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PUBLIC ELEMENTARY SCHOOL LEVELS IN EL SALVADOR”

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DEDICATION

I dedicate this to

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ABSTRACT

This research study focuses on the problems and the effects on seventh graders caused by the poor teaching of English at public elementary school levels. This work presents the results of a whole research process to evaluate the necessity to incorporate the teaching of English in Salvadorian public elementary schools to help junior high school students overcome their English learning deficiencies.

In order to find out information about the previously mentioned situation, researchers chose different schools of the urban area of Santa Ana where researchers observed and studied different variables concerning seventh graders and seventh grade teachers. Besides studying the variables related to the students, researchers also evaluated the current junior high school English teaching curriculum being used for teaching English to junior high school students.

Researchers attended different seventh grade English classes in which they observed students and teachers' behavior and their performance during class time. Some students of each of the schools taken as the sample frame were interviewed individually in order to get genuine information and different points of view about the situation. Seventh grade teachers were also interviewed to get more detailed information than the one researchers were able to observe in the classes.

As the presented information is both qualitative and quantitative, some of the qualitative results are presented through a short study of the different variables

considered as the most important ones. Graphs were used as a visual support for the explanation of the quantitative data obtained from the evaluation of the current English teaching curriculum.

The results show that most public junior high school students have English learning problems because of the reduced English background they have in this level. Researchers consider that incorporating the teaching of English in elementary school may help students acquire the necessary English language knowledge for them to understand the language better once they start taking English in higher levels. Researchers consider that teaching English in public elementary school levels could be very beneficial for students to overcome all the difficulties presented on the following research work.

INTRODUCTION

This document comprises important information about the research study “A proposal to Incorporate the Teaching of English in Public Elementary School Levels in El Salvador”.

Researchers divided this investigation into five chapters: Chapter I states the problem of study and describes the situation of English students in public schools of El Salvador and the valid reasons to carry out this investigation. Chapter I includes the justification of the study, the research objectives that researchers stated to base their study on, and the hypothesis used to prove the reliability of the current English teaching curriculum for junior high school; Chapter II presents the theoretical information collected from many different investigations and studies related with the problematic situation worldwide. Chapter III presents the methodological design researchers used to execute the research. It contains important information about the research techniques, the sample population and the instruments used to collect the necessary data for the present study (an observation checklist, an interview guide for seventh graders, an interview guide for seventh grade teachers, and a revision checklist). Through these instruments, researchers observed the students’ command of English in the English classes, collected the teachers’ opinions about the incorporation of the teaching of English since first grade, got the necessary information about students’ performance when they start studying English in seventh grade, and evaluated the current English teaching curriculum for junior high schools.

Chapter IV contains qualitative and quantitative data analysis by presenting the analysis of the different variables and indicators corresponding to the most important results of the data collection techniques. This chapter also presents the graphs, which present the results of the evaluation of the existing teaching curriculum for seventh graders. Chapter V contains the conclusions the researchers reached concerning the necessity to incorporate the teaching of English in public elementary school levels. Moreover, this last chapter gives some recommendations to be taken into account by further researchers regarding the use of the proposal offered in the present study. Finally, the work presents the bibliographical references and the appendices that give further information of the different stages of this project.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. Description of the problem

Nowadays, English has become very important for the Salvadorian society since the English language is becoming one of the most important languages around the world. In El Salvador, because of the low income most families have the only way students can learn English is through public school education; however, public school students start studying English systematically until they begin junior high school. In this way, the main goal of this study is to evaluate whether students can learn English easily and effectively if they have the opportunity to start studying English since elementary school levels. And in this way, they may have the chance to be better prepared for the future challenges the professional field is demanding at the present.

According to interviews administered to seventh grade teachers,¹ English students have to deal with lots of new information. They usually face academic problems when they start studying English as one of the subjects of their program of study. Because English becomes one of the strongest obstacles for

¹ Interview addressed to English teachers of “Centro Escolar Club de Leones” in Santa Ana on February 27, 2009

junior high school students, a good number of them are likely to face different problems at the moment of taking the subject.

The first setback that junior high school students come across with when they take English as part of their academic load is that they do not understand most of the English grammar structures, so they face problems when they try to understand English instructions. This poor English background is not meaningful; as a result, they start junior high school studies without the appropriate English knowledge to learn the new grammatical structures.²

Also, as observed at “Centro Escolar Salvador Castaneda Castro” in Chalchuapa on March 2, 2009, seventh graders are not motivated to study English at the moment of taking the subject because most of them are hesitant to actively participate in class activities. Most junior high school students are not willing to participate in the majority of activities as they are not used to studying English as part of the subjects of their curriculum. When most students begin learning English in junior high school, they feel discouraged to learn, since most of them do not consider English to be important for their academic training³. Another problem is that students feel reluctant to participate because they are afraid of making mistakes. Since they are studying the subject for the first time, they feel embarrassed at the moment of participating; as a result, nearly all

² Interview addressed to English teachers of “Centro Escolar Mixto Benito Juarez” in Chalchuapa on February 25, 2009

³ Observation addressed to junior high school students of “Centro Escolar Salvador Castaneda Castro” in Chalchuapa on March 2, 2009

students tend to avoid participating as they do not want to feel embarrassed in front of the class.⁴

In addition, many students usually dislike English at the moment of taking the subject in junior high school because they usually get poor results in all class activities they are part of⁵. As explained above, because the majority of students do not have the necessary English background, they do not understand most grammar structures, so they are not able to comprehend and grasp the English insights in most classes. In addition, students are not aware of the importance of learning English, and they are not willing to learn the contents⁶. Consequently, students dislike English as one of the subjects of their basic curriculum.

On the other hand, most students are not fond of the English class because English teachers do not have the necessary resources to motivate them when they are learning new English structures⁷. In nearly all public schools, English teachers do not have the needed audio-visual aids in order to teach their English lessons effectively, and in some cases, they do not even have any teaching resources; consequently, students do not feel motivated to learn English. As teachers do not have the necessary resources to teach English, they face lots of barriers when they want to catch students' attention. Hence, students find the English classes monotonous and tiresome.

⁴ Observation addressed to seventh graders of "Centro Escolar Salvador Castaneda Castro" in Chalchuapa on March 2, 2009

⁵ Interview addressed to seventh graders of "Centro Escolar Salvador Castaneda Castro" in Chalchuapa on March 2, 2009

⁶ Interview addressed to seventh graders of "Centro Escolar Leopoldo Mayen Torres" in Santa Ana on March 5, 2009

⁷ Interview addressed to English teachers of "Centro Escolar Simon Bolivar" in Chalchuapa on March 4, 2009

Another issue observed is that students have a tendency to misbehave and to disrupt the English class since they are not concerned about the English class insights. As students do not actually grasp all of the contents, they do not pay attention to the teacher, and in some cases, they do not even care about what happens in class.⁸ Consequently, students do not acquire significant knowledge when they are in their English classes.

Furthermore, because most students do not understand English instructions and structures, they tend to grasp some knowledge that is not significant for them. The fact that the current English program is designed for false beginners in the English language⁹ becomes a barrier because most students who start junior high school, are true beginners in the English learning world¹⁰. This means that the existing curriculum has been designed to teach English to students that already have some previous English knowledge; nevertheless, the largest part of junior high students, as explained above, does not have the required prior English background, and in some cases, they do not have any English knowledge. Consequently, nearly all junior high school students are not capable to understand most of the English contents.

In addition, because the current English plan for junior high school students is too advanced for students' level of comprehension, most junior high school students are not capable of accomplishing the English activities that they

⁸ Observation addressed to seventh graders of "Centro Escolar Salvador Castaneda Castro" in Chalchuapa on March 2, 2009

⁹ False Beginners, Beginners that have already studied some English at some point in their life

¹⁰ Absolute Beginners, These are learners who have had no previous contact with English at all.

have to do during class. In the same way, because the pace of the English class tends to be slow and dull, most junior high school students turn out to be reluctant to pay attention and to participate during the English classes¹¹.

As a conclusion, the largest part of junior high school students faces several difficulties when they initiate their English learning process. One of the central issues students come across at the moment of studying English as part of their academic load is that the existing English curriculum that teachers use is not adequate for their level of understanding. They tend to face numerous problems once they start carrying out the English activities in classes, as most students do not grasp the essential English information. Thus, nearly all junior high school students become unwilling to learn English; therefore, junior high school students become so discouraged that they do not desire to gain knowledge of the English language.

¹¹ Observation addressed to seventh graders of public schools in Santa Ana.

1.2. Justification

To incorporate the teaching of English as a second language constitutes nowadays a fundamental need for people who want not only updated but also complete educational training. Therefore, to evaluate the necessity of teaching English in elementary school is a very important research study for Salvadorian public education because English has become a very important part of the education in the Salvadorian society. Most public school students do not learn any English until they start junior high school, so most public school students face problems like poor understanding, poor use of grammar structures, poor use of the English language, and high reluctance for the English language at the moment of studying the subject. This research study is concerned not only with evaluating the necessity of teaching English in elementary school so that students can learn English easily but also with analyzing and describing the problems students face in junior high school at the moment of studying English as one of their subjects.

