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The Importance of Ludo pedagogy methodology to Develop Speaking and listening skills inthe Small Wonder Program at CCNN

Research Reporttoobtain the Bachelor degree of Arts in teaching English as a foreign language

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I. The Importance of Ludo pedagogy methodology to Develop Speaking and listening skills in the Small Wonder Program at CCNN

The most important topics for professors to study are the use, support, search, and adaptation of new methodologies, techniques, and strategies in order to improve English education in Nicaragua. This topic is important for teachers who work with children between three and seven years old because they have different needs from adults and teenagers. Children are not worried about English language performances or proficiency, yet they are trying to understand and become part of a social world through their own and different ways of learning. Piaget declared that children in early ages develop their basic biological abilities according to their ages in order to understand themselves and society. An example of the previously stated is the knowing of their own body, processing new information, and interacting with the environment and their mother tongue (Piaget, 1951).

Teachers who work in a kindergarten context should be aware that children care is a demanding job with long hours and challenges. They should also know that English language is a very useful tool to build up speaking and listening skill in the English language. "English helps children to develop self-esteem, creativity, linguistic skills and verbal abilities, problem solving skill, and greater independence and autonomy". (Manosalva, 2013); these abilities are developed in children after teachers and parents build up a connection between children and English language usage.

It is important for Teachers to look for new strategies and methodologies in order to help students in more than just their verbal ability. Students also need to be exposed to new techniques, methodologies, and strategies in order to develop the basic abilities according to their ages (effectiveness, psychomotor abilities, linguistic, cognitive development). The Ludo-Pedagogy methodology known as *LP methodology* is an innovative and dynamic methodology to include for children in early ages in the Nicaraguan classroom in Nicaraguan context. Ludo-pedagogy was created in 1994, but it

was not implemented until the end of 2010 by the University of “La Mancha” from Uruguay. This type of pedagogy will be considered useful in the Nicaraguan English context because it involves the child’s psychomotor and psychosocial abilities, which have to do with the child’s interaction with the environment, life lesson or experiences for stimulating communication skills, and psychical abilities; it will also help improve their speaking and listening skills and cultural identity in order to hone a collective view and united society.

The sample students are from Centro Cultural Nicaraguense Norteamericano. These are children between three and seven years old chosen to find out the influence of the LP methodology activities through the observation of different reactions after the application of LP activities in the classroom. These children are from the Small Wonder program at CCNN. It is an English academy which has well-prepared professors and it offers a great English quality. The Small Wonder Program was created three years ago by Perla Vallecillo and Cecilia Berrios, which as far as I can tell, it help students to develop listening and speaking skills as well as to assist children to build up their fine and gross motor skills.

This is a program that it is taught on Saturdays. It has four sessions each year and each class is four hours. Each session lasts two months and fifteen days. In this short time, a child should be familiar with the target language in terms of pronunciation, vocabulary about school materials, colors, numbers, and family members. Also, they ought to develop their cognitive abilities. However, the sessions finish and many children cannot pronounce, produce, or distinguish the vocabulary they were exposed from the books for the verbal –linguistic aspect. Moreover, children cannot develop the gross and fine motor abilities that are evaluated in a worksheet called “cognitive developmental chart” given by the coordinator on the last Saturday of each session.

I consider that one of the causes for this to happen is the bad management in the staff because this affects the teaching quality of the program and the teachers’ performances in the use of methodologies, techniques and strategies for EFL programs at CCNN. I believe that it would be more meaningful and useful for teachers if there

were a curriculum or syllabus to follow. Also, the material provided for the teachers by the center are not enough or the adequate for the number of children in the classroom, which makes meeting the students', needs a more complicated process. For example, if students need to work on their motor skills, each and every single student should be able to use cut paper using the appropriate tools. Furthermore, teachers end up using the objectives from the book assigned by the coordinator to plan the classes instead of following concrete objectives from a syllabus. In addition, there are no workshops, introduction or training before the teacher starts working in this program. As a result, teachers from the program start using empirical activities during these four hours in a classroom and doing activities to waste time before parents pick up their children.

I. Justification

This research is an innovative study for kindergarten EFL learners in the Nicaraguan's context. It is important to investigate this kind of topic because the implementation of Ludopedagogy methodology in a classroom will help develop important and basic skills in the English language performance for children in early ages in Nicaragua. Moreover, the paper will encourage and build up new studies in order to find and implement new methodologies for kindergarten Nicaraguan learners because we are teaching new generations with old methods rather than stimulating them to go beyond their abilities through new methodologies, techniques and strategies in the educational field with a world view (Piaget, 1951).

This research will help teachers who do not have a big budget to support them because the application of LP methodology does not require spending money in expensive materials because this methodology uses the environment, social interaction, basic material (white paper, pencil, colors, etc.) in a classroom as tools to teach. Also, this methodology intends to help children have fun by taking part in different activities and at the same time allowing them to get to know themselves through life lessons; thus, children develop the psychosocial abilities. The activities are also adaptable to public, private, and empirical English schools; thus teachers will be able to use them every time they want.

II. General and Specific Objectives.

A. General Objectives:

To demonstrate how some principles of Ludo Pedagogy improves linguistic, cognitive, psychomotor, and affective abilities in children in early ages.

B. Specific objectives:

- Analyze children's lacks and needs in terms of speaking and listening skill.
- Identify the cognitive stages of children through the cognitive stages theory
- Study some principles of Ludo Pedagogy and its benefits in teaching English
- Suggest activities based on Ludo Pedagogy principles.

III. Literature Review

In this section of the paper, some theories and methodologies will be covered in order to show the influence of speaking and listening skills in children in early ages at CCNN.

