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**UNIVERSIDAD TECNICA PARTICULAR DE LOJA**

**MODALIDAD ABIERTA**

**LANGUAGE FACULTY**

**THESIS TITLE:**

**Methods and Techniques of Teaching English to Students  
of Second Grade, at Balandra Private Bilingual School  
in Guayaquil; During the Academic Year 1995-1996**

**Tesis previa a la obtención del Título de Licenciada  
en Ciencias de la Educación, Especialidad Inglés**

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**Place and Date**

**Guayaquil, June 1997**



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IN GUAYAQUIL, DURING THE ACADEMIC YEAR 1995-1996**

**TESIS PREVIA A LA OBTENCION DEL TITULO DE LICENCIADA  
EN CIENCIAS DE LA EDUCACION, ESPECIALIDAD INGLES**

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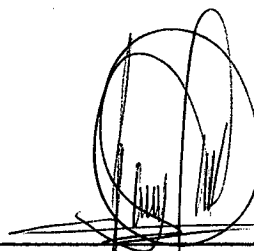
**LIC. GEOVANY CASTILLO**

**PLACE AND DATE:**

**GUAYAQUIL, JUNE 1997**

CERTIFY:

I had reviewed carefully this research.  
Consequently, I authorize to be presented to a  
jury.

A handwritten signature in black ink, consisting of several overlapping loops and vertical strokes, positioned above a horizontal line.

Lic. Geovanny Castillo

Loja, \_\_\_\_\_ 1997

## DEDICATORY

This work is dedicated to God, who guides and helps us, providing us with enough intelligence and strength to finish this. To our parents, brothers and sisters, who always stimulated us with their words and efforts. To the teachers who are involved in the modern teaching process and to whom we wish this research will help them. Finally, to the students who are the receptors of all the teachers' educational improvements and researches.

## ACKNOWLEDGEMENT

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## INTRODUCTION

Teachers of English as a foreign language know very well a lot of methods and techniques that help the students learn English. Some books explain how to develop the class but there is a lack of researches that talk about how to teach English at primary schools level. Our objective is "to find out which is or are the best method/s to teach English to children of second grade in the language area." Consequently, this work is for E.F.L. teachers in any school with a high level of English. It presents a study of the best methods and techniques that we use in our private school, according to what our thesis says: "The methods: direct, audiolingual, silent way, suggestopedia, total physical response and communicative approach, permit an effective learning process of English on children of second grade, at a private bilingual school, in the language area."

This research can be divided into three basic parts. The first one, talks about the most

reliable information about children's personality and one methods and techniques. The second part deals with the experimental work: lesson class plans. And the third part shows a graphical vision of the results.

We think that this investigation helps the teachers to know a better and more practical way of each method employed in teaching.

Finally, we hope after reading this research, all the teachers decide to match the theory with the practice to produce a more efficient learning process.

## **CHAPTER 1**

### **REVISION OF LITERATURE**

CHAPTER 1  
REVISION OF LITERATURE

1.1 GENERALITIES ABOUT CHILDREN OF SECOND GRADE

1.1.1 Personality

A child who has spent most of his time with his family, finds himself in a different environment when starts school.

At this moment, the teacher becomes an agent of socialization, because school can influence on children's personality, giving the opportunity to be interested in learning or avoiding it.

"Seven and eight years old children are going to leave a temporary reflection stage. At moments, they are calm, putting in order their impressions. This time is useful and necessary as the periods when they are doing various activities."<sup>1</sup>

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1. Pedagogia y sicologia infantil; Biblioteca Practica para padres y educadores. Ed. Cultural, 1995, p.75

At this stage, children develop cognitive activities and the relationship with their social environment make them to expand their knowledge.

By meeting different people, children begin to contemplate as individual beings different to the rest. The elaboration of themselves could be influenced by different problems related to physical aspects.

The school is year after year more demanding with the students, and they could answer in a stimulated or an inhibited way, according to the attitude teachers and parents have toward children.

### 1.1.2 Physical study on seven to eight years old children

For most children, the school years are a time of stable growth and notable improvement in physical skills.

For some, it is a time when certain types of disabilities become more pronounced.

"Most children master new physical skills easily and without adult instructions provided. Their bodies are sufficiently mature and they have an opportunity to practice these skills."<sup>2</sup>

Certainly, the physical development during these years, middle childhood, could be considered as a period of relative tranquility.

As their bodies grow slimmer, stronger, and less-top heavy, their brain maturation permits greater coordination of the body's voluntary systems. The result is a notable improvement in their motor skills.

---

2. Ibid, pg. 114.



"Gross motor skills, which are large body movements such as running, climbing and activities that demand balance as well as coordination, will develop as rapidly as maturation.

Fine motor skills: The skills that involve small body movements, are much harder than gross motor skills."<sup>3</sup>

School age children can perform almost all motor skills, as long as they do not require very much power of speed and distance. Of course, a child masters particular skills in agreement with the opportunity to encourage.

Every motor skill is related to other abilities, some depending on practice, but others on size, brain maturation or genetic talent.

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<sup>3</sup>. GIBB, Jack: A climate for learning: pg. 28

## 1.2 METHODS

There are several methods being practiced today to foreign language instruction.

The Natural Approach is similar to the Direct Method. They differ because here the students can use their native language. The teacher does not correct any students errors during oral communication.

In the Total Physical Response Method, students listen and respond to the teacher's commands.

The Audiolingual was developed during World War II, because the U.S.A. army needed people who can learn foreign languages quickly.

In the Communicative Approach structures and vocabulary are important. Students know the grammar rules, but they cannot communicate.

In the Communicative Language learning, the teacher appreciates student's feelings; his intellect, physical reactions and needs.

Suggestopedia. According to Georgy Lozanov,

its originator, learners use a small part of mental capacity. The students should avoid the feeling of frustration of learning a new language. The teacher applies suggestion in the teaching process.

The Grammar-Translation Method is an old one. It is used to compare the target language grammar with the native, in order to understand in a better way a new culture.

### 1.3 TECHNIQUES

The techniques are the activities and procedures that the teacher uses in the classroom to teach a specific subject.

Some techniques can be used to motivate the usage of a method as follow:

Discussion, brainstorming, and list making, are means to produce words, phrases, ideas in an orally or written way as rapidly as possible just as they occur to us.

There are other techniques that can be used according to the students' needs such as: controlled composition, freewriting, a form to fill out, scramble sentences, role playing activities, and the use of pictures like: patterns, drawing, magazines, charts, etc.

All of these techniques can be used by the students to get their ideas in their own words.

Now we are going to talk about the most usual techniques:

DISCUSSION: The teacher pretends the students talk about a topic.

BRAINSTORMING: It allows the students to work together in the classroom, in a small group or the whole class to speak as much as possible.

LIST MAKING: The teacher makes a list of ideas the students say about specific topics.

CONTROLLED COMPOSITION: The teacher provides the students with an example and they have to make specific changes as grammatical and structural changes.

FREE WRITING: The teacher shows the students a poster or a picture and they have to describe it in their own words.

FORM TO FILL OUT: The teacher gives each student a worksheet to check their knowledge and comprehension.

ROLE PLAYING ACTIVITIES: The teacher reads the story and the students take a role according to the characters in it.

SCRAMBLE SENTENCES: The teacher writes them on the board and the students should find the correct order of the sentence.

## 1.4 CLASSIFICATION AND CHARACTERISTICS OF SIX METHODS.

### 1.4.1 Communicative Approach

The structures and vocabulary must be emphasized. Students know some rules of language, and they can communicate.

When the learners want to communicate their feelings, emotions and knowledge, the communication depends on who is the other person and their relationship.

The teacher is a motivator of an effective communication. His role is to facilitate the learning process. He is a director of the classroom activities. In addition, he is also an advisor, answering students questions and supervising their activities. The teacher initiates the activity and at the end, the learners interact with each other.

The students are, principally, communicators. They use the target language in real situations.

Students use the language a great deal, through

communicative activities such as games, role plays and problem solving tasks, exactly as they use their native language.

One characteristic of this method, is the use of realia. The activities in the Communicative Approach are made by students in small groups.

One of the principal goals of the Communicative Approach is to motivate to study a foreign language.

Through the employment of Communicative activities, the learners develop the four abilities of the language from the very beginning.

Native language does not have a specific part in the Communicative Approach. The target language should be emphasized with communicative activities, and homeworks.



#### 1.4.2 The Audiolingual Method

In the Audio-lingual Method, the teacher wants the learners to use the target language communicatively.

This method believes language learning is a process of habit formation. But it is important to prevent learners from making mistakes. Errors conduct to the formation of bad habits. When this occurs they should be immediately corrected by the teacher. Remember, the purpose of language learning is to use the language in real communication.

The teacher is a leader: guiding, directing, and controlling the language behavior of his students in the target language.

Students imitate the teacher's model or the tapes. New vocabulary and structures are introduced through dialogues.

The dialogues are learned through imitation and repetition. Drills (such as repetition, backward build up, chain substitution, and questions and answers) are conducted based on the pattern presented

in the dialogue.

Grammar is induced from the examples given, explicit grammar rules are not provided. Vocabulary and structures of the language are emphasized in the Audiolingual Method by context. The evaluation is done in different ways: transformation drills, multiple choice, substitution drills, fill in the blanks, etc.

### 1.4.3. Total Physical Response Method

It is called THE COMPREHENSION APPROACH due to the importance it gives to listening comprehension. This is a consequence of observing how children acquire their mother tongue. The child has the time to try to make sense according to the sounds he hears. No one tells the baby the right answer. The child speaks when he is ready to do it.

In this method, the beginning of a class is a model. The instructor uses commands in the target language and does it with the students. Memory is activated through learner response.

The target language should be presented with commands. This method states that the students should understand and do the actions before speaking. In addition, the teacher provides the commands quickly. This means that the students can initially learn a part of the language by mimics and actions.

In the second part of the class, these same students demonstrate their understanding by performing them. The teacher uses imperatives. He

can supervise students behavior in order to make easier the learning process.

When the students make an error, the teacher repeats the command while he performs it. Later, the teacher tells the students commands he has never used before.

After learning to response the oral commands, the students learn to read and write them. When the students are ready to speak they use them as a reinforcement.

The teacher interacts with the whole group of students and individually. Initially, the teacher speaks and the students respond non verbally.

Now, the main reason of the TPR Method is developing abilities of learners to avoid stress. The grammatical structures and vocabulary are emphasized over other language areas. In addition, the practice of several activities help to mantain the learners' interest.

#### 1.4.4. The Silent Way

"People can create utterances they have never heard before. They cannot learn a language simple by repeating what they hear spoken around them."<sup>6</sup>

Student progress has a lot of imperfections at the beginning. All four skills are developed from the beginning.

The role of the teacher is to motivate the learners to use the language for expressing themselves. The students use what they know and build one structure to the next. The teacher interacts with the students, the students use the language. The teacher is the guide in the classroom activities.

The students produce structures, the teacher works with them and uses their errors in order to clarify their knowledge.

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<sup>6</sup>. LARSEN-FREEMAN, Dianne: Techniques and principles in language teaching, Oxford University Press, pg. 51

During the students-teacher interaction, the teacher tries to be quiet, and then the students speak. Errors are inevitable and the pronunciation is worked at the beginning.

Students need to learn to listen to themselves with the purpose to develop their criteria and the others skills are acquired as a result.

#### 1.4.5 Suggestopedia

The originator of this method is Georgy Lozanov, who said : "The reason for our inefficiency is that we set up psychological barriers to learning. One result is that we do not use the full mental power that we have."<sup>7</sup> If we use the suggestion in the teaching-learning process, we are going to eliminate the feeling of frustration. Students learned to use a language by communication. The teacher is the authority in the classroom, the students respect her. This method is conducted in a comfortable classroom, a natural environment, soft and instrumental music and poster which give grammatical information about the target language.

First, the teacher interacts with the whole group and then individually. Initially, the students can only answer non verbally or with a few target language words. Later, the students have more control of the target language and produce better communication. Vocabulary, and oral communication are so important. Errors are not corrected immediately. The most important thing is that the

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<sup>7</sup>. Ibid, pg. 72

students must be relaxed in their environment,  
and they need confidence on themselves.



#### 1.4.6. The Direct Method

The Direct Method is not new. This method has one basic rule: No translation. The direct method connects the target language, without translation, with the native language. In order to do that, the teacher uses realia, pictures or pantomime. He directs the class activities,.

The various skills are developed in different ways. The new structures are presented with examples and the students learn the rule from them. Students learn and practice vocabulary by using it in complete sentences. Reading should be taught from the beginning. Pronunciation should be corrected on the way. The method puts the students in contact with the foreign culture.

Flashcards, wallposters, wallpictures, prompt cards, etc., are presented in the classroom environment. The teacher uses various techniques in order to conduct students to self-correction whenever it is possible.

## **CHAPTER 2**

### **METHODS AND TECHNIQUES**

## CHAPTER 2

### METHODS AND TECHNIQUES

In this chapter, we are going to talk about each method. We will indicate the media and techniques and how we develop the class according to the methods.

#### 2.1. THE COMMUNICATIVE APPROACH

The class we will describe is one which has been conducted for twenty-five second graders with a high level of English proficiency. They have three hours of class per day.

The teacher greets the students. She makes questions in present progressive to the students using the activities they are doing. She does not expect an answer with a correct structure. She asks the students to sit near her and indicates them that they will have a new interesting lesson.

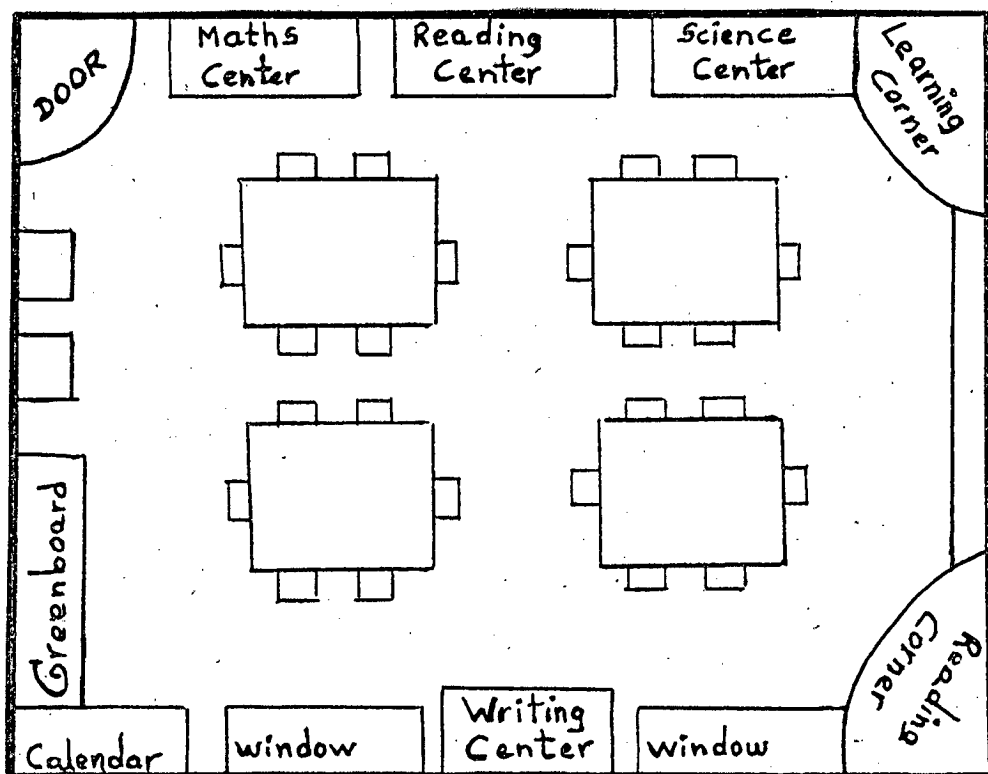


Figure N. 1: Diagram of the class

### First day

The teacher makes them listen to the song "Are you sleeping brother John?" Children sing the song. The teacher asks them to tell her what brother John is doing and the activities that are happening at that moment. At the first time, the teacher answers herself. Then, she makes the students to repeat the answers she says. Later, she lets the students answer the questions by themselves, for example:

Teacher: What am I doing?



Figure N. 2: Flashcard

Example:

Teacher: What is she doing?

Students: She is talking.

And so on with all the flashcards. Then, the teacher starts a review of the same activities and write the "ing" verbs on the flashcards. The teacher gives each student a worksheet with some questions

and let them work on the flashcards independently. When the students have any question or need help, they can ask the teacher and sit at the table beside him. Later, she stands up and walks around the class checking how the classwork is being done.

Later, she indicates them they have a homework and how they have to work on it.

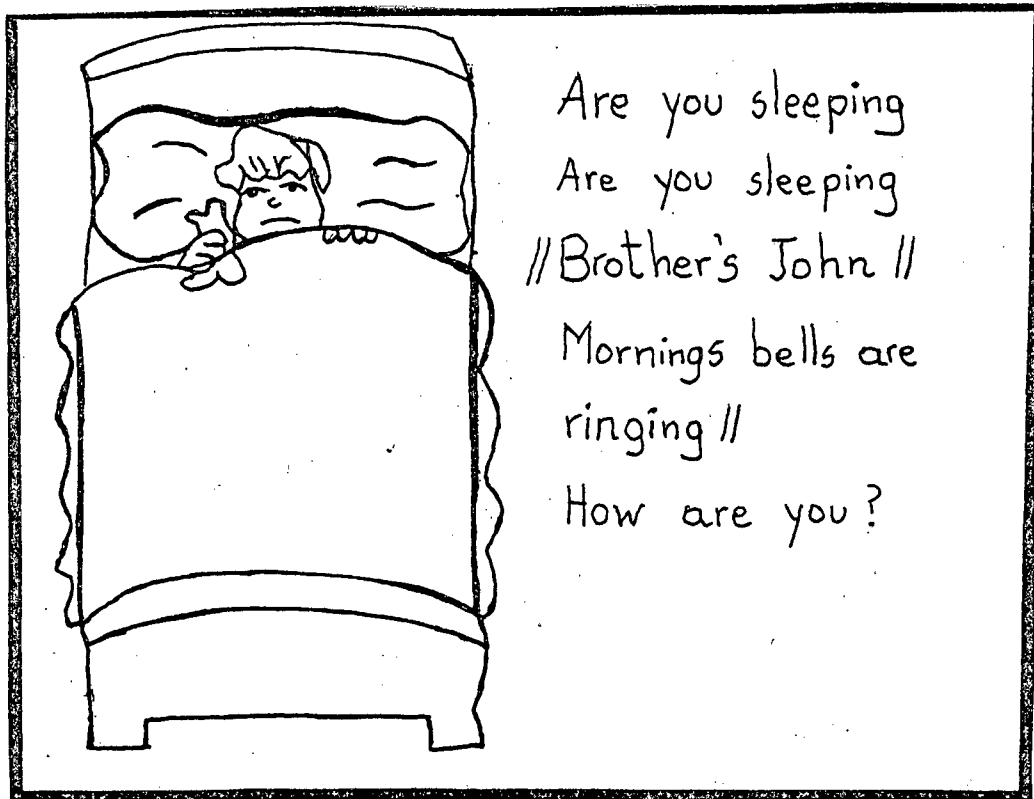


Figure N. 3 Poster

## 2.2. THE AUDIOLINGUAL METHOD

We are going to describe a class taught to 25 second graders of a high level of English with three hours of class per day.

The teacher, after greeting her students, invites them to get in line to go downstairs to the audio laboratory. They are going to listen to a tape about the Carnival Fair and its attractions. Later, they listen to the story and they can understand what a Water Show and Monster House is. They will have to write an invitation to a Magical Fair they are going to do. At the same time, they will learn to tell the time.

Next day, the teacher, using a big yellow clock explains the students the time expressions: o'clock, half past, quarter past.

