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An English Curriculum Proposal for sixth-graders at Virgen de Guadalupe Primary School

This proposal is to obtain the Bachelor of Arts Degree in Teaching English as a Foreign Language

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Dedication

This dissertation is dedicated with my heartfelt and deepest gratitude...

To God

For giving me the talent of being optimist, passionate and persistent ...

To myself for being lionhearted ...

To my parents Olivia and Lázaro for inspiring me to follow my dreams and

never give up in life...

To all my family for teaching me the value of finishing what I have started ...

To Villa Guadalupe community for always inspiring me and showing me how

fighters they are. It's a pleasure to work with them...

To the life itself for giving me the opportunity to give life to one of my biggest

achievements which is this unforgettable step, my first major.

Every work needs dedication and willingness ...

It is time to continue the trip and with this challenging process I leave my valuable

and memorable trace ...

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An English Curriculum Proposal for sixth grade at Virgen de Guadalupe Primary School

English is now the most widely spoken language around the world. It has been implemented in many institutions because of its relevance for the future of professionals no matter the field they belong to because it is somehow considered a key to obtain greater opportunities in life. I think that with English becoming the most important language, it would be interesting and meaningful to share this language with the most vulnerable places because it will cause a positive impact among the Villa de Guadalupe community and it would enhance youth opportunities for future generations to come, and that is why this proposal works with children, so that they can proactively create a better future for themselves, their family and community in general.

Virgen de Guadalupe Primary School is located in Managua, in the Villa Guadalupe community. It was found in 2013 with the support of Spanish organizations. This primary school is not bilingual, and is lacking an English program. When students take computer and art class they also mention how meaningful an English program would be. In the whole primary there are around 200 students ranging from 4 to 14 years old who receive classes from Monday to Friday in the morning (7:00-12:00). Sixth-graders are around 35 students ranging from 10 to 14 years old. All of these benefits came to the moment the organizations from Spain and the Nicaraguan government decided to work together and rescue families that used to live in “La Chureca” which years back used to be the largest waste landfill in Managua. This meaningful project provided Villa Guadalupe community members with many good heightened conditions, obviously including Virgen de Guadalupe Primary School.

For this curriculum proposal, I consider that two levels will awaken and motivate students by positively introducing them to the benefits of English acquisition, initializing this communication at a basic level definitely within their grasp is key as to not discourage anyone. They are exposed to their native language at home,

school and community affairs simultaneously. Also, the level of education they have has been lacking because of difficult circumstances they used to have such as extreme poverty and lack of education. However, now that they have the conditions to grow up personally and professionally in their community this proposal wants to push students to discover and develop their skills and promote the development of this particular community. For this reason, the intention is to prepare students with an English background that can be helpful for them in their next step which is secondary school

The present curriculum has a main purpose of implementing an English class for Virgen de Guadalupe sixth-graders. It includes the objectives of the curriculum which establish the necessary domains being taken into account for a beneficial proposal.

II. Justification

Due to the fact that the world becomes more globalized on a daily basis, there is need to communicate with a global language. English has notably become the most spoken language around the world mostly for economic reasons. Nicaraguan people are being influenced by the English language throughout because most companies have established as a requirement. Moreover, the fact that learning a target language is recommended at a younger age has inspired me to design a program for this context. For this reason I want to focus my curriculum proposal on children from the sixth grade at Virgen de Guadalupe Primary School. It is the best way to help the community. Providing these children this English program at their school, they can communicate at a suitable level and acquire basic vocabulary. Furthermore, it may help them to create a solid background for them to carry out once they reach secondary school where they are going to receive an English class.

I consider this proposal very meaningful because as a social volunteer that has worked in many organizations I have seen the conditions those families live in; the conditions are good for them now but as a community they are still working on improving. This program wants to implement this English class in the aforementioned primary school there is no an English curriculum since they have never implemented one in order to provide these children more opportunity to develop their skills and strengths.

This English curriculum is going to facilitate the institution with a well-structured program which will help the Virgen de Guadalupe Primary School implement an English class with suitable methods and strategies. The idea is that throughout the program students can develop their speaking and listening skills. I decided to design this curriculum with the purpose of having a positive impact among the teaching in this institution, so that the future generations can have better opportunities.

III. Objectives of the project

The main objective of this design is:

- To implement the different theoretical principles of curriculum design and research to develop an introductory English program for sixth grade students at Virgen de Guadalupe primary school.

Specifics objectives:

1. Identify sixth grader 'needs, lacks and wants in terms of English learning.
2. Examine the principles of English teaching methods and approaches to teach children.
3. Suggest the most suitable contents and methodologies to be implemented in the introductory English course proposal.

IV. Theoretical Framework

Theories, methodologies and assessment that are going to shape this proposal are going to be presented in this section in order to address ideas and theories that will give way to this innovative proposal based on needs, context and application.

A. Curriculum Design

Examining and shaping educational curricula devotion is defined as an academic discipline. Curriculum can also be defined as an educational program which states the education purpose, content, procedures and learning experience.

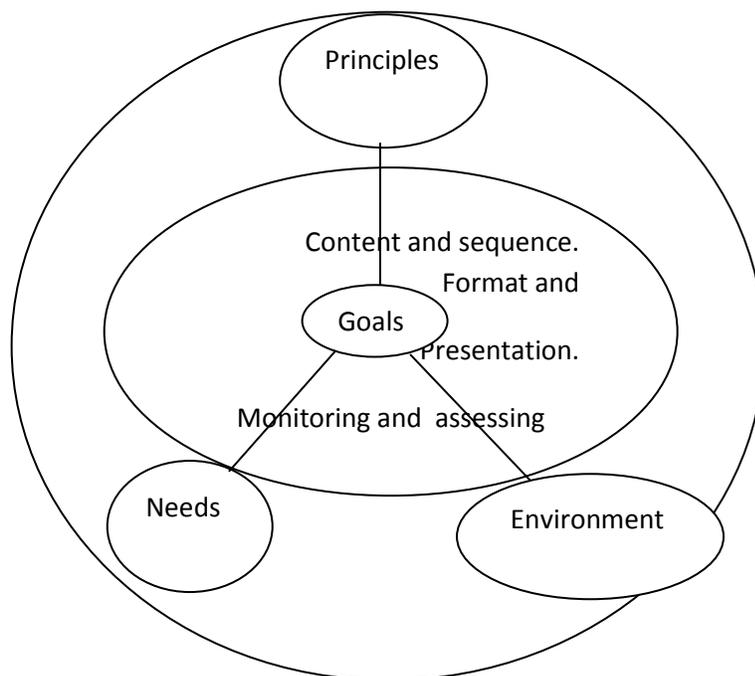
A curriculum is relevant at the moment of meeting the needs the institution has. It embraces all the aspects to be taken into account in order to shape the skeleton a specific course will have.

