4.1 Levels of Curriculum

According to Gonzalo Borja (14th July 2009) states that "The curriculum is mainly used for the organization of Teaching practice, it is the systematization of what teachers has to perform in the classroom" (p.1).

Thus, the Curriculum is the set of goals, skills, content, methodology and evaluation related, that pedagogical action oriented, so that teachers in the process of learning must consider inter reference levels of curricular development. It is developed into three different levels which permit to carry out the teaching learning process in an effective way.

Macro Curriculum

This is the first level of specification of the curriculum comes from the policies of the Ministry of Education and Culture, it is the product of a process of consensus building in which they have participated scientists, specialists, teachers,

psychologists, anthropologists, entrepreneurs who have set goals, skills, guidelines or methodological criteria general assessment. It allows each institution and each teacher set from the established curricular elements that correspond to the immediate reality and the needs of the community and students.

Meso Curriculum

At this level, action corresponds to principals and teachers of educational institutions as a starting point for this curricular level, it is important to take into account the institutional context. It can be specified more goals, prioritize or add more skills, including files, define and propose methodologies, resources and choosing or designing assessment instruments as it is the body to create its own institutional Curriculum.

Micro Curriculum

This level of curriculum design guides the pedagogical teacher intervention. Therefore, the realization in the field of educational classroom. The institutional curricular program is the benchmark for each teacher to develop the plan of teaching units. To develop this classroom programming, it is necessary to break down the objectives, skills and institutional curriculum content in an appropriate number of teaching units, properly sequenced in order to carry out the teaching-learning process.

1.4.2 Components of the Curriculum

Educators in the classrooms must ensure that the Curriculum has been implemented with integrity for all students prior to making general assumptions about suspected learning or behavior problems as intrinsic to the student. Overall respecting the different elements of the Curriculum to be effective in the process of Teaching and Learning.

According to Olga C. Alonsabe (Friday, February 20, 2009) claims that "The nature of the elements and the manner in which they are organized may comprise which we call a curriculum design".

Curriculum Aims, Goals and Objectives.- It refers to aims, goals, and objectives focused in mission and vision of the institutions such as: Elementary, Secondary, and Tertiary by developing domains such as cognitive, affective, psychomotor and perception promoting knowledge, comprehension, application, analysis, and synthesis.

Curriculum Content or Subject Matter. - The subject must be centered in the view of curriculum and learner. The criteria used in the selection of subject matter for the Curriculum are related to significance, validity, utility, and feasibility which will help to students' success in learning through principles such as: Balance, articulation, and sequence.

Curriculum Experience. - Curriculum experience needs to be joined with strategies and methods which help to achieve the goal as well as strategies educational activities result important for the learning of students. Educational activities like field trips, conducting experiments, interacting with computer programs and other experiential learning will also form part of the repertoire of teaching.

Curriculum Evaluation. - It helps to determine the quality and effectiveness of teaching since evaluation refers to the formal determination of the quality, effectiveness or value of the program, process, and product of the Curriculum. Several methods of evaluation must be adapted to the Curriculum.

1.4.3 Curriculum Development

The development of the Curriculum is essential for teaching and learning in the classroom by which it carefully needs to be followed steps for a right effect in the teaching learning process, so that the ability of the student to grow in spiritual and emotional maturity as well as in academic excellence.

> **According to Judith Howard (2007) "The Curriculum development is simple, logical, and rational, but it fell out of favor as educators began to view learning experiences more holistically and assess outcomes that are not so easily measured" (p.2).**

Problem Identification. - Identify and characterize the healthcare problem is important in order to have a basis for the realization and accomplishment of the objective to be proposed in the Curriculum. It is necessary to identify the problem affecting learning but also analyze how it can be solved.

Needs Assessment of Learners. - It encompasses both what learners know what can do and what they want to learn and be able to do it. Learners need opportunities to be evaluated what they have learned to track their progress toward meeting goals they have set for themselves in learning English.

Goals and Objectives.- Identify the end toward which an effort is directed goals and objectives must be specific and measurable directing the choice of Curriculum content by communicating clearly the purpose and suggesting available methods for applying in the process.

Educational Strategies. - Identifying the educational strategies by which the curricular objectives will be achieved involving both content and method. It is important to recognize the educational strategies to improve the process conducting to the better academic performance in compliance to the objectives proposed at the beginning of the Curriculum.

Implementation. - It needs to supplement with enough resources the Curriculum by identifying sufficient resources, support and others to successfully implement the Curriculum. These must be analyzed together with the objective as it permits to establish needs and lacks.

Evaluation and feedback. - It describes the plan to evaluate the effectiveness of the Curriculum. These are key components of learning as well as it provides summative evidence for staff promotion, probation, and awards for internal and external quality assurance reporting requirements.

1.4.4 Factors that Influence in the Curriculum Implementation

Curriculum development entails putting into practice the officially prescribed courses of study, syllabuses and subjects and then the process involves helping the learner acquire knowledge. For this reason, the Curriculum implementation cannot take place without the learner. It takes place as the learners acquire the planned and intended experiences, knowledge, skills, ideas, and attitudes.

The Teacher. - Teachers are fundamental pillars in the Curriculum implementation, because the teacher is the person who selects what to teach through of knowledge, experience and competences. Teachers are central to any Curriculum improvement effort; they are responsible for introducing the Curriculum in the classroom and outside the classroom too. That is why, teacher know their students better than others involved in the Curriculum process.

The Learners. - The learners are the reason of the designing of a Curriculum. They are the ones who are directly influenced by it because they are going to receive the knowledge for which it is important to selecting topics according to their needs and reality.

Resource Materials and Facilities (Tics). - It is important to select adequate materials that permit students to learn. It takes place mainly in the stage of instructional planning. That is why, in a teaching learning situation, there is the critical need to provide the learners information that forms as a whole. The materials selected must support to the class to be effective in teaching.

The School Environment.- It concerns to the situation of the school and those which are well equipped because they are more efficient in the by giving advances for teaching learning process since a classroom well equipped motivates students to learn but also it needs teacher know how to motivate by having a good school environment.

Culture and Ideology. - Cultures and ideologies differences in a society or a country can also influence the Curriculum implementation. Some communities may resist a domineering culture or government ideology and hence affect the implementation of the centrally planning curriculum. It has showed great influence in school Curriculum as cultures have different ideologies.

Instructional Supervision. - Curriculum implementation cannot be achieved unless it has been made possible through the supervisory function of the school head because they deploy staff, allocating time to subjects taught at school, providing teaching and learning materials, and creating an atmosphere conducive for the process. Therefore, it is necessary that curriculum implementation must supervise by an authority.

2   CHAPTER II

2.1   BRIEF HISTORICAL OUTLINE OF "LEONARDO MOSCOSO MORENO" SCHOOL

The Public School "Nicolas Jimenez" located in "Isinche Grande" neighborhood - Pujilí parish starts from October 1st, 1932. Subsequently, The school takes the name of "Leonardo Moscoso Moreno" under the agreement Nº 1173 dated July 28, 1989 until today. Such nomination enhances the values and merits of a person who was a great professional always fighting by the welfare of the school.

Then, through many efforts the school is recognized like a fiscal institution by the Provincial Department in 1936 being named the Mss. Ocampo as the first fiscal teacher who directed the school for 2 years. Subsequently, the school grows in terms of students. So, many teachers were hired for the education and formation of students of that time. It is important to mention that influential teachers worked in this institution. In July 28, 1982 the headmaster Mr. Leonardo Moscoso Moreno died assuming Mrs. Rafael Salazar the direction of the school during 1982-1992.It was impossible for him to continue under the management of the institution.

In 1992 Mr. César Goyes assumed the direction that under the agreement Nº 298 getting the designation of the new name of the school "Leonardo Moscoso Moreno" by the Department of Education. In July 26, 2006 Mr. Cesar Goyes died. In October 19, 2007 assumed the direction of the institution Master Soledad Chiluisa until 2012. Finally, she was replaced by Teacher Sandra Rubio in May 20, 2013 designed by the Intercultural Bilingual Department (District Pujilí-Saquisilí) who is actually managing the institution.

2.2 DESCRIPTION ANALYSIS AND INTERPRETATION OF THE RESULTS

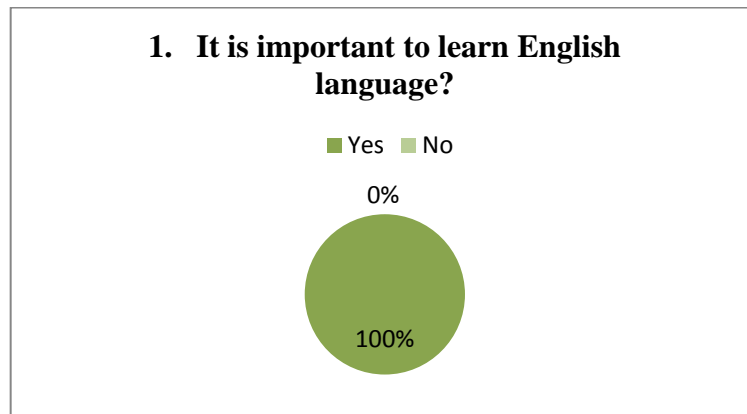**Survey aimed to teachers at "Leonardo Moscoso Moreno" School.**

Question Nº 1

1. - Do you consider English is important to learn?

Chart N° 1

Options	Frequency	Percent
Yes	10	100%
No	0	0%
Total	10	100%

Graphic N.1

Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

According to question number one, 10 teachers which represents to 100 % claimed that it is important to learn English.

English Language is considered as the most spoken language, which allows succeeding in the life, thus it can be understood how important is to learn English language since it will help students in their future lives, so that it is necessary to contribute to the learning of this language giving to the new generations a lot of alternatives to learn it. One of this alternativeis to design a Meso Curriculam because it will help as a guide to learn English.

2.-Do you think people develop their skills and learn a language better at a very early age?

Chart N° 2

Options	Frequency	Percent
Yes	10	100%
No	0	0%
Total	10	100%

Graphic N.2

2.-Develop skills and learn a language better at a very early age?

■ Yes ■ No

0%

100%
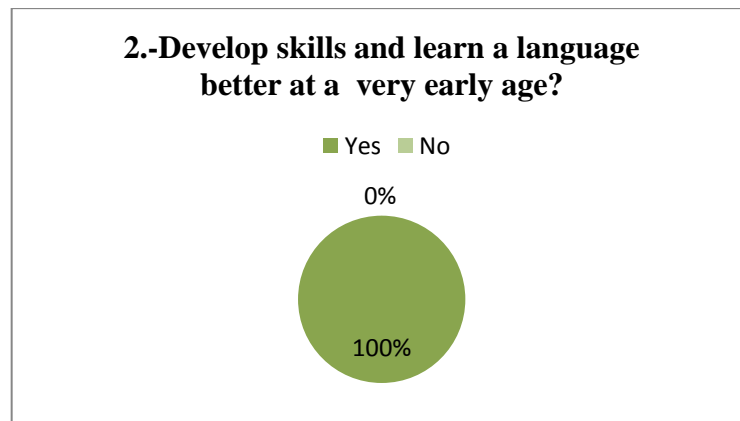
Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

Regarding question number two, 10 teachers mentioned that people develop their skills and learn better a language at a very early age which is represents with the 100%.

It´s known children´s brain are in a perfect stage of learning knowledge together with the development of their abilities. That is why, children learn what they see, and listen.   Therefore, it is necessary to support the development and the application of adequate techniques, strategies, and methods considering individual intelligences to promote children ´s learning.

3. - Do you think teaching learning process depends just on teacher to transmit knowledge to student?

Chart N° 3

Options	Frequency	Percent
Yes	0	0%
No	10	100%
Total	10	100%

Graphic N.3

3.- Teaching learning process depends on teacher to transmit knowledge ?

■ Yes ■ No

0%

100%
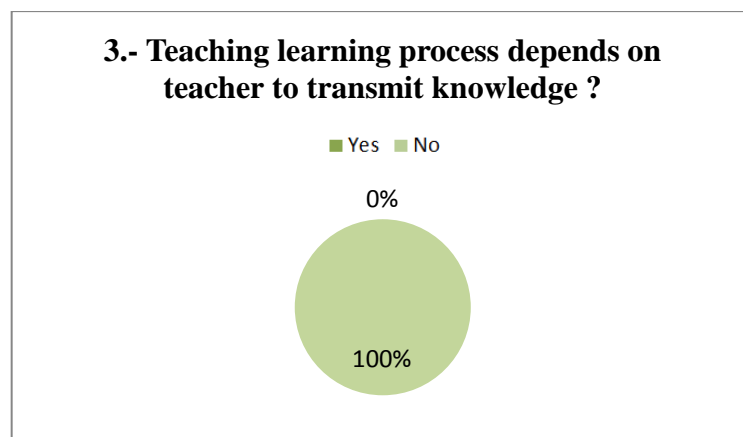
Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

In question number three, 10 teachers represented by the 100% states that the teaching learning process does not depend   just on the teacher to buit up knowledge in the students.

The teaching learning process cover many steps that depends on many factors to build up knowledge in the students, but the main facor is a guide in which teacher support the process. So that, a Meso Curriculum with strategies, methods, and techniques help teacher to promote a better learning in students.

4.- Do you know what a Curriculum is?

Chart N° 4

Options	Frequency	Percent
Yes	10	100%
No	0	0%
Total	10	100%

Graphic N.4

4.- What a Curriculum is ?

■ Yes ■ No

0%

100%
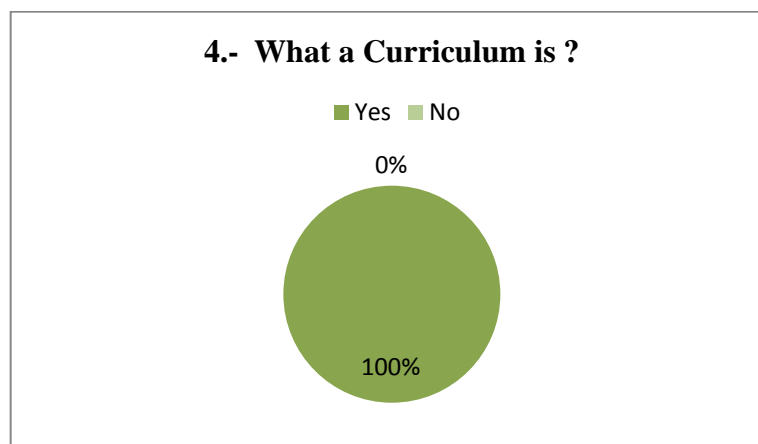
Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

In question number four, 10 teachers represented by 100 % claim that they know what a curricular design is.

A curriculum is the key elemnent of education. Thus, it can be deduced that all teachers in the school have knowledge about it. Then, it is necessary to support the application of all this knowledge by doing a Meso Curriculum since it is a key element for the English teaching learning process too.

5. – Does the school manage a Meso Curriculum for the English Teaching Learning Process at sixth year of Basic Education?

Chart N° 5

Options	Frequency	Percent
Yes	0	0%
No	10	100%
Total	10	100%

Graphic N.5

5.- Does the school manages an English Curriculum?

Yes   No

0%

100%
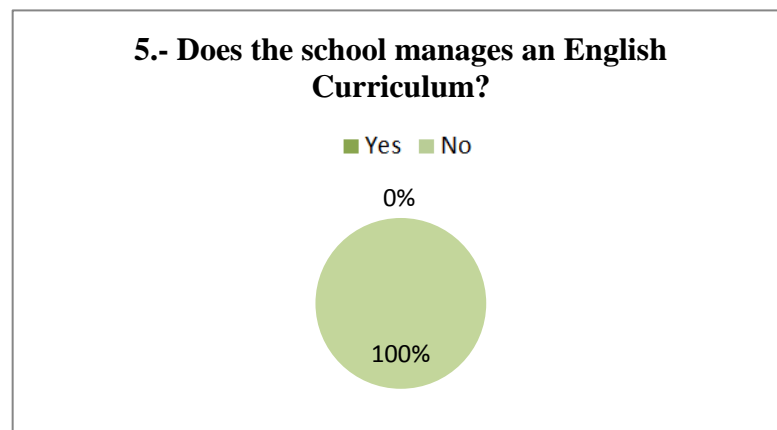
Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

According to the question number five, 10 teachers which represents the 100 % claimed that the school does not manage a Curriculum for the English teaching learning process at six year of Basic.