She makes some questions like:

Teacher: At what time does the water show start?

It starts at 12 o'clock.

At what time does the Monster Show start?

It starts at half past two.

At what time does the Pony Ride start?

It starts at quarter past three.

Then, she gives students a piece of white cardboard to write an invitation to the Magical Fair pointing out the attractions and the time the show will start.

#### TAPESCRIPT

#### COME TO THE WONDERFUL FAIR

Now in Guayaquil for the second time you can see:

The Spooky Monster House

Show starts at 2 o'clock

Our intelligent dolphins doing tricks

Show starts at half past 4.

Outstanding ride to space

Show starts at 12 o'clock

#### MONSTER HOUSE

Come to visit our spooky, scary Monster House. You are going to get scared of Casper. His uncle is very mean with Casper. There will be a monster full of spine. He has twenty eyes and eight legs. The public is very spooky.



### THE WONDERFUL WATER SHOW

Come to the Wonderful Water Show. You can see: Dolphins doing hoops and tricks; the seals clapping the hands and singing songs; the big whale splashes the water to the public; the dolphins will play with a ball. The whale is the judge and the female dolphin is the winner.

#### LISTENING COMPREHENSION

1. What time does the Monster House Show start?
2. What do the dolphins do?
3. Who are the monsters you can find in the Monster House?
4. Who is the judge and the winner?

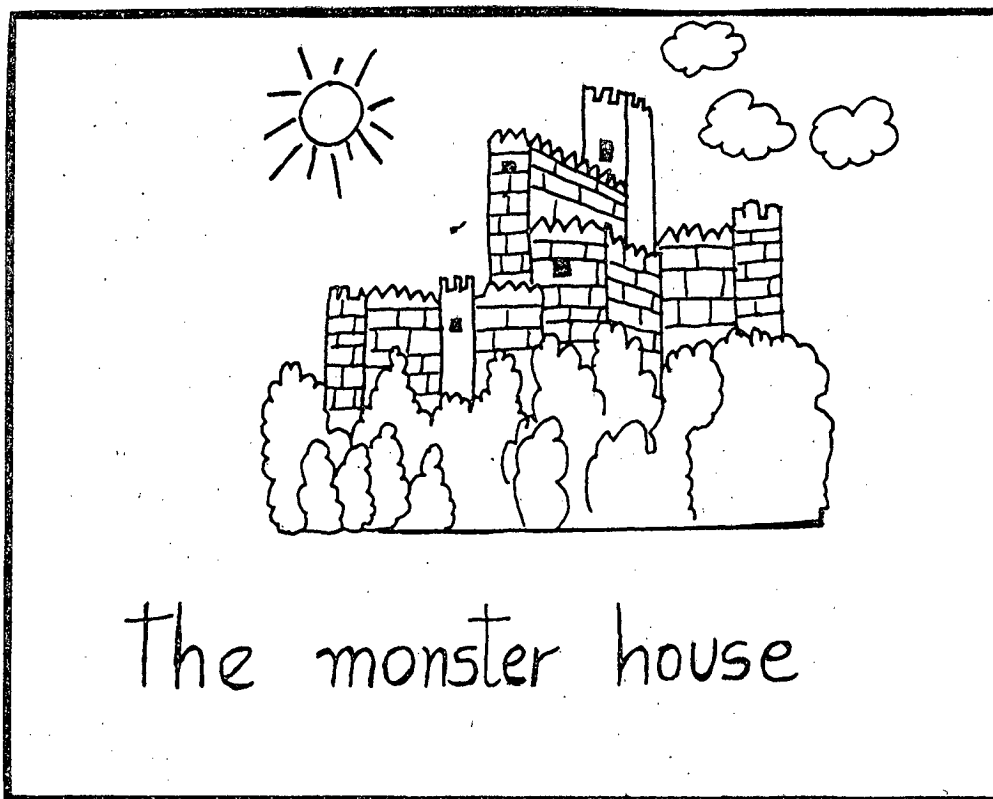


Figure N. 4: Flashcard

### 2.3. THE TOTAL PHYSICAL RESPOND METHOD

The teacher greets her students and asks them some questions about daily routines. She motivates them to pantomime the activities with her. Later, she may show some flashcards with other activities which cannot be pantomimed.

The teacher stands up in front of the children to tell and show them the activities. All of them try to do their best but she congratulates the best group.

Next day, after doing the routine activities, she invites them to sing a song:

"If you are happy and you know it"

//If you are happy and you know it, clap your hands, //

If you are happy and you know it, and you really want to show it,

If you are happy and you know it, clap your hands.

// If you are mad and you know it, stamp your feet//

(third verse)

//If you are sad and you know it sit and cry//

(fourth verse)

//If you are scared and you know it, hide your head//

Later, teacher indicates them how to do the classwork to reinforce the activity they had learned.

They had to draw and write the main verbs learned in the song.

## 2.4 THE SILENT WAY METHOD

In order to describe the Silent way Method, we are going to talk about an English class to 25 second graders of a high level of English proficiency.

The teacher greets the pupils. She starts her class using the song "The wheels of the bus".

The wheels of the bus go round and round  
round and round, round and round  
The wheels of the bus go round and round  
all through the town

(second verse)

The wipers on the bus go swish, and swish

(third verse)

The horn on the bus go horn, and horn

(fourth verse)

The money on the bus goes click, and clink.

She makes pantomime to invite the students to continue the song. She stands up, sits down,

she moves from left to right and the students continue singing. Then, she uses concrete objects and a brown box to explain the prepositions: in, on, under, out of, in front of, beside, over and behind,

The teacher starts with examples like:

I have a red apple

I have a brown box.

She puts the apple in the box and says?

The red apple is in the brown box. Do you see it?, so the students yell: Yes, we do.

Later, she points to the class and she puts the apple in the box and the class answers: The red apple is in the brown box. The teacher calls one students to do the same.

The teacher continues doing the same with the other prepositions.

Later, the teacher invites the students to get their grammar notebook to make a classwork in which they have to match the preposition with the corresponding picture.

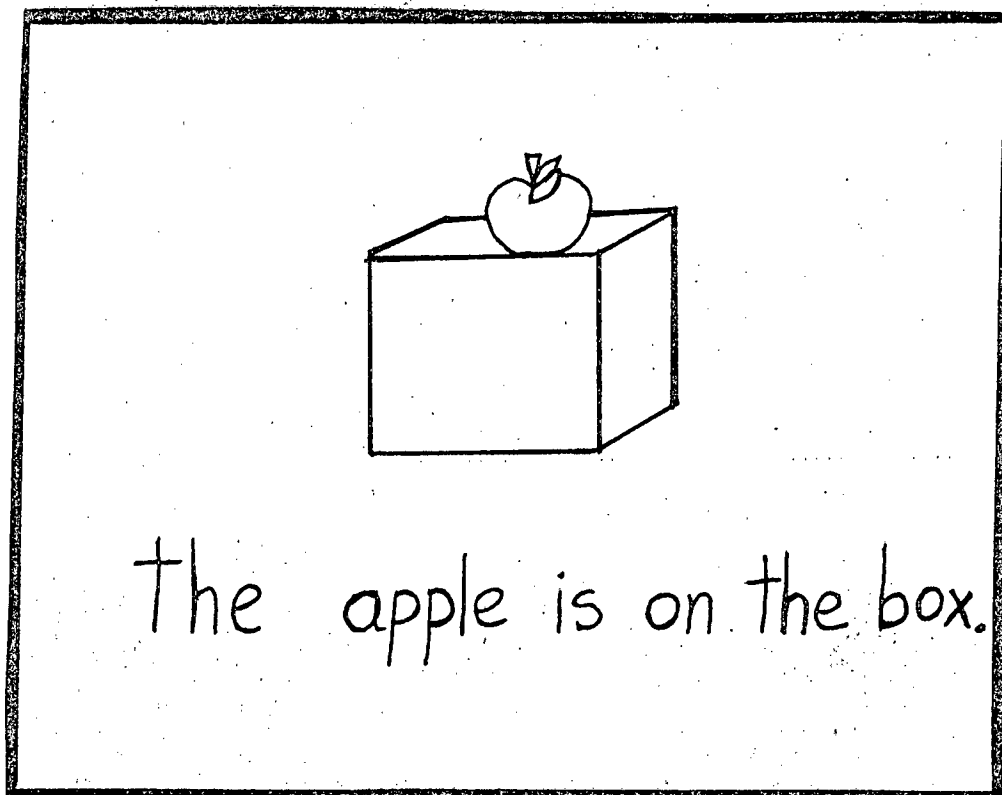


Figure N.5 Flashcard

## 2.5. SUGGESTOPEDIA

We will describe a class taught to 25 second graders of a high level of English proficiency. The group has three hours of class daily.

The teacher greets the learners and invites to sit at the learning corner, where there are some posters and flashcards on the wall.

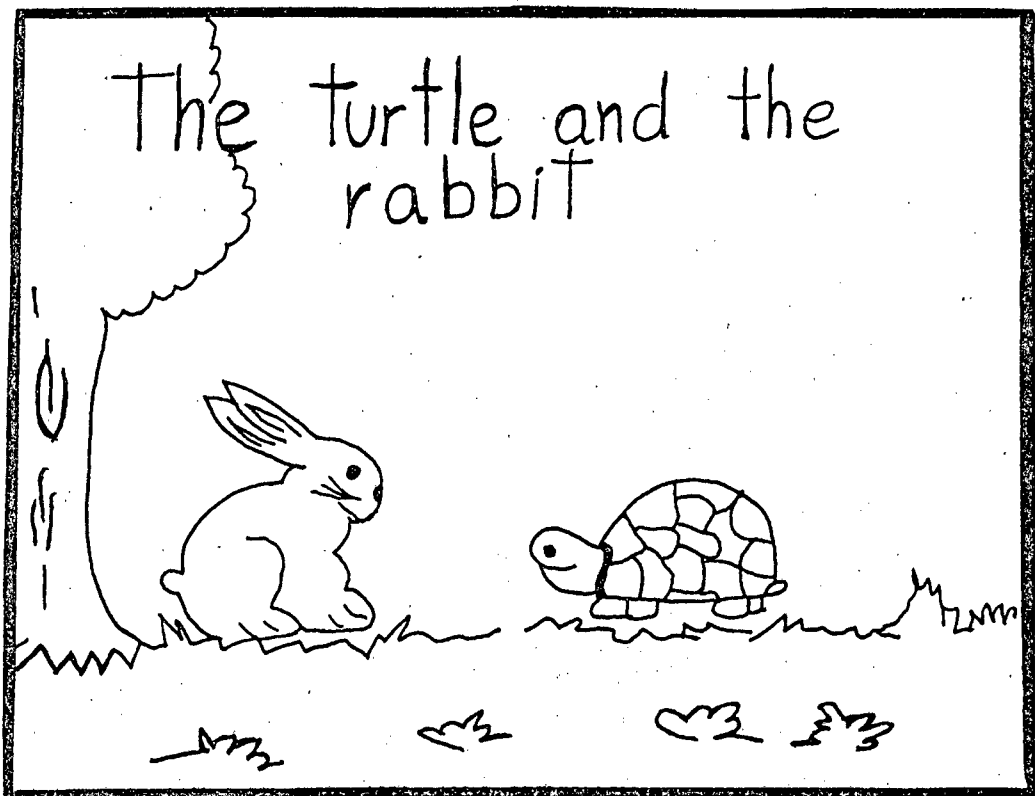


Figure N. 6.



The teacher invites learners to close their eyes and starts to image how the turtle and the rabbit are, what they are wearing and what they are eating.

The teacher starts: ... "Imagine a farm with a lot of open land with many, many trees and animals living over there." She describes a farm, what they will see over there, and she invites them to suggest a title for the story. The teacher says: "When you are ready, open your eyes." One by one students starts to suggest the title: Student A says "The animals on the farm"; students B says: "The winner"; student C says: "The competition between the rabbit and the turtle. "OK" says the teacher, she starts to read the big book "The rabbit and the turtle" using pantomime to help the students understand the story.

The following day the teacher works with new realia. She puts on rabbit's clothes and invites one student to dramatize the other part of the story. A girl volunteer is ready to do it.

The teacher turns to some students and she gives them the clothes inviting them to perform

the little story. Next, the teacher asks questions about the story and the students answer them. She sends a homework to reinforce the story. She explains them how to do the homework: "Draw the principal character and write the main idea of the story."

## 2.6. DIRECT METHOD

The class we will observe, it is one of 25 second graders at a high level of English proficiency. They have three hours of class daily.

The teacher greets her class. She invites students to sit at the learning corner. She introduces the new vocabulary using concrete objects and flashcards like: beanstalk, ax, climb, castle, oven; asking them questions like: "Have you ever seen a beanstalk like this one?", and the students answer: "Yes, mother usually gives them to me", says one student. Another students: "I don't like them."

After showing the beanstalk, the teacher reads and explains them up to the middle of the story page by page telling them the process of the story and reinforcing the new vocabulary.

Later, she reads the same part of the story and makes them some questions about it.

Next day, she reinforces the new vocabulary and makes them use it in sentences. Then she

continues the reading. She asks them to predict the ending of the story.

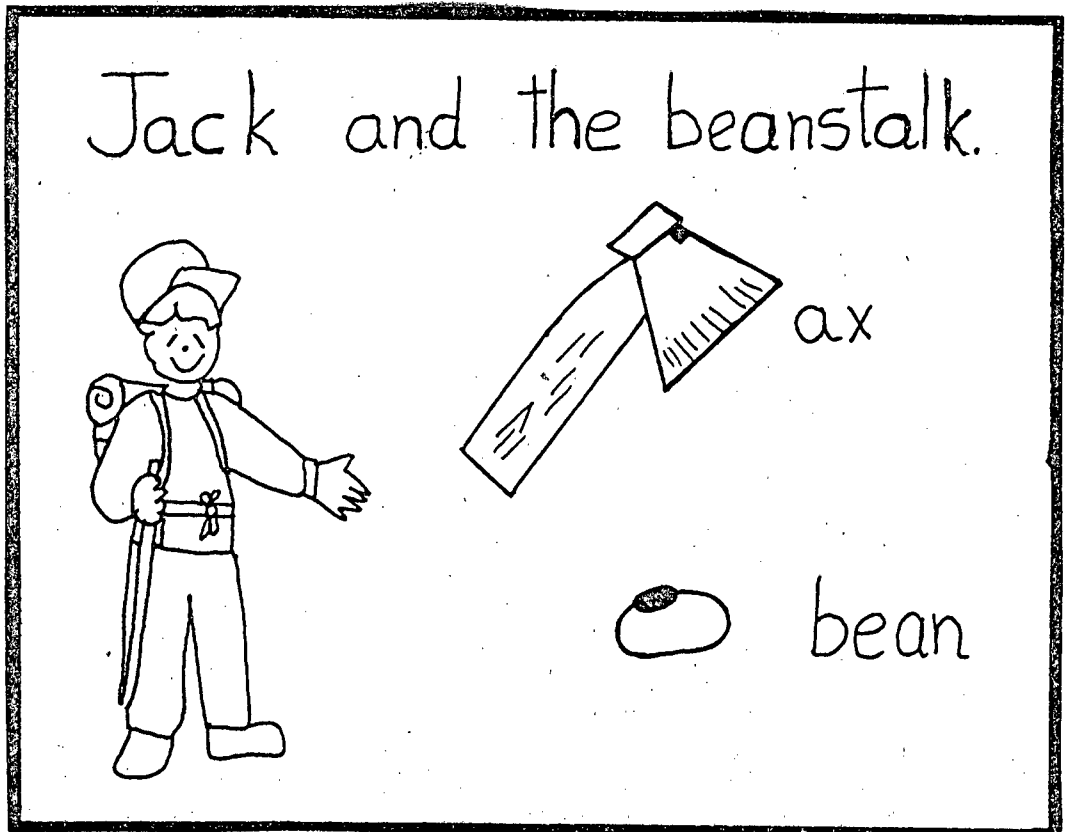


Figure N.7.

## **CHAPTER 3**

### **MEDIA AND INSTRUMENTS**

## CHAPTER 3

### MEDIA AND INSTRUMENTS

The media and instruments are not a substitution of a good teaching process, instead of that they help the teacher to make more effective the target language. The use of visual materials is a vital part of an effective language program. Much of our learning, outside the classroom is through visual media (TV movies, billboards, magazines, etc.) Therefore, the teacher should capitalize on the students the ability to learn with the help of visual aids. A simple drawing or magazine picture can often represent an idea or can be used to show the use of grammar structures more quickly than a verbal explanation. There is not a specific moment to use the visual aids. It depends on the teacher, the subject, and the students.

Visual aids are:

1. Adaptable to teaching many structures at different levels.
2. Appropriated for the usage to either a large group or with groups of three to six.
3. Easy to store and file.
4. Inexpensive.

### 3.1. BLACKBOARD, WHITEBOARD

#### 3.1.1 Blackboard-chalkboard

DESCRIPTION: A chalkboard is a board which is usually black or green, making it more attractive and comfortable to classroom, and on which people, especially teachers in a classroom, write or draw with chalk.

It is not only to write words and other symbols, they are used to visualize maps and diagrams.

The teacher should write in a precise and brief way. Working at the chalkboard provides an opportunity for teachers and students to check the accuracy of work, results, and knowledge of procedures.

The chalkboard is used in the following methods:

- The Communicative Approach uses this media in order to unscramble the sentences so that they can be restored to their original order.

- In the Audio-lingual method, after oral

repetition, the teacher writes the dialogue on the chalkboard toward the end of the week.

- Direct Method. The teacher answers the students questions about the subject they are studying, by drawing on the chalkboard or giving structure examples.

- The Total Physical Response. Here the teachers write the new commands on the chalkboard because spoken language should be emphasized over written language.



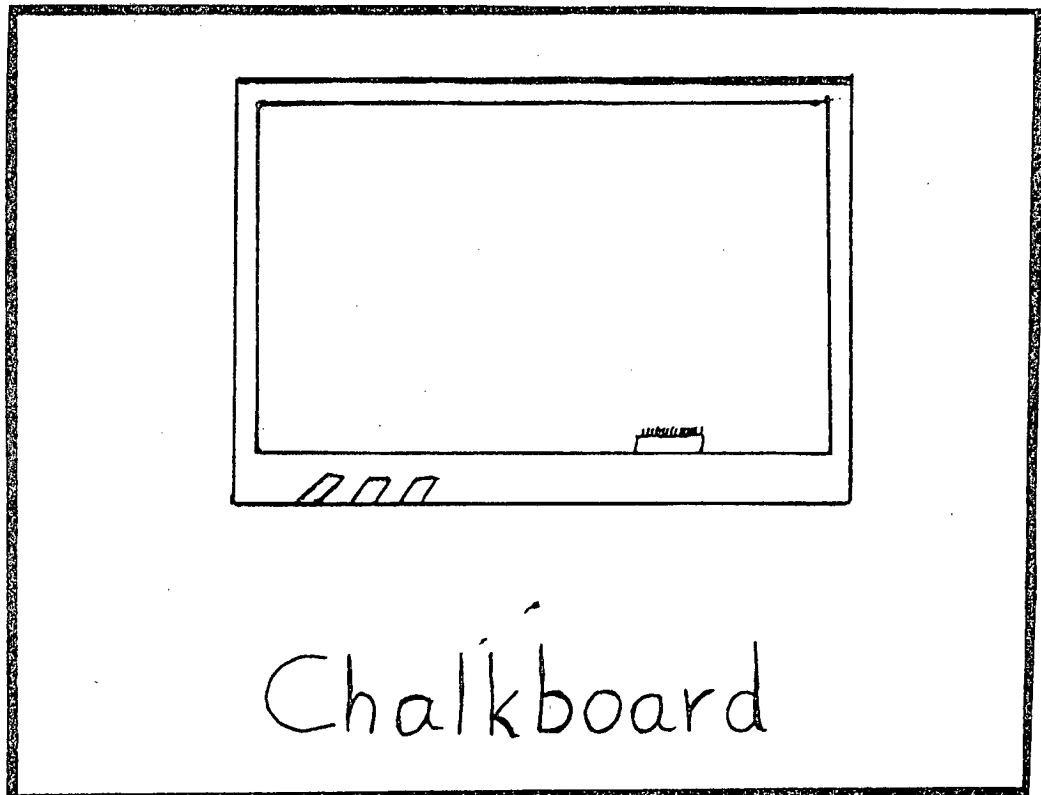


Figure N.8. Chalkboard

### 3.1.2 Whiteboard

**DESCRIPTION:** A whiteboard is a board which is white, made of acrylic and on which people use a marker to write and stick, using masking tape or scotch tape, papers, graphs or any other material used as teacher's aids.