According to Richards (2011) "Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated. Language curriculum development refers to the field of applied linguistics that addresses these issues. It describes an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs". (P.3)

The present proposal is to design and to implement an English class for children of 6th grade at Virgen de Guadalupe Primary School. The goal at the end of the program is that students can reach A-1 along the primary course according to the Common European Framework (CEF). The curriculum is vital for the development of this program because it allows for process organization. The proposal must have various aspects relevant for achieving the goals this proposal previously mentioned.

The curriculum process is very complex due to the amount of aspects one must take into account. One of those steps is the needs analysis. As Stern stated (1992), “in some circumstances needs analysis can try to do too much, because the detailed information it assembles about the learner cannot be operationalized, that is, it cannot be matched by the curriculum or the teaching approach because the resources that can be mustered are not sufficiently diversified and refined. (P.43)

A curriculum is composed by some domains. First, there is an inner circle that represents the syllabus. In the outer circle we find the principles, environment and needs. It is based on practice and theory to help the process of course production. After that, we have the inner circle that has a clear illustration of the goals for a course. The content is the items to learn in a course, the format shows techniques or types of activities and monitoring means giving attention to the learning, observing and testing the results and also providing feedback. The outer and inner circles make the curriculum. (See circle below).



B. Common European Framework (CEF)

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (Council of Europe, 1992: 1). It provides a tool with a taxonomic nature that helps to describe what the competences of the learners are going to be in every stage of the language learning process. As stated in the common European framework (1992), "By providing a common basis for the explicit description of objectives, content and methods, the Framework will enhance the transparency of courses, syllabuses and qualifications, thus promoting international co-operation in the field of modern languages". (P, 1)

The target group is going to reach an A1 level because that institution has not implemented an English course, so it will be the first time those sixth-graders students are going to be exposed to a foreign language. However, students are going to be able to express in a simple way using greeting, everyday expression and have good oral comprehension so that they can exchange ideas and describe their immediate environment. Besides, the Common European Framework (CEF) is relevant for this project because it provides standards that are created to measure learners' competences.

C. Language Acquisition theory:

1. The affective filter hypothesis (1985):

According to Krashen (1985) students' emotional state functions as filter and input must be achieved in low-anxiety contexts since acquirers with a low affective filter receive more input and interact with confidence.

In Virgen de Guadalupe Primary School when learners are bored, angry, frustrated, nervous, unmotivated or stressed, they are send to the school counseling where teachers are prepared to deal with any type of behavior and listen to the students in order to help them to perform better in class.

An obstacle that manifests itself during language acquisition is the affective filter, which is a "screen" influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain. Also, the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress. (Krashen, 1985).

Most of the students in the class are presenting this affective filter effect because of external factors that prevent their learning. Most of the children are simultaneously working and studying at an early age with their families. That is one of the reasons why they sometimes forget to do their homework; they are not willing to participate because they are tired or not motivated by the learning process and some of them miss classes or abandon the school which is the most common case. All these situations directly affect their learning, and the relevance of paying close attention to the affective filter effect among children.

According to ESL Glossary (N.D.):

The “Affective filter” is an imaginary wall that is placed between a learner and language input. If the filter is on, the learner is blocking out input. The filter turns on when difficult classes are conducted for language acquisition. Another implication is that too much correction will also raise the affective filter as self-esteem in using the language diminishes.

This theory can be taken into account in this innovative proposal because there are many students who do not feel motivated to go to school. They are stressed with the problems they have at home, many family problems that push them to look for other solution such as start working at early ages and abandon school. Besides, when students have high affective filter, they block themselves to the opportunities of learning, so they stop discovering the world because there is no motivation to go beyond what they have. One of the main ideas of this program is also to help students feel engaged to a different course where they can have the chance to develop their communicative skill and learn a foreign language without feeling forced but rather enjoying the learning process.

There are several factors in which students can end up victims of this effect and prevent learning in the process, but that is why the intention for this study suggests the use of multiple intelligence beliefs to engaged students in their own learning process allowing them to have different skills, it will make students more successful.

2. Multiple Intelligences Theory:

According to Gardner (1983), “we are all able to know the world through language, logical-mathematical, analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves.” It means that in this proposal this theory must be taken into account.

By implementing this theory in this proposal the learners will have the opportunity to stimulate other areas in which they can improve or develop their strengths and skills in

which they are good at without being judged for the skills they seem to lack of. For instance, a child cannot be good at math, but play the guitar magnificently. As Gardner stated (1983), everybody has multiple intelligences, and each one manifests different levels of these intelligences, so as a result each person has a unique cognitive profile.

Students at Virgen de Guadalupe Primary School are naturally energetic because they have a good environment to develop their skills in a variety of ways. However, this impacts negatively in their learning process because they do not focus in their classes and they are not learning, practicing or acquiring vocabulary. Teachers have to take into account that students are different and they may have a diverse of ways to learn. Because the purpose of this proposal is to help children to communicate at a basic level in order for the teacher to encourage students to speak, it is necessary to know that the tasks can be accomplished through multiple intelligences approaches that can push them to become interested in the class. It is also relevant to point out that “Students’ ability and motivation to learn are highly individualized” (Nelson, 1995, Pinto Geiger & Boyle, 1994).

Gardner (1983) considers learning is a social and psychological process that shows the dimensions in which students can be involved into several tasks in order to perform in their learning process. This author has divided The Multiple Intelligences into nine:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

Moreover, Gardner argues that our traditional schools and culture focus only on linguistic and logical-mathematical intelligence (As cited in Armstrong, 2013). However, we must harness that same focus on those who demonstrate strengths in other

intelligences such as, the artists, dancers, musicians, naturalists, designers, therapists, and others who enrich the world in their fields. This opportunity given to the children empowers communication at a basic level by implementing this theory that fosters teacher activities that make them comfortable while learning English; not allowing the affective filter prevent their learning process. This will help them overcome difficulties they may have with their learning by understanding their cognitive profile.

D. Teaching Methodology:

1. Total Physical Response (TPR):

James Asher says (1960), TPR method is a language teaching method associated with learning process through physical movements. I consider this is a great method because he establishes that “movements” help reduce learner stress. Somehow it is related with the emotional part and it can help reduce the affective filter effect among Virgen de Guadalupe Primary School children.

Furthermore, “Asher claims that body movements increase retention because they involve the right side of the brain, normally not used in the more “intellectual” approaches to learn. Regardless of whether we accept his neurological explanation for TPR, the method has its merits.” (As cited in Underwood, 1984, p. 21). Thus, the implementation of this method provokes that the children become more enthusiastic in class and memorize things easily. Something relevant to mention is that students can handle fossilization in a positive way because they will be able to memorize and acquire vocabulary by experiencing it so in natural way.