The Second Language Acquisition Theory, Affective filter hypothesis and Input Hypothesis by Steven Krashen will be included in order to understand and compare the children's acquisition process since they are learning their mother tongue and starting to learn a target language, English. Piaget's Cognitive Development Theory will be included in order to understand the children's capacity to process the information. Also, Montessori's philosophy principles stimulate children to experiment and explore the world on their own way and unique perspectives. The Natural Approach principles will be applied to follow an interpretation of a real interaction with L2 based on Stephen Krashen and Tracy Terrell approach. Moreover, some principles from Multiple Intelligences Theory by Howard Gardner will be taken into account in order to support the belief of LP methodology. This principle mentions that children know the world through their body, oral expression, social skills, visual and mental images.

In order to influence two Basic English skills speaking and listening, students' psychomotor, affective abilities, and cognitive development the most important methodology that is going to be taken into account is LP Methodology. The first Principle of this is that LP methodology uses activities or interventions as a tool to help children to interact with the environment and learn to control emotions. Also LP helps them to understand, follow and know about the society's pace. It increases tolerance in children towards new perspectives or behaviors from strange people (González, 2012). Moreover, there are some principles from LP methodology which help develop "self-esteem, independence, verbal-linguistic skill in L1 [that can be adapted to an L2], psychical capabilities, artistic expression, and the ability for children to solve problems" (Gonzales et al, 2012).

LP methodology uses games and performances such as role plays, dance, and poetry. Consequently, it builds up an appropriate learning environment and setting through activities for children in early ages. Children strengthen their own reality and their own beliefs about the world. "If we want to change the reality, we need to change the way to conceive and understand the reality" (Souza, 2012). A second principle from LP methodology is that children need to be in a natural setting doing and expressing what they are feeling through painting, making small and simple dialogues, playing alone or in groups, acting or dancing. In other words, teachers need to help them to express their feelings through teaching them to do things by themselves. So, when children develop the capacities to make choices, they are able to develop the skills and abilities necessary for effective learning autonomy and positive self-esteem. As Montessori said:

"The goal of early childhood education should be to activate the child's own natural desire to learn" (1950).

There are some constraints for Ludo-pedagogy methodology about cognitive development. As a result, the Piaget *Cognitive Development Theory* is the perfect theory to complete the whole cognitive process in a child; also, it is a support for this research to understand children's information process for adapting the activities according to their age range and needs. The Cognitive Development Theory is focused on a child's development in terms of processing information, conceptualizing the resources, and perceptual skills through language learning and others aspects of brain development (Piaget, 1951). This theory is divided in four stages.

Piaget's four stages of intellectual (or cognitive) development are:

Stages	Age range
Sensorimotor	Birth through ages 18-24 months
Preoperational	Toddlerhood (18-24 months) through early childhood (age 7)
Concrete operational	Ages 7 to 12
Formal operational	Adolescence through adulthood

For the purpose of this study and its context, the preoperational stage is going to be used as a guide in order to understand the children's information process and development of their languages skills. The preoperational stage age ranges from two to seven years old. Children at this stage are pre (before) operations. This means that children cannot use logic, combine or separate ideas. The child's development consists of building experiences about the world by adapting and working towards the concrete stage which is when they can use logical thought (Piaget, 1951). In the preoperational stage children can mentally represent events and objects. This is called "the semiotic function." In other words, at this stage, children can create a mental picture using their imagination known as symbolic play.

Another important theory that will be used in this research is the *Second Language Acquisition Theory* Comprehension Input Hypothesis by Stephen Krashen. According to Krashen, "people who acquire a language are the people who can understand a message." the way people say something does not matter, what matters is to understand the message. For that reason Comprehension Input is the best acquisition theory for this study because it is focused on students' speaking skills. To support the *Second Language Acquisition Theory*, the natural approach developed by Tracy Terrel and Stephen Krashen establishes that language is not focused on grammar. Instead it is focused on communication. Children should be exposed to lots of vocabulary and practice activities; thus, they will be capable of having meaningful interaction between each other. Also, the Natural Approach allows the use of practice activities to interact with the language.

The LP methodology provides very useful activities for children to perform in a natural setting so they can express themselves spontaneously in order to lower their anxiety and increase the child's cooperative spirit. The use of some LP methodology will support the affective aspects of a child. *The Affective Filter theory* by Krashen establishes some arguments in order to see the variables associated with the success or failure of acquiring a second language and how LP methodology facilitates the production of a language. The LP methodology works with children's complex emotions in early ages. The Affective Filter shows that controlling emotions is a crucial aspect in acquiring a foreign language, but the LP methodology also aids students to increase their social abilities and lower their affective filter since LP methodology activities are connected to students to know more about their emotions, themselves, and how they can share their knowledge with someone else. Thus, when a child feels comfortable they start to think in a logical way about what is happening and what people are saying.

The last theory is crucial in this research. The Multiple Intelligences theory by Howard Gardner focuses on Linguistic, interpersonal, intrapersonal, bodily-kinesthetic and musical. All these intelligences are included in the implementation of LP methods. The Linguistic intelligence is developed through poetry, word games or stories. The Interpersonal is built up using LP games, which help children to interact and share information with others. The intrapersonal intelligence is developed through games, which increase their creativity, so they are able to create and make decisions. Moreover, Musical Intelligence is implemented in LP methodology setting LP games that should include music because music helps the teacher to create a perfect setting to lower anxiety and work on the students' oral abilities.

IV. Research Methodology

A. Type of Research

Qualitative methods “pertains to the judgment regarding the match between the methods and questions, selections of subjects, measurement of outcomes, and protection against systematic bias, nonsystematic, and inferential errors, the cultural and intellectual biases of the researcher do not distort the collections, interpretation of data” (Boaz and Ashby, 2003). Therefore, this study used qualitative methods to demonstrate how Ludo-pedagogy methodology influences students’ cognitive, linguistic, psychomotor and affective abilities. This method was chosen because it attempts to present the data from the perspective of the subject observed.