This means the teachers realize the big problem school faces with the lack of the English Curriculum to succed in English learning. As a result, it is important that the teacher at school manages a Curriculum to guide the English teaching learning process.

6.- Do you consider an English Curriculum for the English subject is an indispensable instrument in learning of this language? Why?

Chart N° 6

Options	Frequency	Percent
Yes	10	100%
No	0	0%
Total	10	100%

Graphic N.6
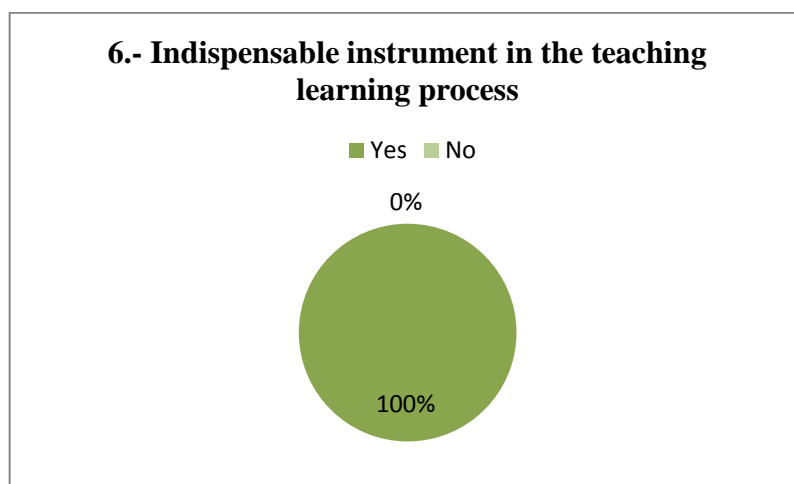
6.- Indispensable instrument in the teaching learning process

Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

In question number six, 100% represented by 10 teachers state that an English Curriculum is an indispensable instrument in the teaching learning process since the learning of a language needs specific processes and contents that promotes the learning in students.

Analyzing this fact, it is visible that every teacher at school realyzethe role of a Meso Curriculum but also how crucial is it in the Teaching learning process because it provides the contents, methods, and techniques according to the subjects. Therefore, it is necessary to design a Meso Curriculum which guide the English teaching learning processand help teachers to know what they are going to teach avoiding the study of contents which sometimes are not according to the students´ level.

7.- Would you consider it is important that the contents of an English curriculum help to develop student's critical, analytical and creative abilities?

Chart N° 7

Options	Frequency	Percent
Yes	10	100%
No	0	0%
Total	10	100%

Graphic N.7
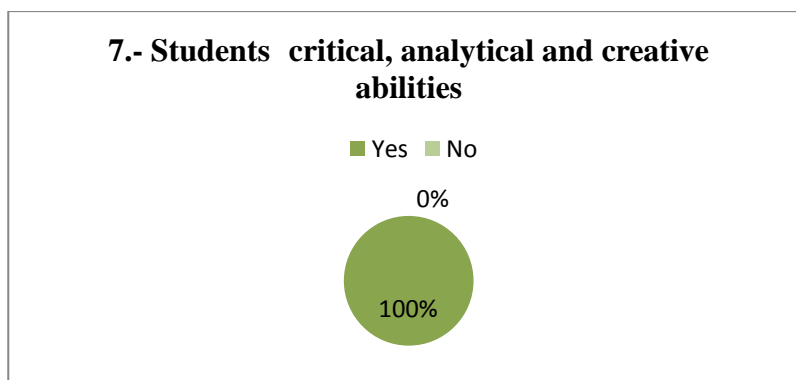
7.- Students critical, analytical and creative abilities

■ Yes ■ No

0%

100%

Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

In question number seven, 10 teachers that represents the 100 % state that it is important that the contents of an English Curriculum help to develop students' critical, analytical and creative abilities.

Analyzing the response, the contents of a Curriculum not only serve as a guide of what teachers must teach during the school year but also it is considered as an instrument to learn since the contents must be taught in accordance to what students can learn together with the application of strategies, methods, and techniques promoting the total development in the students. Then, it is necessary to implement the Meso Curriculum with accuracy strategies that help students to write, speak, and think critically with contents according to their reality.

8. - Do you think the lack of an English Curriculum for the teaching learning process affects the learning of this language?

Chart N° 8

Options	Frequency	Percent
Yes	9	90%
No	1	10%
Total	10	100%

Graphic N.8

8 - Lack of an English Curriculum

■ Yes ■ No

10%

90%
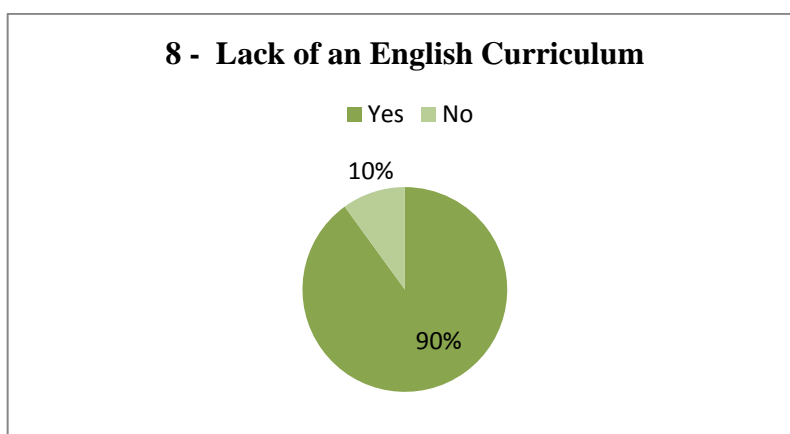
Source: "Leonardo Moscoso Moreno" School
Elaborated by: Fernanda Guamán

In question number eight, 9 teachers with represents 90 % claimed that the lack of an English Curriculum for the teaching learning process affects the learning of this language. Meanwhile 1 teacher represented by 10 %claims that the lack of an English Curriculum for the teaching learning process does not affect the learning of this language.

Analyzing this, a Curriculum plays an important role in the teaching learning process and the lack of a Curriculum is affecting the process because it engages what to teach? Contents How to teach? Strategies and what is the purpose of?, so it is necessary to design a Meso Curriculum that guide the learning of this language.

9. - Do you consider that it is necessary the designing of an English Meso Curriculum for the 6th of Basic Education?

Chart N° 9

Options	Frequency	Percent
Yes	10	100%
No	0	0%
Total	10	100%

Graphic N.9

11. - Elaboration of an English Meso Curriculum

■ Yes ■ No

0%

100%
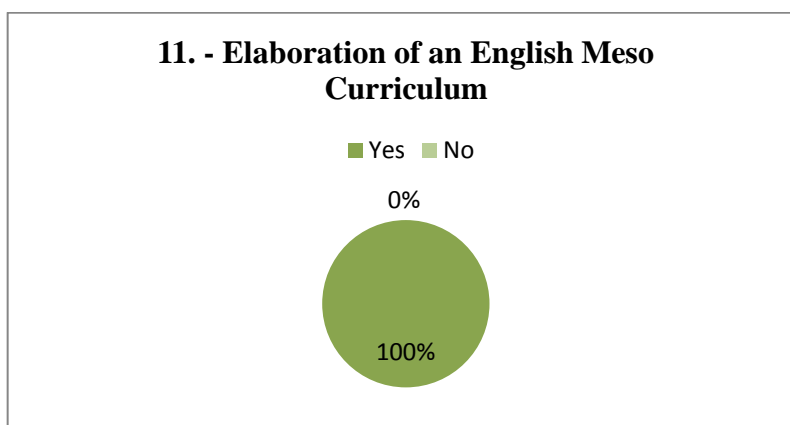
Source: "Leonardo Moscoso Moreno"School
Elaborated by: Fernanda Guamán

In question number nine 10 teachers represented by the 100% states that it is necessary the designing of an English Meso Curriculum for the 6th year of Basic Education.

Thus, the results point out to believe the English teaching learning process needs a Curriculum since it plays an important role in the process, then it is necessary to elaborate a Meso Curriculum for the English teaching learning process in the sixth year of basic education at "Leonardo Moscoso Moreno" School that guide this process in a better way building up knowledge in the students with the employment of suitable methods, strategies, techniques together with the contents.

2.2. INTERVIEW AIMED TO THE HEADMASTER OF "LEONARDO MOSCOSO MORENO" SCHOOL LOCATED IN ISINCHE GRANDE PUJILI NEIGHBORHOOD.

1. - Do you think it is important the learning of the English language? Why?

Yes, I consider very important the learning of English language because English language is spoken around the world and it is used in all areas of knowledge for this reason people need to know this language in order to have more opportunities to find jobs, so that I consider it is necessary to engage students learning this language from the beginning of their studies.

2. - Do you agree it is optional the teaching of English language in the primary schools. Why?

No, as I mentioned before English is the global language that moves the economy of the world and everyone needs to know the language. For this reason, I do not agree with this disposal issued by the Ecuadorian Government. The students must learn this language from the initial level because it is the stage in which students feel interested in learning effectively.

3. – Do you know what a Curriculum is?

Yes, a Curriculum is a set of objectives, contents, methodological criteria, aims, intended learning outcomes, syllabus, learning, and teaching methods, and techniques of evaluation which guide academic activities and promote the learning of the students giving equal chances of success.

4. - Do you know what the role of a Curriculum is?

The role of a curriculum is principally based on providing equal opportunities of learning to the students since it is inclusive and designed having as a basis the needs and reality of students and institution. The Ecuadorian government should support to the designing of a Curriculum in each institution and provide with the help needed in order to that the Curriculum achieve the objectives.

5. – Does the school manage an English Curriculum?

No, the school does not manage an English Curriculum. This is the result of a bad administration of government that only talk but do not investigate the real needs of a school located in the rural area. This school needs a lot of things between them and I think the most important is an English Curriculum for English teacher which help to guide and improve the Learning of this language in children.

6. – Who is the responsible for the English Curriculum?

Nobody, because the institution has always had English teachers hired by parents. Actually, there is one teacher although she is hired by the government she does not belong to the Educational system of Ecuador. This is due to the prevailing attitude showed by the Government that does not realize the real need of education. To take tests to teachers overall an English teacher is something silly taking into account there is not many professionals of this subject area.

7. - Do you think the English Meso Curriculum helps to learn the English language?

Yes, a Curriculum designed for the English language would be effective in teaching and learning this language because English teacher would be able to guide in a better way the English teaching learning process with objectives, contents, methodological criteria, and techniques of evaluation focused on the subject area.

8. - Do you agree with the designing of a Meso Curriculum for the English language of the sixth year of basic Education? Why?

Yes, I agree with the designing of a Meso Curriculum for the English language which permits English teacher to motivate students with the application of good strategies and the same time encouraging them to learn through games inside classroom. It is important to motivate children. That is why, the children learn through games, so that a Meso Curriculum must promote the understanding of children about subject area through the application of techniques, strategies, and methods.

2.3. ANALYSIS OF THE INTERVIEW

According to the interview applied to the headmaster of "Leonardo Moscoco Moreno" School Ms. Sandra Rubio Páez. The English language is a global language that is used as a mean of communication but also it provides a lot of chances to get job. Therefore, it results indispensable to learn English language for everyone. From this perspective, the teaching of English language in the schools of this country must be compulsory and supported by the government, but the reality is another because the current government decided to disrupt the English subject from the general Curriculum considering it as an optional subject to be taught in the schools.

Then, the learning of English language has become a challenge in "Leonardo Moscoso Moreno" School. Although many English teachers have been hired in the school, it has been useless because they do not have a guide in which they can support the English teaching learning process. Thus, it results indispensable to design a Meso Curriculum to guide the process. That is why; it is the heart of an educational institution which provides strategies, methods, and techniques of evaluation, contents of the subject area based on the needs and reality of the students and institution.

From the above mentioned the designing of a Meso Curriculum for the English teaching learning process will help to guide and improve the process by building up the knowledge in the students effectively. Thus, the children will be able to succeed in the high school, acquiring more knowledge which will help them to face the challenges of the society. In this way, the designing of a Meso Curriculum must carefully be paid attention because it must satisfy the needs of students under a strict process.

2.3 CONCLUSIONS AND RECOMENDATIONS

After the application of survey, the researcher is able to state the following:

2.3.1 Conclusions

- A significant point of study was that the learning of English language is important from   a very early age.

- The learning of the English language needs specific techniques, strategies, and   methods together with contents adjusted in the Meso Curriculum in order to promote the learning in students.

- Both teacher and Curriculum are responsible for the teaching learning process because they perform specific roles in the process what promote a better teaching learning process.

- A Meso Curriculum is an indispensable instrument in the teaching learning process because it comprises objectives, contents, methodological criteria, and techniques of evaluation that guide academic activities during a school year.

- Teachers and headmaster agreed with the designing of a Meso Curriculum for the English teaching learning process which guides the learning of this language by applying available techniques, methods, techniques, and contents.

2.3.2 Recommendations

- Everyone should contribute to the learning of the English language from a very early age because this is the stage in which they learn and acquire any kind of knowledge.

- English teacher should applied techniques, methods, and strategies to promote a better learning of the language in the children by developing their skills, motivating them and creating a good environment.

- The English teaching learning process should be considered both teacher and Meso Curriculum responsible for the process because they need each other to build up knowledge in the students.

- It is necessary to take into account that a Meso Curriculum is a key element for the Teaching Learning Process because it helps to guide the Teaching Learning Process helping students to learn effectively together with the good application of strategies.

- It is important to design an English Meso Curriculum as there is not one in the school taking into account all characteristics, elements it has in order to satisfy the learning needs of students.

3 CHAPTER III

3.1 PROPOSAL DESIGN

MESO CURRICULUM TO IMPROVE THE ENGLISH TEACHING LEARNING PROCESS OF THE SIXTH YEAR OF BASIC EDUCATION AT LEONARDO MOSCOSO MORENO SCHOOL "LOCATED IN ISINCHE GRANDE NEIGHBORHOOD - PUJILI CITY DURING THE ACADEMIC CYCLE APRIL – AUGUST 2014.

INFORMATION DATA

INSTITUTION: "Leonardo Moscoso Moreno" School

CAREER: English

PROVINCE: Cotopaxi

CANTON: Pujilí

PARISH: Pujilí

NEIGHBORHOOD: Isinche Grande

KIND OF INSTITUTION: Public

3.2 IMPORTANCE

Nowadays, English language is an essential feature for communicating among people around of the world. Knowing this fact, English represents a wonderful opportunity for people in different fields of work. Then, English is used for carrying out several purposes in the life. Bearing this in the mind, the learning of this language is so necessary. However, it has some difficulties to teach the language in the public schools, when there is no a guide to support the Learning. That is the case of "Leonardo Moscoso Moreno" School, which is a public school

where the teaching learning process must be carefully applied following steps and promoting the total learning of the subject.

Bearing in mind the previous points, when English teachers teach the English language, they need to have a guide to support the process. So that, it is an important aspect to design a Meso Curriculum in which the main goal is to improve the English teaching learning process of the sixth year of Basic Education, since they are in a perfect stage of acquire knowledge. In fact, the Meso Curriculum will help students to improve their skills by acquiring vocabulary and learning basic grammatical structure. So, after the application of this Meso Curriculum, students will be able to use too much vocabulary at the moment to construct basic grammatical structures.

3.3   JUSTIFICATION

This research work has been achieved due to the real need seem in the students of the sixth year of Basic Education at "Leonardo Moscoso Moreno" School to learn English language because this as the most spoken language around the world which provide more chances of jobs. From this point of view, students of the school have been being affected significantly due to many problems which disturb the Learning of this language.