Because students do not study English in public elementary schools, most of them tend to face problems at the moment they start studying it in junior high school. One problem is that public school students become reluctant to study English; according to some interviews carried out in some public schools in Santa Ana, most students do not feel motivated to learn English, and they do not feel willing to participate in the class activities either. As a result, they do not understand most grammar structures or most English instructions. The majority of interviews demonstrated that most junior high school students tend to dislike

the subject, as they use the English time class to do activities that are not related with the English subject¹².

In addition, the most relevant problem public school students face is that the current English teaching methodology is designed for false beginners¹³, but students that enter junior high school are, in most cases, absolute beginners¹⁴; consequently, students are pushed to learn advanced English contents that are not appropriate for their level of understanding. In the same manner, after researchers observed some classes in public schools in Santa Ana, they realized that junior high school English teachers do not have the existing English teaching curriculum created by Board of Education (MINED) through the observation of English classes. Researchers also realized that teachers use lesson plans they create by basing their ideas on unknown English books, or in some cases, by basing their ideas on some previous English training.¹⁵ For instance, one of the interviewed teachers said that he uses the ideas he learned in an English training he attended some months ago.¹⁶ In the same way, researchers realized that the English teaching resources are not enough, and in some cases, teachers do not have any resources at all to work with at the moment of teaching their English classes.

¹² Interview addressed to seventh graders of “Centro Escolar Leopoldo Mayen Torres” in Santa Ana on March 5, 2009

¹³ False Beginners, Beginners that have already studied some English at some point in their life

¹⁴ Absolute Beginners, These are learners who have had no previous contact with English at all.

¹⁵ Observation addressed to junior high school students of “Centro Escolar Leopoldo Mayen Torres ” in Santa Ana on March 5, 2009

¹⁶ Interview addressed to English teachers of “Centro Escolar Leopoldo Mayen Torres ” in Santa Ana on March 5, 2009

Because junior high school students develop a poor English background, this research study was mainly aimed at demonstrating students' necessity to learn English in elementary school. By interviewing both public junior high school teachers and students, this research proves that to teach English in public elementary school is important so that students can become affectionate for English. In the same manner, this study evaluates the necessity of incorporating English in public elementary School levels so that students may become proficient at English in junior high school and at University levels. By comparing other countries' experiences regarding English teaching, this study shows try to show that if students study English in public elementary school, they may become better English learners.

In sum, carrying out this research study will help public elementary school students because the corresponding Board of Education (MINED) authorities may realize about the importance of teaching English in elementary school. Also, the results of this research study demonstrates that if public school students study English in elementary school, they will be able to learn English easily and effectively.

1.3. Objectives

1.3.1. General Objectives

➤To evaluate the necessity to incorporate the teaching of English in Salvadorian public elementary schools to help junior high school students overcome their English learning deficiencies.

➤To contribute to solve the need of teaching English in elementary schools in El Salvador by creating a proposal to include the teaching of English in this level

1.3.2. Specific objectives

- To analyze the current English teaching methodology used in junior high school levels in Santa Ana.
- To describe the existing English teaching curriculum for junior high school levels in El Salvador
- To analyze the way English teachers assess junior high students during class time.
- To identify the main factors affecting seventh graders' English learning process in public elementary schools of Santa Ana.
- To make a proposal to incorporate the teaching of English in public elementary school levels.

1.4. Research questions

- a) Is the current curriculum used to teach English to public junior high school students appropriately designed to meet those students' English learning needs?

- b) What are the main factors affecting the students' English learning process in public junior high school levels in Santa Ana?

- c) Is it necessary to incorporate the teaching of English in public elementary school levels to overcome junior high school students' English deficiencies?

1.5. Hypothesis

The absence of the teaching of English in public elementary school levels in El Salvador affects students' English learning process in junior high school levels.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Teaching English in Latin America

Nowadays, English is being taught in almost all Latin America. According to Hiroyuki Yukita, English is now an international language and almost all students learn English at secondary schools around the world. However, Mary Louise E. Baez de Bolaños states that because of some historical events such as the Industrial revolution, the English colonization, World War I and II that opened some political and economical organizations that allowed English to become a worldwide used language English is nowadays one of the most important languages for communication around the world.

According to Mary Louise E. Baez de Bolaños, the teaching of English has overcome several educational changes. She states that if the current political, economical, and socio-cultural conditions around the world do not change drastically, English will continue being used as one of the most important languages to communicate; nevertheless, the approach to teach English in Latin America is not actually effective in all countries. Francisco Gomes de Matos and Leopoldo Wigdorsky state that the way English is taught in most Latin American countries needs to be improved. They point out that the average English language teacher has no time to read journals, to visit classes by his/her colleagues, or to do something that might help him/her to improve his/her English teaching methodology.

Francisco Gomes de Matos and Leopoldo Wigdorsky consider that the establishment of carefully planned policies regulating English language instruction would be a major step toward the improvement of the current English language approach. In spite of many obstacles, some countries have been able to direct the teaching of English in the right way.

2.2. Teaching English in Central America

Costa Rica is one of the countries in Central America that have been working in the teaching of English for decades. Patricia Córdoba Cubillo, Rossina Coto Keith, and Marlene Ramírez Salas state that the English teaching methodology has changed a lot in the last decades because of the interest of the government to effectively teach English for communication purposes. They said that the teaching English methodology has been changing since the XIX century. Before that time, the objective in the English class was to help students translate and understand English texts; nevertheless, the English teaching methodology has changed a lot since the XIX century. Nowadays, the main objective in the English class is to help students learn the English language so that they can communicate. In addition, one important thing to mention is that because Costa Rica incorporated the teaching of English in elementary school in 1994, this country became the only Central American country that teaches English in elementary school.

2.3. Teaching English in El Salvador

On the other hand, a Central American country such as El Salvador has not been successful at the moment of incorporating the teaching of English in different levels like junior high school and high school. For instance, Juan Carlos Portillo Flores describes in “An overview of the TEFL situation in various countries” that, in El Salvador, English is being taught from junior high school to high school, and it is also taught at the university of El Salvador for two semesters in some majors. He states that Salvadorians have private bilingual schools that, in most cases, are not available for some people because of their high costs. He also mentions that English here is a very big business, and many people want to learn it, but the problem is that most people do not want to make their best effort at the moment of learning English.

In addition, Juan Carlos Portillo Flores states in “An overview of the TEFL situation in various countries” that to teach English in an environment where English is not given the necessary importance is too hard because a teacher needs to be well prepared when he is teaching the English language, but he points out that to achieve this is almost impossible especially when a teacher deals with kids that do not care about the language; as a result, the effective teaching of English is a hard task to achieve. In addition, El Salvador does not teach English in elementary school; the teaching of English is incorporated in

junior high school since this Central American country does not have the necessary resources to incorporate English in elementary school.¹⁷

2.4. Public education at University levels in El Salvador

The term “university” is defined by the Britannica Concise Encyclopedia as “an institution for higher learning with teaching and research facilities constituting a graduate school and professional schools that award master's degrees and doctorates and an undergraduate division that awards bachelor's degrees”. A university is also considered a place where most students’ lives are changed up to a higher level of learning and education. One of the major factors affecting students when reaching this level, according to Steven Zucker, a teacher of Johns Hopkins University, is that current high school graduates do not know how to learn or even what it means to learn in a valuable way. In effect, they have to develop the high school feeling that learning must come down to them from their teacher. They have to learn outside the classroom by their own because it is considered the main feature that distinguishes college from high school. This general learning difference can be applied for English at a university learning level because here, in El Salvador, English is not included as part of all the different degrees that universities offer to students. In addition, most of the majors at the university include the teaching of technical English as part of their curriculum in which the English language is presented just as a translation tool.

¹⁷ Interview administered to seventh grade teachers from “Centro Escolar Leopoldo Mayen Torres” Santa Ana. March 6, 2009

In the same manner, English at a university level should have a higher level of importance because students at this stage are getting ready for their future as part of the productive society, and if students want to be successful on their professional fields, they have to know English to be more helpful for society in general. This same situation is happening in other countries of Central America, as the Panamanian teacher Virgilio Bárcenas Semper expresses in his study *“The situation begins at school; the educational system in our territory does not properly promote the knowledge of the English language. The results of an English test at the University of Panama in 2008 support this detail. As a result, our university students graduate with low levels of English knowledge or even without it”*

2.5. Public education in high school levels in El Salvador

Public high school education, which is supposed to be the platform for a good higher education at the university, in most of the cases, stays weak, and it does not allow students to succeed in their learning process. English public high school education is mostly about memorizing and getting good grades in examinations and homework assignments to be able to pass a school grade. This situation is causing students not to get used to make a bigger effort to reach their goals related to their English learning in the future. Public high school education in El Salvador includes from two to three years of different subjects related to the different degrees students have the chance to study. English is a somewhat important part of the study curriculum for all the degrees; however, the way English is being taught in these levels does not allow students to improve

their English language skills. As researchers experienced, public high school English subject moves around the verb “To Be,” all over the year. Teaching English is much more than teaching the verb “To Be” and students should have the opportunity to know the language better, to be able to use English in everyday conversations, to interact with others using the English language and to be prepared to become more competitive for different professional challenges.