The whiteboard is used in the following methods:

total physical response, communicative approach, audio-lingual and direct method to prove with additional activities to students in order to reinforce the subjects they study.

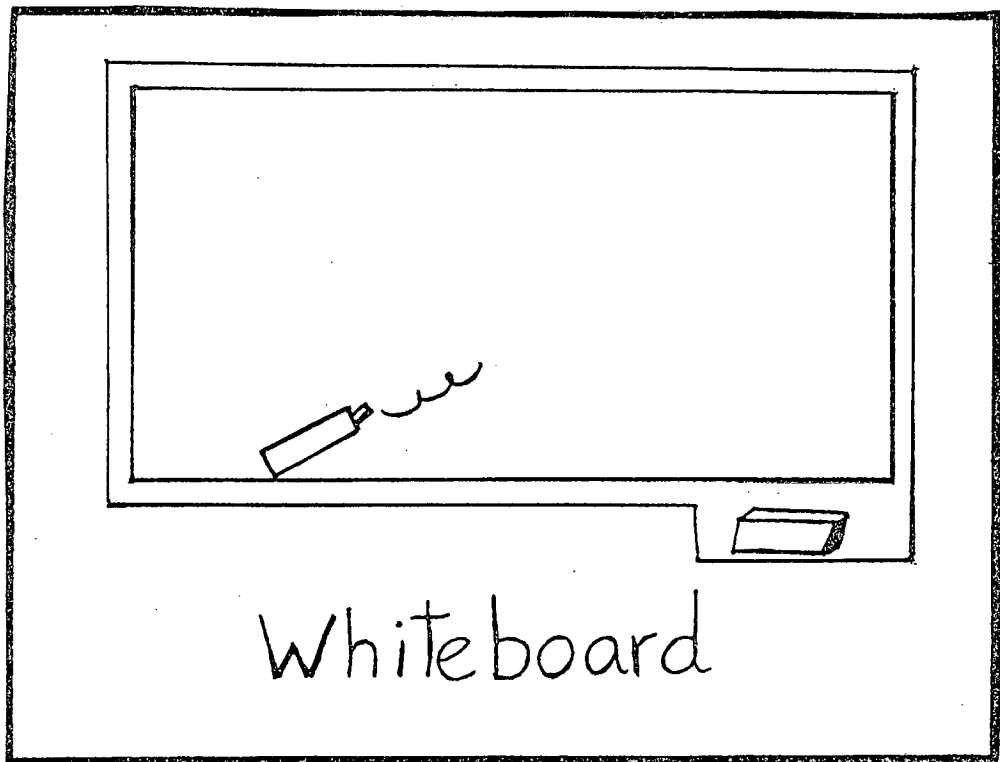


Figure N. 9. Whiteboard

### 3.2. MAGNET BOARD, FLANNELBOARD

#### 3.2.1 Magnet board

DESCRIPTION: It has a porcelain-surface. Because of its steel base, magnets will adhere to its surface. Papers may be displayed by this mean without tacking, taping or in any way marking or defacing them on the board surface. The porcelanized surface takes chalk which permits easy removal and crayon marks with a dig cloth. The magnetic chalkboard adds new dimension and increased flexibility to classroom presentations.

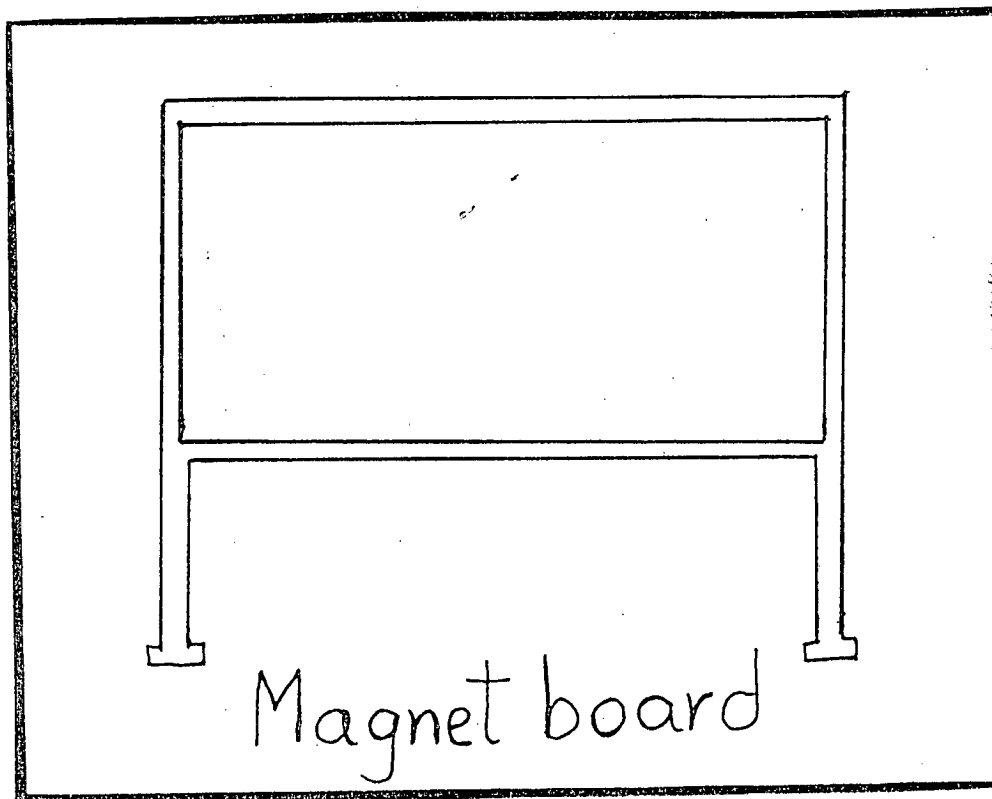


Figure N. 10. Magnet Board

### 3.2.2 Flannelgraph board

DESCRIPTION: It is a little more than a piece of rigid material (celotex) covered with cotton flannel, wool, cloth or paper. It is usually of red, blue or black colors, and people use it to stick graphs on. It measures about 1.20 m. by 1.50 m. (It can be longer). They are used at every school level. It must be placed where it can be seen by all

viewers. Be sure the surface is adequately lighted.

Flannel board helps students to recognize pictures of things such as those beginning with the same letter. It is very useful, too, in illustrating various structures and vocabulary items. In the case of younger students, it can also provide an effective medium for dramatizing stories.

The following methods use the flannelgraph board: in the audio-lingual method and direct method, the teachers stick exercises or games to reinforce the structures taught.

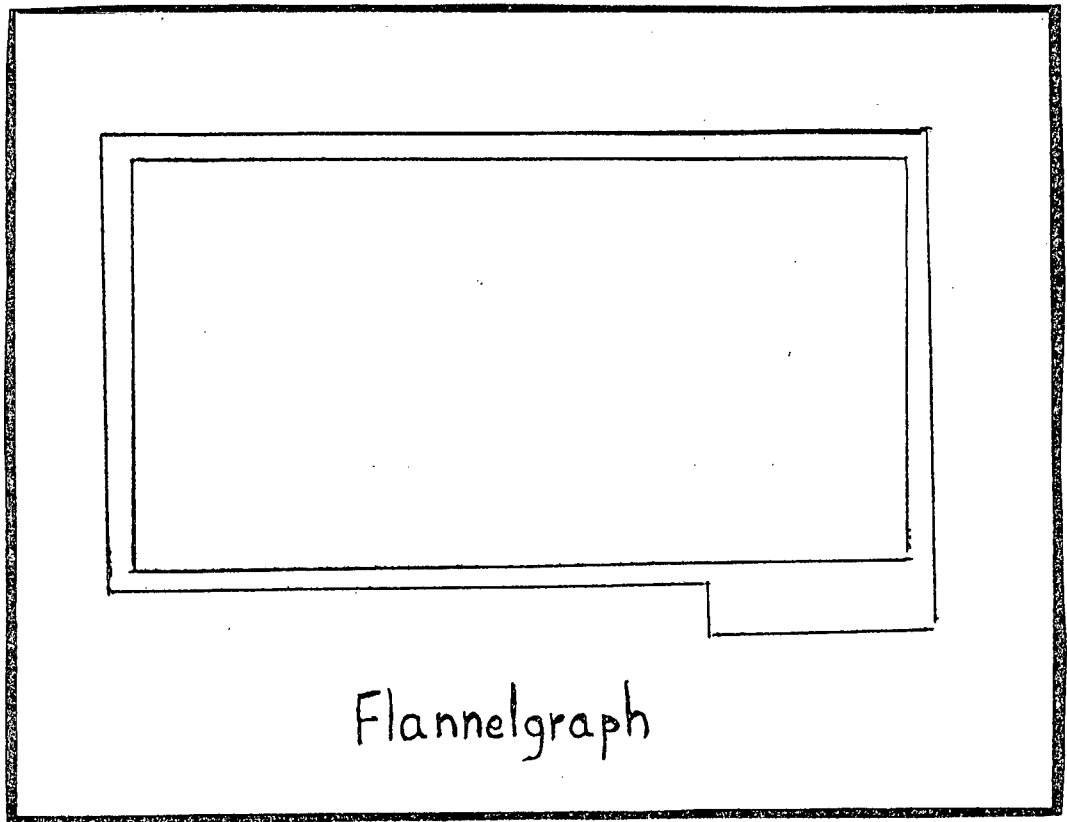


Figure N. 11. Flannelgraph

### 3.3 FLASHCARDS

DESCRIPTION: Cards are convenient for manipulation by hand. Basically, they are of a size easy for the teacher to handle and to flash at the learners. Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Where foreign words can not be understood carefully, pictures can tell the story. Everyone seeing a pictures will be able to get something from it,

if the picture is clear. The content of the illustration must be related to the life and interest of the reader to be effective. Many abstract ideas can be made more real to our students through the usage of flashcards.

The audio-lingual, direct method, silent way, communicative language learning, communicative approach use the flashcards to expand and reinforce their vocabulary or structures taught during the class.

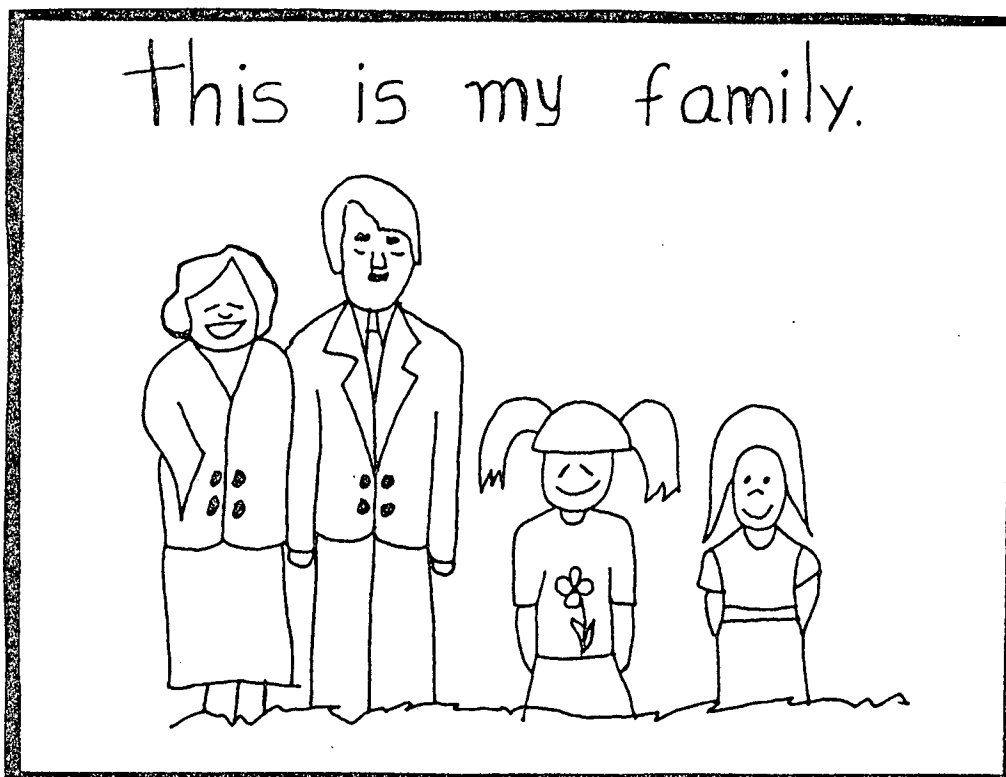


Figure N. 12. Flashcard

### 3.3.1 Wallchart

DESCRIPTION: It is a cardboard pasted on the wall. Many of these graphic materials are commercially produced but most of the different types can be made by students (worksheets done by the children in class) or teachers.

The purpose of any chart is to visualize some ideas which may be more difficult to understand if treated only in words. Good charts often use pictures, drawings, cartoons and verbal materials.

The teacher chooses the most important ones to illustrate. The wallcharts should have one center of interest, the words. These are within the understanding of the students, containing accurate information, and be grammatically correct.



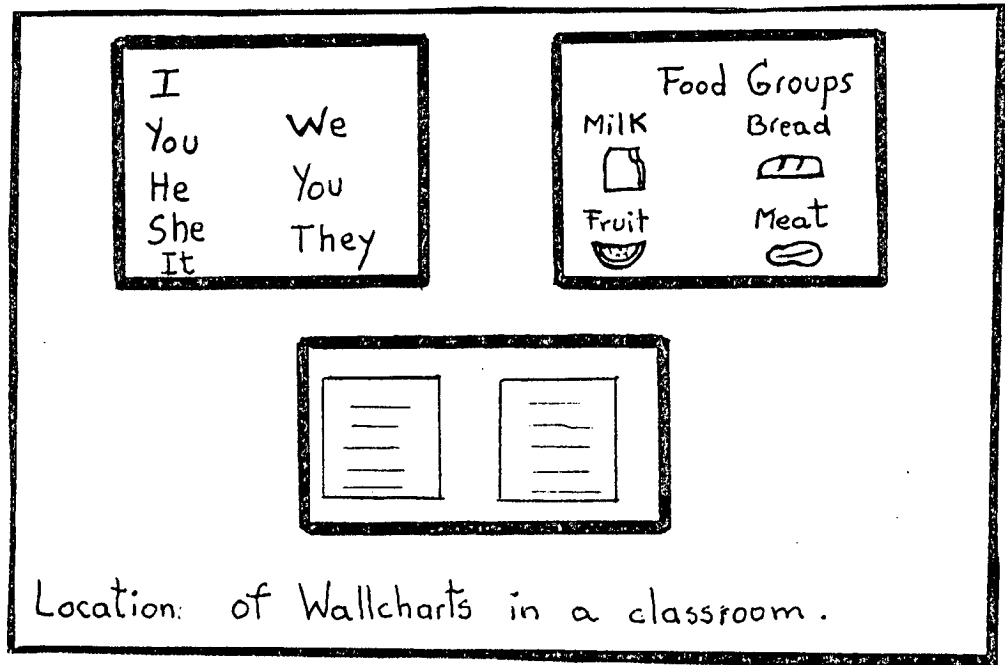


Figure N.13. Distribution of wallcharts in a classroom

### 3.3.2 Wallposter

**DESCRIPTION:** It could be on paper or cardboard, pasted on the wall with pictures according to the unit that children are studying. They are pictorial designs-usually symbolic in nature-which tell a capsule story or narrative. The wallposters should be designed in a way that the message can be learned

in a few seconds. This means your eye has to be attracted to the poster and note its main features. The design of posters is closely related to their ability to communicate intensive messages. It is large enough to be easily seen at least 22 by 28 inches and sometimes 28 by 44 inches. The poster is carefully designed for quick impressions rather than the careful study.

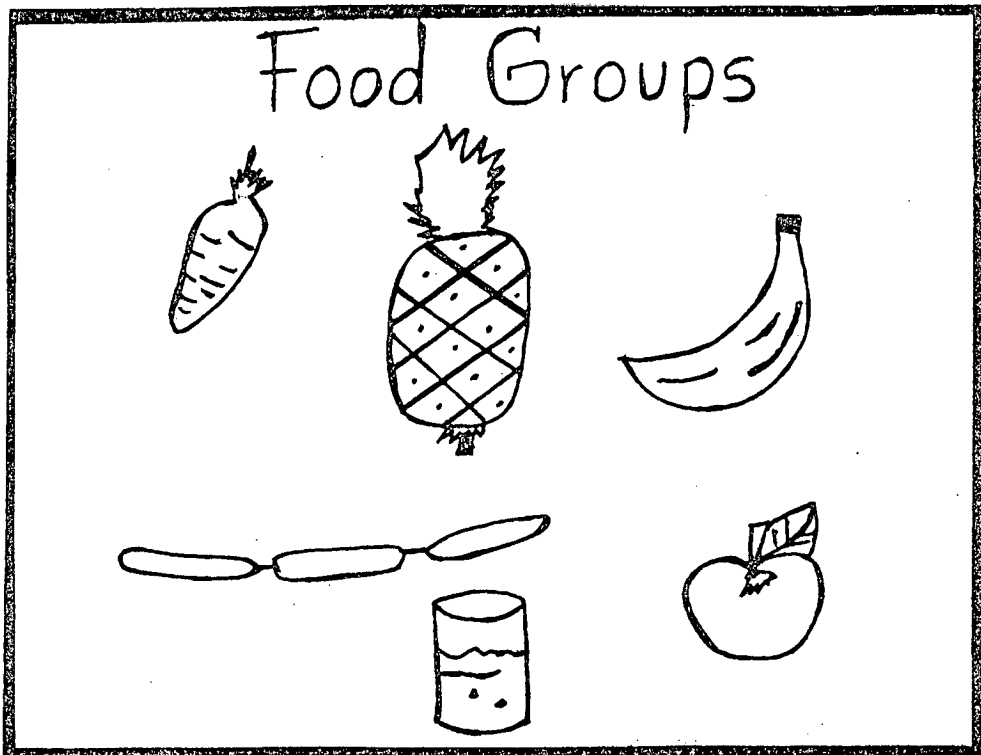


Figure N. 14. Wallposter

### 3.3.3 Wallpictures

DESCRIPTION: They are cardboards pasted on the wall or on a board according to the lesson.

The wallcharts, wallposters and wallpictures are used in the following methods: in the total physical response and the audio-lingual method, by making the students repeat the actions shown in pictures or in words with their bodies or orally.