Since he stated through TPR method that memory is enhanced with physical movement. The TPR activities can be purposeful for a very dynamic class and many learners will respond well to kinesthetic activities and they can genuinely serve as a memory aim. It is also connected with the multiple intelligences theory which

establishes that we can learn a single subject in many different ways and see the world from many different perspectives.

This methodology is a great option to push sixth-graders to explore the kinesthetic, musical, visual intelligence they possess and more. It may be suitable for them because children are naturally hyperactive and the teacher can take advantage of that energy to discover the strengths they have and facilitate them strategies to improve and develop their skills.

Likewise, in the school the teachers consider it important to have implemented this method when working with students because they are very emotional and energetic, and it helps reduce anxiety, stress and some other emotional factor that are not in unison with learning.

2. Learning by Doing:

Dewey explains (1958), “when objects are isolated from the experience through which they are reached and in which they function, experience itself becomes reduced to the mere process of experiencing, and experiencing is therefore treated as if it were also complete in itself”(P, 11). It suggests we must push students to interact with their learning because that way they will experience it by exploring, discovering and facing it. It is a vital method that must be taken into account in this proposal in order to help learning students’ experience to become more meaningful and enjoyable for them.

Dewey recommends (1958) students must interact with their environment in order to adapt and learn. This experiential education work began in 1896. In this work Dewey considered the school a community where students became active members. However, “experience and education do not directly relate because some experiences are not educational, such as an experience that prevents or distorts the growth of further experience” (Dewey, 1938, p. 25). The challenge for experience based on education is to provide learners with quality experiences that will result in

growth and creativity in their subsequent experiences. Dewey refers to this principle as the continuity of experience or the experiential continuum, a principle necessary for the philosophy of educative experience (Dewey, 1938, p. 28).

I consider making use of this philosophy of education in the Virgen de Guadalupe Primary School curriculum proposal essential because the students already have the interaction approach in their regular classes. They are exposed to their environment as a part of their teachers' beliefs helping build critical thinking. Children are exploring, discovering and unconsciously learning because it becomes a meaningful experience they have when being exposed to learning.

Furthermore, the director of the institution stated that this is the philosophy the institution works on. The teachers apply it to implement some activities using nature in order to create child awareness in taking care of the environment and know the different elements nature provides us. For example, in art class they make use of natural materials to create crafts. For instance, one day they were working on craft activity and created a nest using natural materials from the trees, the purpose of the teacher was to develop the value of caring for the environment among the students. The teacher did the craft with the students making contrast and comparison to the way the little bird creates a nest with such love and effort so they can do the same with their life. All this reflect the importance of applying these beliefs in a class because students learn through their experience with the subject.

3. Communicative Approach:

Since this innovative proposal is focused on communicative competences it is vital to help them to communicate in a proper way. It is necessary to implement the communicative approach in order to push learners to interact with their immediate environment so they can develop their communicative skills through their participation in the classroom.

According to John Underwood (1984) "The goal of communicative method is "communicative competence", which goes beyond what Chomsky meant by "(linguistic)

competence”, since it includes the added requirement that the speaker know how to use the language appropriately in a social situation.” (P, 20). Ergo, help learners to feel comfortable in an environment where they can find the chance to participate in real and communicative situations.

It is based on the idea that learning language successfully comes through having to communicate real meaning. It is necessary to make use of some principles of the Communicative Language Teaching because one of the main focuses of the program is that students can be able to communicate in English at a basic level which is A1 according to the Common European Framework (CEF).

Throughout this approach the teacher becomes a facilitator and good listener and that is very essential while working with students. In this context sixth-graders are very naturally talkative, sociable and energetic also, so it is expect they have the necessity to express and say what they think in the class. In this context the teacher has to encourage and push students to practice English in the classroom so that way they can start operating at a basic level using very simple phrases, saying basic words from vocabulary previously practiced, introducing themselves and understanding commands from the teacher.

This approach is very important in this context because the students are willing to participate. Albeit, there might be certain students who do not want to do it because of any personal situation and that is when the affective filter is implied and can prevent the learning of these children.

It is vital for the students adapt to the listening and internalize vocabulary and phrases. In this program, children will be encouraged and welcome to participate within the rest of the class. The purpose is that they can start getting use to the English class and improving their language communicative skills. By using some strategies and method the children are going to take some features of songs, tells, pictures, or any other material in order to start speaking and producing when exposed to real life situations.

E. Assessment:

According to Stern (1992) “evaluation must include mechanism for bringing about change, in order to ensure that all language programs are effective and adaptable to changing circumstances as possible”. (P.41)

For the assessment plan, it was taken into account students’ needs, lacks and wants. It is important to work with an evaluative and formative in order to improve students’ learning process making sure that they are being measured properly depending on the type activities. This assessment plan is going to be linked with the assessment plan the Virgen de Guadalupe Primary School already has and which is very simple. The idea of this curriculum proposal is to work with a functional syllabus that can address the students’ performance to be able to communicate at a basic A1 level which is the goal for this introductory English proposal.

V. Methodology of the Project

This section shows the procedures that were taken into account in order to make this research proposal possible. It explains the type of research that was used depending on the characteristics of this study and the context where it was placed. The instruments were applied in order to gather meaningful information for the research.

A. Type of research:

This research is qualitative because it focuses on the reality description to find out answers about a specific problem. This type of research is also useful when designing a product.

B. Participants:

- Director: He is always observing the classes and activities in the institution. He has been working at the institution since it opened. Also, he is very approachable to students and teachers. He has been a teacher for twenty years and he does not speak English.
- Students' parents: The cooperation of sixth-graders' parents was very important in order to know their perspective about the proposal. All parents manifested they liked the idea of learning a foreign language because they speak only Spanish.
- Students: The group of students from sixth grade is very small there are 35 in the classroom and they are ranging from 10-14 years old. They are also, very dynamic and would like to learn English, but most of them are working and the affective filter is implied.

C. Instruments:

- Interview to the director: In this interview, a set of questions in Spanish are addressed to know better the perspective of the director about the idea of implementing an English course for sixth-graders at Virgen de Guadalupe Primary School. Also, to know the philosophy of education, vision and mission the school has together the different methodologies that are used in such institution. (See Appendix 1)
- Interview to the parents: This interview in Spanish was designed to get information from the parents from that institution about the idea of having an English course. (See appendix 2)
- Interview to the students: This interview in Spanish was also relevant to get to know the ideas and thoughts of sixth-graders about learning English at their school. Here I will poll 4 students (See appendix 3)

D. Schedule to collect data

Dates/activities	June	July	Aug	Sep	Oct	Nov
Interview to the director	X	X				
Interview to the parents		X	X	X		
Interview to the students					X	X

VI. Data Analysis

1. Results

Interview to the director

The instrument conducted to the director of the school has as objective to get more information about the school using the following questions in order to understand better the context where the project will take place.

As a main instrument it was implemented an interview to the director of the villa Guadalupe primary school in order to know his perspective about the proposal of implementing an English class in the 6th grade Villa Guadalupe Primary School.