2.6. Public education in junior high school levels in El Salvador

Most of the difficulties faced learning English in high school levels with the English language come from the poor or sometimes fragile knowledge of the language acquired by students in public junior high school education. According to the study program of junior high school of El Salvador, only three hours per week are devoted to the teaching of English. In most of the cases, as it was expressed in an interview with a public junior high school teacher from Santa Ana¹⁸, many of these hours are interrupted by some other extracurricular activities of the institutions. Public junior high school teachers expressed that the existing curriculum for seventh grade in public schools in El Salvador presents a wide variety of good activities to teach English. The problem some teachers have at this point of their teaching development is that they do not have the curriculum;

¹⁸ Interviews administered to seventh grade teachers from “Centro Escolar Leopoldo Mayen Torres” Santa Ana. March 6, 2009

so, they have to prepare their classes by using their own material or by using some from other curriculums¹⁹.

The current English teaching curriculum for seventh graders that is supposed to be used for teaching English in public Junior high school levels in El Salvador includes a brief description of competences, proficiency levels and approaches that orient the teaching of English. It also includes a presentation of contents aligned with the subject objectives and allows the structuring of the units of study. The methodological guidelines provide specific recommendations for the sequencing of units. They logically describe the stages to develop language competences through the delivering and practicing of language functions. In addition, they provide general recommendations that can be improved by English teachers. The English syllabus also features general methodological guidelines for each cycle of education. In the same manner, the English assessment is developed through suggestions and criteria applicable to diagnostic, formative, and summative evaluation functions that can be modified by teachers.

Finally, this curriculum includes objectives and contents where achievement indicators are clearly presented in each unit of study. The English curriculum has been designed upon the standard proficiency levels to be reached in each grade and cycle of education by the students. On the other hand, it is flexible to teachers' creativity to contextualize it to their teaching environment to successfully achieve the stated objectives and language proficiency levels.

¹⁹ Interview carried out with seventh grade teachers from different institutions in Santa Ana.

2.7. Public education in elementary school levels in El Salvador

Since English is becoming very important around the world, the necessity of including it in the public elementary curriculum is making authorities consider different alternatives to help students succeed academically, but the main obstacle is the inappropriate environment for the English learning process to take place. On the other hand, according to Grace Chin-Wen Chien in her study (2003) "Integrating English into an Elementary School Life Course in Chung-Hu Elementary School (Taipei County, Taiwan)" English is used in some countries to teach other subjects such as mathematics, science, social studies or any other, so it must take part of a bilingual ability, and it must be integrated into elementary school classes or courses.

Besides, some of the main important aims to be included in English elementary school levels will be the development of students' expressing skills for them not to feel afraid at the moment they have to use the language. This may be easier to get if at the moment to choose the components of such a curriculum, the authorities consider students' strength and weakness.

According to Grace Chin-Wen Chien in her study "Integrating English into an Elementary School Life Course in Chung-Hu Elementary School (Taipei County, Taiwan, 2003)" teachers can adapt their teaching styles with such things as developing a student-centered approach to teaching and learning, reducing and adjusting teacher talk as well as recognizing the fact that students make language mistakes. Therefore, this can give origin to some difficulties that the

educational system in some countries such as El Salvador can face when they are not capable of reaching any English educational goal; they just tried to fill in the gaps by using any other alternative that sometimes is not the most suitable.

In this way, teaching English in elementary school in the Salvadoran educational system will let lots of public school students change their point of view about new experiences, and achieving this goal will be possible if students understand what they are studying. In addition, if the educational authorities want the best result for students to learn English at any level, they will have to consider all the cons and pros that the English learning process can cause, so teachers and authorities have to work together in order to get the best results while they are trying to integrate a new educational proposal in the teaching curriculum.

According to Cao Chang Jie primary school, TangGu, Tianjin (The Research on a New Way in Elementary School English Teaching, 2007, young children can develop a fascination for language if the methodology of the classroom stimulates and involves the learners as fully as possible. Therefore, to include English in the elementary teaching curriculum will give children the chance to become better professionals since the sooner they start studying something that is not practiced in their life environments, the better they will be able to develop all their skills.

2.7.1. English Teaching Methodologies

Throughout history, many different English teaching methods have been used, and each method has been criticized and rejected; others are widely used today in many countries; however, to find the most appropriate method for each student seems to be difficult to achieve because different methods and approaches work differently for different students, and it is actually possible that a worldwide optimal method will never be invented; as a result, many English educators around the world are constantly looking for the most suitable English method. In the same manner, to say that a certain method is superior to other methods is not possible, as all of them can be suitable for all English teachers in some specific teaching situations inside the classroom. According to the researchers' experience, the 'best method' for teaching English has not been invented, and it might be possible that this "perfect method" will never be created, so it is English teachers' responsibility to decide which method (or a combination of methods) can be best used during the different stages of the English teaching process.

2.7.1.1. English class teaching methodologies

Because the current research project focuses on evaluating the necessity to incorporate the teaching of English in Elementary school levels in El Salvador, to make a description of the English methodology being used in Salvadorian public schools becomes necessary for this research project. Many English teachers agree that the best English methodology can only be found if varied

English methodologies are used together. After researchers observed some classes in varied schools in Santa Ana, El Salvador²⁰, the absence of a communicative methodology was clear. In most of the English classes in this school, English teachers used the Grammar Translation Method, a method in which classes are taught in the students' mother tongue. For instance, most vocabulary is taught by using lists of isolated words, and in most cases, the English teachers provide expanded English grammar explanation of any given topic; another problem is that most English teachers do not pay attention to most of the English contents of the texts. In the same way, researchers identified that most drills are exercises, which main objective is to translate disconnected sentences from the target language into the students' mother tongue, and another problem is that most teachers do not pay attention to the pronunciation.

2.7.1.2. English language practice

On the other hand, after some observations were carried out in the five public schools of Santa Ana, El Salvador²¹, the researchers realized that the English practice that students were involved in was not significant at all because, in most cases, the English practice facilitated by the English teachers was not appropriately focused on the target language. Most of the practice is oriented

²⁰ Observations carried out in "Centro Escolar Salvador Castaneda Castro", "Centro Escolar Leopoldo Mayen Torres", "Centro Escolar Club de Leones", and "Centro Escolar Republica de Venezuela" in March, 2009.

²¹ Observations carried out in "Centro Escolar Salvador Castaneda Castro", "Centro Escolar Leopoldo Mayen Torres", "Centro Escolar Club de Leones", and "Centro Escolar Republica de Venezuela" in March, 2009.

toward teaching English grammar structures and vocabulary, and in most of the exercises, the teacher does not focus the provided topics on developing the students' communication skills. Stephen Krashen (1981) stated in his book "Principles and Practice in Second Language Acquisition" that acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Through this quote, researchers can point out that most public English students are not significantly learning the target language because the kind of practice they are doing in their everyday classes is not focused on developing their English language skills. In addition, most English teachers in these Salvadoran public schools are not even aware of such a problematic situation.

2.7.2. Suitable Contents of Teaching English

The absolute English beginners are learners who have had no contact with the English language at all. Therefore, teachers have to be aware of the different approaches that can be used to teach the target language to these students since it is very difficult for students to get acquainted with the language when they do not possess any knowledge of it. That is why many countries around the world are now concerned about the necessity to include the teaching of English in their countries since elementary school and even since kindergarten in order to help students face less English language learning problems in higher levels of education. Furthermore, people in other countries are also looking for the best way to provide the necessary knowledge for teaching English in a better

way because it is important for teachers to share their knowledge using the most suitable contents as well as the suitable methodologies and techniques to effectively teach ESL in class.

According to Yukiko Sato (Senior Economist Japan Center for Economic Research), research studies are being done so that the English-language education may become compulsory at elementary school level in Japan. He also made a survey in Japan about the necessity to incorporate the teaching of English there, and he found out that many parents would like to have their children learn English in their schools. In addition, he says that teaching English since early ages will reduce students' struggling to learn the language later. The University of Michigan has created a program called "Content Based English" with adequate contents to make students speak, read, listen, and write by using the target language in elementary school.

Through this program, the teacher expects to use three cognitive strategies which are grouping, note-taking, elaborating and summarizing which provide students with more effective English learning, and this also provided students by acquiring previous English knowledge before they get into higher levels. Using the different contents that must be covered during the year, teachers have to encourage students to organize ideas effectively, work in groups, and summarize ideas related to each topic. An interesting aspect about contents to teach English is that almost all of them are the same for adults as for children. According to some editorials such as Macmillan, Richmond, and Pearson, the most suitable contents for elementary schools as well as absolute

beginners (adults) are the verb “To be”, parts of the body, present continuous tense, clothing, weather, feelings, and some others that are very basic topics for a person who is learning English for the first time.

Most of these topics are almost the same as the topics for elementary school levels except for some differences on the approaches for each group. For adults, it is necessary to work on their speaking skill in a different way by using interesting topics, movies, and songs. The development of the speaking skill for adults or teenagers is going to be different from that of the children. While teenagers and adults try to speak about interesting topics like jobs, relationships, hobbies, etc; children are more interested in learning English through songs, stories, games, movies and some others so that they can develop their oral skills. In addition, some other topics to teach English are numbers from one to one hundred, colors, and short sentences (interrogative, negative, and affirmative); however, these topics must be taught according to their age and needs.