B. Participants

1. Students

The participants for this study are the students from level seven of Small Wonder program. There are eight students in this course, but only six of them were taken as a sample. They are five boys and a girl who are energetic and curious to learn English. Their ages range from three to seven years old. Some of these children belong to a high social status and some of them are members of the Nicaraguan President’s family. During the week, these students are exposed to German at the Aleman Nicaraguense.

2. Teachers

Teachers are senior students from Universidad Centro Americana (UCA) and Universidad Nacional Autonoma Nicaragua (UNAN). The teachers from UCA have been working for three years in this program and the teacher from UNAN has been working for two years. Both teachers are twenty-one years old and live in Managua. Although they lack some training in teaching English to students at an early age, they have demonstrated they like working with children but there are still some aspects they need to work on.

3. Expert

The certificated expert in Ludo-pedagogy methodology is a worker from “La Relajo Nicaragua.” La Relajo is the first organization that works and applies the LP methodology in a Nicaraguan context. He has also helped to the creation and implementation of the first manual of LP methodology based in a Nicaraguan context published two months ago for “save the children” and “Capri.” Both are organizations that fight for children’s rights in Nicaragua.

C. Instruments

1. Evaluation chart

This chart will help to evaluate the English level that children have, their cognitive abilities, social skills and values before and after the application of the LP methodology.

2. Class observation:

The class observations will help the research to observe reactions from children after the application of LP activities, and if LP methodology activities influence in children’s linguistic abilities (speaking and listening).

3. Questionnaire:

Data for this research was collected using questionnaire in order to get more information from the participants giving them open questions for in order to express themselves freely about the importance of the implementation of new and innovative methodology.

4. Informal Interview:

An informal interview was done in order to know, understand, collect important details and information about how LP Methodology can influence in the English field. Also, to evaluate the correct use of the activities applied the LP methodology in classroom with children at an early age.

D. Procedure

In order to undertake and understand the instruments presented in this research, teachers and experts were consulted. Also some evaluation charts were filled and four observation classes were implemented. The participants were children in ages range three to seven years old.

Evaluation charts:

Two different evaluation charts were implemented; both charts contained four different stages focus on cognitive, linguistic, effective and psychomotor abilities in the children's performance in the classroom (See appendix #5). The first evaluations were filled in the last day of class in level six. I studied these charts in order to find which abilities children could not achieve in level six and to have background information about children's learning process and behavior. The teacher from level 6 was approachable for talking about children's needs. She also facilitated the children's information as soon as possible. Furthermore, the second charts were implemented in October 24th. This date was chosen because children had already begun the course and had taken four Saturday classes in which the LP games had already been implemented; enabling me to evaluate children abilities. To conclude the evaluation

charts with a successful abilities assessment I have had conversation time with children in order to know how they felt during the game or explain some duties about the games.

Class observation:

Each observation lasted thirty minutes, the observations were done during the implementation of the LP games, children got involved immediately in the games, they were asking what was the next step, they were using the vocabulary given for the teacher in the instructions or doing and helping each other in order to be actively participating in the activities. Also I observed the reactions after the implementation of the games.

Questionnaire:

Three questionnaires were distributed to three different teachers from the program two teachers were very approachable and excited to do the questionnaire because it was the first time someone was asking them about the program quality. Also they wanted to share their ideas to develop the quality of the program. However, there was a teacher who was afraid about the coordinator's opinion. However, she filled the questionnaire at home, but she did not write her name.

Informal Interview:

The interview was very quickly because Mr. Rivas was very busy, but it was a successful interview because Mr. Rivas tried to cover all the questions. The interview took place in "PaPal Na" a national cultural institution closed of Plaza España.

E. Technique for analyzing data

This research uses the triangulation technique in order to analyze the teachers' opinions, students reactions, expert point of view about LP methodology, and an evaluation chart to assess children's English abilities (Speaking, listening, and gross and fine motor skills). Triangulation technique is always used to indicate that two methods are used in a study with a view to double or triple checking results. Also it uses more than one method of data information to gather data.

Evaluation chart to children	September 26th, 2015 and October 24th, 2015
Questionnaire to the teachers	October 03 rd , 2015
Informal Interview to an expert	October 12 th , 2015
Class observation	September 19 th , 2015 September 26 th , 2015 October 17 th , 2015 October 24 th , 2015

F. Schedule to collect data

G. Constrains

During the collection of data there were some constraints. The time was one of the most challenging constraints because the schedule of the coordinator, the teacher, and my own did not match. Moreover, the students were difficult to observe because they are the grandchildren the Nicaraguan president, so I could not take photos or interview their parents to collect more information because they were being observed from different angles outside and inside the classroom by their own security officers.

As a result, sometimes I got intimated and children felt a little uncomfortable with the security guard looking through the windows. Finally, the last constraint was the coordinator gave permission to do this research, but when I asked for information about the program, she did not provide any because I realized that Small Wonder Program does not have curriculum or syllabus to follow.

IV. Data Analysis

A. Result

Data was collected from four different sources: class observation, Evaluation charts for students, questionnaires for teachers, and an informal interview to an expert in LP methodology.

1. Results from Evaluation chart:

The evaluation charts were applied before and after the implementation of LP methodology in the classroom. The evaluations have four sections, which are focused on gross and fine motor skills, language performance, affective and social skill, and cognitive development.

The evaluation charts showed that LP methodology implementation stimulated and developed the linguistic ability (speaking and listening) because the 100% of the children achieved all the goals for the language performance aspect in level seven. For example; they could understand, and follow simple instruction. Moreover children develop gross and fine motor skills successfully because the 100% of the children demonstrated an excellent coordination according to the items exposed in the psychomotor aspect. On the contrary, the evaluations done in level six could not show good results because only the 50% of the children could achieve the sections written on the evaluation charts for the language performance aspect.