The results were the followings:

Question 1:

What is the mission and vision that the Virgen de Guadalupe Primary School has?

The purpose of this question was to gather essential information from the institution principles and to know more about it. The answer was the following:

- I can say this school has an individual mission and vision because it is a public school, so basically we share the same mission and vision MINED (Ministry of Education) has established to us. However, we have a specific focus that describes us as a specific institution which is the social focusing to serve the vulnerable areas and help the population that used to live in the within the garbage baking the time.

Question 2:

What is the philosophy of education that the institution has?

This specific question had as an objective to know better under what values and teaching beliefs the primary school is guided. The answer was the following:

- The director pointed out that the school has always followed the constructivism school and that they work under the philosophy of learning by doing which has helped them a lot through the process of working with children in primary. Also, he talked about the old Cuban method called Fas which is implemented as well in order to teach students how to read by analyzing sounds which the words is formed to develop their reading skill.

Question 3:

Which are the methodologies and strategies of teaching that you suggest the teacher implement in the institution?

This question had the purpose of getting to know the strategies and methods applied in the institution. The answer was the following:

- The director said that they try to use total physical response activities and learning by doing because the children are very hyperactive, but besides that they do not follow any other specific method or strategies because at the institution they have many different cases and situation with any student so what they try is to start from the experience and the environment to get the children involved in the contexts. He remembers a teacher that was working with plastic arts and taught the children to create a nest of birds. The purpose of that teacher was to teach the children how difficult it is for the little birds to build one nest, because for the children to task lasted two hours so they understood that is it a hard task for the birds. The students learned that it is very important to appreciate and take care of nature.

Question 4:

What are the environments conditions that the students have in the primary school to facilitate their learning process?

- Yes, we have the conditions the children need. The classrooms are very well equipped and they are designed to have the standard amount of students that according with MINED is from 20 up to 35 students. Also, they have many spaces in which they can play together and have activities with the teachers; they have clean bathrooms, the kitchen also where they received the food.

Question 5:

Would you like to have incorporated an English class in 6th grade Virgen de Guadalupe Primary school?

This question had the purpose of knowing if the proposal was a good idea for the director and if he would like to have it implement it in the school. The answer was the following:

- Yes, I really like the proposal because it will help the students to prepare themselves for the future and in secondary they will have a basic idea of the English language.

Question 6:

How is it handling the affective and cultural part within this community that has suffered a lot in previous years?

The objective of this question was to realize if the affective filter effect is taken into account among the children in the sixth grade at Villa Guadalupe primary school. The answer was the following:

- Of course we have it as a priority because we know the situation the students have. We have a consulting in the school where many trained teacher are

helping the children with behavior or learning problems. Moreover, the teachers have implemented a short time for praying before the food and the class and it is just as a part of the teacher beliefs and convictions but we consider it is a good way to implement values and beliefs to the students through short prays that are acceptable to all beliefs or religions. That is more likely all we have been doing in order to address students to help children with the emotional and spiritual part.

Question 7:

How do you think having an English class in 6th grade will benefit the society?

This last question had as an objective to know the point of view of the director about the proposal and in that way get some recommendations or opinions. The answer was the following:

- It will benefit the whole society because it opens a door for them to expand their cultural and knowledge background. With this class they will develop a critical thinking and some of them may end up loving the language and maybe they will start recognizing patterns of the language in songs, movies and articles and understand a little bit the contexts. I am sure some will be motivated even to continue learning the language if possible.

Moreover, the other interview is elaborated for the parents. It will help to gather information from them to know their opinion about the proposal.

Interview to the parents

The interview to the parents has as objective to identify students' needs, lacks, and wants by asking the parents several questions to find out the perspective the community has about learning a target language in this case English.

The questions were the following:

Question 1:

What have you heard about English language?

Almost all answers were similar:

- English is an important language.
- Everybody should learn English to avoid having interpreters.
- It is good for the children.
- It is a nice, important and very popular language.

Question 2:

It was marking. **How do you consider English is?**

Important, less important, no important, I do not care.

- All parents said the English language is very important.

Question 3:

Would you like to have implemented an English course for sixth grade students at villa Guadalupe primary school? Why?

The objective behind this question was to realize if parents will support children to start learning the language. The answers were the following:

- Yes, because the children lean more that way.
- Yes, because they will go to secondary with a basic idea about the language and it will be easier for them and for the teachers also.

Question 4:

How would you like your son or daughter learn English?

The multiple choices included singing songs, watching movies, physic games, arts and others.

The idea of this section in the interview was to know the preferences or likes the parents have. The answers were the following:

- All parents selected the option singing songs, half of them said by watching movies, half physic games and most of them arts.

Finally the last section of this interview:

Question 5:

In what way do you consider the proposal can benefit the community?

The options selected were all provided:

- The language will help the children future.
- The English language helps to have more job opportunities.
- It helps the development of the community itself.
- The students from sixth grade will go to secondary with a basic of the language.

Interview to the students

The instrument conducted to the students of the school has as objective to get to know what they think about the English language and if they would like to have one English course in their school.

As a main instrument it was implemented an interview to the students of the Virgen de Guadalupe primary school in order to know their perspective about the proposal of implementing an English class in the 6th grade Villa Guadalupe Primary School.

The results were the followings:

Question 1:

Have you heard about the English language and what have you heard about it?

The purpose of this question was to gather information from the students and know if they have a previous notion or idea about the foreign language English.

Most of the student did not have too much information to talk about the English language.

The answers were the following:

- I do not know about that.
- I have not heard anything about that language.
- I have heard only in the TV in the movies.
- I do not know about that.
- I see the foreign people talking English but I do not understand anything they say.

Question 2:

Do you like English?

The objective of this question was to know the reaction of the students. The answers were interesting because even when most of them expressed not to know about the English they were always enthusiastic when talking about it. The answers were the following:

- Yes, I like it.
- Yes because I hear the “gringos” talking and it sound very nice.
- No I do not like it.
- I do not know.

Question 3:

Have you studied English before?

The intention when working with this question was to find out if the students have any English background. All the students said they do not know English. The answers were the same as following:

- I have not studied before.
- I do not have idea.
- It looks difficult, I do not know English.
- I have never studied English.

Question 4:

Would you like to have an English course in your Virgen de Guadalupe School?

The purpose of this question was to make sure that all the six graders students will be motivated of having the English course. This question was really useful and at the end all the students said the same. The answers were the following:

- Yes, I want to talk English. It is nice.
- Yes, because I want to understand the few “gringos” that come here, say hello and talk to them too.
- Yes, I want to understand the movies and the songs in English.
- Yes, because I like it and it is important.

Question 5:

In what ways would you like to learn English?

The purpose of this question was to get to know the ideas of the students and take them into account as part of this curriculum proposal. They had a check list with the options: Listening to music, through physical games or activities, watching movies, with videos, other. The answers were the following:

- All students said: Listening to music, through physical games or activities, watching movies, and with videos.