In some other countries such as Ecuador, which has a program for elementary school levels, the programs include more advanced topics, such as gerunds, comparison of adjectives, and adverbs, but these topics are included up to fifth grade. They also include different subjects like grammar, phonetics, and pronunciation, which are very relevant for students to learn in elementary school in order to avoid problems during their English learning process in their higher levels. In addition to this, the British council, working in partnership with the West Bengal State Primary Education, worked to reform the elementary school English syllabus in accordance with the state's new policy for re-emphasizing English

language learning (British council consultant) to be precise. In this country, the Ministry of Education already had an English syllabus for students in public schools with a variety of topics and contents that are very relevant for children of those ages.

One important aspect to mention about this new reform is that it includes an extensive teaching training program that is very useful for teachers so that they can improve the way they teach. Another essential thing to mention is that in Hong Kong, the last official English language syllabus for primary schools was published in 1981 (Educational English Journal), and this syllabus aimed a lot to promote the communicative approach in elementary school level. Since the early nineties, the quality of compulsory schooling in Hong Kong has caught the attention of the general public and the educational sector, and there have been studies showing that some pupils begin to show serious problems in learning English in elementary school.

In the same manner, this paper reports an analysis of the current primary English syllabus that has a special reference to the relevance for compulsory schooling. This analysis is based on a framework specially developed for analyzing compulsory school curricula. Unfortunately, elementary public schools in El Salvador do not have any English teaching curriculum. Taking into account that the necessity of an English syllabus for elementary schools here in El Salvador is very relevant; it is very important to know about the syllabus other countries have to teach English in order to have an idea of the importance English as a second language has nowadays.

2.7.3. English teaching proposal for elementary school levels of El Salvador

Before researchers establish an English proposal for elementary school in El Salvador, it is important to take into account that public education in El Salvador does not have any English curriculum for elementary levels. In addition, the English curriculum used in junior high school is not appropriate for public students' level of understanding because this English curriculum does not pay attention to students' previous knowledge, which, in most cases, is not enough. According to what researchers could observe in some public schools of Santa Ana²², most public students who start junior high school are absolute English beginners, so the current English curriculum for junior high school is not helping students to learn English because some learners had never had any contact with English at all. As a result, these students are often more challenging to teach, as the teacher cannot expect learners to understand even a minimal amount of English; in addition, the current English curriculum for junior high school does not help students understand the English grammar contents.

On the other hand, the existing curriculum is not available for public schools in El Salvador. Most teachers come to their classes without a proper English curriculum. After researchers gathered some necessary information about suitable contents for absolute beginners, to make a proposal becomes somewhat easier because the observations made at some public schools in

²² Observations carried out in "Centro Escolar Leopoldo Mayen Torres", "Centro Escolar Club de Leones", and "Centro Escolar Republica de Venezuela" in April, 2009.

Santa Ana²³ showed that to teach absolute beginners requires the English teacher to pay special attention to the order in which new language is introduced. Therefore, the English teaching curriculum plays an indispensable role in assuring that new English grammar is introduced slowly and successfully. The following proposal provides an English curriculum to take students from the simplest to the most complex English grammar contents. Through this proposal, public high school and elementary school students will be able to fulfill Basic English grammar structures.

2.7.3.1. English Curriculum Proposal

When English teachers are teaching absolute beginners, it is very important to proceed methodically, building on what has been introduced. The following English curriculum proposal design is a progressive list of topics to be taught in order to build up a significant English background. Most of the topics have a brief description that will lead the English teacher toward the teaching of English grammar and usage skills.

The existing English curriculum proposal for elementary school includes the following topics:

- **Give Name & Personal Information**

Includes: Name, telephone number, address

²³ Observations carried out in “Centro Escolar Leopoldo Mayen Torres”, “Centro Escolar Club de Leones”, and “Centro Escolar Republica de Venezuela” in April, 2009.

- **Greetings - Introductions**

Includes: Basic small talk including 'How are you'

- **Numbers 1 - 100**

Includes: Pronunciation, counting skills, telephone numbers

- **Alphabet**

Includes: Spelling Skills

- **This, that, here, there**

Includes: Recognizing the connection between 'this, here' as opposed to 'that, there'

- **Present of the verb 'to be'**

Includes: Conjugation of the verb, question and negative forms for all subjects

- **Basic descriptive adjectives**

Includes: Ability to describe objects simply

- **Basic use of prepositions**

Includes: How to identify preposition of place and location (in, at, to, on, etc).

- **There is, There are**

Includes: Difference between singular and plural, question and negative form

- **Some, any, much, many**

Includes: A description about when to use some and any in the positive, negative and question forms. Questions using much and many

- **Question Words**

Includes: The use of 'wh-' question words as well as 'how much' and 'how many'

- **Adverbs of Frequency**

Includes: The use of adverbs of frequency such as: always, often, sometimes, never

- **Subject Pronouns**

Includes: I, You, He, She, It, We, You, They

- **Possessive Adjectives**

Includes: My, Your, His, Her, (Its), Our, Your, Their

- **a, an, the**

Includes: Basic rules for usage definite and indefinite articles

- **Jobs**

Includes: Names of the most common jobs

- **Telling the Time**

Includes: How to tell the time

- **Time expressions**

Includes: Using 'in the morning', 'in the afternoon', 'in the evening', 'at night', and 'at' with time

- **Everyday Objects**

Includes: Well rounded basic vocabulary

- **Present Simple**

Includes: The use of the present simple for describing everyday routines, positive, negative and question forms

CHAPTER III

METHODOLOGICAL DESIGN

3.1. Research Methods

The present research study, ***“A Proposal to Incorporate the Teaching of English in Public Elementary School Levels in El Salvador”***, was carried out through the use of qualitative and quantitative paradigms. As Cresswell (1994) states: “A qualitative paradigm is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”. Therefore, the qualitative paradigm was part of the research project because one of the purposes was to understand, describe, and explain the phenomenon, and this could be possible through the use of this type of paradigm; at the same time, researchers made use of the quantitative paradigm to verify the hypothesis variables and the numerical measures. This paradigm was used to test the hypothesis that led the research project in order to get the most positive results. Thus, researchers have carried the project out and analyzed all the data collected by using the quantitative and qualitative paradigms.

In order to carry out this investigation, researchers administered some instruments in some public schools that were taken as the sample framework from the urban area of Santa Ana. Researchers gathered all the needed data by

interviewing public school English teachers, public school English students, and public school principals; researchers also gathered some information through class observations taught in some public schools of Santa Ana. The purpose of this data collecting process was to gather as much information as possible in order to achieve the research objectives. The objective of this research study was to analyze and also to show the necessity to incorporate the teaching of English in elementary school levels in El Salvador since it is one of the most essential parts of social development. Through this research study, researchers demonstrate and suggest the most suitable methodologies to teach English in elementary school levels by creating a proposal of an English teaching curriculum.

In the following section of this research project, the different data gathering techniques used and data collecting processes are explained in order to describe how the data was gathered, processed, analyzed, and interpreted.

3.2. Methodology of the Preliminary phase

Firstly, a bibliographical investigation took place in order to get acquainted with some other research studies that have been carried out on the teaching of English in elementary school levels. Researchers could find that some investigators from Costa Rica, have carried out some research studies on this situation. Consequently, the information gathered in these research studies helped researchers to enrich the current research project because researchers

could realize that the research problem has been investigated in another Central American country.

In the same manner, the information gathered through the Costa Rican research studies helped researchers identify that few investigations have been carried out in Central America about the teaching of English in elementary school. For instance, El Salvador does not have any research project on the teaching of English in elementary school. To realize about the lack of information on this topic made researchers administer some interviews and made some observations in some public schools of Santa Ana. After the process of administering interviews and carrying out the observations finished, researchers asked for Board of Education's (MINED) help, and the institution provided a list of the different school names of the urban schools located in some districts of Santa Ana.

Out of the schools from the different districts, five schools of Santa Ana were chosen. They were picked up by taking into account all the possible barriers that researchers might find at the moment of collecting data. For example, researchers took into account barriers such as the absence of an English curriculum for elementary school and the absence of the teaching of English in elementary school. After researchers analyzed all the information gathered from the reading, from the interviews, and from the observations, they considered that carrying out the research project was worthy because more information was needed to be gathered and analyzed so that this problem can be solved in the future.

3.3. Methodology of the Planning phase

After researchers gathered and analyzed some information about the teaching of English in elementary school, they started considering the research objectives and the research questions of the investigation, as these elements have been necessary to lead the researchers through the whole process of investigation. In the same manner, researchers stated the justification of the research project; they used the information gathered from all the interviews carried out in the five chosen schools from Santa Ana²⁴. Researchers used the information gathered in these interviews to write down the statement of the problem because teachers who were interviewed were able to express the necessity of incorporating English in elementary school levels in El Salvador. The formulation of the justification and the statement of the problem helped researchers to think about the hypothesis of the research project.

The next phase started with the formulation of the theoretical framework. Researchers deeply reviewed the related literature in order to find out information about the teaching of English. Researchers narrowed down the research topic from the teaching of English in Latin America to the teaching of English in public schools in El Salvador. In this way, researchers also used the information gathered through the interviews and observations²⁵ to enrich this part of the research project because researchers could not find much information on the

²⁴ Interviews administer to seventh grade teachers from the sample frame in Santa Ana. June, 2009

²⁵ Interviews and observations administer to seventh grade teachers from the sample frame in Santa Ana. June, 2009

different resources they went through. After researchers finished writing the theoretical framework, they started selecting the research techniques to gather the necessary information to verify the hypothesis.