Thus, the students have a limited vocabulary, they do not know simple grammatical structures what is more they do not feel motivated to learn. In order to solve these problems the researcher point to a main solution that is the designing of a Meso Curriculum that guides and promotes the learning in the students. The main advantages of this project work, is to provide to the students with knowledge about vocabulary and basic grammatical structures based on their reality.

It will be effective as the contents are divided into units which contain specific methods, strategies, techniques of teaching for each topic. Moreover, it will allow them to motivate and interact with teacher giving in this way the opportunity to develop their skills. In addition, it will be seen as a benefit for their future. It is important to mention in this point that the researcher will be the first person in attending this kind of need. What is more, they will be the first students who are able to develop their English skills through a Meso Curriculum.

3.4   SCIENTIFIC FOUNDATION

There are no doubts that nowadays, teaching a language, especially English is really important for all people around the world. Learning a second language helps people to communicate across cultures and to conduct business in places where people may never have previously considered viable markets. Thus, the teaching of English must be seen as an important fact.

Therefore, the scientific foundation of the proposal is to apply the most suitable methodologies according to students that teacher are working with; the achievement of the present investigation has as a basis the different scientific searches and the application of the surveys and interview, which helped to conclude a same thought about a Meso Curriculum. Therefore, it is an indispensable instrument in the English teaching learning process and it is necessary to design an English Meso Curriculum adapting the most suitable dynamics, strategies, and techniques in order to complement and reinforce the knowledge of students.

3.5   METHODOLOGICAL FOUNDATION

The methodological foundation of this proposal is based on the role performed by the Meso Curriculum in the teaching learning process, which is to promote the

learning of the students giving equal chances to learn within discrimination. The Meso Curriculum comprises objectives, contents, methods, techniques of evaluation which results crucial to achieve the objective of this proposal. So, teachers could find the right way to teach students by using this Meso Curriculum. In addition to this, it is important to say that one of the most suitable methods to use is the Grammar Method Translation because it will be used as a mean of communication in the classroom.

3.6   PSYCHOLOGICAL FOUNDATION

The psychological foundation for this investigation observed through the designing of a Meso Curriculum for students of the sixth year of Basic Education will increase their self-esteem and motivation for working a in the class and participating without fear to make mistakes. Moreover, students will have the opportunity to show competitive skills in their lives. What is more, thanks to the designing of a Meso Curriculum   the students of sixth year of Basic Education at "Leonardo Moscoso Moreno" School will be recognized and taken into account for social events. In this way, the students will feel proud to represent the school what will make student feel motivated to learn too.

3.7   OBJECTIVES

General Objective

To improve the English teaching learning process of the sixth year of Basic Education at "Leonardo Moscoso Moreno" School with the application of adequate methods,   strategies, contents, techniques of evaluation   based on students   to develop their   English skills and making students able to get a superior level in Education.

Specific Objectives

- To analyze the reality and way of learning of students at sixth year of Basic Education at "Leonardo Moscoso Moreno" School in order to know how they learn better.

- To select the right contents, methods, and techniques of evaluation according to the reality and needs of the students of the sixth year of Basic Education at "Leonardo Moscoso Moreno" School.

- To state specifics objectives to guide the best selection of techniques together with the topics to be taught in order that students get knowledge feeling comfortable in the process.

3.8   PROPOSAL DESCRIPTION

This proposal has been developed for the purpose of improving the English Teaching Learning process of sixth year of Basic Education at "Leonardo Moscoso Moreno" School through the designing of a Meso Curriculum from the perspective that English language is the most important language spoken around the world and the reality seen in the students, so that the students have not developed their English skills. They have a limited vocabulary, and the ability to do sentences with basic grammatical structure is totally wrong.

The low level of English language seen in the students of the School entailed to think it could be improved with the development of a Meso Curriculum because it is the brain and hearth of the Educational institution through which the Teaching Learning process turns systematically and efficiently. That is why; a Meso Curriculum has as a fundamental basis, and the needs and reality of students which guided to best selection methods techniques, strategies to be applied in classroom.

The present Meso Curriculum is based on ten key elements associated in a systematic way such as: Introduction, historical background of the institution, technical basis, features of pedagogical problem, identification of Learning needs and transversal issues values, and attitude which are the basis to establish the objectives, syllabus, contents, and general guidelines.

In addition to this, the contents are specified in eight units which will be developed during the whole school year. Each unit is proposed to be applied in four weeks. Inside each unit there are several methods, techniques, strategies, and activities which will be applied as dynamics in the classroom. These dynamics are represented as songs and videos which are included in a CD and games, included in a brochure which will motivate the learning of the students at the beginning of each class. Moreover, each topic taught to students will be evaluated with the use of different techniques and instruments of evaluation.

Therefore, the objectives proposed in this paper are based on level of students and the subject in which the process is going to achieve, so that the English teaching learning process of sixth level of basic Education has as the principal objective to improve their English skills but take into account the aptitudes and attitudes of students. While, contents are specified with sequence according to the features of the whole group belonging to sixth year of Basic Education in which it is determined what students must learn and are able to learn.

Moreover, methods containing techniques and strategies provided in this project are linked to the advantages and disadvantages presented in the school. Therefore, the infrastructure, didactic resources and environment were adapted in each one of the methods to promote the best way of teaching students. Additionally, techniques of evaluation are submitted in concordance with the contents taught in each unit where it will be visible to optimize the result through the objectives proposed.

LEONARDO MOSCOSO MORENO SCHOOL

INTEGRAL EDUCATION DEVELOPING AND ENHANCING SKILLS AND VALUES TO FORM LEADER STUDENTS

SCHOOL YEAR: SIXTH YEAR OF BASIC EDUACTION

ACADEMIC PERIOD:

APRIL – AUGUST 2014

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MESO CURRICULUM FOR THE ENGLISH TEACHING LEARNING PROCESS

INTRODUCTION

The primary public school "Leonardo Moscoso Moreno" under the management of Ecuadorian government offers a formal education for female and male gender in the Basic Education level. In virtue of the current legal law meets as a crucial requirement to inform to the educational community and educational authorities the development of a Meso Curriculum for the English teaching learning process in the sixth year of Basic Education.

This Meso Curriculum is considered as a management tool that was developed through a process of diversification curricular, from the results of a diagnosis, the characteristics of the students and specific learning needs. Considering these features the present Meso Curriculum has become the mean by which needed educational changes can be achieved. Therefore, achievements in human development, values and their proper identification as good citizens make them able to face the challenges of the life.

On the other hand, the elaboration of this Meso Curriculum has the approval of authority of the school where it was given important thoughts in special the teacher in charge of the school year who made possible its elaboration giving helpful responses that satisfied expectations of the researcher in order to find the educational needs of the students of this school year taking into account the social, economic, and cultural reality.

The present proposal curricular is aimed to solving of problems presented during the English teaching learning process in which students and teacher can be affected. The significant changes will be applied in order to provide quality education. In addition, the methodology incorporated for the development of the English teaching learning process was carefully analyzed where methods, strategies, techniques were attached according to the way of learning of students.

Finally, it is necessary to consider the main objective drawn through the development of this Meso Curriculum which is to improve the Teaching Learning Process at this year because it has been developed taking in consideration two major aspects, the reality of students and the situation of educational institution.

HISTORICAL BACKGROUNDS OF THE INSTITUTION

The Public School "Nicolas Jimenez" located in "Isinche Grande" neighborhood - Pujilí parish starts from October 1st, 1932. Subsequently, the school take the name of "Leonardo Moscoso Moreno" under the agreement Nº 1173 dated July 28, 1989 until today. Such nomination enhances the values and merits of a person who was a great professional always fighting by the welfare of the school that rightly directed.

In 1932, a need of having a school in that place emerged. So that, parents worried by the education of their children organized and founded the private school under the direction of a teacher whose wage was paid for the parents.

Some years later, through many efforts the school is recognized like a fiscal institution by the Provincial Department in 1936 being named the Mss. Ocampo as the primer fiscal teacher who directed the school for 2 years. After, she was replaced by Mercedes Vásconez de Segovia. In 1947, an important teacher called Esthela Maldonado worked in the institution for 28 years. Subsequently, the school grows in terms of students; so many teachers were hired for the education and formation of students of that time. It is important to mention that influential teachers worked in this institution.

In July 28, 1982 the headmaster Mr. Leonardo Moscoso Moreno died. In 1982-1983 Mister Rafael Salazar assumed the direction of the school. In February 27, 1998 Mr. Alfonso Rubio assume the direction of the institution. In 1992, Mr. César Goyes assumed the direction under the agreement Nº 298 getting the designation of the new name of the school "Leonardo Moscoso Moreno" by the Department of Education.

In July 26, 2006 Mr. Cesar Goyes died giving his function as headmaster. In October 19, 2007 assumed the direction of the institution Master Soledad Chiluisa until 2012. Finally, she was replaced by Ms. Sandra Rubio in May 20, 2013 designed by the Intercultural Bilingual Department (District Pujilí-Saquisilí) who is actually managing the institution.

TECHNICAL BASIS

The challenges running through the learning English language such as: The context of the current reality, the demands of a global society, the problems around community, the accelerated advance of technology social changes, and the emergence of developed generations are powerful reasons to attempt change and innovation in order that learners learn better.
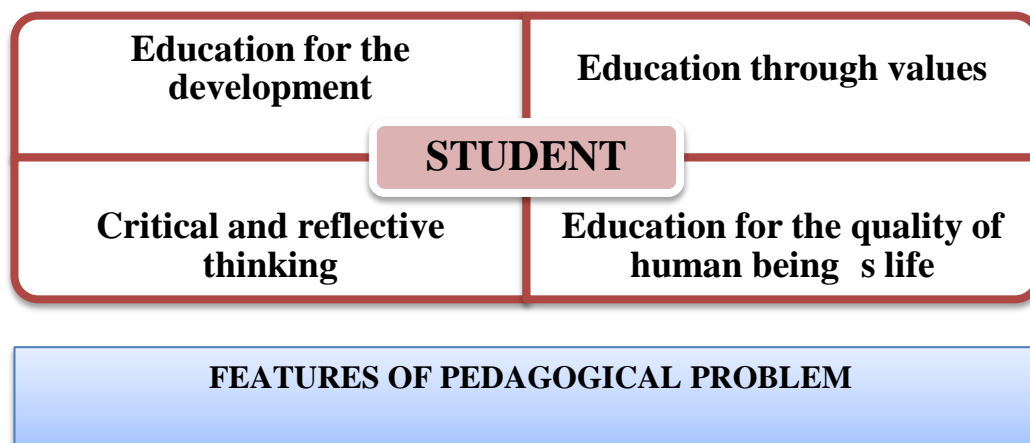
Therefore, the present pedagogical approach specified through of this Meso Curriculum responds to the interests of students and reality of the institution which has as a mission to provide better services and improvement the quality of education in students of sixth year of Basic Education. That is why, the education of the future must be more humanistic, promoting values and developing a better quality of the life in the learners, so it is proposed this "Humanistic Scientific Meso Curriculum".

Then, the methods stated for the English teaching learning process are diverse and manifold which facilitate the acquisition of language in students. That is why; they are applied taking into account the way of learning of students. Therefore, the coordination of activities are carefully checked where it was analyzed the didactic resources which will help to be accurate with the application of techniques, and strategies.

Moreover, the contents were subsequently attached since students of sixth school year need to be taught with a specific sequence that means to provide basic knowledge to follow with advanced contents. For example; the basic knowledge of verbs, nouns in order to do basic sentence.

On the other hand, it was tediously state objectives where contents and methods were linked to accomplish the objectives proposed. Moreover, techniques of evaluation were significant as they permit to monitor the process of acquisition in students, and know if contents were learned. Furthermore, it is not enough to learn contents, values were important too since school is the second house of students. Therefore, it is necessary to promote the learning of values in students not only to have a professional able in any work field but also a professional full of values, which permit, succeed in life.

Finally, it is hoped at the end of implementation of this project, the goals proposed will be achieved for the benefit of students of the sixth year of basic Education improving the English teaching learning process.

Education for the development	Education through values
STUDENT	
Critical and reflective thinking	Education for the quality of human being s life

FEATURES OF PEDAGOGICAL PROBLEM

The sixth year of Basic education of "Leonardo Moscoso Moreno" School has 28 students between 10 and 12 years old. They are 7 women 21 men grouped indistinctly.

The pedagogical problems stated below represent problems that disturb the learning of the language. They are specified in the following chart containing causes and possible solutions for each one.

PREDOMINANT PROBLEMS	CAUSES	POSSIBLE SOLUTIONS
There is low interest and motivation for the learning of language	- Bad habits of study. - Disintegration of the family. - The wrong application of methods to teach the language. - Predominance of the native language of some students. - One student does not have the English book.	- To make students practice values such us: responsibility, respect and constancy in accomplishment of tasks. - Diffusion of new forms of life´s coexistence since a child needs to be in peace to perform any activity. - The implementation of adequate methods, techniques, strategies to teach a language having as basis the reality of students. - To apply joyful methods in which students feel comfortable.
Bad behavior of some students disturb the development of the lessons	- Family and emotional problems. - Parents who permit inadequate behaviors or do not have necessary tools to correct these behaviors. - Bad behaviors gotten from members of the family or others.	- Diffusion of standards of living in harmony. - Diffusion of good habits at home since children learn they see. - To promote the great value to practice the respect.
Insecurity emotional in making decisions.	- Economic problems. - Violence in the family.	To facilitate a huge knowledge about rights of children.
Poor hygiene	- Unawareness of causes it provokes. - Law of knowledge of treatment of toxic waste.	- Diffusion of illness they provoke in people overall they are children. - Diffusion of recycling techniques and how healthy it could be.
Lack of	Bad organization of personal activities	Establish clear criteria of how they should present their

assumption of responsibility personal	at home in relation with the accomplishment of homework. ● Lack of control from parents giving liberty to children in relation with watching TV, internet, video games and other means of distraction.	work, helping them in the process, with prior knowledge to the final delivery. ● To clarify the correct use of Tics in order that parents support to the accomplishment of academic activities.
Some students with poor academic performance	● Lack of a method of study. Students have to do too many activities at home. ● A student has a learning problem called dysgraphia.	● To make constant reinforcements of methods of study. ● To make a commitment together with parents of what to study implies.
Aggressive coexistence in classroom	● Solidarity between them. ● Respect.	● To promote the practice of solidarity and respect in class and how it can be harmful in their life.

IDENTIFICATION OF LEARNING NEEDS AND TRANSVERSAL ISSUES

PRIORITIZED PROBLEMS	LEARNING NEEDS	TRANSVERSAL ISSUES
Low interest and motivation for the learning of language	• Use of methods to develop English skills. • Methods, strategies, techniques to motivate students to the learning English language. • Learning styles and multiple intelligences.	The Education to be successful in the life being leader and entrepreneurial person. Education respecting the human rights.
Poor academic performance	• Extra classes. • Employment of all kind of didactic resources. • The use of tics as an instrument to learn.	
Lack of assumption of responsibility personal	• To develop the great value to be a responsible student. • Obligations of children.	Education for a good quality of the life through the coexistence and peace.
Aggressive coexistence in classroom	• Values. • Psychological characteristics of students. • Self-esteem of students. • Intra-inter personal relationships.	

Description of transversal issues

Since transversal issues enhance contents specifically attitudinal they must be adapted according to the current problems which are affecting educational institution and pedagogical issues of Basic Education, so that they are reflected primarily on values and attitudes.

The following transversal issues were stated and adapted according to the needs of students of sixth year of Basic Education to promote the learning of the English language. They are specified and have an explanation of how it is beneficial for students.

Education for being leader and entrepreneurial person

It promotes willingness and effort to get people better every time overcoming difficulties, being successful and solving troubles of learning. Overall taking into account how important it results to learn a globalized language which gives a lot of chances to get jobs.

Education for respecting human rights

Education' is, of course, different in certain respects from the examples of achievements that Ryle gives. To start with "education" like "teaching" can be used as both a task and an achievement verb. It emphasizes the knowledge and defense of the rights of children and the development of attitudes, values and skills necessary to develop as a good citizen enjoying the rights together with the compliance of obligations.