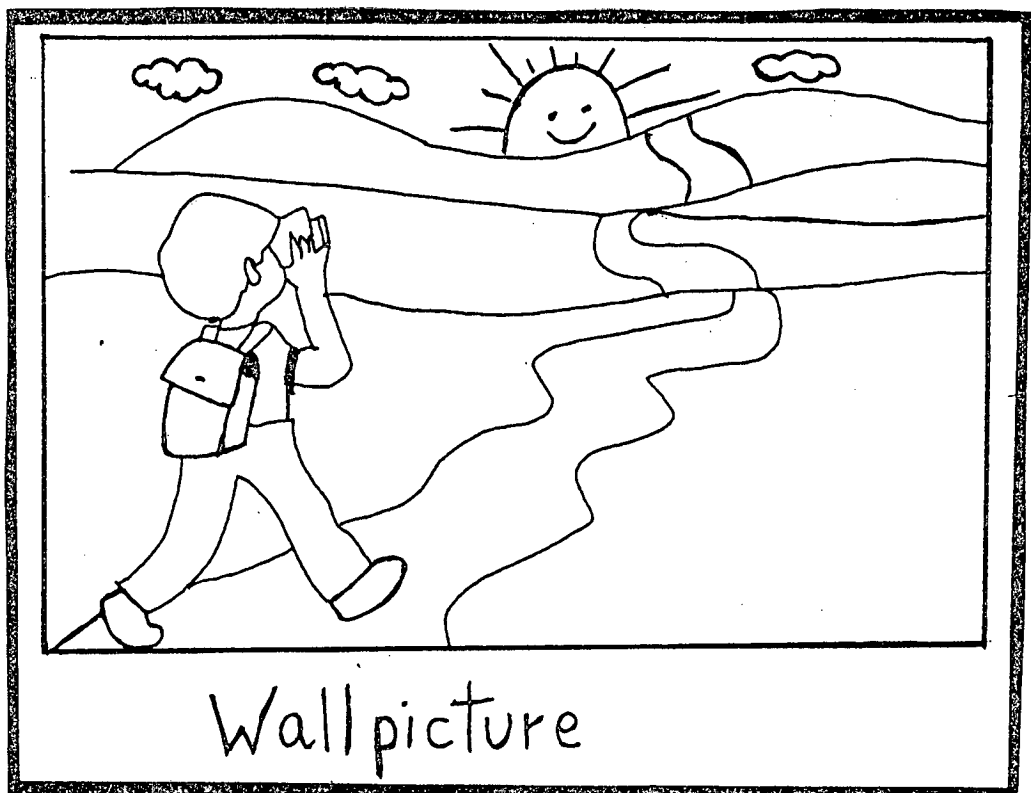


Figure N. 15. Wallpicture

### 3.4 REALIA

DESCRIPTION: A term often used to represent any real material employed in instruction, used by a teacher to relate classroom teaching to real life, for example: concrete objects, big books, etc.

The audio-lingual, direct, total physical response, suggestopedia, communicative approach, silent way methods use realia to introduce or reinforce vocabulary or structures.

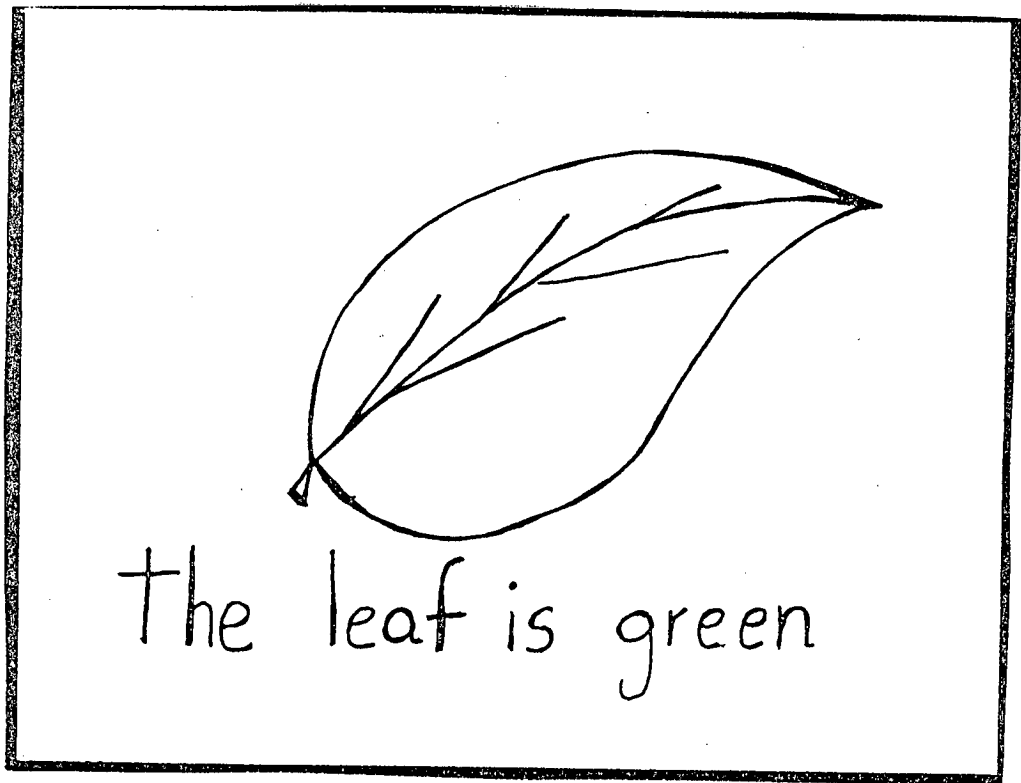


Figure N. 16. Realia

### 3.5 TAPE RECORDER

DESCRIPTION: Teachers are interested in recording, because through it, they bring to the classroom the full range of the world of sound in all of its variations.

With proper equipment and materials, students are transported to other times and places. It is used to provide models of speech or musical skill and interpretation which students may emulate.

The tape recorder is used in the audio-lingual and direct method to introduce new vocabulary and new structures.

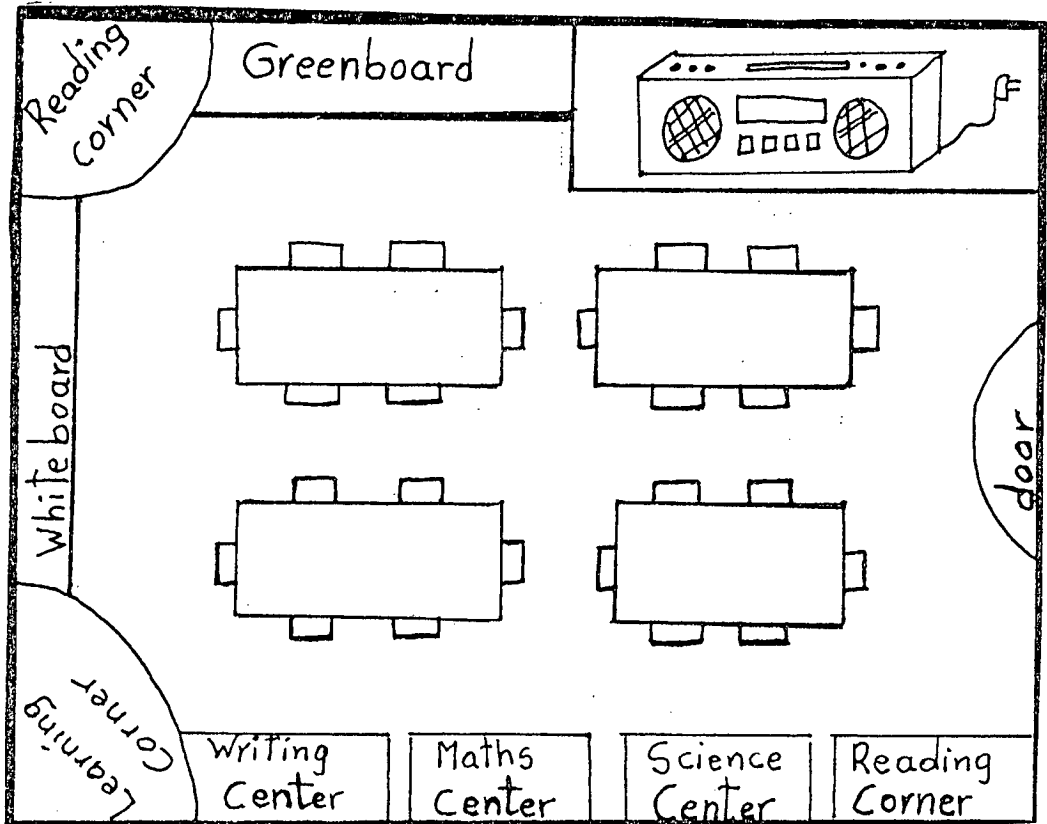


Figure N. 17. Tape recorder

### 3.6 FIELD TRIPS

**DESCRIPTION:** It is any trip to visit any place near or far away the students' area. The important thing is that children get in contact with real situations, that they remind for many years.

These trips develop self-discipline, initiative,

courtesy, good human relationships, oral and written expression.

Having decided the trip, organize it carefully:

1. Advance planning
2. Taking the trip
3. Follow up activities

Teachers and students together need to prepare for the educational aspects of the trip, when their interest, enthusiasm, become around, learners make helpful contributions. The teacher will go with a companion to the trip, who will help him to control the group.

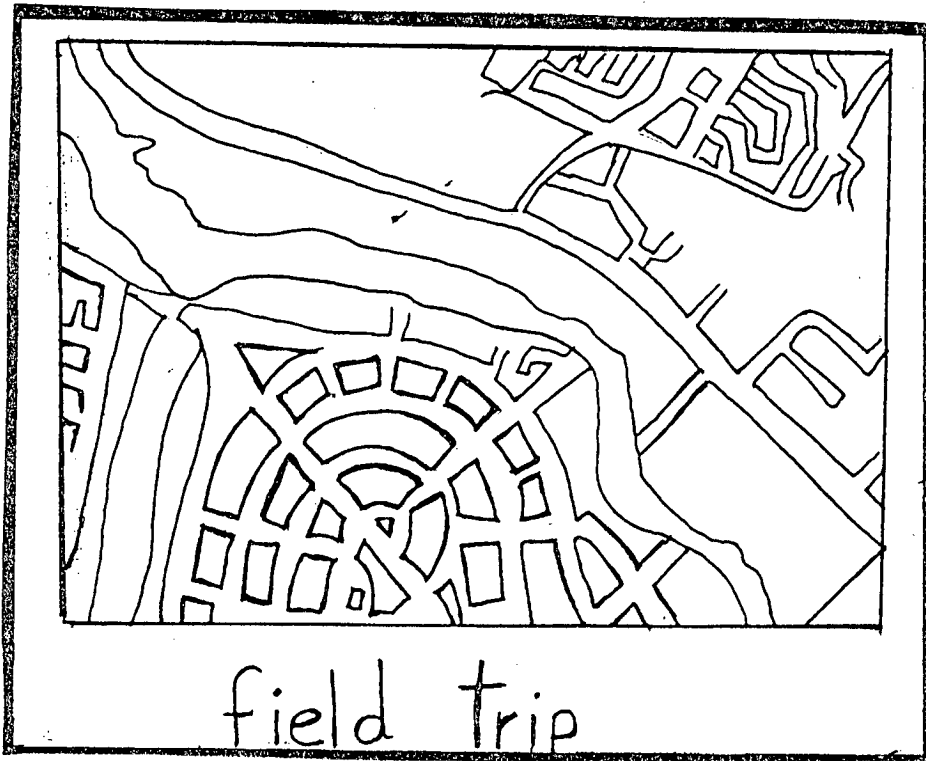


Figure N. 18. Field trip map



## **CHAPTER 4**

### **DESCRIPTION OF THE EXPERIMENTAL WORK**

## CHAPTER 4

### DESCRIPTION OF EXPERIMENTAL WORK

#### INTRODUCTION

This research has been done with a group of seven to eight years old students. They are twenty five per class at Balandra Private School. It is easy to work with a small group like this one. They are well motivated in the learning process because of the materials the teachers bring and show them. Eventhough, they are of a short age, they have a good development of the language because they have had a full time English program since preschool.

The classrooms are different to the usual ones. They do not have neither doors nor walls. Instead of that, they have half glass walls, and as a consequence they get brighter classrooms and they do not have the noise of other classrooms because of their size.

This institution provides the teachers with all kind of resources they need. The teacher has many facilities as: a tape recorder per grade,

audiolab, video in each library, auditorium, preschool section, projector, computers, different sorts of books at the reading corner in each grade to be changed every fifteen days according to the didactic unit, big books, all kinds of puppets and the corresponding stage, posters, and concrete objects.

In this chapter, we include five lesson model plans per method. Each method has an introductory, an evaluation plan and three reinforcement plans. Some of the plans, especially the evaluation ones will be a little different from the normal ones. We changed their structure according to the teacher's methods.

#### 4.1. COMMUNICATIVE APPROACH METHOD

##### 4.1.1. SCHEME OF A CLASS PLAN

###### 1. INFORMATIVE DATA

- |                      |                             |
|----------------------|-----------------------------|
| 1.1. School:         | Balandra School             |
| 1.2. Section:        | Primary                     |
| 1.3. Course:         | Second grade                |
| 1.4. Subject:        | Language                    |
| 1.5. Didactic Unit:  | Tenses                      |
| 1.6. Theme:          | Present Progressive         |
| 1.7. Type of lesson: | New                         |
| 1.8. Date and hour:  | October 2nd, 1995/8:00 a.m. |

###### 2. OBJECTIVES

At the end of the class, the students should be able to :

- 2.1. Use on going actions they know.
- 2.2. Use the correct form of the verb "TO BE" according to the pronoun.

### 3. SCIENTIFIC CONTENT OF THE CLASS.

3.1. On going actions.

3.2. Structure for the present progressive.

### 4. DIDACTIC PROCESS OF THE CLASS.

4.1. Initial activities.

4.1.1. Knowledge evocation.

4.1.2. The teacher shows the students some flashcards of some on going actions.

4.2. Development of the lesson.

4.2.1. The teacher invites the students to sit at the learning corner. She starts to sing a song:

Are your sleeping?

//Are you sleeping?//

//brother John//

//morning bells are ringing//

How are you?

4.2.2. The teacher continues singing the same song using different on going actions.

4.2.3. The teacher asks the pupils to make sentences according to the flashcards she shows them.

4.3. Reinforcement of knowledge.

4.3.1. The teacher asks for a volunteer. This one

takes the teacher's role asking his classmates some questions in the present progressive about the flashcards she shows:

What are you doing?

.....

What is he/she doing?

.....

What are they doing?

#### 4.4. Learning Evaluation

4.4.1. The teacher sticks the flashcards on the white board and they have to make oral sentences.

#### 4.5. Reinforcement activities

4.5.1. The teacher sends a homework. They have to make sentences in the present progressive using the actions that are in the box.

### 5. DIDACTIC RESOURCES

5.1. Method: Communicative Approach

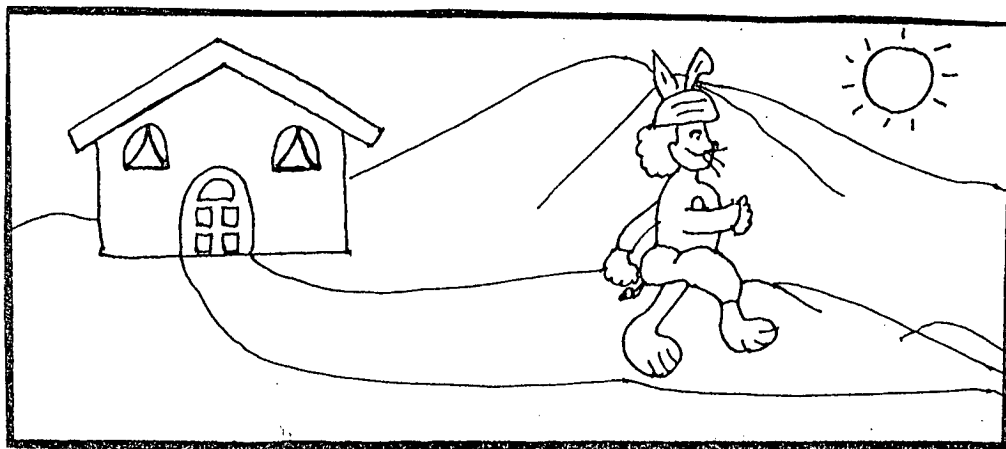
5.2. Techniques: Form to fill out

5.3. Didactic Materials: Whiteboard, flashcards, papers, pencils, colours.

### HOMWORK

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make sentences in the present progressive with the following actions. Draw the actions.



play along

watch TV

draw pictures

1.

.....

2.

.....

3.

.....

#### 4.1.2. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                          |
|----------------------|--------------------------|
| 1.1. School:         | Balandra                 |
| 1.2. Section:        | Primary                  |
| 1.3. Course:         | Second grade             |
| 1.4. Subject:        | Language                 |
| 1.5. Didactic Unit:  | Tenses                   |
| 1.6. Theme:          | Present Progressive      |
| 1.7. Type of lesson: | Reinforcement            |
| 1.8. Date and hour:  | 3 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Use on going actions they know
- 2.2. Use the correct form of the verb "TO BE" according to the pronoun.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. On going actions
- 3.2. Structure for the present progressive



#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

##### 4.1.1. Knowledge evocation

4.1.2. The teacher sings the song ARE YOU SLEEPING?  
BROTHER JOHN, using different on going  
actions.

##### 4.2. Development of the class

4.2.1. The teacher starts the class showing a poster  
with different on going actions.

4.2.2. The students have to make sentences using  
on going actions with the pictures they  
see in the poster.

#### CLASSWORK

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Make sentences using on going actions and draw them.

What is he/she doing?

1. ....

2. ....

3. ....

4. ....

4.3. Reinforcement of knowledge

4.3.1. The teacher asks the students to read aloud their sentences.

4.4. Learning evaluation

4.4.1. The teacher scores the classwork and their oral sentences over 20 points.

4.5. Reinforcement activities

4.5.1. The teacher sends a homework:

**HOMEWORK**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Go to the playground and look at some on going actions. Draw them in your writing notebooks.

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

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

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

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

## 5. DIDACTIC RESOURCES

5.1. Method: Communicative Approach

5.2. Techniques: Free writing

5.3. Didactic Materials: Notebooks, colours, posters,

#### 4.1.3. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                          |
|----------------------|--------------------------|
| 1.1. School:         | Balandra                 |
| 1.2. Section:        | Primary                  |
| 1.3. Course:         | Second grade             |
| 1.4. Subject:        | Language                 |
| 1.5. Didactic Unit:  | Tenses                   |
| 1.6. Theme:          | Present Progressive      |
| 1.7. Type of lesson: | Reinforcement            |
| 1.8. Date and hour:  | 4 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students<sup>p</sup> should be able to:

- 2.1. Use on going actions.
- 2.2. Use the correct form of the verb TO BE according to the pronoun

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. On going actions
- 3.2. Structures for the present progressive

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

###### 4.1.1. Knowledge evocation

4.1.2. The teacher and the students sing the song: Are you sleeping brother John? using different on going actions.

##### 4.2. Development of the class

4.2.1. The teacher starts the class asking the pupils some questions about their daily routine and they should answer in the present progressive.

4.2.2. The teacher brings a tape with a tape recorder to the classroom. It describes different on going actions.

4.2.3. The students using their books should point out and circle the correct answer according to the tape.

#### CLASSWORK

##### Tapescript

Listen and circle the correct answer

1. Mary is dancing

2. Peter is reading a book

3. John is swimming in the pool
4. Jenny is lifting her arms.
5. Rose is standing on her head.

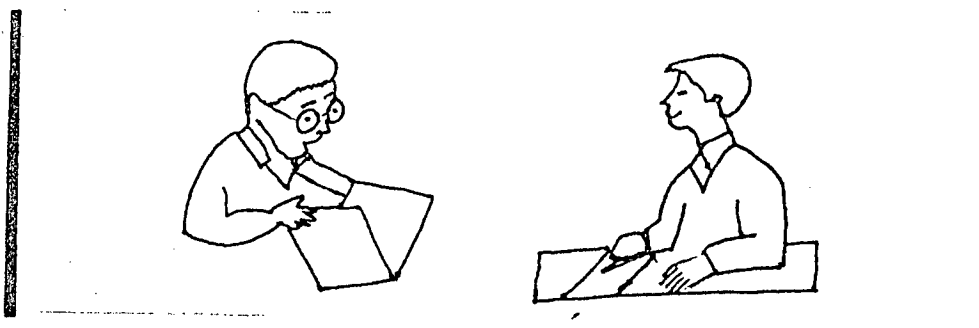
### WORKSHEET

Listen and circle the correct answer.