3.3.1. Research techniques

In the current research project, researchers decided to use the qualitative and quantitative paradigms to carry out the current research study. For this, researchers used some research techniques of both paradigms, and after researchers observed some classes and carried out informal interviews at some public schools in Santa Ana, they decided to use the following techniques because they are more suitable for getting the needed information.

3.3.1.1. Observation

Researchers observed junior high school English classes at the schools chosen as a sample, and they found out if there was a necessity to include the teaching of English in elementary school levels in public schools of El Salvador. They did this through observing and evaluating the development of the classes by the teacher, students' performance, and students' response at the time to learn English, students' participation during class time, students' attitude towards the English language, and also students' English level of understanding. Researchers presented a requesting letter to the school principals and to the English teachers in charge of seventh graders in order to be observing their classes. Researchers made use of an observation guide to (APPENDIX IV) cover all the key points useful to get information about the research project.

3.3.1.2. In-depth interviews

In order to collect rich and valuable information about the situation, researchers used this type of technique with teachers of seventh grade and with principals of the schools that were part of the sample frame. An in-depth interview is a qualitative research technique that allows researchers to have person-to-person relation. It is also used to increase insights into teacher's thoughts, feelings, and behavior about important issues related to the English teaching field in junior high school and researchers' proposal about incorporating the English teaching in elementary school. As this type of interview is often unstructured, it permitted the interviewer to encourage English teachers of seventh grade and principals of the different schools to talk at length about the topic of study; for this, researchers used an interview guide (APPENDIX II-III).

3.3.1.3. Direct Interview

As well as the in-depth interview technique, direct interviews were really necessary to gather some quantitative information from the teachers, students, and principals of the schools of the sample frame. Generally, this kind of research technique has the use of a well-structured interview guide. Researchers interviewed teachers, students, and principals by asking them the questions from the interview guide in the correct order. Researchers got the necessary information about the development of the English classes, and the response and understanding of the students about the English language.

3.3.2. Instrumentation

This stage of the research project was about creating the necessary instruments to gather the needed data for testing the hypothesis. This stage of the project was very important because the better designed the instruments are, the better results are obtained. Researchers decided to use four research instruments described below.

3.3.2.1. In-depth interview guides

The in-depth interview guides contained fifteen main questions based on the problematic situation taking place. These questions allowed the interviewer to get all the necessary information in a natural way, creating a nice environment for the interviewee. When the interviewee got confident, he/she is provided all the data that let the investigation go ahead with the help of the interviewer. Researchers wanted to allow the interviewee (teachers, students, and principals) to express their feelings, thoughts, and all those details that have to deal with their behavior while the investigation process was being done. Therefore, researchers or interviewers wanted to use all the approaches with the simple aim of explaining the reasons why the problem was happening in the sampling group.

3.3.2.2. Checklist

In order to carry out this investigation, researchers used a checklist to analyze and evaluate the objectives, methodology, assessment and contents included in the current seventh grade English curriculum that Board of Education

(MINED) provided to schools. Through this, the most suitable topics have been chosen and classified to be taken into account when researchers created a proposal to incorporate the teaching of English in public elementary school levels in El Salvador. Through the use of this instrument, researchers could identify the strong and weak points of the curriculum and they improved them to build up a curriculum to teach English in elementary school levels. (APPENDIX V)

3.3.2.3. Observation guide

This instrument was used in class observation time in order to get all those single details from those activities that the teacher developed. It let researchers realize what the teaching techniques that need to be improved are, and what the methodology is the most appropriate for the students' knowledge level. In addition, class observation was recorded to consider all those actions that took place during class time and could not be perceived by the researchers such as students' attitude towards the class, students' interest in the topics, and teachers' performance during class. Observation and tape recording were some of the most essential tools since they provided the real information that the investigation required. (APPENDIX IV)

3.4. *Methodology of the execution phase*

Once the methodology to follow was established, all the techniques to be used set, and all the instruments were designed, researches started working on the execution phase.

3.4.1. Description of the population

As teaching English since elementary school is very relevant for this research study, researchers were looking for suitable information in order to find out if the problem really existed. For this purpose, the population interviewed in the preliminary study was some teachers of public schools of the western zone, specifically Santa Ana. Researchers first interviewed junior high school teachers and asked them to describe the problems they were facing with their students when they are teaching the English subject. In addition, researchers also interviewed elementary teachers in order to ask them about their points of view about the necessity to incorporate the teaching of English in elementary levels in public schools of El Salvador, and in this way, researchers proceeded to choose the sampling frame, which was the five public schools that were taken out of the districts of the urban area of Santa Ana, and the English teachers and principals of the chosen schools.

3.4.2. Sampling Frame

Since the current project is using a combination of the qualitative and the quantitative paradigms, it has been necessary to choose moderate sampling frames which are “Centro Escolar Lalinde”, “Centro Escolar Republica de Venezuela”, “Centro Escolar Leopoldo Mayen Torres”, “Centro Escolar Napoleón Ríos”, and “Centro Escolar República de Guatemala”. All of these schools belong to the district of Santa Ana. The requirements for choosing these schools were that they should have elementary school levels and junior high school levels, that

English was not included in their elementary teaching curriculum, and that English should be part of their English curriculum for junior high school levels. Researchers administered the instruments to junior high school teachers, elementary school teachers, and junior high school students in order to get as much information as they could. This helped researchers to provide the description of the real situation that teachers and students are living in El Salvador in order to find out what should be done to solve the problem.

3.4.3. Validation of the instruments

To validate the instruments used to collect the data, the researchers needed a professional to ask him/her to check the instruments in order to get them ready and well done to collect the data. It is very important to mention that the instruments used were an observation guide, two in-depth interview guides, and a checklist. They are very relevant and suitable for this kind of research studies since they are the principal tools researchers have chosen to obtain all the necessary data. Once, the instruments were already validated, researchers were ready to administer them to the chosen sample frame.

3.4.4. Building Rapport

As soon as researchers had chosen the population, they proceeded to choose a sampling frame out of the schools already mentioned. For this, researchers were required to use useful and suitable techniques to build a healthy relation with the people who were going to be interviewed. Researchers

observed the school environment for two weeks so that students of the school that were chosen for the sampling frame could get to know the researchers. After researchers had built some confidence with students and teachers, they selected some of them so that researchers could administer the interviews. During the interview, researchers gave some snacks to the interviewees; they gave these snacks in order to make the process of the interview enjoyable for both the interviewers and the interviewees.

3.4.5. Data Gathering

Researchers talked to the different interviewees and asked them for permission to be in five of their classes just to observe the way they taught. During this time, researchers visited the first three classes with previous notification, and they went to the other classes without any previous notification. At the same time, the researchers interviewed the elementary teachers with the same techniques in order to get suitable information to enrich the data for this project.

3.5. Methodology of the data analysis and interpretation phase

All the data gathered by the researchers was obtained through the use of in-depth interviews, observation guides, and checklists. By using the software SPSS 15.0 and QSR NVIVO 7, researchers gathered, processed, analyzed, and interpreted all the data. In fact, with the interpretation of the data, researchers were able to draw conclusions and to write recommendations. Moreover,

researchers knew if they were going to attain their objectives and if they were going to be able to verify their research hypothesis.

3.5.1. Software

Researchers used the SPSS 15.0 software to process specifically quantitative data and be able to generate some tables and graphs. They also used the QSR NVIVO 7 to process specifically qualitative data, and thus create data matrixes to make the analysis of the qualitative data easier for the researchers.

3.5.2. Data analysis and interpretation procedures

The collected data is both quantitative and qualitative. Analysis procedures included first, the interpretation of quantitative data, and second, they included the interpretation of qualitative data. The quantitative data obtained resulted from the checklists, and the qualitative data was gathered through in-depth interviews and observation procedures

General research objective	Specific objectives	Research questions	Hypothesis	Variables	Indicators	Sub-Indicators	Data Gathering techniques	Information source	Data analysis and interpretation of data
-To evaluate the necessity to incorporate the teaching of English in elementary school to overcome junior high school students' English deficiencies	<p>To analyze the current English teaching methodology used in junior high school levels in Santa Ana</p> <p>To describe the existing English teaching curriculum for junior high school levels in El Salvador</p> <p>To analyze the way English teachers assess junior high students during class time</p> <p>To identify the main factors that are affecting seventh graders' English learning process in public schools of Santa Ana</p> <p>To make a proposal to incorporate the teaching of English in elementary school levels in Santa Ana</p>	<p>Is the current curriculum used to teach English to junior high school students appropriately designed to meet those students' English learning needs?</p> <p>What are the main factors affecting the students' English learning process in junior high school levels in Santa Ana?</p> <p>Is it necessary to incorporate the teaching of English in elementary school levels to overcome junior high school students' English deficiencies?</p>	<p>The absence of the teaching of English in public elementary school levels in El Salvador affects students' English learning process in junior high school levels</p>	<p>The absence of the teaching of English in elementary school levels in El Salvador</p>	<p>- Public school students' performance when they are learning English in seventh grade.</p> <p>- Public school students' English grades in seventh grade</p> <p>- Public junior high school students' interest in the English subject</p> <p>- Public school teachers' opinion about the incorporation of an English curriculum in elementary levels</p>	<p>-Students' participation during class time -Students' quality of oral production -Students' willingness to participate -Students' attitude toward the class -Students' quality of answering in the EFL</p> <p>-Students' evaluations results</p> <p>-Students' participation -Students' motivation -Students' responsibility to hand in homework assignments</p>	<p>Class Observation guide to be used in Junior high school English classes</p> <p>In-depth interview guides addressed to seventh grade English teachers and students</p>	<p>-Public junior high school English teachers and students</p> <p>-Teachers and students from junior high school levels</p>	<p>NVIVO7</p> <p>SPSS15</p>