Education for a good quality of life through coexistence and peace

It is important that students know how important is to respect the rules of coexistence, respecting the opinions and feelings of others in order to promote a culture of peace. At the same time, it is necessary the students take part in the different academic activities with responsibility.

STRENGTHS AND OPPORTUNITIES

STRENGTHS	OPPORTUNITIES
- English teacher - Computer lab - Cd player	- Support of Parents and community - Internet - Support of teachers and headmaster

VALUES AND ATTITUDES

Values are principles and beliefs that guide people in the accomplishment of activities deleting the bad habits showed in the different activities. Moreover, values represent the framework that helps to judge the individual and group behavior and it is evident in the attitudes showed by people in the different activities throughout the life. While attitudes are predispositions that are reflected in people at the moment of reacting in a bad or good way to an object, person, fact or phenomena, they are expressed in specific situations, and can be the expression of one or more values.

Therefore, the values and attitudes play an important role in the curricular proposal. That is why; it helps to achieve its purpose linking all elements of Curriculum. From this angle, it is hoped trough the development of values and attitudes, the students of sixth year of basic education at "Leonardo Moscoso Moreno" School assume, and practice them in any life situation being able to adapt their behavior based in values without any kind of obligation.

Previous analysis of values identified in the sixth school year

Responsibility

Responsibility is being accountable for who you are and what you do. It is being dependable and trustworthy.

The following statements are features of a responsible person:

- Someone who is responsible doesn't blame others for the mistakes.
- A responsible person makes sure a job is done correctly and on time.
- A responsible person has a moral duty to follow through and complete assigned tasks shows that you are responsible.

Features of a responsible student

- Take all the responsibilities and handle them smooth.
- Don't talk or bother to interrupt when the teacher is speaking.
- Listen to the teacher attentively.
- Complete all the tasks given to them.
- Make good friends.
- A good student is not necessarily a student that studies hard and gets the best grades. A good student should be a student that can balance school with a social life. At the same time, the student should know when to buckle down and focus on work.

Solidarity

It means to take sides with a group of people who are oppressed and exploited by a power that they are trying to counteract. The starting point for solidarity is that the interest of the addressee is actually shared or at least considered worthy of support. Solidarity can be theoretical in the form of statements of solidarity for workers on strike against a company or messages of solidarity to student assemblies or practical in the form of material support to the addressees, by their own work stoppages, etc.

Features of a person who is solidary

- Sacrifice resources for the benefit of others.
- To work without any kind of interest for the welfare of everyone pursuing a common goal.

Respect

It is a positive feeling of esteem or deference to a person or something. Moreover, respect can be a specific feeling given to a person because of the qualities of someone in other words it is something that is earned. In conclusion, respect is something built up through the time.

Features of a respectful person

- **Being kind and good to other people**
  Means not making fun of others.
  Thinking of how somebody else feels.
- **Treating another person the same way you would want to be treated yourself.**
  Deal peacefully with anger, insults, and disagreements.

Features of a respectful student

- Kind and good with other students and teacher at classroom.
- Showing that you value other students' perspectives.
- Deal with the other students without using insults rather try the other students understand what id taking about, respectful student does not avoid treating with those who are not able in class.

Honesty

It means the fact of a person in which must be projected certain attitudes such as: Integrity, truthfulness, and straight for wardens with the absence of lying, cheating, theft, etc.

Features of a honest person

- Don't steal.
- Don't cheat.
- Does not give excuses or make lengthy conversation when asked the truth.

Features of a honest student

- Don't cheat with delivering tasks, giving excuses.
- Don't steal things of the other students.

Self esteem

Feeling that helps to perceive how valuable we are to the others. Moreover, it affects our trust, work and every part of our life. In conclusion, a positive self-esteem gives as a strength and flexibility to get in charge of our lives permitting to grow up from our mistakes without fear of rejection.

Features of a person who has low Self-esteem

- Feels she / he does not know herself / himself too well.
- Talks about herself in a neutral, moderate or unclear way.
- Has a negative opinion about herself / himself, which usually depend on the actual circumstances.
- Is troubled about the possible consequences of her actions.
- Acts only after thoroughly analyzing the situation.
- Is emotionally reactive to failure.
- Postpones decision-making.
- Feels resented when being criticized.
- Needs to justify any failure.
- Often compromises her values to win approval from others, doing things that are unsafe or that violate her own sense of right and wrong.
- Feels overwhelmed by the pace of life.
- Feels like everyone else considers her a failure.
- Is afraid of change.
- Relies on others to look after her.
- Is putting herself down constantly.
- Is being negative - nothing is good, everything is horrible.
- Is taking things on others.
- Is losing her temper very quickly.

- Behaves timidly, is not assertive.
- Constantly doubts her ability to achieve anything of any worth.
- Tries to find ways to evade unpleasant realities.

Features of a students with low self esteem

- Is strongly anxious about being evaluated.
- Is insecure to give opinions.
- Is shy trying to deal with other students?

CHART OF VALUES AND ATTITUDES

The following chart contains the values and attitudes of students of sixth year of basic education having as a basis a previous examination of behavior of students in individual and group way during the accomplishment of pre professional practices.

VALUES	ATITTUDES
Responsibility	- Meets the assigned tasks on time. - Student is punctual. - Take care of institutional heritage. - Contributes to preservation of order and hygiene in the classroom. - Assume mistakes. - Take part in activities of classroom.
Solidarity	- Take part giving solutions to problems in classroom. - Share his/her school supplies with the other students. - Take part of group academic activities designed in classroom. - Help students to solve a common problem.
	- Take care of his /her personal appearance. - Take care of classroom. - Deliver tasks in an orderly way. - Make different activities without any kind of

Respect	discrimination to other students. • Show politeness. • Assume other perspectives. • Use an acceptable vocabulary with the others. • Accept cultural diversity. • Listen and accept ideas, views, and suggestions from the other students. • Meets with the standards and agreements previously established.
Honesty	• Acts by ethical principles instead of convenience. • Is truthful everything he / she says and does. • Assume their mistakes with justice. • Respects the property of others.
Self esteem	• Shows personal improvement. • Excels in his / her personal appearance. • Accepts their mistakes and achievements. • Show a good organization in his / her of time. • Give opinions in classroom. • Try to incorporate with the other students.

OBJECTIVES

GENERAL OBJECTIVE

- To develop English skills in students at sixth year of Basic Education at "Leonardo Moscoso Moreno" school through the implementation of adequate contents together with the application of methods, techniques and development of values in order to improve their English academic performance.

SPECIFIC OBJECTIVES

- To link contents according to the needs and reality of students.
- To look for English methods together with the use of tics in order to motivate and promote the interest in learning English language.

- To promote habits of study in order to improve the performance of students.
- To develop values such us: Responsibility, respect solidarity, honesty in order to facilitate the good environment in classroom.
- To specify techniques and instruments of evaluation in order to monitor the learning of students.

SYLLABUS

INTRODUCTION

Students at sixth year of Basic Education at "Leonardo Moscoso Moreno" School have problems in developing English skills according their level such us: They have limited vocabulary and do not know basic grammatical structure. So that, it is necessary to provide accuracy strategies which permit them to acquire vocabulary and know the basic grammatical structure.

Moreover, it is necessary to develop good habits of study and make students practices values such us: Responsibility, solidarity, respect, honesty and self-stem since a student being responsible, solidary, honest, respectful, and having a high self-esteem improve academic performance, so that meeting task on time, respecting and helping to the others, being honest in delivering tasks taking part in classroom, and giving opinions help to conduct the English teaching learning process.

Therefore, all before mentioned helped to identify two problems which are affecting the English teaching learning process of the students at sixth year of Basic Education where there are low interest and motivation and lack of practice of values in classroom, then it was developed this syllabus which contains the contents, methods together with techniques, strategies, and available didactic resources specified in 8 units, each one containing the topics to be taught. Finally,

the unique condition to accomplish with the objective draw through this syllabus is that English teacher follows the instructions.

GENERAL DIAGNOSTIC OF THE AREA

Considering the learning of the English language as a compulsory area of learning in the high schools in Ecuador, but also taking into account the specifications and objectives stated in the Curriculum for the English area. The students enrolling in first year of secondary Education must be able to understand phrases, paragraphs, write, and speak little sentences; it results indispensable to adapt the learning of this language in primary schools. Educative institution must have an English Meso Curriculum for each level.

In virtue of this thought, it is important to develop the English Meso Curriculum for the sixth year. That is why, students at this School year need to develop their English skills necessary to continue acquiring knowledge in the last level of primary education which will permit them to feel comfortable and able to develop academic activities in the eight level of secondary Education. Considering above mentioned, it is worrying for the English teacher of the institution to face the many problems raised through English language learning such us: The lack of didactic material, low interest and motivation, and poor habits of study.

Under these circumstances this Meso Curriculum has been implemented with techniques, methods basing on learning theories of English language which will help to solve problems specified above in Pedagogical Problems by which predominant problems were identified which are enclosed in three specific transversal issues "The Education to be successful in the life being leader and entrepreneurial person", "Education respecting human rights", and "Education for a good quality of life through the coexistence and peace". That is why, the learning English language is not only important for being successful, but also it is important that students practice values. Therefore, a chart of values is also

specified below containing specific values which are affecting the learning of this language in this school year. They are responsibility, solidarity, respect, honesty and self-esteem, each one measuring the attitudes of students.

Then, Pedagogical problems and lack of practice of values will be solved with the implementation of methods in each unit containing relevant topics.
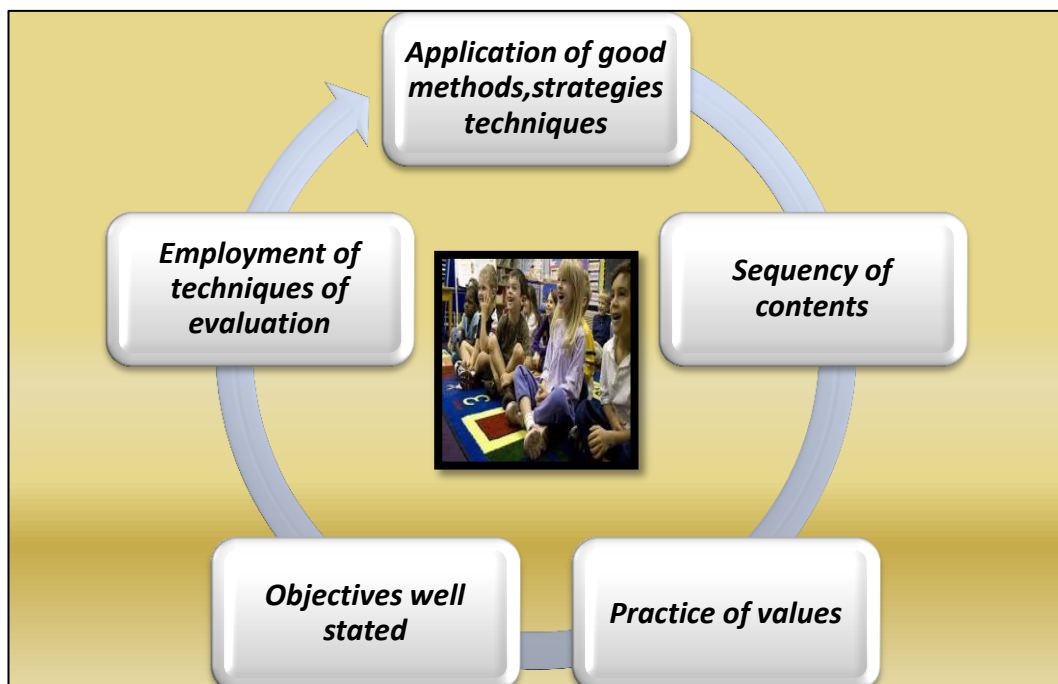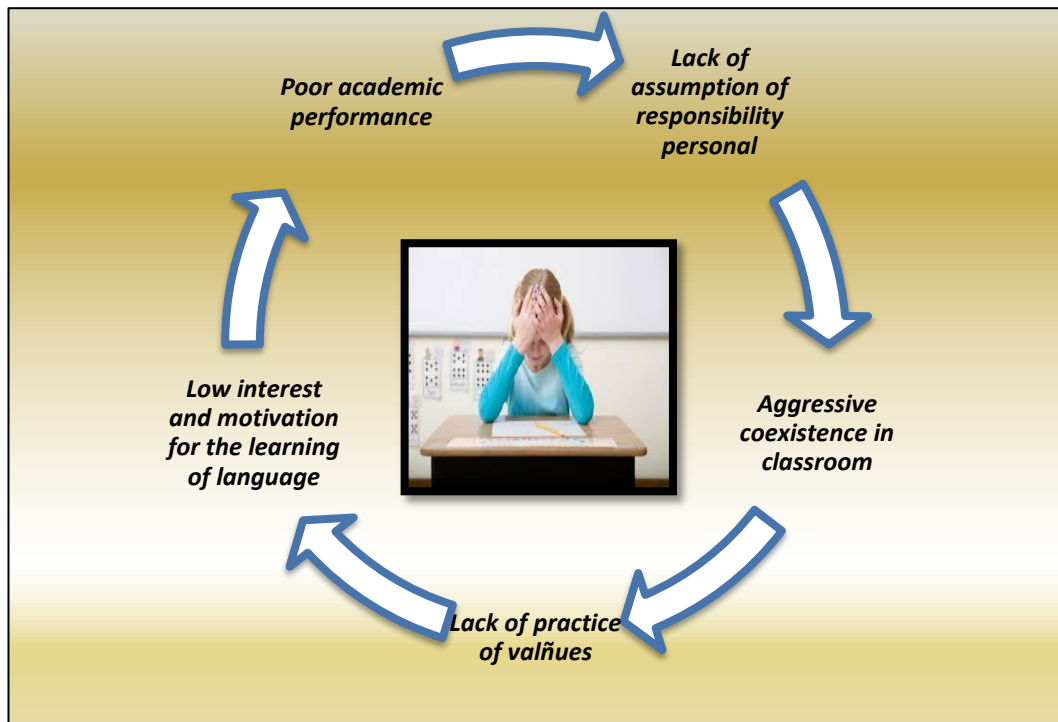
JUSTIFICATION

At starting point to be considered is that nowadays, the learning of the English language is important not only as a foreign language but also as a second language. That is why; many people around the world speak this language, then whatever someone goes the first language spoken as a mean of communication without a doubt will be the English language. For this reason, it can be said to learn the English language must not be considered as a simple subject to be learnt by students, but also this subject area is indispensable for professionals too, since the learning of this language give a lot of chances to get a good job.

Other reasons that justify the learning of the English language as a foreign language are:

- All learning needs of the active participation of learner, teacher together with the environment. This gradual and progressive learning is a process of individual growth which subsequently affects to the individual participation in events of community, country and other places around the world.

- An integral formation of a person is not only based on the rules, rights imposed by others, so that the learning of a language is an element for personal growing.

Then, it is important students at sixth year of Basic education at "Leonardo Moscoso Moreno" School have at least some knowledge about this language not only to pass level but also to have students successful in the life. For this reason, it is necessary to develop this syllabus basing in the reality of students. So, previous contents to sixth level were analyzed for the detailing of the contents in this year of Basic Education.

SCHEDULE OF THE SUBJECT AREA

English subject is received 2 hours per week and each hour is containing 40 minutes.

MONTHS	WEEKS	DAYS		HOURS	PERIOD	
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
SEPTEMBER	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
OCTOBER	Second week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
	Third week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
	Firstweek	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
NOVEMBER	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
DECEMBER	Second week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
	Third week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Wednesday	Friday	2 hours	09:30/10:10	11:30/12:10
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
JANUARY	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
FEBRUARY	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
MARCH	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
APRIL	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
MAY	Secondweek	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	First week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
JUNE	Second week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Third week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10
	Fourth week	Monday	Tuesday	2 hours	09:30/10:10	11:30/12:10

> ➢ **GENERAL OBJECTIVE OF THE SUBJECT AREA IN THE SIXTH YEAR OF BASIC EDUCATION.**

- To build up the vocabulary and basic grammatical structures through the implementation of different methods, strategies, and techniques specified in each unit in order that students develop their skills by making a little introducing about their selves.