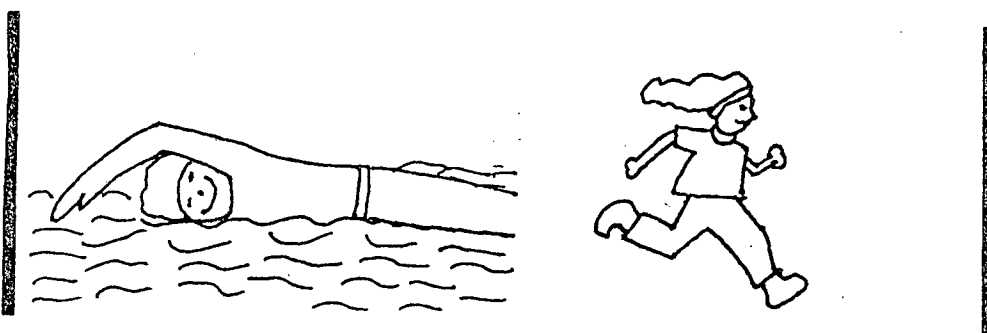
1.



2.



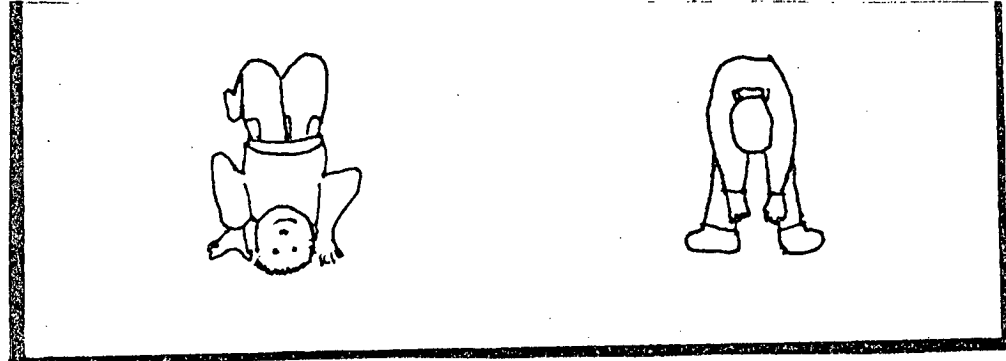
3.



4.



5.



#### 4.3. Learning Evaluation

4.3.1. The teacher scores the classroom over 20 points.

### 5. DIDACTIC RESOURCES

5.1. Method: Communicative Approach

5.2. Techniques: Form to fill out

5.3. Didactic materials: tape, tape recorder, book, pencils.

#### 4.1.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                          |
|----------------------|--------------------------|
| 1.1. School:         | Balandra                 |
| 1.2. Section:        | Primary                  |
| 1.3. Course:         | Second grade             |
| 1.4. Subject:        | Language                 |
| 1.5. Didactic Unit:  | Tenses                   |
| 1.6. Theme:          | Present Progressive      |
| 1.7. Type of lesson: | Reinforcement            |
| 1.8. Date and hour:  | 5 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Use on going actions.
- 2.2. Use the correct form of the verb TO BE according to the pronoun.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. On going actions
- 3.2. Structures for the present progressive



#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the class

4.2.1. The teacher shows the students some flashcards of different on going actions.

4.2.2. The students have to make oral sentences using on going actions with the pictures there are in the flashcards.

##### 4.3. Reinforcement of knowledge

4.3.1. The teacher asks the students to speak aloud the sentences.

#### 5. DIDACTIC RESOURCES

5.1. Method: Communicative Approach

5.2. Techniques: Brainstorming

5.3. Didactic materials: Flashcards

#### 4.1.5. SCHEME OF THE CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                          |
|----------------------|--------------------------|
| 1.1. School:         | Balandra                 |
| 1.2. Section:        | Primary                  |
| 1.3. Course:         | Second Grade             |
| 1.4. Subject:        | Language                 |
| 1.5. Didactic Unit:  | Tenses.                  |
| 1.6. Theme:          | Present Progressive      |
| 1.7. Type of lesson: | Evaluation               |
| 1.8. Date and Hour:  | 6 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Use on going actions they know.
- 2.2. Use the correct form of the verb "TO BE" according to the pronoun.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. On going actions
- 3.2. Structure for the present progressive

4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial activities

4.1.1. Knowledge evocation

4.2. Development of the lesson

4.2.1. The teacher makes a review of the on going actions using the flashcards they know and the poster they have already seen.

4.2.2. The teacher gives an evaluation to the students:

EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Answer the following questions:

a. What are they doing?

.....

b. What is she doing?

.....

c. What is he doing?

.....

d. What are you doing?

.....

4.3. Learning evaluation

4.3.1. The teacher scores this evaluation over 20 points.

## 5. DIDACTIC RESOURCES

5.1. Method: Communicative Approach

5.2. Technique: Interrogative

5.3. Didactic Materials: worksheets, pencils, colours.

## 4.2. AUDIOLINGUAL METHOD

### 4.2.1. SCHEME OF THE CLASS PLAN

#### 1. INFORMATIVE DATA:

- |                      |                           |
|----------------------|---------------------------|
| 1.1. School:         | Balandra                  |
| 1.2. Section:        | Primary                   |
| 1.3. Course:         | Second grade              |
| 1.4. Subject:        | Language                  |
| 1.5. Didactic Unit:  | Adjectives                |
| 1.6. Theme:          | Quality adjectives        |
| 1.7. Type of lesson: | New                       |
| 1.8. Date and hour:  | 16 October 1995/8:00 a.m. |

#### 2. OBJECTIVES

After studying the use of adjectives the students should be able to:

- 2.1. Use the correct quality adjectives to describe the characters and the event they are going to deal with.
- 2.2. Apply the rule for the usage of adjectives.

be a monster, Frankenstein, full of spine. He has twenty eyes and eight legs. Another monster has a big red eye and the face with many colours. The public is very spooky.

4.2.4. After the tape, the students answer questions about the Monster House.

4.3. Reinforcement of Knowledge:

4.3.1. The students write down an invitation to come to visit the Fair.

4.4. Learning Evaluation

4.4.1. The teacher asks the students to read aloud their invitation.

4.5. Reinforcement activities

4.5.1. The teacher gives the students a piece of cardboard to draw a picture about the fair and write the invitation on it.

## 5. DIDACTIC RESOURCES

5.1. Method: Audiolingual

5.2. Techniques: Free writing

5.3. Didactic materials: Tape recorder, tape, chalkboard, colour pencils, pencils, chalk, flashcards, cardboard.

#### 4.2.2. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                           |
|----------------------|---------------------------|
| 1.1. School:         | Balandra                  |
| 1.2. Section:        | Primary                   |
| 1.3. Course:         | Second Grade              |
| 1.4. Subject:        | Language                  |
| 1.5. Didactic Unit:  | Adjectives                |
| 1.6. Theme:          | Quality Adjectives        |
| 1.7. Type of Lesson: | Reinforcement             |
| 1.8. Date and hour:  | 17 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

After studying the use of adjectives the students should be able to:

- 2.1. Use the correct quality adjectives.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. The Quality Adjectives

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial Activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The teacher invites the students to get in line to lab.

4.2.2. The students listen to the same tape they have already heard at the classroom.

##### 4.3. Reinforcement of knowledge

4.3.1. The teacher asks some questions about the tape:

- How is the Monster House?

.....

- What do you see at Monster House?

.....

- Describe Frankenstein

.....

##### 4.4. Learning evaluation

4.4.1. The teacher gives the students a piece of paper. They have to draw a picture about the tape and they have to write sentences about it.

##### 4.5. Reinforcement activities

4.5.1. The teacher sends a homework. They have to draw on a piece of cardboard Frankenstein



with all of his characteristics.

## 5. DIDACTIC RESOURCES.

5.1. Methods: Audiolingual

5.2. Techniques: Discussion, Free writing

5.3. Didactic Materials: Tape, tape recorder, paper  
colours, pencils.

#### 4.2.3. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                           |
|----------------------|---------------------------|
| 1.1. School:         | Balandra                  |
| 1.2. Section:        | Primary                   |
| 1.3. Course:         | Second Grade              |
| 1.4. Subject:        | Language                  |
| 1.5. Didactic Unit:  | Adjectives                |
| 1.6. Theme:          | Quality Adjectives        |
| 1.7. Type of Lesson: | Reinforcement             |
| 1.8. Date and hour:  | 18 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

After studying the use of adjectives the students should be able to:

- 2.1. Use the correct quality adjectives.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. The Quality Adjectives

##### 4. DIDACTIC PROCESS OF THE CLASS

- 4.1. Initial Activities

- 4.1.1. Knowledge evocation
- 4.2. Development of the lesson
  - 4.2.1. The students listen to a tape the teacher has brought to the class.
- 4.3. Reinforcement of Knowledge
  - 4.3.1. The teacher asks some questions about the tape.

**TAPESCRIPT**

**WONDERFUL WATER SHOW**

Come to the Wonderful Water Show. You can see: dolphins doing hoops and tricks. The seals clapping the hands and singing songs. The big whale splashes the water over the public. The dolphin will play with the ball. The whale is the judge and the female dolphin is the winner.

**CLASSWORK**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Answer to the questions.

1. What do dolphins do?

.....

2. What do the big whale do?

.....

3. What will the dolphins play with?

.....

4. What are the whale and the female dolphin?

.....

4.4. Learning Evaluation

4.4.1. The teacher scores the classwork.

5. DIDACTIC RESOURCES

5.1. Method: Audio Lingual

5.2. Techniques: Brainstorming

5.3. Didactic materials: Tape, tape recorder,  
worksheet, pencils.

#### 4.2.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                           |
|----------------------|---------------------------|
| 1.1. School:         | Balandra                  |
| 1.2. Section:        | Primary                   |
| 1.3. Course:         | Second Grade              |
| 1.4. Subject:        | Language                  |
| 1.5. Didactic Unit:  | Adjectives                |
| 1.6. Theme:          | Quality Adjectives        |
| 1.7. Type of Lesson: | Reinforcement             |
| 1.8. Date and hour:  | 19 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

After studying the use of adjectives the students should be able to:

- 2.1. Use the correct quality adjectives.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. The Quality Adjectives

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial Activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The teacher invites the students to describe the flashcards about the Water Show.

##### 4.3. Reinforcement of knowledge

4.3.1. The teacher records the phrases the students say about the flashcards.

4.3.2. The teacher and the students listens to the students phrases recorded on the tape.

##### 4.4. Learning Evaluation

4.4.1. The teacher makes the students listen to the tape and they have to find the errors and correct them.

#### 5. DIDACTIC RESOURCES

5.1. Method: Audio lingual

5.2. Techniques: List making

5.3. Didactic materials: tape, tape recorder

#### 4.2.5. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA

- |                      |                           |
|----------------------|---------------------------|
| 1.1. School:         | Balandra School           |
| 1.2. Section:        | Primary                   |
| 1.3. Course:         | Second Grade              |
| 1.4. Subject:        | Language                  |
| 1.5. Didactic Unit:  | Adjectives                |
| 1.6. Theme:          | Quality Adjectives        |
| 1.7. Type of lesson: | Evaluation                |
| 1.8. Date and hour:  | 20 October 1995/8:00 a.m. |

##### 2. OBJECTIVES

After studying the use of adjectives the students should be able to:

- 2.1. Use the correct quality adjectives to describe the characters and the event they are going to deal with.
- 2.2. Apply the rule for the usage of adjectives naturally.

### 3. SCIENTIFIC CONTENT OF THE CLASS

#### 3.1. The quality adjectives

### 4. DIDACTIC PROCESS OF THE CLASS

#### 4.1. Initial activities

##### 4.1.1. Knowledge evocation

#### 4.2. Development of the lesson

4.2.1. The teacher makes a review of all the characteristics of the characters.

4.2.2. The teacher gives an evaluation sheet to the students.

#### 4.3. Learning Evaluation

4.3.1. The teacher scores this evaluation over 20 points.

### 5. DIDACTIC RESOURCES

5.1. Method: Audiolingual

5.2. Techniques: Free writing

5.3. Didactic Materials: worksheets, pencils, colours.



EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Draw a picture about the Monster House and write 5 sentences about it.

---

---

---

---

2. Oral questions:

- Who was Casper?

.....

- How was Casper's uncle with him?

.....

- Describe Frankenstein

.....

#### 4.3. SILENT WAY

##### 4.3.1. SCHEME OF A CLASS

#### 4. INFORMATIVE DATA:

- |                      |                                      |
|----------------------|--------------------------------------|
| 1.1. School:         | Balandra                             |
| 1.2. Section:        | Primary                              |
| 1.3. Course:         | Second Grade                         |
| 1.4. Subject:        | Language                             |
| 1.5. Didactic Unit:  | Tenses                               |
| 1.6. Theme:          | Simple Present using<br>prepositions |
| 1.7. Type of lesson: | New                                  |
| 1.8. Date and Hour:  | August 7, 1995/8:00 a.m.             |

#### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Identify prepositions.
- 2.2. Use the simple present with the correct prepositions

### 3. SCIENTIFIC CONTENT OF THE CLASS

3.1. Actions in the simple present

3.2. Use the correct preposition in simple present tense.

### 4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial activities.

4.1.1. Knowledge evocation

4.2. Development of the lesson

4.2.1. The teacher shows the students concrete objects and makes some actions with them.

4.2.2. The teacher puts the apple in a brown box and says:

The red apple is in the brown box. She asks to the students: Where is the apple? The students answers: The red apple is in a brown box.

4.2.3. The teacher invites one volunteer to do the same with other preposition.

4.3. Reinforcement of knowledge:

4.3.1. The teacher sticks on a wall a poster about prepositions. While the teacher listens to the tape with the song: "The wheels of the bus go round and round"

The wheels on the bus go///round and round///

The wheels of the bus go round and round

all through the town

2nd verse

The wipers on the bus go swish, and swish

3rd verse

the horn on the bus go//horn, horn/

4th verse

The money on the bus goes clink//clink, clink/

5th verse

The people of the bus go up and down, //up  
and down//

4.3.2. With the help of the poster, they use the prepositions they know in the simple present.

4.4. Learning Evaluation

4.4.1. The teacher invites the students to sit in front of the poster and she asks one student to point out to the picture of the correct preposition and make a sentence with it using the simple present.

## 5. DIDACTIC RESOURCES

5.1. Method: Silent Way

5.2. Techniques: Brainstorming

5.3. Didactic Materials: Tape, tape recorder, poster, concrete objects.

#### 4.3.2. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                                      |
|----------------------|--------------------------------------|
| 1.1. School:         | Balandra                             |
| 1.2. Section:        | Primary                              |
| 1.3. Course:         | Second Grade                         |
| 1.4. Subject:        | Language                             |
| 1.5. Didactic Unit:  | Tenses                               |
| 1.6. Theme:          | Simple present using<br>prepositions |
| 1.7. Type of lesson: | Reinforcement                        |
| 1.8. Date and hour:  | August 8, 1995/8:00 a.m.             |

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Identify prepositions
- 2.2. Use the simple present with the correct prepositions.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Actions in the simple present

- 3.2. Use the correct preposition in simple present tense.

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

- 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

- 4.2.1. The teacher starts the class singing the song:

"The wheel of the bus go round and round"

- 4.2.2. The teacher uses concrete objects. She asks volunteers to put them in a specific place and they should make sentences in the simple present using the correct preposition.

##### 4.3. Learning evaluation

- 4.3.1. The teacher evaluates the actions and the sentences they orally make.

- 4.3.2. The teacher gives the students a worksheet, and they have to match the picture with the correct preposition.

#### 5. DIDACTIC RESOURCES

##### 5.1. Method: Silent Way

##### 5.2. Techniques: Form to fill out

- 5.3. Didactic Materials: Poster, concrete objects, worksheet, colours, pencils.

HOMEWORK

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a line from the word to the corresponding pictures  
IN

OUT OF

UNDER

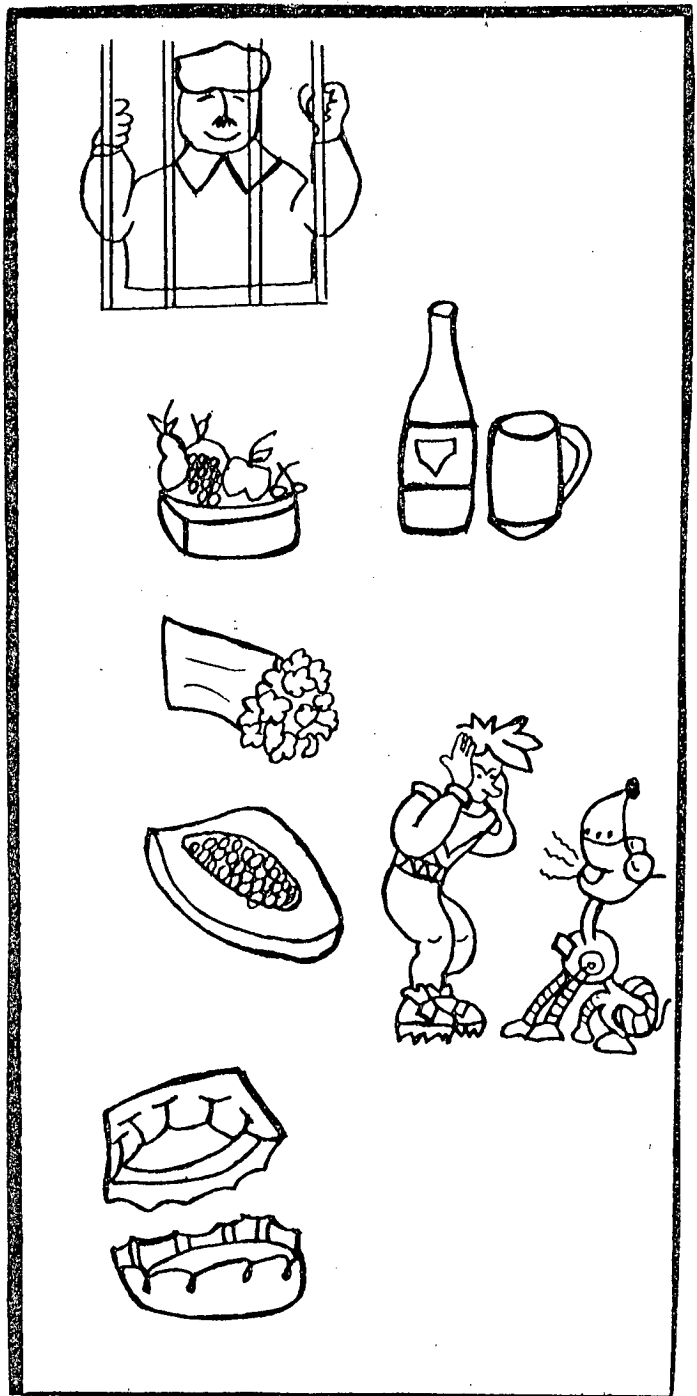
OVER

BEHIND

IN FRONT OF

BESIDE

ON





#### 4.3.3. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- 1.1. School: Balandra
- 1.2. Section: Primary
- 1.3. Course: Second Grade
- 1.4. Subject: Language
- 1.5. Didactic Unit: Tenses
- 1.6. Theme: Simple present using prepositions
- 1.7. Type of lesson: Reinforcement
- 1.8. Date and hour: August 9, 1995/8:00 a.m.