Also the chart showed that the 83% of the children could develop their cognitive abilities with an Excellent progress through the implementation of LP methodology because children could discriminate details, recognize patterns, match pairs, make association, do some simple dialogues, and create their own activities. Furthermore the other 17% could achieve the cognitive goal, but with a Very Good grade because

the participant showed some difficulties during the implementation of the cognitive activity. Moreover the Social and affective abilities were the most successful sections because the six children through LP methodology could achieve and understood the importance of sharing, team work, show respect for classmates, and ask politely (See appendix 5&6). Result of the observation classes:

In the four observations, it was found that children have different levels of cognitive English skills, and psychomotor ability (gross and fine motor skills). During the LP methodology activities, the five boys and the girl enjoyed and got involved in the games easily. They were interacting, moving around the classrooms, looking and using the material and the vocabulary exposed by the teacher. Also, they integrated their social and linguistic skills because these activities pushed them to use the language and work as a team to win the games. Moreover, they got involved in the activity because each activity gave them an emotion of dizziness; this emotion stimulated them to take part in the activities. Also, 85% of the children made the decision to do or create new activities without any help from teacher or classmates. As a result, the children achieved autonomy with an excellent progress grade. Also, the environment given to them was very relaxing, so their anxiety got lower.

2. Questionnaire:

Three questionnaires were given to three different educators who teach level seven, six and eight. The questionnaire shows that the program needs to be improved in many aspects. For example, training for new teachers should be organized because teachers said that the first day of classes they were very uncomfortable and confused because they do not manage the methods or techniques for teaching children in early ages. Also the questionnaires showed that teachers are very approachable to learn new techniques to teach children. They also considered that most of the children achieve the goals in their classroom. However, it was found that only the 45% of teacher's students could achieve successfully the goals exposed in the evaluation chart.

3. Informal Interview

An interview was done to a LP methodology Expert. Isaac Rivas declared that ludo-pedagogy is a new methodology proposal, which involves games as a channel to interact, recognize, and propose games that connect and stimulate to know and explore “who you are”, or “what do you want to do in this world?” In the second question I asked to Isaac “what does playing mean for a child?” He declared that playing for children is the most natural activity they can do. He said that playing is inside us; we only need to activate that on us. He declared that “every ludic is a play, but not all the games are ludic”. In other words, we can play because we want, but if we want to use ludic, we always need an objective to keep in mind. The next question was if LP methodology could give some benefits to English field. This methodology can help and develop many children’s abilities. He answered that Ludo- pedagogy was created in order to be adapted to different fields and English teaching is not the exception. To have a successful LP class, the most important element is the facilitator or teacher’s knowledge about LP because the teacher is going to be the person in charge of creating the perfect environment where the LP games are going to take place. The setting is one of the most important aspects for LP implementation. The most important principle for LP methodology is -listening actively. This means that one is always listening very carefully to classmates or teacher in order to build up a real connection with one’s emotion, capacities, and mind. The last question was which abilities children develop after the implementation of LP methodology. He said that children develop creativity, independence, and oral expression and they start to know their own emotions and body reactions.

B. Discussion

The present study tested the influence of Ludo- pedagogy methodology in speaking and listening in children in early ages. My results confirm that LP methodology games or activities develop not only verbal- linguistic skill, but LP methodology also stimulates the cognitive, psychomotor, and effective abilities in children. In this section the most important information is going to be declared in order to demonstrate the influence of LP methodology in an English classroom.

The first day of class I decided to implement the first LP game in order to observe, explore, and study the children's creativity, semiotic function, and social skills. The LP game is called the **magic circle** (see page 24). This game gave the students the opportunity to start the day with a relaxing activity in order to lower anxiety. It is important to work with children's emotion because, according to Krashen, the Affective Filter shows that controlling emotions is a crucial aspect for acquiring a foreign language. This game also helped children explore their environment, creativity, imagination, and the use of oral expression. Moreover, I prepared the classroom and the materials for the game. The idea was to make a big circle using colored blankets. Then I put different toys, classroom material, play dough, and objects with different shapes (circle, square, triangle, rectangle etc.) inside the circle. After, I told the children to go and explore the objects inside the magic circle. When children finished exploring the toys I used, a pillow-case, and a flashcard to present the new vocabulary (toys). Furthermore, I explained the rules of the game to the children. First, they had to go inside the circle and look for the object that I had said. For example, I need to find a **red car**, and I need to find a **blue teddy bear**. As a result, 100% of the students could recognize and distinguish the toys and at the same time they could understand my instructions. Working on the listening skill, the last rule was, when the children found the toys they should shout the object's name. Thus, they developed their verbal-linguistic skill (speaking). Moreover, 100% of the children were speaking and pronouncing the correct toy's name. Children also developed their semiotic function because they created and use the objects to mime daily activity. For example, they

were calling their mother using an eraser. In this last period of time, the children develop their semiotic function because they were playing symbolic play. According to Piaget, if children develop this semiotic function, they will begin to use logic for problem solving. As a result, they will pass a concrete stage and develop their autonomy in their learning process as Montessori said, “free the child potential, and you will transform him or her into the world.”

The second game is called the **fire balls**. The objectives in this game, is to work on listening and speaking skill, psychomotor, and social skill. In this game I gave to each child a ball. Then, there is the need to throw the ball to other children shouting their names, but if they fail they should ask for the child's name using the question what's your name? The gross as the fine motor skill were developed in this game because children were moving and passing the ball. 83% of the children used the question to pass the ball. The other 17% felt uncomfortable with the idea of throwing the ball and talking with other children that day. This 17% represents that the activity was not entirely successful because not all children practiced or got involved in the activity. Thus, I emphasized based on the teacher's questionnaire and its results (see question 3) that teachers need a workshop in order to know what has happened or why the children do not want to participate in the activity.