2. Discussion

First of all, during the interview, the director of the school Mr. Jimmy Hernandez pointed out that Virgen de Guadalupe Primary School is a public institution which shares the same philosophy of education, vision and mission that the government establishes. The principal also stated that teachers at Virgen de Guadalupe Primary School make use of the “learning by doing” philosophy of education by not only pushing students to develop their strengths, but also to use elements from the environment in art class; having students reflect and develop general values including the environment. The director was explaining that the school always tried to implement values to the students and that way helped them develop with solid values. He was describing the conditions the school had to provide the students with an excellent environment where they could have fun; discover and learn at the same time. At the end of the director’s interview he declared that he liked the idea of implementing an English program for sixth-graders because it can benefit society by preparing future generations with excellent opportunities like the idea of studying a foreign language. (See Appendix 1)

The director mentioned that he never thought before about the possibility of incorporating an English course, but he definitely agrees that sixth-graders would appreciate an English course implemented in their school and this opportunity will help them to see the world differently and have a new life perspective. He stated also the school has a constructivist view and they make a lot use of games, crafts and realia in order to facilitate them with a meaningful learning experience. Moreover, he explained that for Villa Guadalupe Primary School is very important taking care of the affective, social, cultural and educational aspects of each student so they can have a good environment for their learning process.

In this proposal it is also analyzed the possible topics in which teachers can have students engaged into real communicative situations where they can develop their skills through familiar topics that motivate them to get involved within their classmates and start interacting in English. Moreover, I was able to observe the

school has the conditions to implement the course since they make use of a natural environment that allows students to have fun, make activities outside the classroom and develop their abilities among the class.

Secondly, during the interview with the parents, I noticed that they were motivated with the idea of having an English class for sixth- graders students. They said that by knowing another language their children can have better opportunities for the future and a better life. Partners mentioned that students can become more knowledgeable because they will have one more class in which they can learn a lot. Besides that, some of the partners were aware that it would be useful for the children throughout their life and that it was a great opportunity to implement a course to help them develop their language skills and prepare them for the future secondary English class. They liked the idea because they knew the chance they have had in that school with proper principles and conditions is really purposeful. Thus, this proposal has the intention of maximizing the learning opportunities for children at that specific community. (See Appendix 2)

The parents were highly surprised and optimistic with the proposal and it showed how satisfactory and grateful this community is about their goals and achievements. Families at Villa de Guadalupe know the difficult life they used to have living in “La Chureca” and they refused the idea of having their children suffering the same lack of opportunities they used to face. I am aware of the process of change this community has going through, and it is really satisfactory to see the way they are facing their new life, taking care of the chances they have in order to help their young generations to go beyond what they had.

Finally, the experience I had while working with the instrument directed towards sixth-graders was really satisfactory because they demonstrated their curiosity and motivation about having an English course incorporated to the Virgen de Guadalupe Primary School. Likewise, the fact that most of them said not having any notion about English but that it would be nice to learn it so they can understand songs and movies. One of the answers that most caught my attention was the fact that they

would like to say “hello” to foreign people that visit their community (Villa de Guadalupe) for donations and other charitable projects.

It was clear that sixth-graders were very interested in learning English because they expressed all the things they could do once talking in English. One of the things they mentioned the most was about talking in English for getting a good job, having a good life, supporting their families and travel. Sixth-graders shared the ways they would like to learn English including music, movies and dynamics. It was really fascinated to see this young generation appreciating this intention proposal. It was notable this proposal provoked a very positive impact among students because there are many children living in that community but only one school. Most of children must work with their parents or even alone, that pushes students to abandon the school so many parents said it could benefit the community, and catch students' attention about the course so they come back to school and keep their future as a priority.

My intention when designing this simple interview for sixth- graders was to have a general view about the acceptance they would have concerning this proposal and observe their commitment level about it. I feel proud to say that it seemed to be a great idea and opportunity for the new generation of that community that has many goals in mind. However, I consider everything worth the effort for Nicaraguan children in vulnerable areas to open their minds to a better future with greater opportunities to develop their skills and strengths. (See Appendix 3)

In essence, during this process of getting to know better the context and their people I realized the director, students 'parents and sixth-graders had the greater expectations about this proposal of implementing an English course at Villa de Guadalupe Primary School. It was a pleasure to see many smiling and cheerful faces picturing their life with better opportunities having English as a key for that. I can proudly say the whole community was opened to new challenges and it seemed to be an excellent, purposeful and meaningful proposal for families and students.

VII. The proposal

A. Objectives of the program:

- General objective:

By the end of this program students of Virgen de Guadalupe Primary School will be able to communicate in English at a basic A1 level according to the Common European Framework (CEF).

- Specific objectives:

1. Speaking: Students will be able to participate in a simple conversation using simple phrases and expressions in order to describe their immediate environment and provide personal information.
2. Listening: Students will be able to orally comprehend basic texts that provide them with basic information about topics related to the immediate environment.
3. Vocabulary: Students will be able to use a basic vocabulary in order to introduce themselves and greet people and provide personal information.
4. Values: Students will be able to develop and show certain values such as responsibility, honesty, respect, patient and friendship.

						Caring
Level 2	Unit 1: Clothes, Prices, Colors.	Listening about clothes. Listening about colors. Listen to a dialogue about prices.	Talk and describe color and details about their clothing.	Short, jeans, shoes, hat, blouse, jacket, white, red, blue, black, yellow... Count and non-count nouns. There is/ there are How much/ how many some, any	How much is it? What color is it? I like the blue shoes.	Team work
	Unit 2: Daily routines	Listening about different daily activities they may practice. Listen about the daily routine activities.	Talk about their daily routine. Talk about the daily activity they like to do most.	Wake up, take a shower, get dressed, brush your teeth, have classes, have breakfast, go to school, have lunch, go back home, have dinner, do homework, watch TV, go to bed...	Can/can't for ability. Adverbs: Well/badly. Simple present Affirmative, negative and yes/no question. Auxiliary do and does	Commitment Solidarity
	Unit 3: Hobbies, likes and dislikes	Listening about hobbies.	Talk about their hobbies. Talk about preferences. Ask and answer question	Abilities: dance, sing, play, cook, jump... Soccer, baseball, swimming, basketball,	Likes and dislikes. Adverbs of frequency: always, usually, never, sometimes,	

			about their favorite hobbies.	dancing, singing.	often. Modals of ability	Service
Unit 4: Pets	Listening about vocabulary related to animals.	Talk about their favorite animal/pet.	Dog, cat, parrot, bird, rabbit, turtle...	Like/ dislikes Question with auxiliary I have ... I don't have a Do you have a...? Yes, I do/ No, I don't	Solidarity Compassion	
Unit 5: My biography	Listening to biographies about a student.	Simple presentation about their own biography.	My name is... I am 11 years old... I am from ...	Simple past I/he/she/it...wa You /we/they...were Yes/no questions Information questions		

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C. Suggested Methodology

In this section, the methodology will be presented and recommendations are stated for the skill development in every section. It is recommended to have an eclectic focus in this program and the main factor is Communicative Learning Teaching (CTI) that will work along some approaches and beliefs with the purpose of developing communicative skills and competences from a pedagogical perspective that facilitate the students' performance.