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Identify prepositions
- 2.2. Use the simple present with the correct prepositions.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Actions in the simple present
- 3.2. Use the correct preposition in simple present tense.

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

##### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The teacher sticks on the magnet board pictures about the song "The wheels on the bus".

4.2.2. The students start singing the song: "The wheels on the bus" using the pictures that are on the board.

4.2.3. The students make sentences about the pictures that are on the board, using the Simple Present and the correct prepositions.

#### 5. DIDACTIC RESOURCES

5.1. Method: Silent Way

5.2. Techniques: Free writing

5.3. Didactic Materials: Magnet board, pictures.

#### 4.3.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                                      |
|----------------------|--------------------------------------|
| 1.1. School:         | Balandra                             |
| 1.2. Section:        | Primary                              |
| 1.3. Course:         | Second Grade                         |
| 1.4. Subject:        | Language                             |
| 1.5. Didactic Unit:  | Tenses                               |
| 1.6. Theme:          | Simple present using<br>prepositions |
| 1.7. Type of lesson: | Reinforcement                        |
| 1.8. Date and hour:  | August 11, 1995/8:00 a.m.            |

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Identify prepositions
- 2.2. Use the simple present with the correct prepositions.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Actions in the simple present
- 3.2. Use the correct preposition in simple present

tense.

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

###### 4.2.1. The teacher gives the students one flashcard.

###### 4.2.2. The students take the teacher's role by turn asking their classmates questions like these:

1. What do you see?
2. Where is the ...?

##### 4.3. Learning Evaluation

###### 4.3.1. The students write their sentences on their notebooks.

###### 4.3.2. The teacher scores the sentences over 20 points.

#### 5. DIDACTIC RESOURCES

##### 5.1. Method: Silent Way

##### 5.2. Techniques: Role-playing activities

##### 5.3. Didactic Materials: flashcards, notebooks, pencils, colours.

#### 4.3.5. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                                      |
|----------------------|--------------------------------------|
| 1.1. School:         | Balandra                             |
| 1.2. Section:        | Primary                              |
| 1.3. Course:         | Second grade                         |
| 1.4. Subject:        | Language                             |
| 1.5. Didactic Unit:  | Tenses                               |
| 1.6. Theme:          | Simple Present using<br>Prepositions |
| 1.7. Type of lesson: | Evaluation                           |
| 1.8. Date and Hour:  | August 14, 1995/8:00 a.m.            |

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Identify prepositions
- 2.2. Use the simple present with the correct prepositions.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Actions in the Simple Present
- 3.2. Use the correct preposition in Simple Present

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

##### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The teacher makes a review using concrete objects. The students should make sentences with them using the simple present tense with the correct preposition.

4.2.2. The teacher gives the students a written evaluation to check their knowledge and comprehension.

4.2.3. The teacher will score these exercises over 20 points.

#### 5. DIDACTIC RESOURCES

5.1. Method: Silent Way

5.2. Techniques: Form to fill out

5.3. Didactic materials: Worksheets, pencils, colours, concrete objects.

EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Look at the picture and write the sentence

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

#### 4.4. SUGGESTOPEDIA

##### 4.4.1. SCHEME OF A CLASS PLAN

###### 1. INFORMATIVE DATA:

- |                      |                            |
|----------------------|----------------------------|
| 1.1. School:         | Balandra                   |
| 1.2. Section:        | Primary                    |
| 1.3. Course:         | Second Grade               |
| 1.4. Subject:        | Language                   |
| 1.5. Didactic Unit:  | Tenses                     |
| 1.6. Theme:          | Simple Present             |
| 1.7. Type of lesson: | New                        |
| 1.8. Date and hour:  | 4 September 1995/8:00 a.m. |

###### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Retell the story
- 2.2. Describe the scenery and the characteristics of the characters of a story, using the Simple Present Tense.



### 3. SCIENTIFIC CONTENT OF THE CLASS

3.1. Use the Simple Present to tell a story.

### 4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial Activities

4.1.1. Knowledge evocation

4.2. Development of the lesson

4.2. The teacher starts the class inviting the students to sit at the learning corner, where there are some posters and flashcards.

4.2.2. The teacher points out the flashcards. She asks the students: "What are these animals?" and, "how do they move?"

4.5. Reinforcement activities

4.5.1. The teacher sends a homework. The students should cut and paste the characters of the story.

### 5. DIDACTIC RESOURCES

5.1. Method: Suggestopedia

5.2. Techniques: Brainstorming

5.3. Didactic materials: Poster, flashcards, big book, magazines, notebook, scissors, glue.

#### 4.4.2. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                            |
|----------------------|----------------------------|
| 1.1. School:         | Balandra                   |
| 1.2. Section:        | Primary                    |
| 1.3. Course:         | Second Grade               |
| 1.4. Subject:        | Language                   |
| 1.5. Didactic Unit:  | Tenses                     |
| 1.6. Theme:          | Simple Present             |
| 1.7. Type of lesson: | Reinforcement              |
| 1.8. Date and hour:  | 5 September 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Retell the story
- 2.2. Describe the scenery and the characteristics of the characters of a story, using the Simple Present tense.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present to tell a story.

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial Activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson:

4.2.1. The teacher reads the story: "The rabbit and the turtle" and asks questions about the story.

4.2.2 The teacher asks them to predict the end of the story.

##### 4.3. Reinforcement of knowledge

4.3.1. The teacher asks some volunteers to dramatize the story and she does it with them.

##### 4.4. Learning Evaluation.

4.4.1. The teacher asks the students to dramatize the story and they have to say the end of the story.

#### 5. DIDACTIC RESOURCES

##### 5.1. Method: Suggestopedia

##### 5.2. Teaching: Discussion and Role play

##### 5.3. Didactic materials: Big book

#### 4.4.3. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                            |
|----------------------|----------------------------|
| 1.1. School:         | Balandra                   |
| 1.2. Section:        | Primary                    |
| 1.3. Course:         | Second Grade               |
| 1.4. Subject:        | Language                   |
| 1.5. Didactic Unit:  | Tenses                     |
| 1.6. Theme:          | Simple Present             |
| 1.7. Type of lesson: | Reinforcement              |
| 1.8. Date and hour:  | 6 September 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Retell the story
- 2.2. Describe the scenery and the characteristics of the characters of a story, using the Simple Present tense.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present to tell a story.

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial Activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The teacher reads the story again. The students read the story by themselves.

4.2.2. The teacher divides the class into small groups to dramatize and retell the story using costumes.

##### 4.3. Reinforcement of knowledge

4.3.1. Each group retell the story in their own words.

##### 4.4. Learning evaluation

4.4.1. The teacher evaluates how the students perform the story.

##### 4.5. Reinforcement activities

4.5.1. The students write down the story in their own words in their notebooks.

#### 5. DIDACTIC RESOURCES

5.1. Method: Suggestopedia

5.2. Techniques: Role-playing activities

5.3. Didactic Materials: Big books, costumes, notebooks, pencils.

#### 4.4.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                            |
|----------------------|----------------------------|
| 1.1. School:         | Balandra                   |
| 1.2. Section:        | Primary                    |
| 1.3. Course:         | Second Grade               |
| 1.4. Subject:        | Language                   |
| 1.5. Didactic Unit:  | Tenses                     |
| 1.6. Theme:          | Simple Present             |
| 1.7. Type of lesson: | Reinforcement              |
| 1.8. Date and hour:  | 7 September 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of this class, the students should be able to:

- 2.1. Retell the story
- 2.2. Describe the scenery and the characteristics of the characters of a story, using the Simple Present tense.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the simple present to tell a story.

#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial Activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The students rehearse the story in the classroom

4.2.2. The teacher invites to first grade students to see the story.

4.2.3. The second graders dramatize the story "The rabbit and the turtle" using customs in the playground.

##### 4.3. Learning Evaluation

4.3.1. The teacher evaluates the show the students perform.

#### 5. DIDACTIC RESOURCES

5.1. Method: Suggestopedia

5.2. Techniques: Role-playing activities

5.3. Didactic Materials: costumes

#### 4.4.5. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

1.1. School:	Balandra School
1.2. Section:	Primary
1.3. Course:	Second Grade
1.4. Subject:	Language
1.5. Didactic Unit	Tenses
1.6. Theme:	Simple Present
1.7. Type of Lesson:	Evaluation
1.8. Date and Hour:	8 September 1995 8:00 a.m.

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Retell a story.
- 2.2. Describe the scenery and the characteristics of the characters of a story, using the simple present tense.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present to tell a story.



#### 4. DIDACTIC PROCESS OF THE CLASS

##### 4.1. Initial activities

###### 4.1.1. Knowledge evocation

##### 4.2. Development of the lesson

4.2.1. The teacher reads the story again, asking some questions about the story while she reads.

4.2.2. The teacher gives the students a worksheet to be done in class

##### 4.3. Learning Evaluation

4.3.1. The teacher scores the evaluation over 20 points.

#### 5. DIDACTIC RESOURCES

5.1. Method: Suggestopedia

5.2. Techniques: Controlled composition

5.3. Didactic materials: Big book, worksheet, pencils, colours.

EVALUATION

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

1. Answer the following questions:

What happened in the beginning of the story?

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

Who was the winner?

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

Why do you think the character's winner won the race?

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

Why did you and why didn't you like the story?

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

Draw the main characters.

#### 4.5. DIRECT METHOD

##### 4.5.1. SCHEME OF A CLASS PLAN

###### 1. INFORMATIVE DATA:

- |                      |                                   |
|----------------------|-----------------------------------|
| 1.1. School:         | Balandra School                   |
| 1.2. Section:        | Primary                           |
| 1.3. Course:         | Second Grade                      |
| 1.4. Subject:        | Language                          |
| 1.5. Didactic Unit   | Tenses                            |
| 1.6. Theme:          | Simple Present                    |
| 1.7. Type of Lesson: | New                               |
| 1.8. Date and Hour:  | September 11th, 1995<br>8:00 a.m. |

###### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. They create their own story with the concrete objects the teacher brings to the classroom.
- 2.2. Use the Simple Present in the correct form.
- 2.3. Read, understand and speak about any story.

### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present as a natural matter.
- 3.2. Create a story in an oral way.

### 4. DIDACTIC PROCESS OF THE CLASS

- 4.1 Initial activities
  - 4.1.1. Knowledge evocation
  - 4.1.2. The teacher shows the students concrete objects and flashcards to introduce the story.
- 4.2. Development of the lesson
  - 4.2.1. The teacher invites the students to sit at the reading corner. She starts the class showing the students concrete objects like beanstalks, castle, and some flashcards like: ax, climb, oven.
  - 4.2.2. The teacher makes questions about the concrete objects and flashcards, like: Have you ever seen a beanstalk like this one? The teacher uses these didactic materials to avoid the native language and uses only the target language.
  - 4.2.3. The teacher starts reading the story using the big book named: "John and the

beanstalks". the teacher makes questions about the story while she is reading it.

4.5. Reinforcement activities

4.5.1. The teacher sends homeworks in which they have to make sentences in the Simple Present using the new vocabulary.

5. DIDACTIC RESOURCES

5.1. Method: Direct Method

5.2. Techniques: List Making

5.3. Didactic Materials: Big book, concrete objects, flashcards, notebooks, pencils, colours.

#### 4.5.2. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                                   |
|----------------------|-----------------------------------|
| 1.1. School:         | Balandra School                   |
| 1.2. Section:        | Primary                           |
| 1.3. Course:         | Second Grade                      |
| 1.4. Subject:        | Language                          |
| 1.5. Didactic Unit   | Tenses                            |
| 1.6. Theme:          | Simple Present                    |
| 1.7. Type of Lesson: | Reinforcement                     |
| 1.8. Date and Hour:  | September 12th, 1995<br>8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Create their own story with the concrete objects the teacher brings to the classroom.
- 2.2. Use the simple present in the correct form.
- 2.3. Read, understand and speak about any story.

### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present as a natural matter.
- 3.2. Create a story in an oral way.

### 4. DIDACTIC PROCESS OF THE CLASS

- 4.1. Initial activities
  - 4.1.1. Knowledge evocation
  - 4.1.2. The students use flashcards to reinforce the new vocabulary.
- 4.2. Development of the lesson
  - 4.2.1. The teacher and the students sit at the reading corner in a circle. She gives the flashcards to some students and she asks them to make sentences with the flashcards they have.

### 5. DIDACTIC RESOURCES

- 5.1. Method: Direct Method
- 5.2. Techniques: Free-writing
- 5.3. Didactic Materials: Big book, flashcards.

#### 4.5.3. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                                   |
|----------------------|-----------------------------------|
| 1.1. School:         | Balandra School                   |
| 1.2. Section:        | Primary                           |
| 1.3. Course:         | Second Grade                      |
| 1.4. Subject:        | Language                          |
| 1.5. Didactic Unit   | Tenses                            |
| 1.6. Theme:          | Simple Present                    |
| 1.7. Type of Lesson: | Reinforcement                     |
| 1.8. Date and Hour:  | September 13th, 1995<br>8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Create their own story with the concrete objects the teacher brings to the classroom.
- 2.2. Use the Simple Present in the correct form.
- 2.3. Read, understand and speak about any story.



### 3. SCIENTIFIC CONTENT OF THE CLASS

3.1. Use the Simple Present as a natural matter.

3.2. Create a story in an oral way.

### 4. DIDACTIC PROCESS OF THE CLASS

4.1 Initial activities

4.1.1. Knowledge evocation

4.2. Development of the lesson

4.2.1. The students read: "John and the Beanstalks"  
by themselves.

4.3. Reinforcement of knowledge

4.3. The students make sentences in the Simple  
Present using the new vocabulary.

### 5. DIDACTIC RESOURCES

5.1. Method: Direct Method

5.2. Techniques: List Making

5.3. Didactic Materials: Big book

#### 4.5.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                                   |
|----------------------|-----------------------------------|
| 1.1. School:         | Balandra School                   |
| 1.2. Section:        | Primary                           |
| 1.3. Course:         | Second Grade                      |
| 1.4. Subject:        | Language                          |
| 1.5. Didactic Unit:  | Tenses                            |
| 1.6. Theme:          | Simple Present                    |
| 1.7. Type of Lesson: | Reinforcement                     |
| 1.8. Date and Hour:  | September 14th, 1995<br>8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Create their own story with the concrete objects the teacher brings to the classroom.
- 2.2. Use the Simple Present in the correct form.
- 2.3. Read, understand and speak about any story.

### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present as a natural matter.
- 3.2. Create a story in an oral way.

### 4. DIDACTIC PROCESS OF THE CLASS

- 4.1 Initial activities
  - 4.1.1. Knowledge evocation
- 4.2. Development of the lesson
  - 4.2.2. The teacher and the students read the story at the same time, and she makes questions to be answered in the Simple Present Tense using the new vocabulary.
- 4.3. Reinforcement of Knowledge
  - 4.3.1. The students create their own story using the flashcards the teacher uses.
- 4.4. Reinforcement Activities
  - 4.4.1. The students write down the story in their own words.

### 5. DIDACTIC RESOURCES

- 5.1. Method: Direct Method
- 5.2. Techniques: Free-writing
- 5.3. Didactic materials: Big book, flashcards, notebooks, pencils, colours.

#### 4.5.5. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- 1.1. School: Balandra School
- 1.2. Section: Primary
- 1.3. Course: Second Grade
- 1.4. Subject: Language
- 1.5. Didactic Unit: Tenses
- 1.6. Theme: Simple Present
- 1.7. Type of Lesson: Evaluation
- 1.8. Date and Hour: September 15th, 1995  
8:00 a.m.

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Create their own story with the concrete objects the teacher brings to the classroom.
- 2.2. Use the Simple Present in the correct form.
- 2.3. Read, understand and speak about any story.

### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Use the Simple Present as a natural matter.
- 3.2. Create a story in an oral way.

### 4. DIDACTIC PROCESS OF THE CLASS

- 4.1 Initial activities
  - 4.1.1. Knowledge evocation
- 4.2. Development of the lesson
  - 4.2.1. The teacher makes a review about the new vocabulary using flashcards.
  - 4.2.2. The teacher gives an evaluation to the students.

### EVALUATION

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

Create your own story and draw it.

#### 4.3. Learning Evaluation

4.3.1. The teacher scores the evaluation over 20 points

### 5. DIDACTIC RESOURCES

5.1. Method: Direct Method

5.2. Techniques: Controlled Composition

5.3. Didactic Materials: Worksheet, pencils colours, flashcards.

#### 4.6. TOTAL PHYSICAL RESPONSE

##### 4.6.1. SCHEME OF A CLASS PLAN

###### 1. INFORMATIVE DATA:

- |                      |                           |
|----------------------|---------------------------|
| 1.1. School:         | Balandra School           |
| 1.2. Section:        | Primary                   |
| 1.3. Course:         | Second Grade              |
| 1.4. Subject:        | Language                  |
| 1.5. Didactic Unit   | Tenses                    |
| 1.6. Theme:          | Simple Present            |
| 1.7. Type of Lesson: | New                       |
| 1.8. Date and Hour:  | July 31st, 1995/8:00 a.m. |

###### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Do actions according to the teacher's instructions
- 2.2. Make oral sentences in the Simple Present referring to their classmates.

### 3. SCIENTIFIC CONTENT OF THE CLASS

#### 3.1. Simple Present

#### 3.2. Structure of the Simple Present using different pronouns.

### 4. DIDACTIC PROCESS OF THE CLASS

#### 4.1. Initial activities

##### 4.1.1. The teacher starts the class singing a song:

If you're happy and you know it:

If you're happy and you know it, clap your hands//

If you are happy and you know it,  
and you really want to show it.

if you are happy and you know it, clap  
your hands.

2nd verse

If you're mad and you know it, stamp you  
feet

3rd verse

If you are sad and you know it sit and  
cry.

4th verse

If you are scared and you know it, hide  
your head.



4.2. Development of the Lesson

4.2.1. The teacher motives the students to pantomime the actions.

4.2.2. The teacher invites the students to sit at the learning corner and she shows some flashcards with different actions.

CLASSWORK

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

Look at the pictures and make sentences.

1. ....

2. ....

3. ....

4. ....

5. DIDACTIC RESOURCES

5.1. Method: Total Physical Response

5.2. Techniques: Role-playing activities

5.3. Didactic materials: flashcards, papers, pencils

#### 4.6.2. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                            |
|----------------------|----------------------------|
| 1.1. School:         | Balandra School            |
| 1.2. Section:        | Primary                    |
| 1.3. Course:         | Second Grade               |
| 1.4. Subject:        | Language                   |
| 1.5. Didactic Unit   | Tenses                     |
| 1.6. Theme:          | Simple Present             |
| 1.7. Type of Lesson: | Reinforcement              |
| 1.8. Date and Hour:  | August 1st, 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Do actions according to the teacher's instructions
- 2.2. Make oral sentences in the Simple Present referring to their classmates.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Simple Present

3.2. Structure of the Simple Present using different pronouns.

#### 4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial activities

4.2. Knowledge evocation

4.1.2. The teacher sings the song: "If you are happy and you know it".

4.2. Development of the lesson

4.2.1. The teacher sticks some flashcards on the chalkboard in two columns, and asks the students: "What does he/she do? and the students make sentences.

4.2.2. The teacher writes down the sentences on the board according to the personal pronouns.

4.4. Learning Evaluation

4.4.1. The teacher shows the flashcards and make them pantomime them

#### 5. DIDACTIC RESOURCES

5.1. Method: Total Physical REsponse

5.2. Techniques: Role-playing activities

5.3. Didactic resources: Flashcards, notebooks, pencils, colours.

#### 4.6.3. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- 1.1. School: Balandra School
- 1.2. Section: Primary
- 1.3. Course: Second Grade
- 1.4. Subject: Language
- 1.5. Didactic Unit: Tenses
- 1.6. Theme: Simple Present
- 1.7. Type of Lesson: Reinforcement
- 1.8. Date and Hour: August 2nd, 1995/8:00 a.m.