CONTENTS TO BE TAUGHT IN THE SIXTH SCHOOL YEAR

They are specified in eight units which will be taught during the school year. Each one of the content contains sub-topics with a specific sequence of contents according to the level, needs, reality of students. Each unit is containing teaching methods with different activities which will permit to achieve each one of the aims proposed in each unit.

UNITS	CONTENTS
UNIT ONE "My Daily life"	• Nouns • Personal pronouns • Expressions of time • Regular and irregular verbs • Grammatical structure of present simple / Affirmative / Negative / Question / Yes / no questions
UNIT TWO "All is different"	• Adjectives • Domestic and savage Animals • Things • Personal Pronouns • To be verb • Grammatical structure of sentences with to be verb (affirmative – negative questions, short answers)
UNIT THREE "Knowing our past"	• Adjectives • Occupations • Personal pronouns • To be verb in past • Grammatical structure Sentences to describe historical characters (affirmative – negative questions, short answers)

UNIT FOUR "What are you doing"	• Personal pronouns • To be verb • Action verbs • Nouns • Fruits • Grammatical structure of present progressive / Affirmative / Negative/
UNIT FIVE "Knowing my town"	• Nouns • Basic prepositions of the place • Members of the family • Grammatical structure to ask for directions using where • Grammatical structure to give directions
UNIT SIX "The big city"	• To be verb • Personal Pronouns • Members of the family • Nouns • Prepositions of the place • Grammatical structure to ask for directions using where • Grammatical structure to give directions
UNIT SEVEN "Our festivities"	• Action verbs • The months of the year • Abbreviations of ordinal numbers • To be verb • Grammatical structure to ask for a date using (questions and answers)
UNIT EIGHT "Introducing Myself"	• Numbers • To be verb • Personal pronouns • Adjectives • Verbs • Nouns • Festivities learnt in unit seven • Grammatical structure about the use of like to and because • Personal pronoun / like / festivity / because / Personal pronoun / verb / Complement

UNIT ONE
"My daily life"

TIME DURATION: 4 weeks

OBJECTIVE OF THE UNIT: In this unit it is hoped that students feel familiar with the vocabulary of the unit and use the right grammatical structures to do sentences. So that, the new vocabulary and grammatical structures let them to communicate. It will be motivator for them to communicate with the vocabulary related with their daily life.

LEARNING CONTENTS: Personal pronouns, nouns, verbs (regular and irregular) prepositions of time, present simple affirmative and negative sentences.

AIM: Students will be able to learn new vocabulary.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to describe daily routines.

OBJECTIVES:

Speaking: Students will be able to speak about their daily routines using the vocabulary and the right grammatical structure of present simple.

Writing: Students will be able to write little sentences in which they tell daily routines.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is speaking about daily routines.

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self-esteem

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

CONTENTS:

Nouns: Shower, teeth, school, hair, house, book, street, corner, hands, and face.

Personal pronouns: I, You, He. She, It, We, You, and They.

Expressions of time: In the morning, in the afternoon, in the evening.

Regular and irregular verbs: Have, drink, sleep, go, walk, run, wake up, run, cry, speak, brush, comb, and wash.

Grammatical structure of present simple

Affirmative: Subject / verb / complement.

Negative: Subject / Auxiliar / not / verb / complement.

Question: Auxiliar / Subject / verb / complement /?

Yes / no questions: Yes / no / subject / to be verb

WARM UP:

Songs, videos, games, questions and answers.

METHODOLOGY:

Grammar translation method

Vocabulary:

Rare words: To ask students to select strange words from the board. Then, ask them to tell why is strange for them. While they think to the response the rest of students pay attention to the response and get in mind the word.

Form of a word: To show gestures related to the word presented. For example: Wake up.

Giving meaning: To stick pictures on the board. Teacher goes beyond by giving meaning of the word and asks students to point the picture according to the description. For example: It is something that you need to do your homework, and students rapidly think in the book.

Categories: To show students pictures and ask students to classify the words according to the group they belong. Verbs are represented by movements and nouns do not have any kind of movement. For example: Drink and book.

Reality: To show real objects of nouns by explaining what it means to students. Ask them to select an object to tell their ideas. For example: A house I live in

the house.

Grammatical structure

Classifying and selecting: To use little of the mother tongue in order to explain the correct grammatical structure to tell routines. Stick on the board the words classifying into subject verb and complement in disorder, and ask students to pass on the board to make sentences choosing a subject, verb, and adjective. For example: I study in the school. It is necessary that each one of the components must be of different colors.

Write what you hear: To make students watch a video. Meanwhile they pass on the board to write down the word in the right order to form the sentence. For example: Teacher plays the video until to hear the subject, then the verb and finally the complement.

Introducing and repeating: Tell students to think of a routine. Then, teacher says the routine by showing flashcards for each one of the components of the sentence. Ask to say the routine at first and after to complete the sentence with the help of teacher. Meanwhile students tell teacher show the subject giving emphasis and making students realize that the complement was the phrase they had to think, as they say along teacher shows pictures about routines. By teaching third person give emphasis win letters with a flashcard and the pronunciation clearly with the mouth in order that students realize how the shape of mouth is. Ask students to repeat after.

Total physical response

Get children up and about: Teacher says: Working with directions "teacher says drink" Creating a mini neighborhood in the classroom. Place a flashcard or picture of the verbs on each of your students desks in order that students get in mind the new vocabulary. The directions will be done by teacher at first and as long as the children participate.

Here We Go Round the Mulberry Bush: Use a song and have students mime the actions with personal hygiene (brush our teeth, wash our hands).

Taking turns: Teacher uses gestures and flashcards are used to engage students to make the action. Teacher says I brush my teeth after a student, then all students.

Dialogue by using gestures: To use commands in which the daily situations will be given by teacher to each student, and after by encouraging students answer. For example: students say I have a breakfast in the morning. The teacher changes the idea Do you have a breakfast in the afternoon?

Direct method

Just follow me: To involve children in rich, meaningful conversations by using flashcards and promote participation. Teacher builds up a little story using the verbs around the classroom, as teacher pronounces the verbs and nouns show flashcards, and students repeat.

Telling my daily life: Teacher can use video instead of flashcards modeling in the class. Teacher tells students about the daily routines. For example: In the morning by showing a flashcard of the morning I takes a shower, in the afternoon by showing a flashcard I have a lunch in the evening showing flashcard I sleep.

Thinks off: To give students flashcards to think of situation done by their selves with about their daily routines. Ask them to represent the actions.

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about students' participation and rapidly it can be known.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT TWO

"All is different "

TIME DURATION: 4 weeks

OBJECTIVE OF THE UNIT:

In this first unit, students will be able to express ideas about their context, then describing people, animals, and things by using vocabulary previously learned (adjectives). Moreover, they will be able to ask and answer questions about the topic. In this unit is intended students to recognize the adjectives and grammatical structure to describe people, things, animals, and get in their minds the people, animals, things are different, but always practicing the respect.

LEARNING CONTENTS: Adjectives, to be verb (questions, sentences in positive and negative way, and short answers in positive and negative way).

AIM: Students will be able to learn new vocabulary**.**

GOAL: Students will be able to use vocabulary and the basic grammatical structure to describe people, animal, and things.

OBJECTIVES:

Speaking: Students will be able to describe a person, animal and thing by using the vocabulary learnt and correct grammatical structure.

Writing: Students will be able to write little sentences which describe people, animals, and things making the correct use of personal pronouns and grammatical structure for theses sentences.

Reading: Students will able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to discriminate sounds and identify them when teacher is describing something.

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self- esteem

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

CONTENTS:

Vocabulary

Adjectives: Black, long, big, fat. old, short, thick, white, skinny, tall, short, thin, young, small, closed, dirty, fast, pretty, happy, clean, sad, open, ugly, slow, yellow, blue, green, red, purple, orange, brown, black, white, and pink.

Domestic and savage Animals: Dog, cat, sheep, pig, rabbit, horse, chicken, hen, tiger, lion, snake, giraffe, chicken, ant, pig, and ducks.

Things: Computer, leaves, carrot, dress, jeans, and flag.

Personal Pronouns: I, You, He, She, It, We, You, They.

To be verb: am, is, are.

Grammatical structure:

Sentences to describe (affirmative-negative questions, short answers)

Personal pronoun / to be verb / adjective **(positive)**

Personal pronoun / to be verb / not / adjective **(negative)**

To be verb / Personal pronoun / adjective / question mark **(questions)**

Yes / No / Persona pronoun / to be verb **(Yes, No questions)**

WARM UP:

Songs, videos, games, questions and answers.

METHODOLOGY:

Grammar translation method

Vocabulary:

Finding opposites: Divide students in two groups in order to find the opposites of the words they have after teacher has showed. For example: Black - white, old-young.

Finding synonyms: Give all students the pictures in order to find the synonyms this case according to it belongs. For example: Find synonyms according to shape what they eat, etc. It could be used in teaching animals.

Keyword: To present pictures of each word and combine with sounds and definitions. For example: To present an animal and combine with (guau, guau) and definition like it is an animal that takes care of house.

Word Map: Creates a graphic organizer for the word. At the top or center of the organizer write the vocabulary word. Divide of the word in three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. For example: cat (belongs to domestic animals) (qualities like size, color, etc).

Associating: Once students have heard a word and its definition, teachers can write the word on the board and ask students to say words that go together with the new vocabulary word.

Grammatical structure

Classifying and selecting: To use little of the mother tongue to explain the correct grammatical structure to describe something. Writes on the board the words classifying into subject verb and adjective, and ask students to call on students to make sentences choosing a subject, verb, and adjective from columns on the board. For example: I am happy.

Representing elements: To use pictures of each one of the parts of the sentences on the board. Each student passes on the board in order to put them in the correct position. For example: Teacher sticks the verb, students try to combine sentences with the subject and adjective.

Direct method

Do not speak: To use pictures together with gestures movements, or sounds. For example: Animals associated with sounds, colors associated with gestures and movements.

Question and answer exchanges: To begin a simple question to the students, after to form pairs to talk. For example: Teacher says I am happy expressing with gestures. Are you happy?

Listen, pronounce and after repeat: To present students a record or a video, and ask students to repeat them. It could be organized by column, just women, or one by one. Teachers pronounce at the same time show the pictures. Give emphasis in pronunciation by making different shapes with mouth, so that

children concentrate on the shapes the mouth makes for different sounds.

Audio-lingual method

Repetition: To use pictures, pronounce and ask students to repeat. It could be done by completing word by word until to have the whole sentences. For example: "The dog is big", "She is beautiful" *"She is beautiful and the dog is big".*

Replacement: To present pictures at the beginning and after replaces in a conversation. For example: Mary is beautiful and it is beautiful or She is tall. She is short.

Composing a dialogue: To have students making up a circle. Teacher begins with the conversation in which students complete with the new vocabulary learnt. For example: I am short and you? ……………

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.
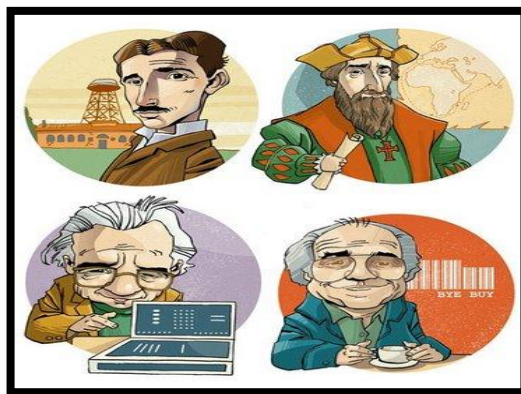
Observation: During the lesson the students are observed by teacher who makes notes about student's participation and rapidly it can be known the student´s need.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT THREE

"Knowing our past"

TIME DURATION: 4 weeks

OBJECTIVE OF THE UNIT:

In this unit, it is hoped students feel comfortable with the new vocabulary and express ideas using to be verb in past by using their proper context. Therefore, students will be able to describe historical characters. During this unit it will be practiced the values trying students respect each other, and participate without fear to make mistakes.

LEARNING CONTENTS: Personal pronouns, adjectives, occupations, to be verb in past (affirmative, negative, questions and short answers).

AIM: Students will be able to learn vocabulary.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to describe historical characters.

OBJECTIVES:

Speaking: Students will be able to describe historical characters using the vocabulary and the right grammatical structure of past simple of to be verb.

Writing: Students will be able to write little sentences in which they describe historical characters.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is describing historical characters.

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self-esteem

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

CONTENTS:

Vocabulary

Adjectives: Tall, short, fat, thin, good, bad, handsome, beautiful, important, rich, and poor, and brave.

Occupations: Fighter, president, singer, actor, actress, writer, comedian, painter, and priest.

Personal pronouns: I, You, He, She, It, We, You, and They.

To be verb in past: was, were

Grammatical structure

Sentences to describe historical characters (affirmative-negative questions, short answers)

Personal pronoun / to be verb past / Complement **(positive)**

Personal pronoun / to be verb past / not / Complement **(negative)**

To be verb / Personal pronoun / Complement / question mark **(questions)**

Yes / No / Personal pronoun / to be verb **(Yes, no questions)**

(Affirmative, negative, questions and short answers) was, were.

WARM UP:

Songs, videos, games, questions and answers.

METHODOLOGY:

Grammar translation method.

Vocabulary:

Form of a word: To show gestures related to the word presented. For example: A singer in which teacher is supposed to sing.

Giving meaning: Teacher goes beyond by giving meaning of the word. For example: It is whom you tell your secrets and students guess *priest*.

Categories: To show students pictures and ask students to classify the words according to the group they belong. For example: Adjectives to describe people

classify in physically and internally.

Mini-presentations: To give students a word and ask they think of the definition. For example: It fights with others and students guess a *fighter.*

Reality: To show real objects to students about adjectives by explaining what it means. For example: A photo of woman by saying beautiful instead of mother, miss, etc.

Grammatical structure.

Combining and selecting: To use little of the mother tongue to explain the correct grammatical structure to describe something. Ask students to stick all the elements of the sentences by combining some gestures or noises for each element For example: subject one applause, verb two applauses, complements three applauses.

Telling a poem: To speak aloud at the moment to say the sentence that students need to learn. For example: One upon there was a beautiful woman. She was an actress. At this moment students pass on the board to write the complete sentence.

Direct method

Learning by self-correction: To say students incorrectly a phrase. For example: A president is who sing by showing pictures. Students realize the error picking up that word in mind.

Reading aloud: To share the excitement, suspense, emotion, and make students know what it means. For example: He was brave.

Questions and answers: To ask students questions about the topic ensuring students just speak by using flashcards about characters of social context. For example: Mario Moreno Cantinflas was a president? No, he was not.

Audio-lingual method

Correction: To ask a student an easy question and go along all students if a student's cannot teacher help them. It is done in order that students get in mind the response by repeating and correction. For example: Was she president? Student: yes, She was.

Repetition: To sit in a circle and teacher shows a flashcard to a first student saying the word quickly to make student do not understand. It is made to

promote student ask.   Then teacher, repeat not so quickly until students understand.   For example: *Singer* at first in a rapidly way, after s*inger* not so quickly, then the same word slowly.   It could last much time until students understand.   So that, the teacher can tells dividing into syllables.

Composing a dialogue: Teacher begins telling a history in order that students complete by showing pictures.   For example: A woman………   Students say was if students make mistakes teacher show the right word.   After students take the role of the teacher together with the help of teacher to increase self-esteem.

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about student's participation and rapidly it can be known the student´s need.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT FOUR
"What are you doing"

TIME DURATION: 4 weeks

OBJECTIVE OF THE UNIT: In this unit it is hoped students feel familiar with the vocabulary of the unit but also the grammatical structure. So, the new vocabulary and grammatical structure let them to communicate. It will be motivator for them to use expressions related with their context.

LEARNING CONTENTS: Personal pronouns, to be verb, action verbs, present progressive (sentences, affirmative, negative, questions and short answers).

AIM: Students will be able to learn new vocabulary.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to describe actions happening at the moment to speak.