3.6. OPERATIONALIZATION OF VARIABLES

<p>-To contribute to solve the need of teaching English in elementary schools in El Salvador by creating a proposal curriculum to include the teaching of English in this level</p>				<p>Public school students' English learning process in junior high school</p>	<p>-Students' performance in class</p>	<p>1-Students' participation in class 2-Sts' English level of understanding 3- Sts' attitude towards English</p>	<p>Class Observation guide to be used in Junior high school English classes</p>	<p>-Public Junior high school students</p>	<p>NVIVO7 SPSS15</p>
					<p>-Students' grades</p>	<p>1-Exams 2-Homework assignments</p>	<p>In-depth interview guides addressed to seventh grade English teachers and students</p>	<p>-Public junior high school Principals</p>	
					<p>- Public school students' level of proficiency in the English subject</p>	<p>1- Sts' oral production 2- Sts' reading skills 3- Sts' evaluations results 4- Sts' handing in homework assignments</p>		<p>-Public junior high school teachers</p>	
					<p>-Existing curriculum for junior high school students</p>	<p>1. Objectives 2. Methodology 3. Contents 4-Evaluation 5-Resources</p>	<p>Checklist to evaluate the existent English curriculum for junior high school</p>	<p>-English junior high school curriculum</p>	
				<p>-Kinds of English teachers</p>	<p>1. Professional English level 2. Teachers' professional experience in the English teaching field</p>	<p>In-depth interview guide for seventh grade English teachers</p>			

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

To evaluate the necessity of incorporating the teaching of English in Salvadorian public elementary schools, researchers had to select five public schools of Santa Ana. The five public schools of Santa Ana were chosen by their physical location; three of them were located near downtown and the other two were located in the outskirts of Santa Ana. In addition, to select the public junior high school students that were interviewed for collecting the data of the study, researchers took into account their performance in the English class. Three students were chosen from each of the five chosen schools of study, and researchers selected the student with the highest performance, with an average performance, and with the poorest performance in the English class. Also, the English teacher of each of the chosen public schools of Santa Ana was interviewed in order to have the point of view of the English teacher of each school of study.

Moreover, because researchers had to evaluate if the current English teaching curriculum for junior high school is helping students to overcome their English learning deficiencies, they observed classes for a month in each of the chosen schools in order to obtain more reliable data. Researchers also used a checklist designed for evaluating the current English teaching curriculum of junior

high school, so the current chapter presents the results obtained through the different data gathering techniques used by researchers.

4.1. Students' performance when they are learning English in seventh grade in public schools of Santa Ana

Seven graders' performance during the English class varies a lot depending on the students' interest, background, or motivation. According to Harb, Nasri and El-Shaarawi, Ahmed (2006), the main factor that affects students' performance in class is their English competence, which means that most students' participation is based on the knowledge of English they have and on the way they are encouraged to participate in the English class. On the other hand, the following variables have been studied:

4.1.1. Students' class participation

The data gathered through the observation process carried out in the chosen population and the interviews administered to teachers and students of five different schools of Santa Ana in El Salvador in the current year, researchers had the opportunity to analyze students' participation in the English class. After researchers observed and interviewed English teachers and students of public junior high school in public schools in El Salvador, they could determine that most students have the same learning problems at the moment they are in the English classes. For instance, most students did not understand the different English structures in the English class; others did not understand the teachers'

instructions. Most students were also afraid of participating because, in some cases, their classmates made fun of them. For instance, most students felt shy and uncomfortable when they were asked to speak English in class, but they felt comfortable when they were just doing written exercises because, in almost all cases, every time they said something in English, their classmates made fun of what they were saying.

Besides, observations of English classes in the chosen public schools show that the grammatical structures of the English language they learned are not actually suitable for their level of understanding because most students were not able to create a complete idea in English. Also, students seemed not to be interested in the English class, as one of the interviewed teachers said, *“Por muy sencilla que sea la tarea, como ustedes pudieron observar la clase anterior, desarrollamos la actividad en la clase, y se les dejo de tarea simple y sencillamente que lo recortaran, lo pegaran, y lo colorearan, y no lo hicieron”*. These comments show that most students are not interested in the English class because of the kinds of activities they have to do; one of the observations showed that when students get some printable materials, they get excited and start working immediately, so this means that students’ participation in the English class is linked to the activities done in class.

4.1.2. Students' willingness to participate

The class observations show that students were attentive during their English class. Although they were playing or talking in some occasions, they were paying attention to the class. The problem was that when they were asked to participate in the English class, they were very reluctant to participate, and their participation depended on the activity they were asked to do. For instance, the data obtained show that students are more willing to repeat or to complete a written exercise than to actually produce any English in the oral way, as almost all of them are not able to create examples of their own. Also, public junior high school students are willing to participate in the English class, but in most cases, they are not well encouraged to do so.

4.1.3. Students' quality of oral production

Another important element to talk about is students' oral production during the English class. Most class observations show that students can only produce what the teacher makes them repeat because, in some cases, students do not know necessary vocabulary to speak English or because they cannot pronounce words correctly. Another issue that the data gathered show is that students do not have enough English practice to develop the oral skill for communication purposes; therefore, they cannot produce English fluently. Students get accustomed to translating and not to speaking, so they are only able to provide some examples like the meaning of some words. A teacher's comment "*a estas*

alturas tengo jóvenes que si por lo menos este...pueden sostener una conversación sencilla de lo básico que se les ha enseñado. Sin embargo hay otros que como que estuvieran comenzando” shows that most students do not have a good command of the English language for communication purposes. While some students are able to produce simple structures, some others are not able to produce any English structure or word.

4.1.4. Students’ attitude toward the English class

On the other hand, students’ attitude in class is also very important. Students’ learning depends on the approach English teachers use to motivate them in the English class. There are some positive comments regarding students’ attitude during the English class. A student of “Escuela Napoleón Rios” says, *“Quiero llegar muy lejos pues. Así, es lo que más me gustaría aprender porque mi mami me dice que en un futuro eso va ser lo básico para trabajar”*. In the same manner, some other comments expressed by different students show that they have a good attitude toward the English class. The comments that show students attitude are: *“yo sé que es un idioma muy importante, que es una materia muy importante”, “me encanta el inglés por cierto, es algo donde uno aprende mas, el inglés lo lleva a una buena carrera a uno”* and *“Hay veces que me siento súper mal, porque yo aunque quiera avanzar no puedo; entonces yo me siento triste cuando me saco así como cuatro, yo quisiera sacarme un nueve o un ocho pero si no puedo*. These previous comments show that students know

how important learning English is nowadays. Most comments expressed by different students suggest that although students do not pay attention in class or do not hand in their homework assignments, they like learning English. In addition, they express that most public junior high school students are not encouraged to be involved in the English class. In some cases, they are not involved because they do not have the necessary background or because the current English language teaching methodology is not helping them to grasp the English language structures in an easy way; therefore, they do not give the best of them during the English class.

4.2. Existing English Teaching Curriculum for Junior High School

The data gathered through all checklists show that the current English curriculum for junior high school is not suitable for students' level of understanding during the English class. All results have shown that students recognize some of their weaknesses during their English language performance during the English classes and that they would like to know how to improve their current English learning performance. Most students of junior high school who belong to the five chosen public schools of Santa Ana were willing to learn, and they wanted to get a good grade in the English subject at the end of the school year; however, most junior high school students get bad results because they do not understand most structures during the English class.

4.2.1. Students' evaluation results

The main causes of bad results in the students' performance can be observed through the activities they do in the English class. For instance, the way they do in their English homework assignments and the results they obtain in all their evaluations are the main factors that show public junior high school students' English performance in class since they are related to their responsibility or to teachers' classroom management during the English class. As the English teacher of Escuela República de Venezuela said, *“Los estudiantes son responsables pero no es suficiente para que obtengan un diez”*. This comment shows that most public students know that part of their duty is to be aware of the results they get in the exams and the homework assignments they have to hand in.

Consequently, the observations showed that lack of responsibility is one of the main factors that makes students fail English. Likewise, the absence of English teaching resources can be an obstacle for those students who are willing to learn more English in the classroom. A comment such as *“La reacción más común en los estudiantes es que ellos se sienten decepcionados por los errores y eso los hace ocultar sus notas de sus papás para que ellos no se den cuenta”* expressed by the interviewed English teacher of Escuela República de Guatemala shows that students tend to feel bad when they obtain bad results in their school English tests. Students tend to feel discouraged about learning

English because of the bad results they obtained; nevertheless, parents have to get involved in their children's education so that they can encourage them to devote more time to the English subject. Parents' participation in students' learning process will help children to be responsible and organized when they are learning English in class.