Also, I implemented the crazy colors game, which is focused on speaking, social skills, and psychomotor abilities. The classroom arrangement for this game was a circle using chairs. I gave 50% of the student's colored paper. The blue paper was to be held in their right hand and red in their left hand. Then, I gave the other 50% yellow for their right hand and green for their left one. After, I explain the game to the children. These games helped the children to work in their psychomotor abilities because children were distinguishing colors. They should be asked for the color name which it in the right hand of their classmate using the questions **which color's that?** Then I told the children when I say storm you should move to another chair; thus the was working on their psychomotor abilities

VII. Conclusion

To sum up, children' learning process in EFL classes involve not just the linguistic ability in a child, but they should also develop psychomotor, social, and cognitive abilities in order to stimulate and influence speaking and listening skills. Based on the results presented, it was confirmed that LP methodology develops speaking and listening skills in children in early ages because improved the students' English performances and stimulated their creativity, independence, brain development, emotions, psychical abilities and a construction of a new reality by getting to know their own emotion and bodies. All these abilities build up a collective view of the world. Also, the LP principles implemented in EFL classes gave me the opportunity to create different and innovative materials for teacher who work in EFL kindergarten setting applying multiple intelligences theory, cognitive development, social abilities which are crucial in a children learning process.

To conclude, it was well-know that LP games influence Small Wonder children and teachers perspectives because 100% of the students develop their verbal-linguistic ability, psychomotor abilities, social and affective abilities in the classroom; thus, children could achieve every item and show a concrete result in the production of the language because children started to use the language and appreciate complex meaning. Also, it is important to notice that there is the necessity of workshop for teacher working in this program because they lack information and knowledge about children' learning process, which affects the quality of the program and the teachers' motivation.

V. Recommendation

In an attempt to improve, influence and develop kindergarten EFL learners listening and speaking skills and cognitive development, affective and psychomotor abilities some classroom activities have been adapt from LP methodology games to English Nicaraguan context.

1. Icebreaker Games/ Interventions:

These are short and funny games who help children to create a good environment to work in group and use the target language. Also it helps children to connect with a natural setting. For example;

The magic circle:

Material: Blankets, toys, color, color books, color paper, crayon and all material you want to include.

Procedure: The teachers make a big circle using the blanket and put all the materials inside the circle.

Objectives: children develop creativity, social interaction. Children develop the semiotic function.

2. Introduction Games:

These are games to recognize, build up relations and interact with new people in a classroom.

The ribbon color

Procedure: the teacher gives each child a ribbon color and tie in the child's wrist.

Then the teacher plays some music and children dance around the classroom following the teacher instruction or variables.

1. Dancing to the music pace
2. Write your name in the ribbon
3. Paint something with your ribbon color

4. Exchanges ribbon saying “ share is good”

Objective: share with other children, produce the colors name and know their own body through dancing.

The magic wand

Material: A wand

Procedure: all children make a circle, a child is going to be in the middle of the circle, then the child will hold the wand and the teacher assign each child a fruit or animal name, after the child with the wand will point out and touch the child with the fruit name that teacher shouts. If the child touch their classmate the change place

Objective: Identify, distinguish, listening and team work.

3. Affirmation Games:

These are games designed to help children to develop they self-esteem, and the physical confidence to do things.

The musical newspaper

Procedure: Teacher put many newspaper sheets around the classroom. Then teacher play song music when the music stop children should be on a newspaper sheet. After the teacher remove and explain to themthat when a newspaper sheet be left over they should be on it, but with all his/her classmates.

Material: Newspaper

Objectives: Team work, gross motor, concentration, creativity, bodily movement.

4. Communication Games:

These are games designedto help children to create their own tools to have a real and good communication one another.

5. Cooperative Games

These games are focused on team work. In these games if you want to win, you need to work as a team. However, the responsibilities or decision made are individual problems. For example, a child does not want to play the game.

The fight hoop:

Material: a hoop and a clock

Procedure children do a circle and hold their hands together. They will pass the hoop as fast as possible for their entire bodies the group only can win if they do less time that the first time.

Objective: team work, social skill, psychomotor abilities.

6. **Relaxation Games:** These games were design to down-low the anxiety in children.

This LP images are a sample of LP activities in other countries. These images are presented in order to have mental image of LP games.



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APPENDIXES

APPENDIX 1

QUESTIONNAIRE- teachers

NAME: _____

date: _____

Objectives: this questionnaire is intended to know pedagogical opinion of the teacher's program.

1. Do you consider your students achieve the goals (English skills) in all the sessions? Why or why not?
2. If Small Wonder program include some pedagogical games in the classroom, do you consider children will develop speaking and listening skill? Why or why not?
3. Do you think teachers need a workshop before to starting working in this program? Why?

APPENDIX 1 -ANSWERS

QUESTIONNAIRE- teachers

NAME: **Xochilt Lopez** _____

level : **SIX** _____

Objectives: this questionnaire is intended to know pedagogical opinion of the teacher's program.

1. Do you consider your students achieve the goals (English skills) in all the sessions? Why or why not?

I consider my students achieve all the goals because I use an eclectic method in my classes. This method helped my students to be getting involved in the activities and produce the language.

2. If Small Wonder program include some pedagogical games in the classroom, do you consider children will develop speaking and listening skill? Why? Or why not?

SURE, I think my students need strategies and games to have fun and be active participants in the classes.

3. Do you think teachers need a workshop before to starting working in this program? Why?

YES, when I started to work in this program I was totally uncomfortable and confused because I have never taught children in these ages' ranges. If CCNN provide some workshop this program can be a success in the English field.

QUESTIONNAIRE- teachers ANSWERS

NAME: Valeria Martinez

Level SEVEN

Objectives: this questionnaire is intended to know pedagogical opinion of the teacher's program.