OBJECTIVES:

Speaking: Students will be able to speak about actions happening at the moment to speak using the vocabulary and the right grammatical structure of present progressive.

Writing: Students will be able to write little sentences in which they tell actions happening at the moment to speak.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is speaking about things happening at the moment

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self- esteem

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

CONTENTS:

Personal pronouns: I, You, He, She, It, We, You, They.

To be verb: am, is, are.

Action verbs: work, read, walk, jump, eat, fly, play, write, cut, dance, drive, drink, listen, dance, and swim.

Nouns: bed, air, house, land, poem, book, newspaper, paper, bicycle, water, juice, music, and swimming pool.

Fruits: orange, pear, banana, strawberry, papaya, pineapple, grapes, melon, and watermelon.

Grammatical structure of present progressive

Affirmative: Subject / To be verb / action verb (ing) / complement.

Negative: Subject / To be verb/ not / action verb (ing) / complement.

Question: To be verb / Subject / action verb (ing) / complement /?

Yes/ no questions: Yes, No / subject / to be verb.

WARM UP:

Songs, videos, games, question and answers.

METHODOLOGY:

Grammar translation method

Vocabulary

Word Map: To draw a graphical organizer on the board with the main word in the center and ask students to pass on the board in order to stick the picture in correctly. For example: Fruit in the middle and around it the names of fruits.

Determining definition or description: Ask students to think of any definition of a word presented in order that student recognizes them after. For example: *Juice* it drink juice in my house after school.

Draw a picture from the word showed: To show gestures, ask students to draw the word. It takes places after teacher gives movements for each picture. For example: Jump, cut, etc.

Deleting words: To have on the board stacked many pictures and draw

classifying organizer ask students to see and after classify them. For example: Fruits and to be verb. Then, students classify them telling where it belongs?

Self-collection: To show students the pictures and ask students to select pictures they like after to tell why do you select that picture? It is done in order to call attention to the students and get in mind the word. For example: A student selects a fruit and says I choose it because it is delicious.

Grammatical structure

Classifying and selecting: To use little of the mother tongue to explain using the correct grammatical structure to speak about actions happening at the moment to speak. Stick on the board the words classifying into subject verb and adjective, and ask students to pass on the board to make sentences choosing a subject, verb, and adjective. For example: I am happy.

Write what you hear: To make students watch a video. Meanwhile they pass on the board to write down the word in the right order to form the sentence.

Sentence transformations: Teacher takes a sentence the child has said incorrectly and writes it down correctly on a paper. Teacher and child read the sentence together and then cut the sentence into separate words or word endings such as: Ing. The child then puts the sentence back together. The teacher can talk to the student about the correct word order, and help them find the right place for the word endings.

Direct method

Do Question and answer with gestures: To begin a simple question to the students, after to form pairs to talk. For example: Teacher says I am jumping expressing with gestures. Are you jumping? Students can do another action.

Listen, pronounce and after repeat: To present students a video, and ask students to repeat them individually.

Teachers pronounce at the same time show the pictures. Give emphasis in pronunciation by making different shapes with mouth, so that children concentrate on the shapes of the mouth that makes to do the different sounds.

Realia: Pretending being in a little story by using objects: To model students a conversation by using objects. For example: I am sitting in a chair and I am cutting a paper it can be used paper, scissors, as teacher need.

Total physical response.

Farce: Teacher introduces each word with flashcards, act out each of the verbs and having students say each one out loud with teacher. Then, divide the class into two teams. Each student must take a flashcard, picture or card with a sport written on it, and do movements involved in representing the verbs, so that his or her teammates can guess what it is. For example: Cut by pretending cut something.

Timed Race: Teacher puts the cards in a pile on the floor. A student picks up a card and gives to other student in order to do the action by pronouncing rightly the word selected.

Advice: Give one card of the verb, ask students to pass among them while teacher says go, go, go as teacher says stop students who has the card do the action.

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about students' participation and rapidly it can be known the student´s need.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT FIVE
"Knowing my town"

TIME DURATION: 4 weeks

OBJECTIVE OF THE UNIT: In this unit it is hoped that students feel familiar with the vocabulary of the unit as well as the grammatical structures and patterns of basic questions and answers, and then vocabulary and new structures will enable them to communicate effectively when combined with the knowledge acquired. The common used expressions are presented in context and are expected to identify and incorporate into their dialogues. Moreover, the contents of this unit will be successful in their lives because students live in small town.

LEARNING CONTENTS: Basic prepositions of the place, and vocabulary of things of a little town, basic grammatical structure to ask and give directions.

AIM: Students will be able to learn new vocabulary.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to ask and give directions by using where and basic prepositions of the place.

OBJECTIVES:

Speaking: Students will be able to give information about the places of a little town by using the vocabulary and the right grammatical structure for giving directions.

Writing: Students will be able to write little sentences in which they give directions.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is giving directions.

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self- esteem

CONTENTS:

Vocabulary

Nouns: Cow, pig, hen, rabbit, dog, horse, donkey, birds, ducks, chicken, tree, church, store, plants, sheep, house, bull, nest, bridge, forest, river, and lake.

Basic prepositions of the place: In, on, over, under, next to, behind, in front of, between, and near.

Members of the family: Father, mother, brother, sister, grandfather, grandmother, uncle, and aunt.

Grammatical structure of where to ask for directions

Where / to be verb / noun /?

Grammatical structure to give directions

Subject / to be verb / preposition of the place / noun.

WARM UP:

Songs, videos, games, questions and answers.

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

METHODOLOGY:

Grammar translation method

Vocabulary:

Determining definition: Ask students to think of any definition of a word presented in order that student recognizes them after. For example: Pig is placed by sound.

Deleting words: To have on the board stacked many pictures and draw classifying organizer ask students to see and after classify them. For example: Animals and things then, students classify them telling where it belongs?

Self-collection: To show students the pictures and ask students to select pictures they like after to tell why do you select that picture? It is done in order to call attention to the students and get in mind the word. For example: A student selects an animal.

Draw it: Teacher gives directions to student while they draw the picture. For example: The pencil is on the table.

A messy room: To show students a picture of a messy bedroom. Ask them what is wrong with the picture and where the person's items should be. For example: If pencil is on the bag students react, "The cow is *next to* church".

Getting Around Town: Have groups of three or four students work together to create a map of a fictional town. Students draw the map and including typical buildings and animals.

Grammatical structure

Classifying and selecting: To use little of the mother tongue to explain the correct grammatical structure to describe something. Stick on the board the words classifying into subject verb and adjective, and ask students to pass on the board to make sentences choosing a subject, verb, and adjective

Write what you hear: To make students watch a video. Meanwhile they pass on the board to write down the word in the right order to form the sentence. For example: Teacher plays the video until to hear the subject, then the verb and finally the complement.

Classifying: Teacher classifies by colors each one of the elements in the sentences. There is with black, the number with red and complement with yellow. It can be vary by representing with gestures or movements.

Fixed up ones routine: To show the child how to self-monitor and correct their own communication. For example: First, the teacher makes a mistake in their own speech and "fixes it" by making a sound. For example: Look *The cow next to is the church,* ooops I meant to say "*The cow is next to the church* I had to fix up that one". It can be made saying the words in disorder as it needs.

Direct method

Speaking and representing: Teacher presents prepositions using specific elements in the class (table, eraser) after; they are asked the participation to do the action said by teacher. It could be done by showing a video of prepositions of the place while teacher model the prepositions.

Do Question and answer with gestures: To begin a simple question to the students, after to form pairs to talk. For example: Teacher.

Listen, pronounce and after repeat: To present students a video, and ask students to repeat them individually. Teachers pronounce at the same time show the pictures. Give emphasis in pronunciation by making different shapes with mouth. So that, children concentrate on the shapes of the mouth.

Audio-lingual method

Repetition: To use pictures, pronounce and ask students to repeat. It could be done by completing word by word until to have the whole sentences. For example: *"the church is near the forest"*.

Replacement: To present pictures at the beginning and after replaces in a conversation. For example: In my town *There is a church and there are many churches.*

Composing a dialogue: To have students making up a circle. Teacher begins with the conversation in which students complete with the new vocabulary learnt. For example: The forest is near the store and the church. Where is the church?

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about students' participation and rapidly it can be known the student´s need.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT SIX
"The big city"

TIME DURATION: 4 weeks

DESCRIPTION OF THE UNIT:

In this unit it is hoped students acquire the new vocabulary of the unit as well as the grammatical structures and patterns of basic questions and answers. So, vocabulary and new structures will enable them to communicate effectively. The common used expressions are presented in context and are expected to identify and incorporate into their dialogues. It will be motivator for them to learn everyday expressions related to things of a big city. Moreover, this unit will be successful for them because they will be able to know different contexts since students of this basic year education live in a small town.

LEARNING CONTENTS: Places and things of a big city, sentences using prepositions of the place to give and for directions.

AIM: Students will be able to learn new vocabulary.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to give directions.

OBJECTIVES:

Speaking: Students will be able to give information about places of a big city by using the vocabulary and the right grammatical structure for giving directions.

Writing: Students will be able to write little sentences in which they give and ask for directions.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is giving and asking directions.

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self- esteem

CONTENTS:

Vocabulary

To be verb: am, is, are.

Personal Pronouns: I, You, He, She, It, We, You, They.

Members of the family: Father, mother, brother, sister, grandfather, grandmother, uncle, and aunt.

Nouns: Police station, airport, hospital, fire station, central park, restaurant, gas station, supermarket, school, library, corner, church, traffic light, hotel, bus station, church, and hall town.

Prepositions of the place: Next to, behind in front of, and between.

Grammatical structure of where to ask for directions

Where / to be verb / noun /?

Grammatical structure to give directions

Subject / to be verb / preposition of the place / noun.

WARM UP:

Songs, videos, games, questions and answers.

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

METHODOLOGY:

Grammar method translation

Vocabulary

Word Map: To draw a graphical organizer on the board with the main word in the center and ask students to pass on the board in order to stick the picture in correctly. For example: Places of a big city.

Determining definition or description: Ask students to think of any definition of a word presented in order that student recognizes them after. For example: Mother is who takes care of me.

Associating: To show sounds, ask students to combine with the pictures. For example: Policeman by doing the sound.

Provide a simple, kind-friendly definition for the new word: As teacher present the words give a meaning. For example: This is the place in which soccer players play football). The students say a soccer camp.

Story: Teacher tells a story including the new vocabulary by using a big picture. The police station is near the hotel. Students are given to continue telling the story.

Substitution: Put charts of places of town around the class in order that students can see them. Present students different toys one for each personal pronoun. Tell sentences by using present progressive and go along each one of the charts. After using the toys. For example: I am in the police station, *The toy is in the station* change for it *It is in the police station.* The same phrase repeat and substitute with the rest of the pronouns.

Pronoun find: Allow student to choose several pictures. Have them write one sentence describing the photograph/picture using nouns and one picture describing the same photograph/picture using pronouns, then have students pair up and read their sentences aloud to each other. Have them tell each other the pronouns that can replace the nouns.

Grammatical structure

Classifying and selecting: To use little of the mother tongue to explain the correct grammatical structure to describe something. Stick on the board the words classifying into subject verb and complement in disorder, and ask students to pass on the board to make sentences choosing a subject, to be verb, prepositions, and complement.

Write what you hear: To make students watch a video. Meanwhile they pass on the board to write down the word in the right order to form the sentence. For example: Teacher plays the video until to hear the subject, then the verb and finally the complement.

Direct method

Pronunciation: Audio with the new vocabulary. Students repeat each word learned according to the sound listened. Teacher takes turns with students by

presenting flashcards.

Audio lingual method

Building to the back: By imitation the teacher asks students to repeat after her / him. For example: Teacher says: "Police station" students repeat it. Teacher: "in the police station "students repeat it. Teacher: "is in the police station". Finally, "policeman is in the police station".

Sequential exercises: Teacher begins answering then, between students. For example: Teacher: Where is policeman? Student: Policeman is in the police station.

Interchanging roles: Student, where is policeman? Teacher: Policeman is in the police station.

Total physical response

Act: By using gestures students identify professions, prepositions of the place: Each preposition is presented by using a specific object in class. For example the house is near the forest, etc.

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about students' participation and rapidly it can be known the student´s need.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT SEVEN
"Our festivities"

TIME DURATION: 4 weeks

DESCRIPTION OF THE UNIT:

In this unit it is hoped students acquire the new vocabulary of the unit as well as the grammatical structures and patterns of basic questions and answers to talk about festivities, then participating in different conversations expressing their own knowledge about festivities celebrated in the country. Moreover, it is hoped that students will be able to make questions about the topics in a spontaneous way with the help of the teacher.

LEARNING CONTENTS: Traditional festivities, the months of the year, the days of the week, **o**rdinal numbers, and the use of when (questions and short answers).

AIM: Students will be able to tell costumes and festivities celebrated in their country.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to talk about festivities and customs.

OBJECTIVES:

Speaking: Students will be able to speak about customs and festivities by using the vocabulary and the right grammatical structure.

Writing: Students will be able to write little sentences in which they give and ask information about traditions and festivities.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is talking about customs and festivities.

VALUES TO BE PRACTICED:

Responsibility, respect, solidarity and honesty.

CONTENTS:

Vocabulary

Action verbs leant: Drink, eat, visit, play, and go.

Traditional festivities: Christmas, Mother´s day, Carnival, Child´s day, Father´s day, and New year.

The months of the year: January, February, March, April, May June, July, August, September, October, November, and December.

Abbreviations of ordinal numbers: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th. 11th, 12th, 13th, 14th, 15th, 16th, $17^{th,}$ 18th, 19th, 20th, 21th, 22th, 23th, 24th, and 25th.

The use of when (questions and short answers)

To be verb: am, is, are.

Grammatical structure:

When / is / Traditional festivities / celebrated /?

Answers

Month and ordinal number. Example: February 10th

WARM UP:

Songs, videos, games, questions and answers.

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

METHODOLOGY:

Grammar translation method

Vocabulary

Finding their friends: Give all students the pictures in order to find the friends. In this case what it belongs? For example: Find months and verbs and stick on the board.

Word Map: Creates a graphic organizer for the word. At the top or center of the organizer write the vocabulary word. Classify the word in categories; festivities

and months.

Associating: Once students have heard a word and its definition, teachers can write the word on the board and ask students to say words that go together with the new vocabulary word. For example: In this month it is celebrated mother´s day.

Picture clue: To provide students with a little reading. It can be mixed Spanish and English words, and a picture. Tell students read the text as they read they have to realize the meaning of the word by telling "look at the picture in the text". For example: In this date, people celebrate the birth of Jesus Christ and the family joins to pass a happy moment.

Looking a special date for me: Have students with a calendar each one. Ask students to point out their birthdays, or any special date for them. Ask what month their birthdays or special dates are in and point to the month word the month. Provoke the English words for months as teacher discusses their birthdays. It can be asked what month it is now as well as the following using the calendar.

Grammatical structure:

Classifying and selecting: To use little of the mother tongue to explain the correct grammatical structure to ask for the date of a celebration. Write on the board the words classifying into question word, to be verb, celebration and ask students to call on students to make questions.

Representing elements: To use pictures of each one of the parts of the sentences and questions on the board. Each students pass on the board in order to put them in the correct position. For example: Teacher sticks the picture of celebration and student tries to combine with the date.

T**otal physical response.**

Speak While Students Act: Students will recognize what festivity is celebrated in a month by making gestures previously told. For example: Making sounds of Santa Claus by recognizing the Christmas. To use videos with different sounds to identify festivities.

Up and down: To say students a story about "contest" by using ordinal numbers. Tell students get louder and louder as students count the first five

positions like (first, second, third, fourth, fifth) then quieter and quieter as they count following positions. This can be combined with actions in "Growing" like jump and sit down. Jumping higher and higher and go down, down and down.

Audio lingual method

Substitution exercises: Students repeat after teacher to construct sentences, little changes in each element of the sentences by using flash cards.

"Christmas is celebrated in December" "Carnival is celebrated in march".