4.2.2. Students' participation in the English class

Moreover, most of the results that the students' get in their English tests depend on the level of interest they have in the English class and in learning the language. Most of the data collected through class observations and interviews was obtained to demonstrate the difficulty most junior high students have at the moment they are learning English; in addition, most students are not interested in English. According to the data gathered, junior high school students are not willing to participate in the English class in most cases due to the lack of interest and the poor knowledge they have of English.

Likewise, the fear students feel when they are dealing with a new language learning process affects their willingness to participate in the English class. This shows that students need to be encouraged to practice and do all the necessary English tasks in order to get involved in the process and to obtain better results. At the same time, the lack of vocabulary can influence students' participation in their English classes because their development as English

students is poor, and as the English teacher of Escuela República de Venezuela said, *“Para ser sincera, nuestros estudiantes presentan muchas necesidades y eso es una de las razones que les dificulta el proceso de aprendizaje”*. This comment reveals that students have many problems at the moment of learning English, and the problems they face affect students’ participation during the English class. Additionally, seventh graders are still kids who lose their focus easily and who get distracted with the simplest thing. Class observations show that they prefer to do any other thing rather than paying attention to the tasks that the teacher is assigning in the English class.

On the other hand, some other public students have different goals, and they let the learning process go ahead in the most suitable and natural way. They also become the teacher’s help when others have doubts. Besides that, some of the students are not able to understand the English language structures because the topics are not suitable for the students’ understanding, so junior high school students’ learning performance is affected at the moment they are required to do something during the English class. Therefore, sometimes students are afraid of participating when the teacher asks them to take part of an activity because they are not sure about the structure they have to use or because their classmates make fun of them, so they just do not want to be embarrassed in front of the class.

4.2.3. Students' motivation

Students' motivation during the English class is very important because the more motivated they are in the English class, the more they will learn. However, students' motivation varies a lot in the English class because their motivation depends on the way the class is developed and on the class environment. For instance, one student of Escuela Rafael La Linde said: *"El ambiente de la clase es muy estresante. "Hace mucho calor y mis compañeros siempre juegan y lanzan aviones de papel"*. This implies that the teacher's role in the management of the class is a good source for drawing students' attention to avoid boring classes and to assure English language learning. The data collected show that to make some changes to the current English teaching curriculum is necessary in order to help junior high school students understand English structures better because the current English curriculum does not help students to feel motivated to learn English. Some other observations show that although students want to participate in the English class sometimes, they do not have enough practice.

4.3. English Teachers' assessment during the English class

Since students' assessment is relevant in the English learning process, it is necessary for the teachers to have suitable assessment techniques in order to evaluate their students and help them to improve their English learning knowledge. Through the different data gathering techniques, researchers

realized that English teachers in the chosen schools of study are using the following assessment techniques in their English courses.

4.3.1. English exams in seventh grade

First, researchers have found that most of the teachers of the public schools already mentioned use written exams, oral exams, and sometimes reading tests as evaluation strategies in their English classes. Some teachers state that the Board of Education is asking them to evaluate the students with activities where they get involved in groups for them to improve their grades.

In addition to this, some teachers say that they try to help students after they have gotten a bad grade, but students almost always have bad grades due to the poor English understanding and background they have.

4.3.2. Homework assignments in seventh grade

Most of the teachers give students homework assignments so that those who have low grades can improve them through different assigned activities; for that reason, some students face language learning problems when they are in the English class. They think homework is just something the teacher wants them to do so that they can have some work to do at home.

4.4 Public school student's level of proficiency in the English subject

After researchers coded and categorized the data gathered about public school students' proficiency in the English subject, they have been able to state the following:

4.4.1. Student's oral production:

As researchers were observing, two of the English teachers working in some of the selected schools of Santa Ana teach English by using different kinds of English exercises so that students can develop their four-macro skills (listening, speaking, reading and writing). On the other hand, some other English teachers do not use a variety of exercises to give their students the necessary help for them to develop their four-macro skills because, in most cases, junior high school students learn to translate and learn to repeat rather than learning to communicate. However, teachers try to help their students by assigning extracurricular activities and by giving them group work for those students who have gotten bad grades in their English evaluations.

The data gathered through the different interviews and observations carried out in the five public schools of Santa Ana reveals that students do not have the opportunity to practice oral exercises during class time; this fact affects their oral proficiency negatively. However, some students sometimes try to

pronounce some English words. It is difficult for them to pronounce the words in the correct form. Although some students are responsible, and some of them do their best to understand and work during their English classes very well, most public junior high school students face pronunciation problems when they are learning English in class because the vocabulary they are learning can sometimes be very difficult to understand. The data gathered show that most English teachers assumed that most junior high school students can learn to pronounce English sounds correctly by repeating the English vocabulary students are supposed to learn in each of the units of study. For example, the teacher of Escuela República de Venezuela uses repetition drills to help her students to get the correct pronunciation of the vocabulary of the unit of study. Although repetition is necessary in a class, some students do not like to do it, and others just feel ashamed of pronouncing incorrectly. Since the oral skill is very important when junior high school students are learning English, they should have some more oral practice in the English class; unfortunately, in most public schools in Santa Ana, students are not able to have the necessary practice in order to develop their English language skills.

4.4.2. Student's reading skills

Almost all the English teachers working in schools chosen for the current study try to include reading practice during their English classes, but students have problems with their pronunciation most of the time because they almost

always find new vocabulary which is difficult for them to pronounce. For example, according to the data gathered through the observations carried out at Escuela República de Guatemala, most public junior high school students have problems when they have reading practices in the English class because, in most cases, students do not know the correct pronunciation of the words, and in some other cases, they do not understand what they are reading at the moment of having the reading practice in the English class. So the data gathered show that whenever English teachers want to use reading exercises in the English class to help students develop their reading skills, they do not obtain good results because most public junior high school students do not have enough vocabulary, the appropriate pronunciation and intonation due to the poor English background they have.

4.4.3. Homework assignments

Although homework assignments are usually evaluated in the English class, some students do not care about doing them. However, some teachers say that handing in all homework assignments does not help students to obtain a better grade in their English class all the time. As it was mentioned before, the Board of Education has asked all public school English teachers to take into account all students' English activities out of the classroom in order to be flexible with their evaluations. Unfortunately, some of the students say that they do not do their homework assignments because most of the time, they have something

else to do, or they do not have any supervision of their relatives since some of them do not live with their parents. In the same manner, some students say they do not have any person to push them to do their homework assignments, and some others say that they just do not remember about doing their homework assignments. Moreover, some public junior high school students say that when they do not understand their homework, they do not do them or they just leave them for the last minute. In all the different five schools considered in this study, just few students hand in well-done homework assignments to their teachers, but in most cases, students do not do them well because they just do their English homework assignments to obtain a grade. Therefore, this problematic situation is affecting students' grades since homework has become an important part in the English teaching learning process and evaluation according to the Board of Education of El Salvador.

4.4.4. Student's evaluation results

Since the average grade of seventh graders is between 6 and 8 and even between 3 and 8, seventh graders' results are not good. This means that junior high school students are really facing some English learning problems. As students do not have any previous knowledge of English, they have many difficulties at the moment they take English as one more subject in junior high school, and this situation cannot be solved because students do not feel motivated to learn English. Some teachers also say that some students who get

bad grades sometimes laugh at their bad grades, and that they do not even keep their exams for their parents not to see their grades. However, some students feel bad when they do not get good grades while some others just do not care about it.

4.5. Factors that affect seventh graders English language learning process

Many factors that affect students' learning process were found through the observations and interviews carried out in the present study. Among the principal factors that affect the learning process of students are the teachers' professional level and experience. English teachers' professional level influences the English learning process because some of them present or give good instructions to their pupils and develop good activities as well as a variety of exercises, while others teach monotonous English classes or include few activities that do not involve all the students during the English learning process.

4.5.1. Professional English level

Through the data gathered, researchers found out that three of the interviewed teachers of the five public schools of Santa Ana graduated from the English language-teaching career, and that two of them graduated from the English language major. There is a big difference when an English teacher who holds a bachelor's degree in English teaches a class and when an English teacher does it. For example, the English teacher who holds a bachelor's degree

in English and who is the teacher of Escuela República de Guatemala spent fifty percent of her teaching time using English to teach her classes. Likewise, the English teacher of Escuela Napoleon Rios, who also has a bachelor's degree in English, spent ninety percent of her teaching time using English to teach her classes. In the same manner, both English teachers presented the topics by writing some vocabulary on the board, and they elicited more vocabulary from the students. Then, the English teachers did the pronunciation presentation and then the repetition drill for the students to know the pronunciation of the words presented in class. Meanwhile, the other three English teachers taught their classes by using the translation method. For instance, they presented the topic and wrote all the vocabulary on the board; after that, teachers asked students to check the translation of the vocabulary in their dictionaries. At the end of the class or after students have completed the task, the teachers presented the vocabulary by pronouncing all of the words, and some students repeated the words the teacher was presenting in the English class while some students were unwilling to be part of the pronunciation drill.