1. Do you consider your students achieve the goals (English skills) in all the sessions? Why or why not?

Actually, I consider my students achieved only the 40% of the goals establish in the CCNN evaluation chart because the goals are too high in relation with the time because four hours a week are not enough for children to achieved all the aspects expose in the evaluation chart

2. If Small Wonder program include some pedagogical games in the classroom, do you consider children will develop speaking and listening skill? Why or why not?

If Small Wonder include not some but many games in these program as a method this program will helped students not just to develop their English performances also it will helped students to develop psychomotor, affective and cognitive development because games help children to develop their oral expression, interpersonal and kinesthetic intelligences

3. Do you think teachers need a workshop before to starting working in this program? Why?

YES, I have been working three years working in this program, I'm the first teacher who was hire to work with these children and I have seen that most of the time teachers who come the first day of class with an positive energy to teachers those children, but When they see that the CCNN does not has the appropriated tools, materials, organization and workshop to study about children learning process or children assessment at the ages, they started to feel very confused, frustrated and disappoint with the center; thus the quality go down.

QUESTIONNAIRE- teachers ANSWERS

NAME: _____ - _____ level: _____

Objectives: this questionnaire is intended to know pedagogical opinion of the teacher's program.

1. Do you consider your students achieve the goals (English skills) in all the sessions? Why or why not?

Yes, I think my students develop most of the items exposed in the evaluation chart because I use different method in my classroom to helped them to achieve these goals

2. If Small Wonder program include some pedagogical games in the classroom, do you consider children will develop speaking and listening skill? Why or why not?

I think can be amazing because I feel frustrated when I cannot control my students in the classroom and I consider that games can helped me to develop my classroom management

3. Do you think teachers need a workshop before to starting working in this program? Why?

YES, because almost all the teachers who work in this program have no idea how to assess, evaluate children between these ages. Also they don't manages the learning process of children in this ages range

APPENDIX 2

INFORMAL INTERVIEW-EXPERT

1. ¿ QUE ES LA LUDO- PEDAGOGIA?
2. ¿QUE SIGNIFICA JUGAR PARA UN NIÑO?
3. TRAERIA BENEFICIOS LA IMPLEMENTACION DE LA LUDO-PEDAGOGIA A CLASES DE INGLES?
4. LOS PILARES DE LA LP METODO
5. ¿DE QUE MANERA SE PODRIA APLICAR LA LP EN UN SALON DE INGLÉS?
6. ¿QUE ABILIDADES DESARROLLAN LOS NIÑO/AS AL UTILIZAR LA LUDO-PEDAGOGIA

APPENDIX 2 ANSWERS

INFORMAL INTERVIEW-EXPERT

1. ¿ QUE ES LA LUDO- PEDAGOGIA?

ES UNA PROPUESTA QUE UTILIZA EL UEGO COMO MEDIO PARA INTERACTUAR, RECONOCER, PROPONER ACTIVIDADES VINCULADAS AL SER(YO). LP TIENE UNA INTECION DE PROVOCAR ALGO EN EL SER CON EL FIN DE CONESTARSE CON SU MENTE Y ACCIONES EN SU VIDA DIARIA.

2.¿QUE SIGNIFICA JUGAR PARA UN NIÑO?

LA LUDICA ES ALGO QUE ESTA EN NOSOTROS. EL JUEGO ESTIMULA, EL JUEGO ES CULTURA. “TODO LO LUDICO ES JUEGO, PERO NO TODO JUEGO ES LUDICA”.

3.TRAERIA BENEFICIOS LA IMPLEMENTACION DE LA LUDO-PEDAGOGIA A CLASES DE INGLES?

CLARO, YA QUE LA LP METODOLOGIA ENVUELVE UN SINNUMERO DE ASPECTO EN EL PROCCESO DE APRENDIZAJE DE UN NIÑOS Y ESTA DISEÑA PARA ADAPTARSE A CUALQUIER CAMPO DE LA ENSEÑANZA.

4 .¿DE QUE MANERA SE PODRIA APLICAR LA LP EN UN SALON DE INGLÉS?

LA LP UTILIZA LA LUDICA Y LA DINAMISA AYUDANDO AL NIÑOS A DESARROLLAR SU CREATIVIDAD, IMAGINACION, EXPRECION ORAL AND CONOCE SU EMOCIONES Y REACCIONES DEPENDIENDO SU ENTRONO O AMBIENTE.

5 .¿QUE ABILIDADES DESARROLLAN LOS NIÑO/AS AL UTILIZAR LA LUDO-PEDAGOGIA?

EXPRESSION ORAL, CREATIVIDAD, AUTONOMIA, ABILIDADES DE MOTRICIDAD Y CONOCIMIENTO DE SUS EMOCIONES

Appendix 3
Observation classes

Date: _____ number _____



: **achieved**



: **Not achieved**

Class Observation Check list

Students responds to teacher questions with simple sentences or body language	
Students are attentive and active participants during LP activities	
Students talk and share the material with other students	
Classroom is arranged to enable active engage by all students	
Students explored the material before to use it	
Students understood the teachers instruction	
Students use logical to distinguish ,discriminate and recognize(patterns, color and shapes	
The learning objectives were achieve without any changes	

Comments

Appendix 4
Observation classes

Date: September 19th, 2015

number 1

Class Observation Check list

Students responds to teacher questions with simple sentences or body language	
Students are attentive and active participants during LP activities	
Students talk and share the material with other students	
Classroom is arranged to enable active engage by all students	
Students explored the material before to use it	
Students understood the teachers instruction	
Students use logical to distinguish ,discriminate and recognize(patterns, color and shapes	
The learning objectives were achieve without any changes	