Direct method

Questions and answers: Teacher answer questions that students are able to answer. When is celebrated Christmas?

Auto correction: It is used to asked students to correct their own mistakes by themselves. When is celebrated Christmas? Christmas is celebrated in January Teacher says: Christmas is celebrated in the first moth. Students correct their mistake by thinking of Christmas is celebrated in the twelfth month. To use videos in order to show students new vocabulary. So, teacher helps them in pronunciation by repeating each word.

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about students' participation and rapidly it can be known.

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

UNIT EIGHT
"Introducing Myself"

TIME DURATION: 4 weeks

DESCRIPTION OF THE UNIT:

This last unit engages to remember the previous contents learned to connect with the present topic. Therefore, in this unit it is hoped students feel comfortable with the vocabulary and grammatical structures needed to them. Vocabulary and grammatical structures will conduct students to give and oral presentation to describe them.

LEARNING CONTENTS: Numbers (1 to 11) To be verb, Personal pronouns, Verbs, and the use of like to.

AIM: Students will be able to learn new vocabulary.

GOAL: Students will be able to use vocabulary and the basic grammatical structure to introduce them.

OBJECTIVES:

Speaking: Students will be able to introduce themselves by using the vocabulary and the right grammatical structure.

Writing: Students will be able to write little sentences in which they describe themselves.

Reading: Students will be able to understand a written dialogue in which prevails the vocabulary and grammatical structure learnt.

Listening: Students will be able to understand the little sentences and the vocabulary when teacher is introducing herself.

VALUES TO BE PRACTICED:

Respect, honesty, responsibility, and self-esteem

CONTENTS:

Vocabulary

Numbers: (1 to 20)

To be verb: am, is, are

Personal pronouns: I, You, He, She, It, We, You, They.

The use of like to and because

Adjectives: Tall, short, fat, and thin, angry, good, bad.

Verbs: Go, eat, walk, run, drink, and visit.

Nouns: Food, places.

Festivities learnt in unit seven

Grammatical structure:

Personal pronoun / to be verb / adjective or numbers.

Personal pronoun / like / festivity / because / Complement

WARM UP:

Songs, videos, games, questions and answers

DIDACTIC RESOURCES:

Blackboard, flashcards, notebook, eraser, pencil colors, pens, pencil, markers, CD, computer, and CD player.

METHODOLOGY:

Grammar translation method

Vocabulary

Pointing: The teacher shows students different flashcards and points to the items they wish to teach. It could be distinguished by colored an uncolored picture. Point to those who are colored it is in order to call attention and interest of students. For example: Pictures of colored adjectives and pictures of any objects.

Substitution antonyms and synonyms: Teacher tells sentences at the same time repeat them by changing the word teacher wants students learn. For example: I am *tall*, I am *short* or I am *pretty*, I am *beautiful*. It can go along with pictures.

Giving my proper Miming for each one: Tell students to choose a different action for each pronoun by showing with pictures. For I clap, You snap, He stomp, She move fingers, etc. Ask students each one to do the movement. It can be used to be verb too as students do the movements teacher show to be verb for

each personal pronoun by speaking aloud too.

A boarding: Write the number on the board, including pictures with the same objects for each one. It can be used real objects by tackling the numbers just two at a time, after three. The idea here is increasing the numbers following the numerical tables.

Speak as the same time to write: Once children know the individual numbers and can count to 20 in the correct order, have them practice writing the numbers themselves. For best results, have them pronounce the numbers out loud as they write them.

Grammatical structure

Modelling: To show the children how to use the sentences with the right structure by giving lots of examples together, changing just the subject, or complement and making gestures too. For example: Juan is tall, Luis is tall, Angelica is tall, or He is thin, She is thin, I am thin, etc. It can be explained with flashcards too.

Recasting: To take sentences that the children have said incorrectly and change them to the correct form after to give an explanation. For example: Child "He tall is", teacher "yes, he is tall" Recasting should be done in a positive and natural way and can be followed by some extra modelling of similar sentences.

Direct method

Show: To show students something so that they understand the word. For example: They might be shown realia or other visual aids such as flash cards for nouns. The teacher might use gestures to explain verbs. I.

Saying and Trying: The teacher verbally presents the word or sentence, taking care to pronounce the word correctly. The student then tries to repeat what the teacher is saying. For example: I go to Quito.

Repeating: The teacher asks students to repeat the word a number of times. By showing flashcards including group repetition, single student repetition and other activities designed to get the students to repeat the word. I eat chicken, I eat potatoes, etc.

Audio lingual method

Repetition: Teacher begins with a conversation she asks one student, What is

your name? The students respond, Maria: The teacher continues asking to different learners, who respond in turn: Students repeat what teacher says: How old are you? I am 11 years old, etc. If a student is unable to produce the response, the teacher models utterance, mouthing the syllables first, then aloud if necessary. The teacher also corrects pronunciation, emphasizing the sounds for how, by breathing on her hand in front of her mouth like a mirror, and eliciting choral repetition from the class when several students exhibit the same error. The activity continues until the teacher has asked each learner and obtained the same response.

Composing a dialogue: Teacher and students sit in circle. Teacher explains game where students pass on a new word illustrated on a flashcard of "tall", or pretend not to understand and ask what? For example: Teacher shows the flashcard to the first student and says "He is tall". The first student says what? To obtain repetition of the word. The teacher repeats the word and gives the card to the student. The student will repeat the word to the next student. The next students will pretend not to understand, and say what? and ask the teacher what?

EVALUATION:

Summative

Quizzes: They will be applied for each learning content by implementing specific questions like drawing, matching, and painting individually.

Tests at the end of unit: Implementing all kind of question applied in the previous quizzes.

Homework: Each class the students must do homework related to the topic taught. It will be done to check student´s learning.

Formative

Constant evaluation: Students will be evaluated all the time in the class including previous contents.

Observation: During the lesson the students are observed by teacher who makes notes about students' participation and rapidly it can be known the student´s need**.**

Questioning: Teacher makes questions with engage students to a dialogue.

Discussion: Teacher begins discussion by presenting an open ended question.

GENERAL GUDELINES

➢ **Methodological Guidelines**

- It is important to create a good environment in the classroom that helps to conduct interpersonal relationships and mutual respect.
- It will be engaged experiences and previous knowledge as a starting point for the construction of the new learning.
- The active, conscious and intentional participation of students is crucial in the process of construction of learning.
- It will be promoted activities of reflection in which students develop their own capacity to judge and value the quality of the learning.
- The methods together with techniques, strategies to be used are flexible and provide a variety of procedures and processes that support the development of skills and attitudes.
- The methodological strategies of learning are oriented to the development of fundamental skills.

➢ **Assessment Guidelines**

- Assessment is a process whose primary purpose is to improve student´s learning.
- The purpose of the evaluation is measured by the skills and attitudes, which constitute to raise the assessment instruments.
- The principal authority will check the application of evaluations at the end of each learning block containing two units.

➢ **Tutorial guidelines**

- Mentoring is a service of escorting to students in academic and personal aspects.

- The mentoring is made in an individual and group way inside or outside the classroom.

- The hour of mentoring is dedicated to the reflection and analysis of the problems of students' interest. This time will be used to develop outstanding issues of schedule.

- Then, students will be mentored twice a week for 1-hour. To achieve the mentoring it was taken into account the addresses, economical status of each student together with the help of parents.

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ANNEXES

Survey applied to teachers at "Leonardo Moscoso Moreno" School.

1. - Do you consider English is important to learn?

YES ☐   NO ☐

2. - Do you think people develop their skills and learn a language better at a very early age?

YES ☐   NO ☐

3. - Do you think teaching learning process depends just on teachers to transmit knowledge to the students?

YES ☐   NO ☐

4. - Do you know what a curricular design is?

YES ☐   NO ☐

5. - Does the school manage and English Curriculum for the English teaching learning process at sixth year of Basic Education?

YES ☐   NO ☐

6. - Do you consider an English Curriculum for the English subject is an indispensable instrument in the teaching learning process. Why?

YES ☐   NO ☐

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7. - Would you consider it is important that the contents of an English Curriculum help to develop student´s critical analytical and creative abilities?

YES [ ]   NO [ ]

8. - Do you think the lack of an English Meso Curriculum for the teaching learning process affects the learning of this language?

YES [ ]   NO [ ]

9. - Do you consider that it is necessary the elaboration of the English Meso Curriculum for the 6th year of Basic Education?

YES [ ]   NO [ ]

THANK YOU FOR YOUR COLLABORATION

Interview aimed to the headmaster of "Leonardo Moscoso Moreno" School located in Isinche Grande Pujili neighborhood.

1. - Do you think it is important the learning of the English language? Why?

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2. - Do you agree it is optional the teaching of English language in the primary schools. Why?

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3. – Do you know what a Curriculum is?

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4. - Do you know what the role of a Curriculum is?

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5. - Do you manage an English Curriculum in the school?

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6. – Who is the responsible for the English Curriculum?

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7. - Do you think that the Curriculum helps to learn the English language?

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8. - Do you agree with the existence of a Curriculum for the English language? Why?

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THANK YOU FOR YOUR COLLABORATION

WARM UP ACTIVITIES FOR ENGLISH CLASS

FUNNY GAMES

Funny Learning

Funny Learn English

INTRODUCTION

A warming up activity is a motivating starting point that will lead students to become animated to work efficiently in the language class. A warm up activity is designed to attract students' attention and help them to put aside distracting thoughts and to get them motivated and ready to focus individually and as groups on topics to be taught. These activities will cause students to stop whatever they are doing or thinking and refocus their attention.

The present brochure consists of little activities which will be used by teacher at the beginning of the class to encourage students to learn topics. These activities last about "5" to "10" minutes for each lesson. Teacher needs to check the activities before to apply because each one has the procedure and some of them variations. It facilitates the application in the class and achieves the objectives proposed in each activity.

PROCEDURE TO BE EFFECTIVE IN APPLYING THE FOLLOWING GAMES AS DYNAMICS TO MOTIVATE STUDENTS

The purpose of the following activities beyond to encourage students they will help teacher to make students practice values such as respect, self-esteem, solidarity, responsibility. That is why the purpose of each dynamic is not to find a looser rather to encourage students to take part of each dynamic feeling confortable without any kind discrimination in the classroom.

It is indispensable teacher performs each activity by taking into account the following cues:

- Give a clear explanation about the purpose of the dynamic

- Establish certain kind of rules for students before, during and after the performance of the dynamic so they do not disturb the activity.

- Perform the dynamics

- At the moment to perform the different activities encourage students by saying you can do! Repeat again. The purpose is that students do not feel demotivated start the class.

- Let to students to tell opinions about the game to know how effective it was.

INDEX

Find Someone Who…

Procedure:

1. - Before the class the teacher prepares a game sheet. For example: To find someone who………**. likes** fishing, comes from Battambang, is married, etc.

2. - The teacher writes the game sheet on the board and the students copy it.

3. - The students then stand up and have to ask each other questions to find someone who "likes fishing" or "is married". When they find someone they must write their name on the game sheet. They should find a different person for each statement.

4. - The first student to complete the game sheet is the winner.

Change Places

Procedure:

1. - Get all the students to sit in chairs in a circle except one student who does not have a chair. This student stands in the middle of the circle.

2. - The person in the middle calls out one instruction. "Change if you are wearing a white shirt".

3. - All the people wearing a white shirt must stand up and change places. The last person left standing without a chair, calls out another instruction. For example: "Change if you live in Phnom Penh".

4. - All the people living in Phnom Penh now change places and the person left standing calls out another instruction. For example: "Change if you are married".

5. - Keep playing for a few minutes.

Shopping bag

Procedure:

1. - Get the students in a circle.

2. - The first student in the group starts by saying the following sentence: "Yesterday I went to the market and I bought some fish".

3. - The next student in the group repeats the first sentences and adds another thing that they bought. For example: "Yesterday, I went to the market and I bought some fish and some bananas".

4. - Each student in turn repeats the sentence and adds another item. The students have to concentrate hard to remember all the things in the correct order.

What is it?

Procedure:

1. - The teacher collects 15-20 small objects. For example: A pencil, a leaf, a rubber, a book, a paper clip, a stone, etc.

2. - The teacher picks one object up at a time and holds them up and the students call out what it is.

3. - When the teacher has shown all the objects teacher covers them with a cloth.

4. - The students must write down all the objects they can remember. The one who has remembered the most objects is the winner.

20 Questions

Procedure:

1. - One student thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that it cannot be said "what" in questions. For example: *Dog* **does** it talk? No. Does it make life easier? No. Do you want it? Yes. Is it something you would have as a best friend? etc...

2. - If someone makes a mistake in forming the question, other student can help turn it into a proper question.

Can't Say Yes or No

Procedure:

1. - To give students a certain number of coins or squares of paper (about 10).

2. – Every student moves around the room starting conversations and asking each other question. The only rule is that it cannot be said the words YES or NO.

3. - If accidentally a student says one of these words, this student have to give a coin or square to the person who student said it to.

4. – The idea is that the students try to trick each other by asking questions that you would almost always answer with a yes or no. Think of other ways to trick students.

 This game is a great way to practice using small talk and to add variety to your vocabulary. It also makes everyone laugh.

Draw the Picture
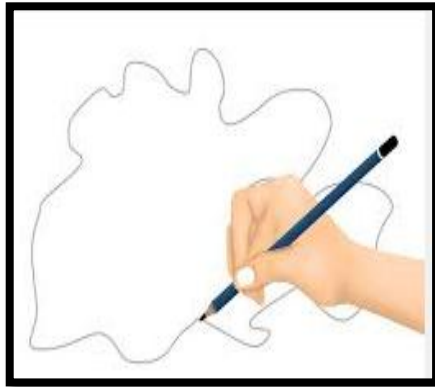
Procedure:

1. - Ask students to split up into pairs or small groups.

2. - One student in the group looks at a scene from a magazine or book; the leader should cut out enough pictures, or bring in enough magazines.

3. - The other student has a pencil and a blank piece of paper. The student with the picture will try to describe everything seen to the drawer.

This is good practice for using prepositions of place. When the describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

Categories

Procedure:

1. - To ask students to think of a category such as: Movies, animals, things, etc.

2. - In a circle, everyone must take a turn thinking of a Movie title in English. If someone takes too long to give an answer (the leader should count to five) then that student is out and a new category begins.

3. - If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the category is *vegetables* and someone says "banana" that person is out. The game continues until only one person is left!

Who am I?

Procedure:

1. - Teacher prepares cards with famous people's names on them.

2. - To tape one card on the back of each student.

3. - Then everyone pretends they are at a party and asks each other questions to find out their own identities.

4. - When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front.

Jeopardy
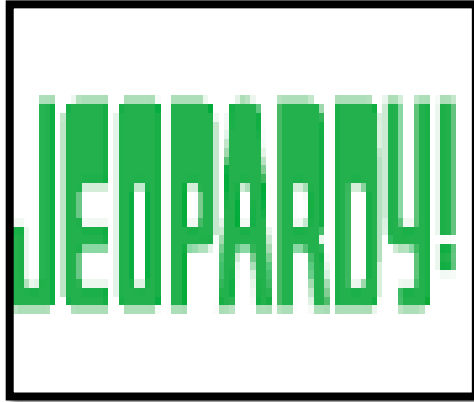
Procedure:

1. - To ask students to write down answers to questions (5 to 10) about themselves.

2. – To form pairs or small groups and try to find out what the questions are.

Example: (Answer = purple) "What is your favorite colour?" "Blue." "What colour do you hate?" "Green" "What color is your underwear?" "Purple!" It can be stopped at three guesses if it is wanted, keep going until some student in the club can guess the question.

Hot Seat

Procedure:

1. - Split up into two teams.

2. - One student from each team sits facing the group. This student holds up a word or writes it on the board for all of the team students to see except for the two students in the hot seats.

3. - The teams must try to get the person in the hot seat to guess the word or phrase. The first student to guess correctly gets to stand up and a new member from their team takes the hot seat.

4. - The student of the other team has to remain in the hot seat until getting an answer first. It can be kept score or just play for fun. This game can also be played in pairs. One pair student closes the eyes while the leader shows the word to the other pair member. The first pair to get the word right gets a point.