Teaching Speaking:

The development of the oral expression is one of the most relevant objectives of this program. Each lesson has to be conducted in unison with active student participation. It is critical to use activities that facilitate students with meaningful learning such as values development; to put them into practice that prepares students for real-life communication situations. The following recommendation are stated:

Steps to follow:

- Try to involve each student in every speaking activity.
- Reduce teacher speaking time in class while increasing student speaking time.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean?" in order to prompt students to speak more.
- Provide positive oral and written feedback using some simple statements like: Good job! Excellent! Very good!
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Monitor the class by walking around the classroom to be aware if they need help while they work in groups or alone.
- Provide the vocabulary that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing in English.
- Use activity that motivates students to speak.
- Never force students to speak. It is better they find their motivation.
- Use word and sentence stress, intonation patterns and rhythm.
- Select appropriate words and sentences according to the social setting, audience, situation and subject matter.
- Make use of simulations while working with students so it stimulates them to get involved.
- Information gaps and brainstorming; storytelling, role plays, picture narrating and picture describing.

Teaching Listening:

Establishing connections within the listening and students' real life is vital. In this the use of some helpful resources such as videos or audios segments, documentary films, movies, dramatic or comedic material and interview segments is recommended. In order to help students develop their listening skills the following recommendation are listed:

Steps to follow:

- Play audio tracks three times.
- First time students have a notion about the listening.
- Second time helps students self-analyze gathered information.
- Third time is considered for reinforcement only.
- Clarify questions.
- Review vocabulary.
- Ask students for key words they understood from audio track.
- Play audio track again if needed.
- Make a habit of English use in the classroom making announcements, assigning homework, describing the content and format of tests in English.

- Help students identify key words/phrases to listen for.

Visuals:

In order to work the visuals the use of flashcards is recommended, pictures and objects that catch students' attention at the moment the teacher is explaining. Using by using visuals students also experiment and make several connections within the subject and reality.

Vocabulary:

With thousands of words in English it often seems like if it is impossible to use them all; vocabulary knowledge is critical for developing oral comprehension. It is important to explain new vocabulary in examples used in real context. It is necessary to discuss the meaning with the students so they can better understand ways they can use such vocabulary. It is recommended to make use of the following recommendations:

Steps to follow:

- Have a section on your board for vocabulary
- Explain the meaning
- How to pronounce it
- Make use of illustration (visuals, pictures)
- Make use of mimes, so it can be fun and memorable
- Make use of synonyms and antonyms
- Check understanding by refreshing definition
- Give extra example using their context
- Review the vocabulary you teach with a game or activity

Warm-ups:

The use of warm-ups is recommended in order to get students involved in the class. It is vital to have students motivated at the beginning of the class so that they participate and follow the topic sequence explanation along with examples that help them connect with previous knowledge. The use of games, activities, use of visuals, brainstorm and elicitation is suggested.

Steps to implement the activities:

- Preparation of the activity.
- Provide clear instruction with examples and demonstrations.
- Classroom management.
- Facilitate the materials.
- Timing the activity so it can last around 10-15 minutes.
- Monitoring the process of the dynamic.
- Shares the results among the class.

Present the topic:

The use of visuals such as images, flashcards and examples that can help students to connect the topic with their previous experiences and the context is recommended in this section. They also share questions with the group that helps them get involved in the topic. It is necessary to wake up curiosity, opinion giving, contrasting, comparing, explaining, associating, reflecting and concluding. It is not expected that all these actions will be developed in one activity.

In this section is also recommended that the teacher elicit certain words from students or ideas connected with the topic presented.

Steps to follow:

- Make use of visuals to introduce the topics.

- Use attention grabbers so students can be focused in the presentation of the topic.
- Elicit information from students so they can guess what the topic is going to be about.
- Make use of a quote related to the topic so students can reflect from the beginning.
- Help students be clear about new vocabulary.
- Make use of examples and real life experience along the explanation.

Practice the topic:

Because students learn through their participation in the attainment of knowledge and by gather information, the process and production of what they have discover during the practice is very important. To put the topic into practice some recommendation are listed:

Steps to follow:

- Focus student attention on the day's topic by explaining the following activities.
- Allow students to make groups so they can feel comfortable interacting.
- Repeat instructions if needed so they can be clear about the activities and practices.
- Make use of realia to facilitate students real communicative situations in class.
- Give students enough time so they can reflect about the topic.

Produce the topic:

In order to produce what students have discovered and learned in class some activities and recommendations are mentioned:

Steps to follow:

- Have students get in groups and create a role play based on the passage previously taught in class.
- Provide the students with an opportunity to reflect on what they have learned.
- Have students discuss statements and questions in groups so they can exchange point of views and ideas.
- Make use of interviews and role plays in class.
- Collect feedback on students' understanding at the end of a class.

To conclude, it is also suggested to read the course objectives out loud at the beginning of class so students have an idea or a big picture about the evaluation they will face throughout the process.

D. Assessment

According to the Common European Framework, “formative assessment is an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners. However, summative assessment sums up attainment at the end of the course with a grade. It is not necessarily proficiency assessment”. (P.186). In this proposal the type of assessment that is going to be used is formative and summative.

This section suggests a tool in order to assess students while working in groups and individuals. It is useful to help them to perform well and build up meaningful learning in any task throughout the process.

The types of activities for the formative evaluation are the following:

- Portfolio
- Reflection (It will be written in Spanish)
- Social and communicative project
- Can do list

The types of activities for the summative evaluation are the following:

- Dialogues
- Role plays
- Presentations
- Oral test
- Quizzes

Recommendation to select activities of evaluation:

- About familiar topics.
- The type of activity is appropriate for the students.
- Activities and tasks are contextualized.
- Interactive activities.

- Interesting topics to talk about.
- Group and individual assignments.

Formative	Summative
Portfolio: a. Creativity b. Organization c. Assignment included	Dialogues: a. Fluency b. Vocabulary c. Pronunciation d. Grammar e. Creativity
Reflection: (in Spanish) a. Coherence b. Perspective c. Learning experience	Role plays: a. Team work b. Creativity c. Coherence d. Listening e. Vocabulary
Social and communicative project: a. Team work/commitment b. Vision and mission c. Values it promotes d. Creativity e. Organization of ideas f. Vocabulary	Oral presentations: a. Proper use of vocabulary b. Pronunciation c. Grammar d. Fluency e. Organization of ideas f. Clarity
Can do list: a. Vocabulary	Oral test: a. Fluency b. Vocabulary c. Grammar
	Quizzes: a. Grammar b. Vocabulary c. Listening d. speaking

This assessment rubric includes the following criteria of evaluation that involves listening comprehension, oral production, active participation, assignment and performance. All these are vital and must be taken into account in order to complete the summative and formative assessment part.