Comments
The first day during the implementation of LP methodology was amazing because children could achieve all the items establish in the observation, I will add more items because I will cover other aspect that I have seen in children reaction to LP

Observation classes

Date: September 26th, 2015

number 2

Class Observation Check list

Students responds to teacher questions with simple sentences or body language	
Students are attentive and active participants during LP activities	
Students talk and share the material with other students	
Classroom is arranged to enable active engage by all students	
Students explored the material before to use it	
Students understood the teachers instruction	
Students use logical to distinguish ,discriminate and recognize(patterns, color and shapes	
The learning objectives were achieve without any changes	

Comments
<p>During the implementation of LP games children work he semiotic function and two of them develop a logical concrete stage, so I should be changes some to the objectives to this day of class.</p>

Observation classes

Date: October 17th, 2015

number 3

Class Observation Check list

Students responds to teacher questions with simple sentences or body language	
Students are attentive and active participants during LP activities	
Students talk and share the material with other students	
Classroom is arranged to enable active engage by all students	
Students explored the material before to use it	
Students understood the teachers instruction	
Students use logical to distinguish ,discriminate and recognize(patterns, color and shapes	
The learning objectives were achieve without any changes	

Comments
This day it was implementedThe fight hoop students develop their team work ability, social skill, and psychomotor abilities

Observation classes

Date: October 24th,2015

number 4

Class Observation Check list

Students responds to teacher questions with simple sentences or body language	
Students are attentive and active participants during LP activities	
Students talk and share the material with other students	
Classroom is arranged to enable active engage by all students	
Students explored the material before to use it	
Students understood the teachers instruction	
Students use logical to distinguish ,discriminate and recognize(patterns, color and shapes	
The learning objectives were achieve without any changes	

Comments
The last day of observation was a successful day because the 100% of the students. However children did not want to share the material with their classmate(play dough)

APPENDIX 4

EVALUATION CHART

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	
Can form a line		Can Discriminate and differences between objects	
Can draw shapes in the air		Can recognize and continue pattern	
Can hide and seek		Can identify matching pairs	
Can do action (Jump, Run etc...)		Can distinguish colors and shapes	
Can point objects			
Can crawling			
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles		Can understand commands	
Can roll and twist paper		Can follow simple instructions	
Can draw, zigzags and waves		Can say isolated words	
Can write short phrases		Can make a simple	
		Can sing along	
Affective abilities and Social skill		Progress Level	

Show respect for classmates and teacher	
Asks for help and helps others	
Show love and respect for family members	
Interact with classmates	

E: Excellent
 VG: Very Good
 G: Good
 IP: In progress

APPENDIX 3 (THESE CHART WERE FILLED IN LEVEL SIX)

EVALUATION CHART

EDUARDO ENMANUEL LANZA GARAY(FIVE YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	VG
Can draw shapes in the air	EXC	Can recognize and continue pattern	VG
Can hide and seek	EXC	Can identify matching pairs	G
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	G
Can point objects	EXC		
Canbalance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	EXC	Can understand commands	G
Can roll and twist paper	VG	Can follow simple instructions	G
Can draw, zigzags and waves	VG	Can say isolated words	EXC
Can write short phrases	VG	Can make a simple sentence	IP
Can cut with scissor	G	Can sing along	VG
Affective abilities and Social skill		Progress Level	

Show respect for classmates and teacher	EXC
Asks for help and helps others	EXC
Show love and respect for family members	EXC
Interact with classmates	G

E: Excellent
 VG: VeryGood
 G: Good
 IP: In progress

EVALUATION CHART

TEODULO ORTEGA (SIX YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	VG
Can draw shapes in the air	EXC	Can recognize and continue pattern	VG
Can hide and seek	EXC	Can identify matching pairs	VG
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	VG
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	EXC	Can understand commands	EXC
Can roll and twist paper	VG	Can follow simple instructions	G
Can draw, zigzags and waves	VG	Can say isolated words	VG
Can write short phrases	G	Can make a simple sentence	G
		Can sing along	EXC
Affective abilities and Social skill		Progress Level	

Show respect for classmates and teacher	G
Asks for help and helps others	G
Show love and respect for family members	EXC
Interact with classmates	G

<p>E: Excellent VG: VeryGood G: Good IP: In progress</p>

EVALUATION CHART

MAURICE ORTEGA (FOUR YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	G
Can form a line	EXC	Can Discriminate and differences between objects	G
Can draw shapes in the air	G	Can recognize and continue pattern	G
Can hide and seek	G	Can identify matching pairs	G
Can do action (Jump, Run etc...)	G	Can distinguish colors and shapes	G
Can point objects	G		
Can balance hooping in one or two legs	G		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	G	Can understand commands	G
Can roll and twist paper	G	Can follow simple instructions	VG
Can draw, zigzags and waves	G	Can say isolated words	G
Can write short phrases	IP	Can make a simple sentence	IP
		Can sing along	G
Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	VG		

<p>E: Excellent VG: Very Good G: Good IP: In progress</p>

EVALUATION CHART

HUGO RAFAEL ORTEGA (THREE YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	G
Can form a line	G	Can Discriminate and differences between objects	G
Can draw shapes in the air	G	Can recognize and continue pattern	G
Can hide and seek	G	Can identify and matching pairs	G
Can do action (Jump, Run etc...)	G	Can distinguish colors and shapes	G
Can point objects	VG		
Can balance hooping in one or two legs	VG		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	G	Can understand commands	IP
Can roll and twist paper	G	Can follow simple instructions	IP
Can draw, zigzags and waves	G	Can say isolated words	IP
Can write short phrases	G	Can make a simple sentence	IP
		Can sing along	G
Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	VG		
Asks for help and helps others	G		
Show love and respect for family members	EXC		
Interact with classmates	G		