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Do actions according to the teacher's instructions
- 2.2. Make oral sentences in the Simple Present referring to their classmates.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Simple Present

3.2. Structure of the Simple Present using different pronouns.

#### 4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial activities

4.1.1. Knowledge evocation

4.2. Development of the lesson

4.2.1. The teacher and the students play a game named: "Simon says" and she provides them with the following commands:

clap your hands,

stamp your feet

sit and cry

hide your head

take a nap

4.3. Reinforcement of knowledge

4.3.1. The teacher shows flashcards with actions and they have to make sentences.

#### 5. DIDACTIC RESOURCES

5.1. Method: Total Physical Response

5.2. Techniques: Role-playing activities

5.3. Didactic materials: Flashcards, colours, worksheets.

#### 4.6.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- 1.1. School: Balandra School
- 1.2. Section: Primary
- 1.3. Course: Second Grade
- 1.4. Subject: Language
- 1.5. Didactic Unit: Tenses
- 1.6. Theme: Simple Present
- 1.7. Type of Lesson: Reinforcement
- 1.8. Date and Hour: August 3rd, 1995/8:00 a.m.

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Do actions according to the teacher's instructions
- 2.2. Make oral sentences in the Simple Present referring to their classmates.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Simple Present

3.2. Structure of the Simple Present using different pronouns.

#### 4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial activities

4.1.1. Knowledge evocation

4.2. Development of the lesson

4.2.1. The students play "Simon says". The teacher says the commands and they have to perform them by themselves.

4.2.2. The teacher divides the class in two groups. Each group chooses one captain. This captain says the command to opposite group. The group which performs the best win the contest.

#### 5. DIDACTIC RESOURCES

5.1. Method: Total Physical Response

5.2. Techniques: Role playing Activities

#### 4.6.4. SCHEME OF A CLASS PLAN

##### 1. INFORMATIVE DATA:

- |                      |                            |
|----------------------|----------------------------|
| 1.1. School:         | Balandra School            |
| 1.2. Section:        | Primary                    |
| 1.3. Course:         | Second Grade               |
| 1.4. Subject:        | Language                   |
| 1.5. Didactic Unit   | Tenses                     |
| 1.6. Theme:          | Simple Present             |
| 1.7. Type of Lesson: | Reinforcement              |
| 1.8. Date and Hour:  | August 4th, 1995/8:00 a.m. |

##### 2. OBJECTIVES

At the end of the class, the students should be able to:

- 2.1. Do actions according to the teacher's instructions
- 2.2. Make oral sentences in the Simple Present referring to their classmates.

##### 3. SCIENTIFIC CONTENT OF THE CLASS

- 3.1. Simple Present



3.2. Structure of the Simple Present using different pronouns.

#### 4. DIDACTIC PROCESS OF THE CLASS

4.1. Initial activities

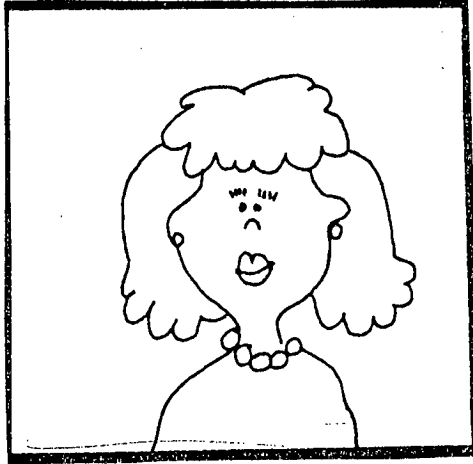
4.1.1. Knowledge evocation

4.2. Development of the lesson

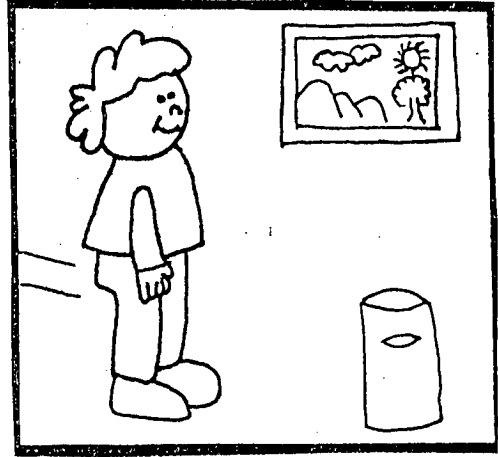
4.2.1. The teacher chooses the students that need a reinforcement. They should dramatize and say the sentence according to the flashcard they see on the board. And the rest of the class correct him if he makes a mistake.

4.4. Reinforcement of knowledge

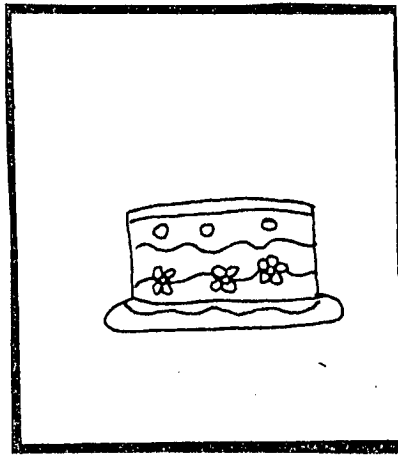
4.3.1. The teacher writes the pronouns in white chalk and she writes the verbs with red chalk. She underlines the "s" in the verbs in third person singular.



Betty has blue eyes



He sees a pretty picture.



I see a delicious cupcake



They have big flowers.

#### 4.4. Learning Evaluation

- 4.4.1. The teacher invites one volunteer to dramatize a sentence that she tells him in secret. The rest of the class divides in small groups try to guess what their classmate does. They should use the simple present structure. The group that makes

the sentences with the correct structure  
wins.

## 5. DIDACTIC RESOURCES

- 5.1. Method: Total Physical Response
- 5.2. Techniques: Controlled Composition
- 5.3. Didactic materials: Chalkboard, chalk,  
flashcards

## **CHAPTER 5**

### **OBTAINED RESULTS**

## CHAPTER 5

### OBTAINED RESULTS

#### INTRODUCTION

In this chapter we will show the results of this research. We will use graphs like: bars, pie, etc., in order to demonstrate the results obtained with each method, according to the activities done with the learners.

In agreement with the graphs, the teacher will observe and decide which method and technique can help him more to make the teaching-learning process easier and more effective.

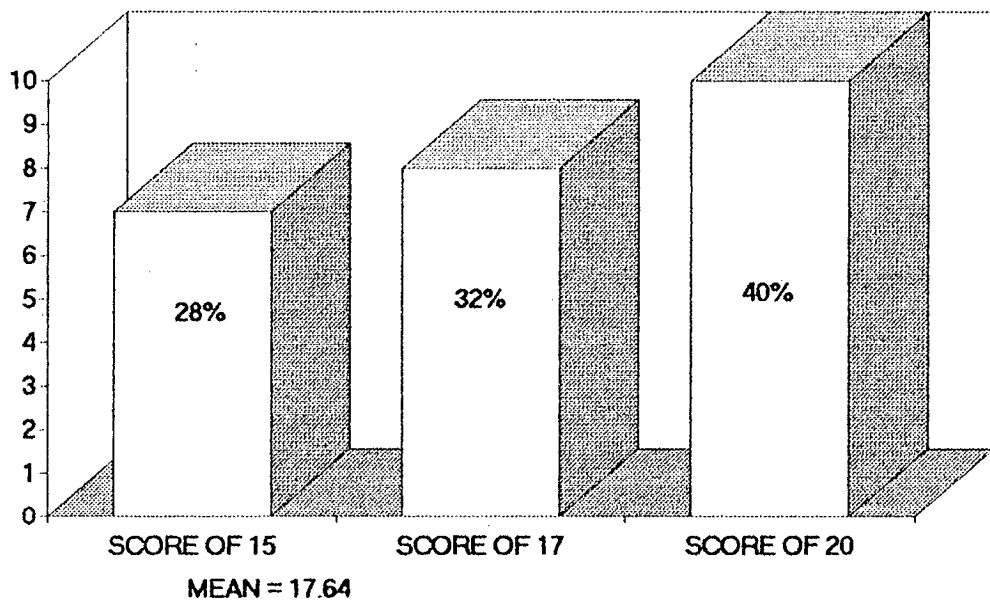
## 5.1. Communicative Approach

### 5.1.1. Introduction Lesson

Topic: Tenses

Theme: Present Progressive

**GRAPH N. 1**



Graph N. 1. Homework Results

28 % = 7 students with a score of 15

32 % = 8 students with a score of 17

40 % = 10 students with a score of 20

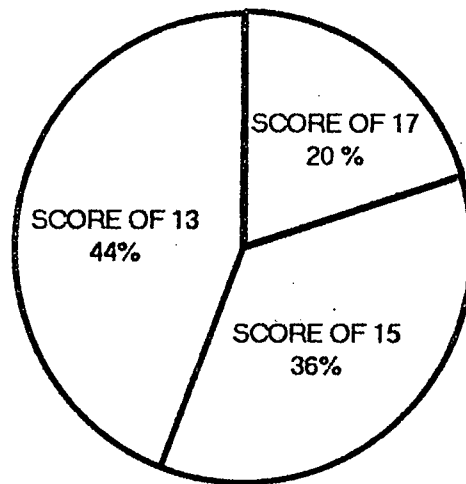
Mean = 17.64

## 5.1.2. Reinforcement Lessons

Topic: Tenses

Theme: Present Progressive

GRAPH N. 2



MEAN = 14.52

Graph N.2

Classwork Results

20 % = 5 students with a score of 17

36 % = 9 students with a score of 15

44 % = 11 students with a score of 13

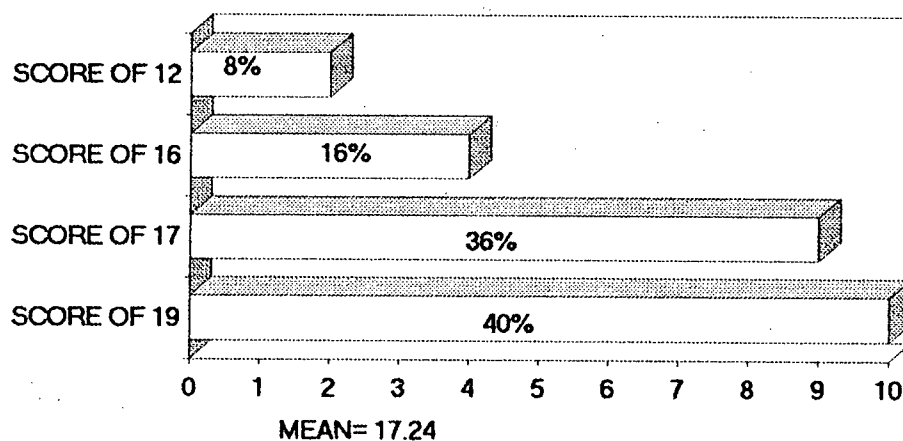
Mean = 14.52

## 5.1.3. Evaluation Lesson

Topic: Tenses

Theme: Present Progressive

GRAPH N. 3



Graph N. 3

## Evaluation Results

40 % = 10 students with a score of 19

36 % = 9 students with a score of 17

16 % = 4 students with a score of 16

8 % = 2 students with a score of 12

Mean = 17.24



## ANALYSIS

Through the techniques we used, such as: free writing and form to fill out, joined to the motivation we performed to develop the class, we got excellent results according to the previous illustration. Most of the students got a grade over 17 that shows that they had fulfilled the objectives and less students, only 3%, needed extra reinforcement.

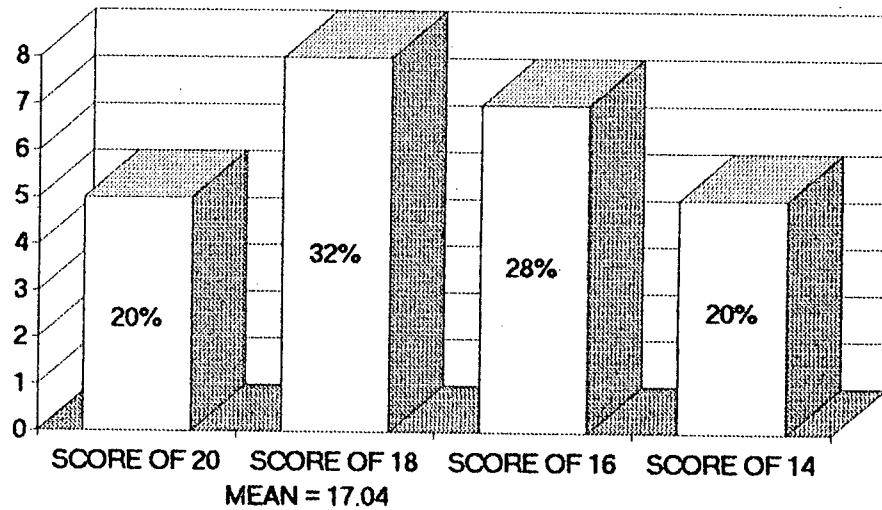
## 5.2. The Audio-Lingual Method

### 5.2.1. Evaluation Lesson

Topic: Adjectives

Theme: Quality Adjectives

**GRAPH N. 4**



Graph N. 4

#### Evaluation Results

20 % = 5 students with a score of 20

32 % = 8 students with a score of 18

28 % = 7 students with a score of 16

20 % = 5 students with a score of 14

Mean = 17.04

## ANALYSIS

According to the results, we saw that children enjoyed learning new structures when the learning process is done in an interactive way. Consequently, most of the students got scores over 13 and only few students need a little of additional explanation.

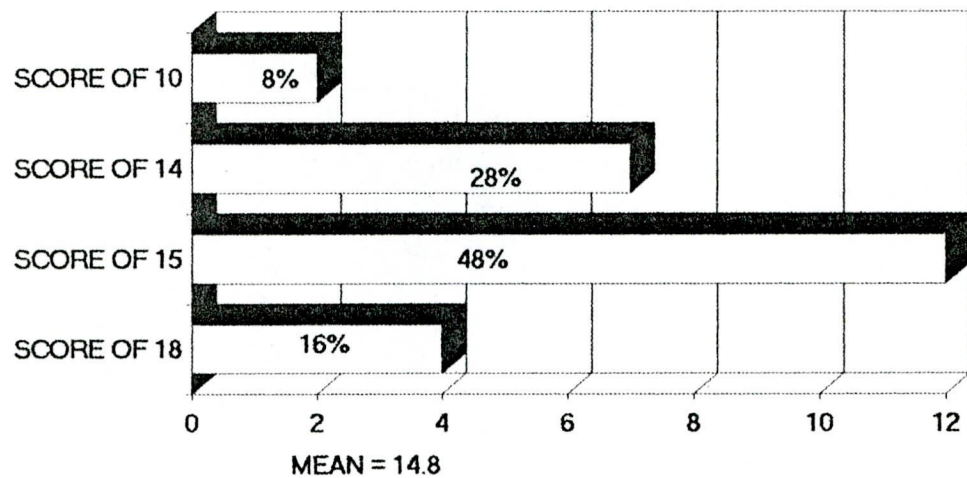
### 5.3. TOTAL PHYSICAL RESPONSE

#### 5.3.1. Introduction Lesson

Topic: Tense

Theme: Simple Present

**GRAPH N. 5**



Graph N. 5

Classwork Results

16 % = 4 students with a score of 13

48 % = 12 students with a score of 15

28 % = 7 students with a score of 14

8 % = 2 students with a score of 10

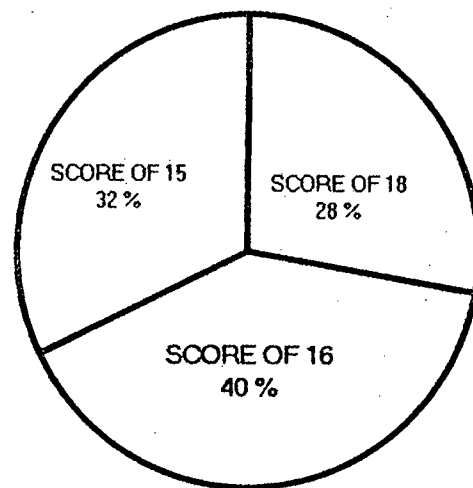
Mean = 14.8

## 5.3.2. Evaluation Lesson

Topic: Tenses

Theme: Simple Present

GRAPH N. 6



MEAN = 16.24

Graph N. 6

Evaluation Results

28 % = 7 students with a score of 18

40 % = 10 students with a score of 16

32 % = 8 students with a score of 15

Mean = 16.24

## ANALYSIS

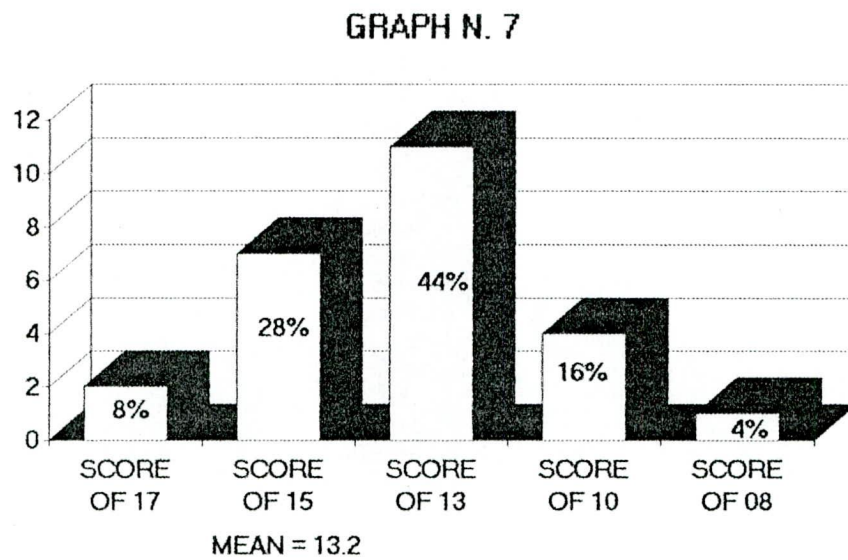
Participation of the students following instructions of the teacher develop their understanding of the language. Later, children can practice role playing activities and these will be reinforced through control composition. The results can be identified with the stages we mentioned before. As a result of these stages, we obtained an average grade of 16.24, which shows, that most of the children understood the theme.