Assessment activity	Type of assessment	Grade
Speaking performance	Summative Formative	25%
Listening comprehension	Summative Formative	25%
Quizzes	Summative	40%
Assignments (homework, in class-assignment)	Summative Formative	10%

For oral evaluation the following criteria is declared with the purpose of assessing the students' communicative competences throughout the course by following these rubrics:

Criteria	5 Excellent	4 Above average	3 Average	2 Below average	1 Poor	0 Missing	Points
Vocabulary	Good use of vocabulary related to the immediate environment with more confident.	Satisfactory use of vocabulary.	Good use of vocabulary.	Student expresses vocabulary with little facility.	Poor use of vocabulary.	No usage of vocabulary.	
Pronunciation	Proper intonation of sounds.	Good pronunciation.	Make minor mistakes.	Pronunciation and intonation is almost correct, but cause interference to understand to some extent.	Mispronounced words very often.	Often make mistakes.	
Listening	Understand ideas.	Gather details	Make satisfactory effort to comprehend listening.	Make minor effort to comprehend listening.	Make big effort to comprehend listening.	Poor oral comprehension.	
Speaking	Satisfactory oral expression. Express opinions.	Express with more confidence.	Develop ideas.	Make little or no contribution in group.	Consistently uses of monotone voice.	Do not show willingness to participate	
Grammar	Simple and complex sentence structures are usually clear.	Few grammar errors	Several words misspelled.	Several grammar errors	Poor structure of ideas.	Simple sentence structures are not clear.	



D. Program

UNIVERSIDAD CENTROAMERICANA	
Faculty:	Humanidades y Comunicación
Department:	Centro Superior de Idiomas
Carreer:	Enseñanza del Inglés como Lengua Extranjera

General details:

Subject	English
Hours per week	4 hours
Total of hours	100 hours
Elaborated by	Katia Duranza
Date	November, 2015

Description of the course:

This program is for sixth-graders at Virgen de Guadalupe Primary School located in Managua. It is divided in two levels and A1 is the level to reach according to the CEF.

Objectives of the course:

- Speaking: Students will be able to participate in a simple conversation using simple phrases and expressions in order to describe their immediate environment and provide personal information.
- Listening: students will be able to orally comprehend basic texts that provide them with basic information about topics related to the immediate environment.
- Vocabulary: Students will be able to use a basic vocabulary in order to introduce themselves and greet people and provide personal information.
- Values: Students will be able to develop and show certain values such as responsibility, honesty, respect, patient and friendship.

Requirements to take the course:

- Punctuality
- Attendance
- Participation
- Discipline
- Responsibility
- Respect

Content and distribution of time:

Units	Competences	Content	H/C	H/A	Total of hours
1 Greetings, introduce yourself	<ul style="list-style-type: none"> - Greet people and make proper use of everyday expressions. - Introduce himself/herself with confidence. - Exchange personal information such as names, last names, etc. 	<ul style="list-style-type: none"> - Verb to be - Subject pronouns - Expressions for greeting - Alphabet - WH questions 	4	5	9
2 Family, values and culture.	<ul style="list-style-type: none"> - Use vocabulary about the members of the family. - Describe the members of the family in a simple way. - Correctly use subject pronouns. - Correctly use possessives adjectives. 	<ul style="list-style-type: none"> - Simple present - Verb to have - Possessive adjectives - Family members - Adjectives for personality and appearance - Affirmative and negative statements 	4	5	9
3 My Body, feelings, emotions.	<ul style="list-style-type: none"> - Talk about the parts of the body. - Correctly use body parts vocabulary. - Talk about their feelings and emotions. 	<ul style="list-style-type: none"> - Parts of the body - Commands 	4	5	9

<p>4</p> <p>Places (school, neighborhood , house)</p>	<ul style="list-style-type: none"> - Describe his/her neighborhood. - Properly use of vocabulary about places. - Make simple Wh questions. 	<ul style="list-style-type: none"> - Places vocabulary - Question with where 	4	5	9
<p>5</p> <p>Time, ages, numbers.</p>	<ul style="list-style-type: none"> - Correctly Identify the day, month and time. - Provide personal information. - Make proper usage of singular and plural. - Exchange information about important dates or events. 	<ul style="list-style-type: none"> - Numbers - Time - Personal information questions - Days of the week - Months of the year - Preposition of time 	4	5	9
<p>6</p> <p>Cloth, Prices, Colors.</p>	<ul style="list-style-type: none"> - Use vocabulary about clothing, and describe his/her clothing. - Recognize and make correct usage of the colors. - Ask simple questions related to prices. 	<ul style="list-style-type: none"> - Clothing vocabulary - Colors - How much is it? questions 	4	5	9
<p>7</p> <p>Daily routines</p>	<ul style="list-style-type: none"> - Talk about daily activities he/she may practice. - Talk about likes and dislikes. - Make proper usage of yes/no question using auxiliary to ask about activities. 	<ul style="list-style-type: none"> - Adverbs of frequency - Daily activities - Modals of ability - Yes/no question 	4	6	10

8 Hobbies, likes and dislikes	<ul style="list-style-type: none"> - Express likes and dislikes with confidence. - Talk about his/her hobbies. - Exchange information about favorite activities. - Make proper usage of the adverbs of frequency to talk about hobbies. 	<ul style="list-style-type: none"> - Likes and dislikes - Hobbies - Adverbs of frequency - Modals of ability 	4	5	9
9 Pets	<ul style="list-style-type: none"> - Talk about his/her favorite animal. - Talk and describe his/her pet. - Make use of yes/no questions using auxiliaries. 	<ul style="list-style-type: none"> - Animal vocabulary - Likes and dislikes statements - Questions with auxiliary 	4	5	9
10 My biography	<ul style="list-style-type: none"> - Share his/her story with classmates. - Make proper usage of vocabulary learned throughout the course. - Make proper usage of simple past - Express past events in a coherent way. 	<ul style="list-style-type: none"> - Simple past - Yes/no questions - Information questions 	4	6	10
FINAL TEST			4	4	8
TOTAL			50hrs 44	50hrs 56	100hs

Objectives per levels:

General goal	Specific objectives	General objective per level		Specific objectives per level
By the end of this program, students of Virgen de Guadalupe Primary School will be able to communicate in English at a basic A1 level according to the Common European Framework (CEF).	<p>Speaking: Students will be able to participate in a simple conversation using simple phrases and expressions in order to describe their immediate environment and provide personal information.</p> <p>Listening: students will be able to orally comprehend basic texts that provide them with basic information about topics related to the immediate environment.</p> <p>Vocabulary: Students will be able to use a basic vocabulary in order to introduce themselves and greet people and provide personal information.</p> <p>Values: Students will be able to develop and show certain values such as responsibility, honesty, respect, patient and friendship.</p>	At the end of this level students will be able to understand and express simple ideas about themselves and immediate environment using everyday expression at a level A1 according to the CEF.	1 level	<p>Students will be able to greet people and make use of everyday expressions to talk about concrete surroundings with familiar topics.</p> <p>Students will be able to develop oral comprehension in order to interpret in a simple way basic texts related with familiar topics.</p> <p>Students will be able to describe their immediate environment using basic vocabulary related to familiar topics.</p> <p>Students will be able to put values into practice to get a social impact in their immediate context.</p>
		At the end of this level students will be able to exchange information about familiar topics related to concrete surroundings at a	2 level	<p>Students will be able to give opinion about concrete scenarios related to familiar topics.</p> <p>Students will be able to introduce themselves and</p>

		level A1 according to the CEF.	<p>exchange personal details.</p> <p>Students will be able demonstrate understanding by making relation within the listening and their immediate surroundings.</p> <p>Students will be able to express vocabulary about familiar topics to describe the environment.</p> <p>Students will be able to raise awareness about the importance of values in their family, school and community.</p>
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VIII. Conclusion

This curriculum proposal inspired me from the beginning in order to provide sixth-graders from Virgen de Guadalupe Primary School with an English background with strong basis that helps them once they reach secondary school, where they will have an English class. It will be helpful that they keep meaningful learning as a strong backup and continue growing in their performance with another critical thinking.

In a nutshell, what really motivates me with my proposal is the fact that there are many children outside our sight that need to be challenged and encouraged through better opportunities. I consider that providing an English course to this primary school in this particular community that carries many scars from the past will enable discover more positives discoveries that increase opportunities for future generations. Due to the lack of opportunities in their life they have had to face many inhuman situations. Therefore, I consider we must keep innovating and helping our society to move on. This proposal is a great platform for declaring and expressing our ideology when it comes to education.

Overall, thanks to the social view UCA has implemented among students throughout the performance. The process has helped me significantly and it has had a strong impact on my development because I began thinking differently. I have learned:

- ✓ How to write clear and coherent objectives.
- ✓ The importance of having a need analysis before creating a proposal.
- ✓ How to elaborate a curriculum based on a needs analysis.
- ✓ What students really need in order to achieve a particular goal.
- ✓ That teaching is like art because it seems beautiful but it is not for everybody.
- ✓ I also understand how a curriculum is organized in order to create an efficient program.
- ✓ I discovered different perspectives of education throughout my investigation.
- ✓ I experienced what the real world of a teacher is.

IX. Recommendations

- Have enthusiastic teachers that create a variety of activities including crafts and music because the students are very overactive.
- It is important to provide previous training to the teachers that will be hired to work with this program so they can get to know the context they are going to teaching.
- It is vital to have a balance between students' and teachers' talking time.
- Keep dynamic activities for the students so they can keep working motivated in every activity avoiding the affective filter effect preventing their learning.
- Elicit information or key words from students so they can contribute to the class with their ideas, experiences, comments and questions.
- To be understanding of with students because most of them have several family problems and have to work so they miss class very often, even though they are willing to learn all the time. It is suggested to motivate students to not miss any class.
- It is vital to have students practicing the language as much as possible in the classroom among classmates.
- Promote responsibilities among the students such as attendance, discipline, order, punctuality, homework completion and class participation.
- Instill and apply values throughout in every lesson. Values such as: honesty, friendship, team work, solidarity, caring, respect, service, love, trust, compassion and independence.
- Raise awareness among students on the importance of taking care of the environment.
- Encourage students to develop certain habits in the classroom such as, asking for permission before going to the bathroom, drinking water and raising their hand when they want to participate.
- Make use of real life situation for communicative activities.
- Make use of realia, visuals and authentic material that stimulates learners to continue building their memorable learning experience.

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XI. Appendix section

Appendix 1

Interview to the Director

Instrument conducted to the director of the School

Objective: To get more information about the school using the following questions in order to understand better the context where the project will take place.

1. ¿Cuál es la misión y visión de la escuela primaria Villa de Guadalupe?
2. ¿Cuál es la filosofía de la educación que posee la institución?
3. ¿Cuáles son las metodologías y estrategias de enseñanza que sugiere usen los maestros en la institución?
4. ¿Qué condiciones en el ambiente tienen los estudiantes en el centro de primaria para facilitar el aprendizaje?

Appendix 2

Students' parents Interview

Objective: Identify students' needs, lacks, and wants by asking the parents several questions to find out the perspective the community has about learning a target language in this case English.

Responder las siguientes preguntas:

1. ¿Qué ha escuchado decir sobre el idioma Inglés?
2. Marque la respuesta de su preferencia. Como considera usted el idioma Inglés:

IMPORTANTE _____

POCO IMPORTANTE _____

NADA IMPORTANTE _____

NO ME INTERESA _____
3. ¿Le gustaría que se implementara una clase de inglés en el colegio Villa de Guadalupe para estudiantes de sexto grado de primaria? ¿Por qué?

4. ¿Cómo le gustaría que su hijo aprendiera el idioma inglés? Marque las opciones que le parecen adecuadas :

- Cantando canciones.
- Viendo películas.
- Por medio de juegos físicos.
- Con manualidad y artes plásticas.
- Otros.

5. ¿De qué manera beneficia a su comunidad este proyecto dirigido a la escuela primaria? Marque las opciones que le parezcan correctas:

Brindará una mejor calidad de vida al estudiante en el futuro. _____

El idioma Inglés ofrece más oportunidades de trabajo. _____

Los estudiantes de la comunidad tendrán la oportunidad de aprender un idioma extranjero. _____

Ayudará al desarrollo de la comunidad preparando a sus jóvenes habitantes con una formación completa _____

Los estudiantes de sexto grado tendrán ya una base del idioma Inglés al momento de empezar la secundaria. _____

Appendix 3

Student Interview

Objective: To get more information from the students about their perception of the English language, if they like it or not and discover the willingness they have to start learning a foreign language. Another intention of this interview is to also find out ways they would like to learn.

Encierra en circulo:

1. ¿Has escuchado hablar sobre el idioma Inglés y qué has escuchado?

2. ¿Te gusta el idioma Inglés?

Si / Un poco / No

3. ¿Has estudiado inglés antes?

Si / No / Un poco

4. ¿Te gustaría tener un curso de inglés en tu escuela Virgen de Guadalupe?

Si / Talves / No

5. ¿De qué manera te gustaría aprender inglés?

- Escuchando canciones
- Con juegos físicos
- Viendo películas
- Con videos
- Otros