<p>E: Excellent VG: VeryGood G: Good IP: In progress</p>

EVALUATION CHART

ABRIL ARGELIA ORTEGA (FOUR YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	G
Can form a line	VG	Can Discriminate and differences between objects	G
Can draw shapes in the air	G	Can recognize and continue pattern	G
Can hide and seek	G	Can identify matching pairs	G
Can do action (Jump, Run etc...)	G	Can distinguish colors and shapes	G
Can point objects	VG		
Can balance hooping in one or two legs	G		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	G	Can understand commands	G
Can roll and twist paper	G	Can follow simple instructions	G
Can draw, zigzags and waves	G	Can say isolated words	G
Can write short phrases	G	Can make a simple sentence	IP
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	VG		

<p>E: Excellent VG: VeryGood G: Good IP: In progress</p>

EVALUATION CHART

CARLOS ENRIQUE ORTEGA ARGENAL (SEVEN YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	VG
Can form a line	EXC	Can Discriminate and differences between objects	EXC
Can draw shapes in the air	EXC	Can recognize and continue pattern	VG
Can hide and seek	VG	Can identify matching pairs	VG
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	VG
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circle	EXC	Can understand commands	VG
Can roll and twist paper	VG	Can follow simple instructions	VG
Can draw, zigzags and waves	VG	Can say isolated words	VG
Can write short phrases	VG	Can make a simple sentence	IP
		Can sing along	G
Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	G	<div style="border: 1px solid black; padding: 5px;"> E: Excellent VG: VeryGood G: Good IP: In progress </div>	
Asks for help and helps others	G		
Show love and respect for family members	VG		
Interact with classmates	VG		

EVALUATION CHART (THESE CHARTS WERE FILLED IN LEVEL SEVEN)

EDUARDO ENMANUEL LANZA GARAY

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	EXC
Can draw shapes in the air	EXC	Can recognize and continue pattern	EXC
Can hide and seek	EXC	Can identify matching pairs	EXC
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	EXC
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	EXC	Can understand commands	EXC
Can roll and twist paper	EXC	Can follow simple instructions	EXC
Can draw, zigzags and waves	EXC	Can say isolated words	EXC
Can write short phrases	EXC	Can make a simple sentence	VG
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	VG		

<p>E: Excellent VG: VeryGood G: Good IP: In progress</p>

EVALUATION CHART

TEODULO ORTEGA

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	EXC
Can draw shapes in the air	EXC	Can recognize and continue pattern	EXC
Can hide and seek	EXC	Can identify matching pairs	EXC
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	EXC
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	EXC	Can understand commands	EXC
Can roll and twist paper	EXC	Can follow simple instructions	EXC
Can draw, zigzags and waves	EXC	Can say isolated words	EXC
Can write short phrases	EXC	Can make a simple	EXC
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	VG		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	VG		

E: Excellent
 VG: VeryGood
 G: Good
 IP: In progress

EVALUATION CHART

MAURICE ORTEGA

Student's name _____

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	EXC
Can draw shapes in the air	EXC	Can recognize and continue pattern	EXC
Can hide and seek	EXC	Can identify matching pairs	EXC
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	EXC
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	VG	Can understand commands	EXC
Can roll and twist paper	EXC	Can follow simple instructions	VG
Can draw, zigzags and waves	EXC	Can say isolated words	VG
Can write short phrases	VG	Can make a simple	EXC
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	EXC		

E: Excellent
 VG: VeryGood
 G: Good
 IP: In progress

EVALUATION CHART

HUGO RAFAEL ORTEGA

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	VG
Can draw shapes in the air	VG	Can recognize and continue pattern	VG
Can hide and seek	VG	Can identify matching pairs	VG
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	VG
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	VG	Can understand commands	VG
Can roll and twist paper	VG	Can follow simple instructions	VG
Can draw, zigzags and waves	VG	Can say isolated words	VG
Can write short phrases	VG	Can make a simple sentence	VG
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	EXC		

E: Excellent
 VG: VeryGood
 G: Good
 IP: In progress

EVALUATION CHART

ABRIL ARGELIA ORTEGA

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	VG
Can draw shapes in the air	VG	Can recognize and continue pattern	VG
Can hide and seek	VG	Can identify matching pairs	EXC
Can do action (Jump, Run etc...)	VG	Can distinguish colors and shapes	EXC
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	EXC	Can understand commands	EXC
Can roll and twist paper	VG	Can follow simple instructions	EXC
Can draw, zigzags and waves	VG	Can say isolated words	EXC
Can write short phrases	EXC	Can make a simple sentence	G
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	EXC		

E: Excellent
 VG: VeryGood
 G: Good
 IP: In progress

EVALUATION CHART

CARLOS ENRIQUE ORTEGA ARGENAL (SEVEN YEARS)

Student's name

Psychomotor abilities		Cognitive development	
Gross Motor skill		Can solve simple Mazes	EXC
Can form a line	EXC	Can Discriminate and differences between objects	EXC
Can draw shapes in the air	EXC	Can recognize and continue pattern	EXC
Can hide and seek	EXC	Can identify matching pairs	EXC
Can do action (Jump, Run etc...)	EXC	Can distinguish colors and shapes	EXC
Can point objects	EXC		
Can balance hooping in one or two legs	EXC		
Fine Motor skill		Language Performaces	

Can trace and draw lines in circles	EXC	Can understand commands	EXC
Can roll and twist paper	EXC	Can follow simple instructions	EXC
Can draw, zigzags and waves	EXC	Can say isolated words	EXC
Can write short phrases	EXC	Can make a simple sentence	EXC
		Can sing along	EXC

Affective abilities and Social skill		Progress Level	
Show respect for classmates and teacher	EXC		
Asks for help and helps others	EXC		
Show love and respect for family members	EXC		
Interact with classmates	EXC		

E: Excellent
 VG: VeryGood
 G: Good
 IP: In progress