## 5.4. The Silent Way

### 5.4.1. Introduction Lesson

Topic: Tenses

Theme: Simple Present using prepositions



Graph N. 7

#### Classwork Results

8 % = 2 students with a score of 17

28 % = 7 students with a score of 15

44 % = 11 students with a score of 13

16 % = 4 students with a score of 10

4 % = 1 students with a score of 08

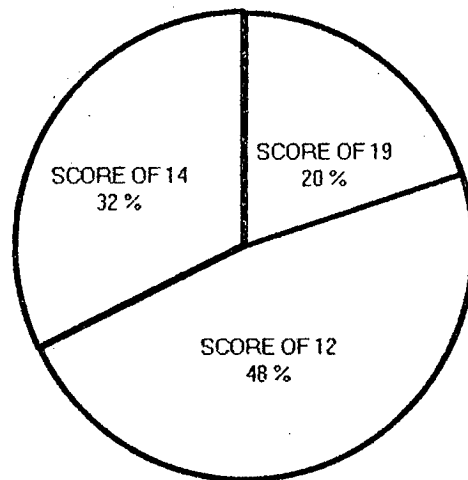
Mean = 13.2

## 5.4.2. Reinforcement Lessons

Topic: Tenses

Theme: Simple Present using prepositions

GRAPH N. 8



MEAN = 14.04

Graph N. 3

Homework and classwork results

20 % = 5 students with a score of 19

48 % = 12 students with a score of 12

32 % = 8 students with a score of 14

Mean = 14.04

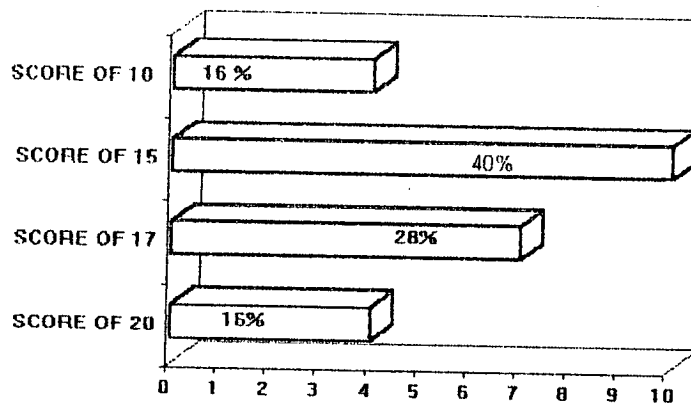


## 5.4.3. Evaluation Lesson

Topic: Tenses

Theme: Simple Present using prepositions

GRAPH N. 9



MEAN = 15.56

Graph N. 9

Evaluation results

16 % = 4 students with a score of 20

28 % = 7 students with a score of 17

40 % = 10 students with a score of 15

16 % = 4 students with a score of 10

Mean = 15.56

## ANALYSIS

As a consequence of a common problem in spatial location, at the beginning children had some problem with the use of prepositions. However, after some practice, we could see students could internalize the use of them. And, finally, we got results that showed students learned the theme, eventhough, it was a topic that demanded from them, understanding of notions of space, sometimes they had not internalized yet in their native language.

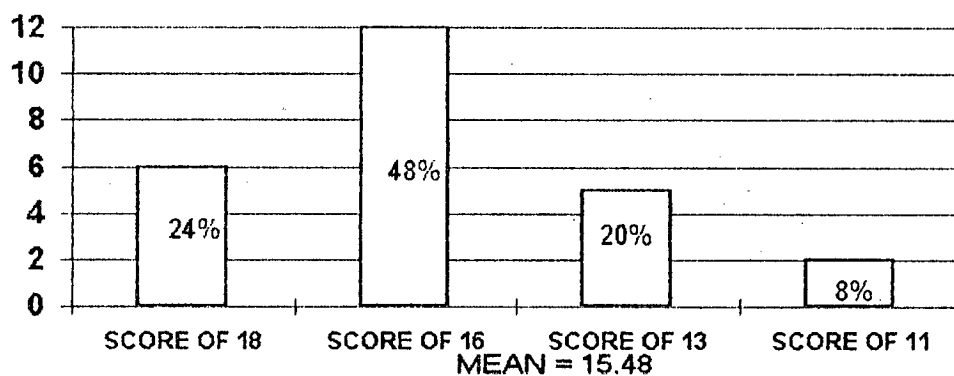
## 5.5. Suggestopedia

### 5.5.1. Reinforcement Lessons

Topic: Tenses

Theme: Simple Present

**GRAPH N. 10**



Graph N. 10

Classwork Results

24 % = 6 students with a score of 18

48 % = 12 students with a score of 16

20 % = 5 students with a score of 13

8 % = 2 students with a score of 11

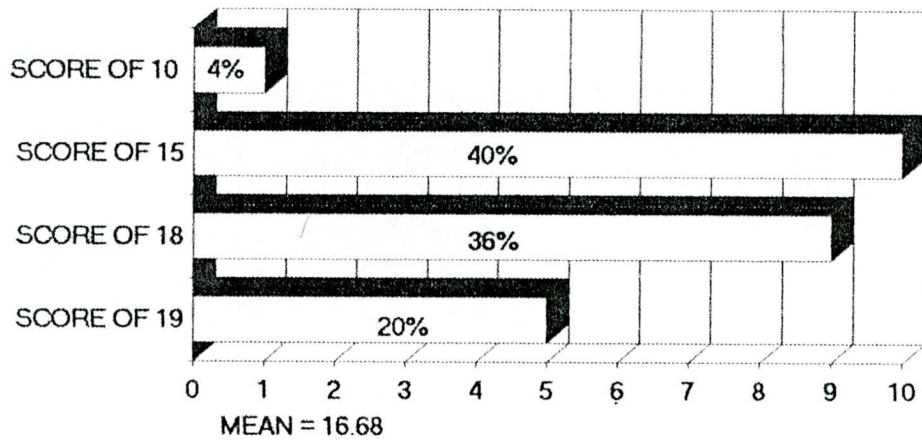
Mean = 15.48

5.5.2. Evaluation Lesson

Topic: Tenses

Theme: Simple Present

GRAPH N. 11



Graph N. 11

Evaluation Results

20 % = 5 students with a score of 19

36 % = 9 students with a score of 18

40 % = 10 students with a score of 15

4 % = 1 student with a score of 10

Mean = 16.68

## ANALYSIS

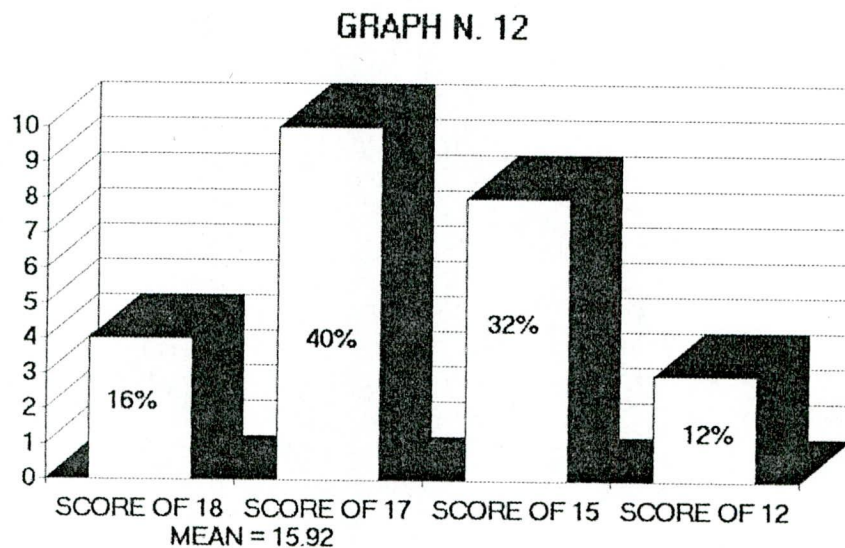
In agreement with the teachers' desire, the use of discussion, brainstorming and other techniques, help to develop oral and written skills. Furthermore, this method exposes children naturally to the language. Therefore, more than half of the class got grades over 18, and only very few students got low grades, showing fulfillment of objectives.

## 5.6. The Direct Method

### 5.6.1. Introduction Lesson

Topic: Tenses

Theme: Simple Present



Graph N. 12

Homework Results

16 % = 4 students with a score of 18

40 % = 10 students with a score of 17

32 % = 8 students with a score of 15

12 % = 3 students with a score of 12

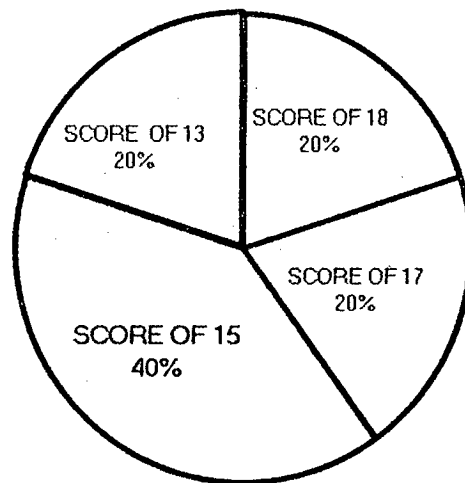
Mean = 15.92

## 5.6.2. Reinforcement Lessons

Topic: Tenses

Theme: Simple Present

GRAPH N. 13



MEAN = 15.6

Graph N. 13

Classwork Results

20 % = 5 students with a score of 18

20 % = 5 students with a score of 17

40 % = 10 students with a score of 15

20 % = 5 students with a score of 13

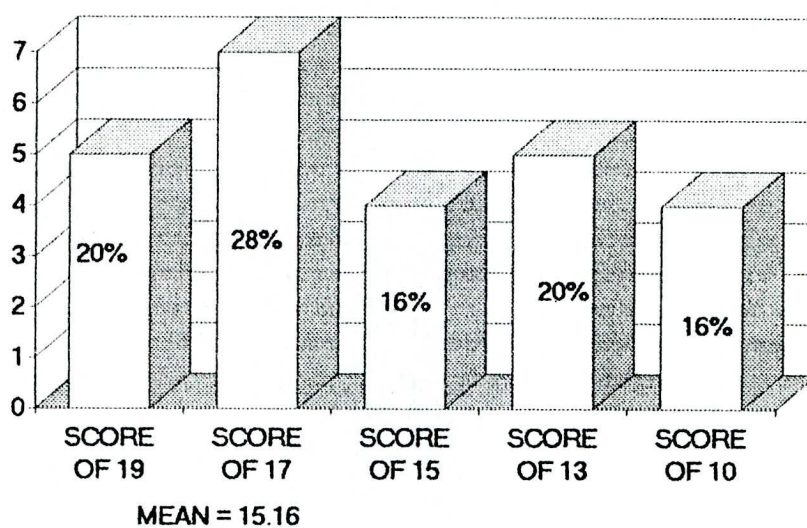
Mean = 15.6

## 5.6.3. Evaluation Lesson

Topic: Tense

Theme: Simple Present

GRAPH N. 14



Graph N. 14

Evaluation Results

20 % = 5 students with a score of 19

28 % = 7 students with a score of 17

16 % = 4 students with a score of 15

20 % = 5 students with a score of 13

16 % = 4 students with a score of 10

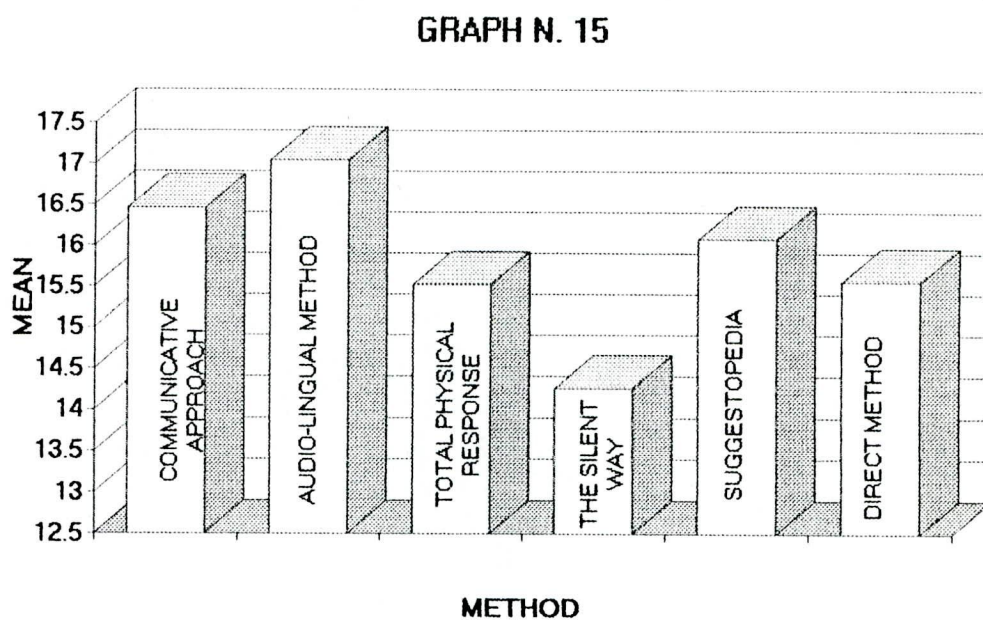
Mean = 15.16



## ANALYSIS

In this method, students develop the vocabulary and grammatical structures in a more specific way than in the other methods, comparing their mother tongue with the target language. The percentages showed that more than half of the students got scores over 15 that indicated they could manage the theme, and only few students need additional help.

## 5.7. Comparison of methods results



Graph N. 15

MEAN	METHOD
16.46	= Communicative Approach
17.04	= Audio-Lingual Method
15.52	= Total Physical Response
14.26	= The Silent Way
16.03	= Suggestopedia
15.56	= Direct Method

Using a criteria evaluation, based on the average of grades, we obtained the above results, according to the methods, sometimes using appraisals to judge certain activities.

## **CONCLUSIONS AND RECOMMENDATIONS**

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

At the end of this research, we get into the following conclusions:

1. According to our hypothesis that says: "The methods: Direct, audiolingual, silent way, suggestopedia, total physical response, communicative approach, permit an effective learning process of English on children of second grade, at a private bilingual school, in the language area" all the six methods we have used, have good strategies to teach English and permit a better learning process, on children of second grade at a private bilingual school.
2. In agreement with the previous chapter, we have seen, there are certain methods that are more effective than others according to

the topic and the proficiency of English to the learners.

3. There are some methods that the teacher gets better results to teaching Grammar than others. For example: the Audio-Lingual, Communicative Approach and Direct Method can provide with an easier learning process than the others.
4. The Total Physical Response can be more effective when the teacher wants to introduce commands, and the use of prepositions.
5. The Suggestopedia method is more helpful to teach new vocabulary and expressions through reading.
6. The Silent Way could be of great help with students of higher level at school who know a great deal of structures and vocabulary. Perhaps, with students of lower level could not be as effective as with older learners.

### **Recommendations**

We have been working in a private bilingual school, with an average of 25 learners in each class.

We should take into consideration that there is the aid of an auxiliary teacher who works with the four classrooms in second grades. The auxiliary teacher is of great help when the students have to be divided into small groups, to provide them with an individual attention, or when they are working on writing activities.

This teacher follows the instructions the principal teacher gives her, including which method and technique, she should use.

These two characteristics of this private school, small groups of 25 students and the auxiliary teacher, are recommended to take into consideration by bilingual schools with a high level of English.

We can suggest that the teacher should not emphasize which part of the grammar they are learning. Perhaps, they should go deeply into the use of structures, according to their needs.

We recommend, the teacher should use the responsive environment to develop the class, avoiding the traditional media like the blackboard.

In addition, the students should work more on projects like: field trips, having fairs where the learners develop different skills.

The teacher should use attractive materials in order to produce interest from the student to the language.

It is recommendable that the bilingual schools with a high level of English, have at least, three consecutive hours per day of English.

The teacher should speak as much as possible in the target language.

NOTE: As recommendation about the develop of the thesis, we suggest that each regional center, at least, should have an advisor or tutor to help the students on final researches.

There were two basic impediments:

1. The lack of bibliography, especially in the subject of primary English teaching process.

2. The lack of direct advice to develop our thesis, especially in the English area.



## GLOSSARY

**Aim:** Objective.

**Activity:** A specific educational action or succession of actions occurring in a situation.

**Accomplishment:** A discernible achievement, here used to indicate one of the two major ways of stating objectives, the other being principal.

**Appraisal:** A subjective judgement of how well educational objectives have been achieved, often based in part on the results of measurement.

**Common learnings:** The knowledge abilities, skills, attitudes and appreciation, that a school regards as an essential for all children and youth.

**Criteria of evaluation:** Standards, rules or tests used for measurements and on which an appraisal can be based.

**Desing:** The plan developed to guide educational activity in a situation or the plan which can be infered by an analyst of that activity.

**Effective learning:** The acquisition of feelings, tastes, emotions, and other aspects of social and psychological development gained through feeling, rather than through intellectualization.

**Evaluation:** The determination of the extent to which an educational objective has been accomplished. Evaluation includes the two closely related processes of measurement and appraisal.

**Method:** An established and systematic way of learning or teaching.

**Psychomotor learning:** The acquisition of muscular development directly related to mental process.

**Responsive Environment:** A learning center usually well supported by educational technology, which permits the learner to explore freely, to receive immediate feedback in response to his inquiries, and to discover knowledge on his own initiative and at his pace.

**Revision:** A change or modification of a design.

**Situation:** The specific and unique combination of

circumstances in which an educational activity occurs.

**Skill:** The capacity to perform some mental or physical act, it will be easy and simple or hard and complex. Synonym: ability.

**Strategy:** A plan of maneuvers designed to bring about a complete result. A way of achieve the reconstruction of an institutional program.

APPENDIX

Below is a list of the homeworks and evaluations of each different method.

COMMUNICATIVE APPROACH

HOMEWORK

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Make sentences in the present progressive with the following actions. Draw the actions.

play along

watch TV

draw pictures

1.

.....

2.

.....

3.

.....

CLASSWORK

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Make sentences using on going actions and draw them.

What is he/she doing?

1. ....

2. ....

3. ....

4. ....

## HOMEWORK

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Go to the playground and look at some on going actions. Draw them in your writing notebooks.

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

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

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

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

**CLASSWORK****Tapescript**

Listen and circle the correct answer

1. Mary is dancing
2. Peter is reading a book
3. John is swimming in the pool
4. Jenny is lifting her arms.
5. Rose is standing on her head.

**WORKSHEET**

Listen and circle the correct answer.

1.

2.



3.

4.

5.

EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Answer the following questions:

a. What are they doing?

.....

b. What is she doing?

.....

c. What is he doing?

.....

d. What are you doing?

.....

AUDIOLINGUAL METHOD

TAPESCRIPT

MONSTER HOUSE:

Come to visit our spooky, scary Monster House. You are going to get scared of Casper. His uncle is very mean with Casper. There will be a monster, Frankenstein, full of spine. He has twenty eyes and eight legs. Another monster has a big red eye and the face with many colours. The public is very spooky.

CLASSWORK

The teacher asks some questions about the tape (oral exercise):

- How is the Monster House?

.....

- What do you see at Monster House?

.....

- Describe Frankenstein

.....

.....

## HOMEWORK

Draw Frankenstein with all of his characteristics.

TAPESCRIPT

WONDERFUL WATER SHOW

Come to the Wonderful Water Show. You can see: dolphins doing hoops and tricks. The seals clapping the hands and singing songs. The big whale splashes the water over the public. The dolphin will play with the ball. The whale is the judge and the female dolphin is the winner.

CLASSWORK

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Answer to the questions.

1. What do dolphins do?

.....

2. What do the big whale do?

.....

3. What will the dolphins play with?

.....

4. What are the whale and the female dolphin?

.....

EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

1. Draw a picture about the Monster House and write 5 sentences about it.

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2. Oral questions:

- Who was Casper?

.....

- How was Casper's uncle with him?

.....

- Describe Frankenstein

.....

## SILENT WAY

## HOMEWORK

NAME: \_\_\_\_\_ Date: \_\_\_\_\_

Draw a line from the word to the corresponding pictures  
IN

OUT OF

UNDER

OVER

BEHIND

IN FRONT OF

BESIDE

ON



EVALUATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Look at the picture and write the sentence

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

**SUGGESTOPEDIA****HOMEWORK**

Cut and paste the characters of the story.

**CLASSWORK**

Write down the story in your own words.

EVALUATION

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

I. Answer the following questions:

What happened in the beginning of the story?

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

Who was the winner?

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

Why do you think the character's winner won the race?

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

Why did you and why didn't you like the story?

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

Draw the main characters.

**DIRECT METHOD****HOMEWORK**

Make sentences in the Simple Present using the new vocabulary.

**CLASSWORK**

Write down the story "John and the beanstalks".

EVALUATION

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

Create your own story and draw it.

TOTAL PHYSICAL RESPONSE

CLASSWORK

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

Look at the pictures and make sentences.

1. ....

2. ....

3. ....

4. ....



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