This is a loud game because people tend to get excited and yell!

Broken Telephone

Procedure:

1. - The teacher first must think of a sentence or phrase and whisper it to a student beside.

2. - This student will then whisper what heard and tell to the next person. Each person can only say, "Can you repeat that, please?" one time.

3. - When the message reaches the end of the chain that person must speak out loud. Usually the message will be completely different when it reaches the end.

4. - Try to find out where the chain broke! In a big group it can sent the message two ways and find out which team comes closest to the real message. (A famous example is the army message that started as "Send reinforcements, we're going to advance" and ended as "Send three and four pence, we're going to a dance").

This is a listening and pronunciation activity that always gets people laughing.

Rock Paper Scissor
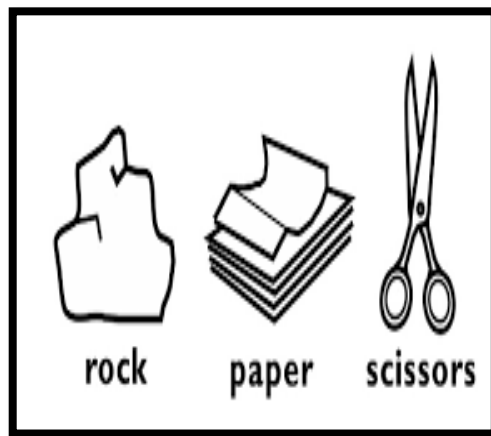
Procedure:

1. - Each participant will start off with a partner in the group and they will go head to head in a Rock, Paper, and Scissor match.

2. - The competitor who lost the match will then join onto the back of the winner and the winner will go searching for another competitor to try and beat with the cheering support of their new partner behind them.

3.- After that match the competitor who lost, once again joins the back of the winners Congo line to support the leader of the line and this will continue until it comes down to the final two competitor to determine the ultimate Rock, Paper, and Scissor competitor.

Zip, Zap, Zoom

Procedure:

1. - Set up chairs in a circle leaving one less chair so one student will always be in the middle.

2. - The student will start off in the circle to get the game started. Explain that "Zap" is the student to the left of them and "Zip" is the person to the right of them. "Zoom" is when everyone gets up and switches chairs. This will always leave one person in the middle who may not sit in the chair to either side of them they have to completely change the chairs.

3. - The person who is in the middle of the circle points to one person at a time and either says "Zip", "Zap" or "Zoom". The student says that too must know the person's name on both the right and left side of them. So that, students will have to socialize and ask each other's name in order not to get in the middle. If they do not know the person's name then they go in the middle.

Quick Link

Procedure:

1. - To get into groups of fours.

2.- To name a leader who shouts out another instruction in which students have to change of groups For example: Everyone with same color shoes, everyone with same color eyes, groups of five, people born in the same month, people with same Zodiac sign, form a letter Z with groups of 3 people.

3. - No one student have to belong in the same group.

Two truths one lie

Procedure:

1. - To have everyone in the group think of two truths and one lie to tell the entire group.

2. - Each student takes turns telling two truths and a lie in any order they choose. Instruct individual not to be so obvious when telling the lie (like stopping to think about it too long).

3. - The entire group has to try and guess which of the three a lie is.

It is done to learn something new about students and at times students do laugh creating a funny moment.

Pass the Face

Procedure:

1. - Get the group in a circle.

2. - Have everyone close their eyes except the student who wants to pass the "face". This student will touch the shoulder of the student next to her / his, that student will open the eyes to receive the face.

3. - Then tap the shoulder of the student next to and pass the face along.

4. - Once everyone has passed the face they may keep your eyes open to watch it move around the group. At the end, the original passer receives the face from the last person in the group and then shows what the original face was.

This game always gets people laughing.

Cat and Mouse
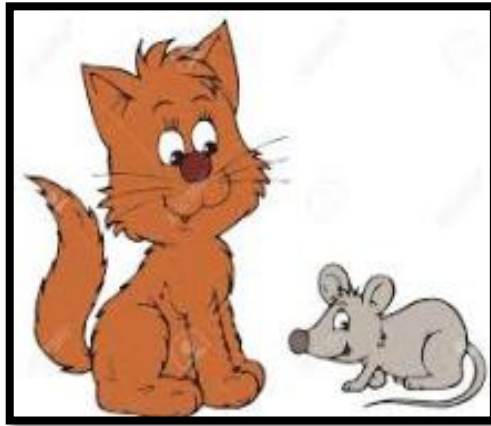
 Procedure:

1. - Choose two students of the class to be cats, everyone else is a mouse and wears a tail (colored band) in the back of their shorts.

2. - The mice run around and the cats try to catch them by pulling the tails out. Make sure tails are showing before starting and ask cats to collect tails that they pull out so that no one slips on them.

3. - Count the tails at the end and the cat with the most tails is the winner this can be played anywhere but a large space is better.

Sharks and Fish
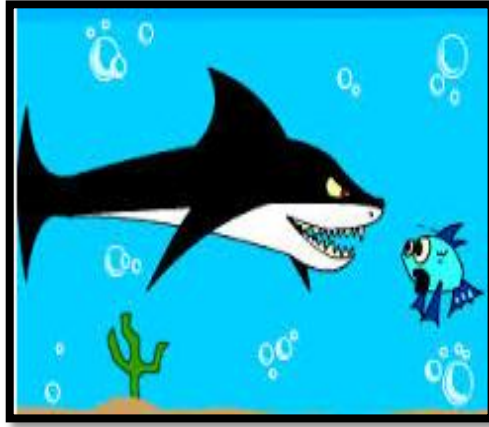
Procedure:

1. - Organize students into pairs. One child is the shark, the other is the fish.

2. - The fish follows the shark around and must imitate everything the shark does.

3. - The teacher can shout out ideas such as 'swim' backwards, move slowly, rest on the floor etc.

Toilet Tag

Procedure:

1. - Split the class in half.

2. - Those who are 'on / it' have to tag others. When tagged, the student becomes a toilet! They have to kneel on one knee, arm up for the flush and other knee (foot on floor) flat for the toilet seat.

3. - To be released, someone from your team has to go to the loo on you and flush your chain. No one can tag you whilst you're on the loo. Swap over quickly.

4. - A funny, physical and thoroughly enjoyable game.

Hoop!
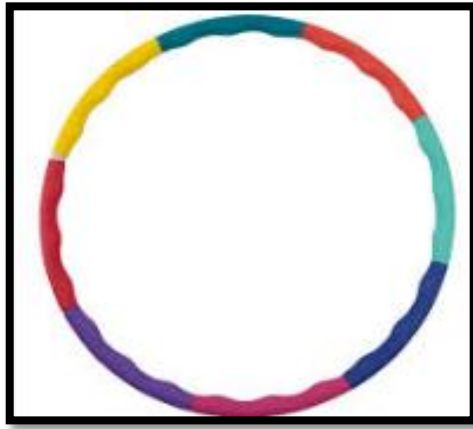
Procedure:

1. - Spread 4 different color hoops around the floor space. Students move around the space (run, skip, crawl etc.) until teacher shouts "hoop".

2. - The teacher covers their eyes and counts slowly to 3. Students have this time to run to a hoop.

3. - he teacher says the color of one hoop. Everyone in this hoop is out. Repeat until to have a winner.

4. - Students who are out can close their eyes and select the hoop color.

The Mr. Man Game

Procedure:

1. – To say the name of a Mr. Man and students have to move like him.

- Mr. Slow - move slowly.
- Mr. Rush - move fast.
- Mr. Jelly - shake your whole body.
- Mr. Muddle - walk backwards.
- Mr. Bounce - bounce!
- Mr. Small - crouch and move.
- Mr. Strong - move flexing your muscles.
- Mr. Tall - stretch up and move (good for stretching once the children's hearts are racing).

Bumper Cars

Procedure:

1. - Give each student a hula hoop and have them hold it at waist level. Explain that this is personal space car and they should not touch any other student's car. Give them word directions. For example: Stop - go, stand up- sit down.

2. - Have the students run from one end of the class to the other. After, give them some directions while they are running, let them run freely around the classroom. It can be made elimination game. For example: The last one to stop or sit down has to sit out until there is only one.

It can be used different movements with the hula hoop like skipping or jumping and spinning.

Late for School!

Procedure:

1. - Pretend students are asleep and suddenly wake up and are late for school.

2. - Everything done in a hurry. For example: Brush your teeth, wash your face, put your clothes on run downstairs, run back up (forgot to put trousers / skirt on) back down stairs, eat breakfast, pick up the bag, open front door, shut door, run down the street, jump over a hedge, look both ways, cross the road etc.

3. - Finally arrive at school slowing down panting and puffing then suddenly stop at the closed gates. It's Saturday!!

Provide a running commentary whilst doing the actions making it as fun as it likes with as many actions as necessary to warm up the children. It is a fun and easy to follow pulse-raiser.

Hangman Word Game
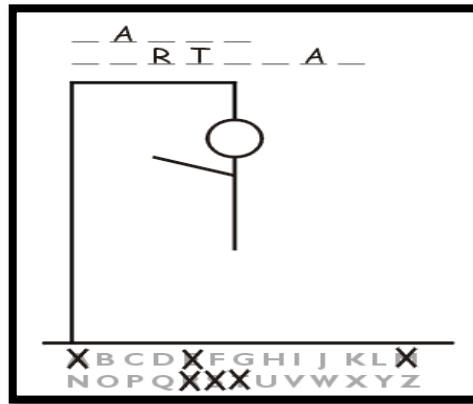
Procedure:

1. - Choose one student to be the executioner. That student will think of a word or short phrase and mark out short lines for each letter of each word. Separate words with a slash, a fairly wide gap, or place words on separate lines.

2. - To ask students to guess the letters. If a letter is in the word(s) write the letter in everywhere it would appear, If the letter isn't in the word then add a body part to the gallows (head, body, left arm, right arm, left leg, right leg). It will be continued guessing letters until students can either solve the word (or phrase) or all six body parts are on the gallows.

3. - To win the executioner wins if the full body is hanging from the gallows, if the students guess the words before the body is hanging, they are the winner.

Do you like your neighbor?
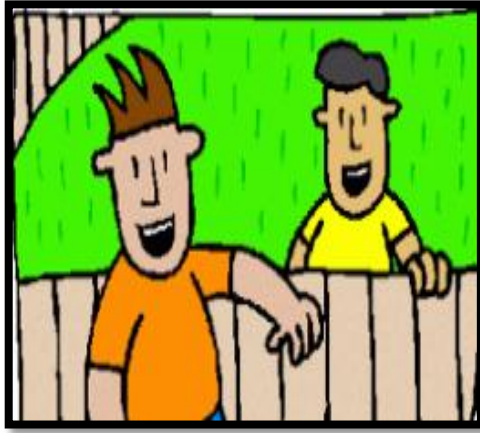
Procedure:

1. - Place chairs in a circle facing in the classroom with one less chair than the number of people playing.

2. - Pick a student to start off in the middle of the circle. This student walks up to anyone in a chair and asks them "Do You like Your Neighbor?" If that person answers "NO" the two students on either side of him must swap chairs while the person in the middle tries to get one of the chairs.

If that student answers "YES... I like my neighbor, but I don't like anyone who It could be anything from...Yes, but I don't like anyone who has a nose or is wearing a certain color...be creative!!! The object is to get as many people as possible fighting for a chair.

Big wind Blows

Procedure:

1. - To get students sit in a circle.

2. - Teacher starts the game standing in the center.

3. - Teacher begins saying "A big wind blows if" and then state something true of themselves, such as "A big wind blows if you have a little sister".

4. - All students that this is true must leave their seat and find an empty one, including the teacher.

The student in the middle can also states "Hurricane", and all students must change seats.

It has been a good way for kids in a group to begin learning things they have in common.

Question Jerga

Procedure:

1. - Write questions on pieces of paper that will fit onto each Jenga stick.

2. - As each student pulls out a stick, they answer the question to the group. Questions might be: Who is your hero? What's your favorite thing about yourself? What's your favorite thing to eat?

3. - When student is done answering, this student places the stick on the top of the tower, trying not to knock it over. Now it's the next player's turn.

4. - When it gets knocked down. It could be rebuilt and play again but if the game wants to be put away at the end I can be said "This is the last time, but try to buil so high.

The purpose of this activity is not to find a winner. It is done to encourage relationships instead of fights.

Honey if you Love me

Procedure:

1. - To get students to sit in a circle.

2. - To select the student who is going to start by saying "It" goes up to someone in the circle and says "Honey, if you love me please smile". This student must reply without smiling or laughing, "Honey, I love you but I just can't smile".

3. - If this student smiles it can be selected again "it", if not "It" must try someone else. The rest of the group can judge what a smile is and what's not.
It could be played "it" by asking the same student 3 times in a row.

Hot Potato

Procedure:

1. - Divide into groups of four or more.

2. - Give each group a potato in order to passing the potato clockwise around the group until the music stops. Once the music stops the student left holding the potato stands up and is asked to do an action i.e. cluck like a chicken!

3. - Once they have done this task they can sit back down and the music starts again, they continue passing the potato. The catch is that the person who has been given the action must stand up and perform this action every time they get hold of the potato.

The idea is that the group does different actions while passing a potato along to an up to date piece of music.

Toilet Paper Ice Breaker

Procedure:

1. - Hold up a roll of toilet paper.

2. - Tell students that it will be passed around and each student may take off as many or as few sheets off as they like.

3. - After each student in the group has taken their share, break the news to the group that for each sheet they took, they have to tell the group something about themselves. For example: For 4 sheets..... 1. My name is Bob, 2. My favorite subject is Science, 3. I like to play football in my spare time, 4. My favorite car is the Camero.

If you need Jesus

Procedure:

1. - To ask students to say: "If you need Jesus clap your hands. It can be repeated several times by getting higher the amount of palms. For example: "If you need Jesus clap your hands", "If you need Jesus clap your hands two times, etc.

2. – Then a teacher says, "Where you stand to give a big hug to your friend who is next to you".

Getting free

Procedure:

1. - To pass around all students attaching their hands with a thread as well as it is attached make the same question. For example: What is your favorite color?

2. - After teacher attaches all students, the last student begin saying the color of his friend who is next to him / her in order to be untied. It must continue until every student is free.

Bingo

Procedure

1. - Give each student a card and ask them to divide it into six squares and then draw a picture of a vocabulary word they have learned in each square.

2. - Get them to write down what they have drawn on a piece of paper and cut the words out. Collect the words and put them into a bag.

3. - Take the words out one by one and call them out. Whoever has the object drawn on his/her bingo card should cover it. The winner is the first one to cover all his/her cards.

Wanted dead or alive
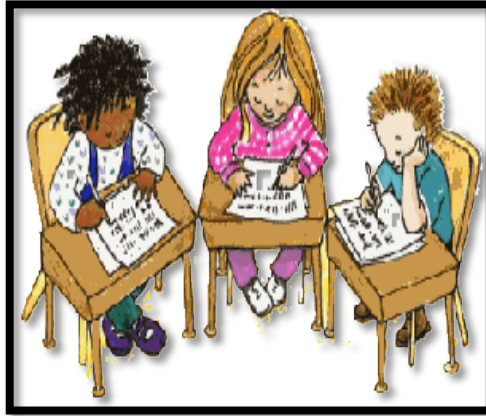
Procedure:

1. - To write "WANTED DEAD OR ALIVE" on the blackboard.

2. - To explain to the students that you are looking for two very strange twins.

3. - On a piece of paper hand draw two funny looking brothers very different one from the other.

4. - Describe them slowly as the students draw, and then go around the class showing your twins and see if you can find a similar drawing.

Heal me

Procedure:

1. - Giving advice is always fun.

2. - Pretend to cough and ask students what you should do.

3. - Elicit answers such as, "Drink a glass of water," or "Use a cough drop".

4. - Write various ailments on pieces of paper and give them to students and tell them not to show the paper to anyone else.

5. - The student will act out the problem and the rest of the students will guess what's wrong, and then offer solutions.