In this way, the English teachers who hold a bachelor's degree in English show a higher degree of knowledge and willingness than those English teachers who do not hold any bachelor's degree in English. One certain thing is that if teachers are willing and conscious about the responsibility they have inside the

English classroom, they will be good English teachers no matter the English level they have.

4.5.2. Teachers' professional experience in the English teaching field

Through the interviews administered in the current study, researchers found out that all the interviewed teachers have been teaching for more than ten years in the English teaching field. However, this does not mean that all of them are successful in their classes. For example, one of the interviewed English teachers has a very good English teaching experience because she has worked in many institutions as well as with different English levels. Nevertheless, her teaching experience was not reflected in her English classes. Her classes were acceptable, but they could have been better due to the English teaching experience she has. On the other hand, all the interviewed English teachers claimed that because of the little or non-existent equipment they have for teaching their English classes, their classes could not be well addressed to help public junior high school students to develop their English language skills.

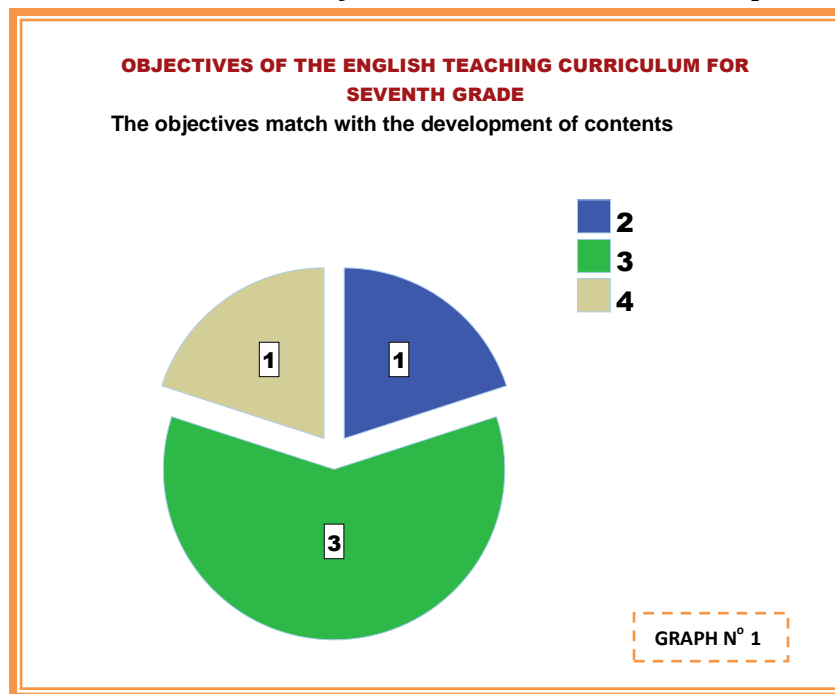
4.6. Existing curriculum for junior high school students

The Board of Education of El Salvador has developed an English teaching curriculum for junior high school students. According to observations and interviews carried out in the chosen schools in Santa Ana, almost no school has the current English teaching curriculum in use. The few public schools that have

the curriculum have obtained it through the Internet by their own means because they do not have any extra material or books to support their English classes in most cases. English teachers that were part of the population of this study design their own material by using different sources. This means that the existing curriculum is not helping students to learn English effectively. The following graphs present some of the results of the most important variables from the evaluation checklist. The results of the evaluation go on a scale from 1 to 5 being “1” the lowest criteria and “5” the highest one. The following graphs clearly show the deficiencies the current English curriculum presents in its structure.

4.6.1. Results obtained from the evaluation of seventh grade English teaching curriculum for public schools of El Salvador

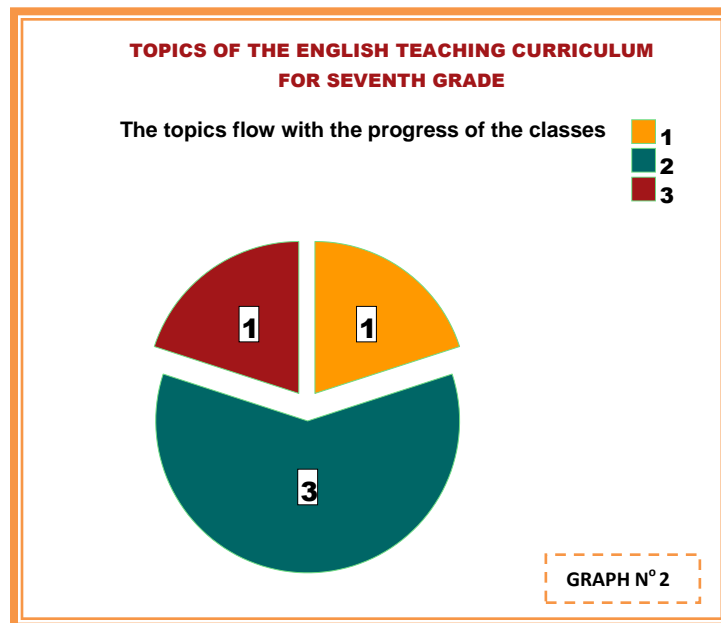
4.6.1.1. Objective-content relationship



Evaluation checklist of the English teaching curriculum for junior high school-September 17, 2009

Most of the objectives for the different units of study of the seventh grade teaching curriculum are not in accordance with all the learning involved in the development of contents for the whole year of study. The curriculum for seventh graders explains that the topics are highly based on the communicative approach, but the topics and the activities presented in the different units are not suitable for communication among students during class time because the activities are focused on improving the writing skills.

4.6.1.2. *Flow of topics through the study units*

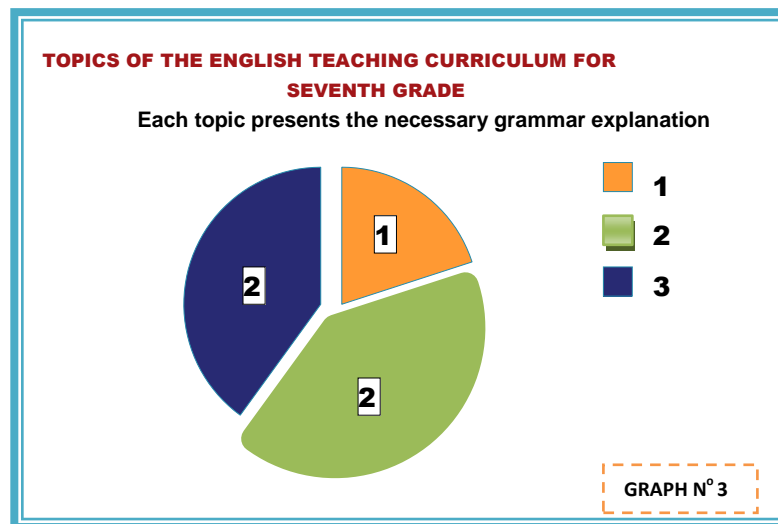


Evaluation checklist of the English teaching curriculum for junior high school-September 17, 2009

Seventh graders get to the English classroom with little or no knowledge of the English language. The English teaching curriculum for seventh grade presents different topics to be developed all along the six units of study, but

some of the topics are not in accordance with the purpose of the unit of study, with the achievement indicators or with the objectives. Many of the topics for seventh graders can and should be oriented in a better way, making their understanding easier for the students, since they are true learners of English; on the other hand, some good topics are useful for this basic level of study.

4.6.1.3. Grammatical explanation of the topics

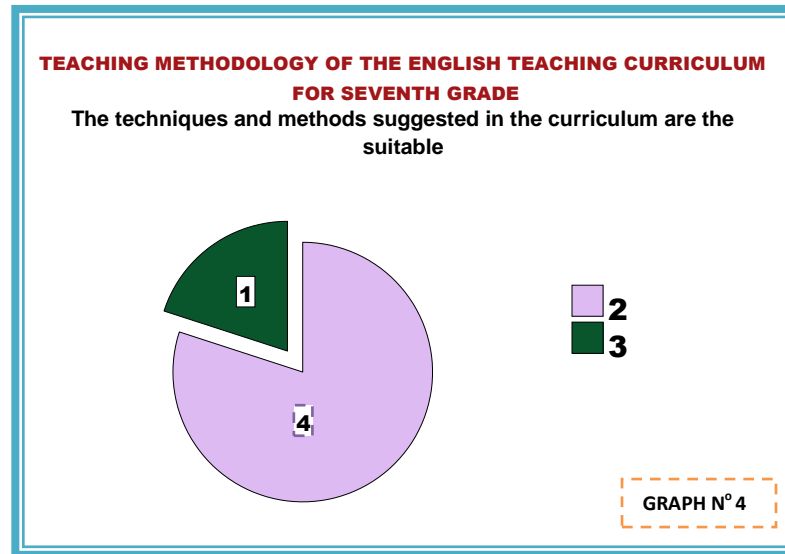


Evaluation checklist of the English teaching curriculum for junior high school-September 17, 2009

The English curriculum for seventh grade presents just the basic grammatical explanation part of all the different topics. The curriculum does not present complete grammatical examples or rules about the use of grammar in context. One important aspect of the present teaching curriculum that must be highlighted is the complete set of vocabulary provided for the teacher and the students, but the only problem with the vocabulary presentation is that it does not

present the correct use, meaning, and proper placement of words in a sentence.

4.6.1.4. *Techniques and methods suggested in the curriculum*

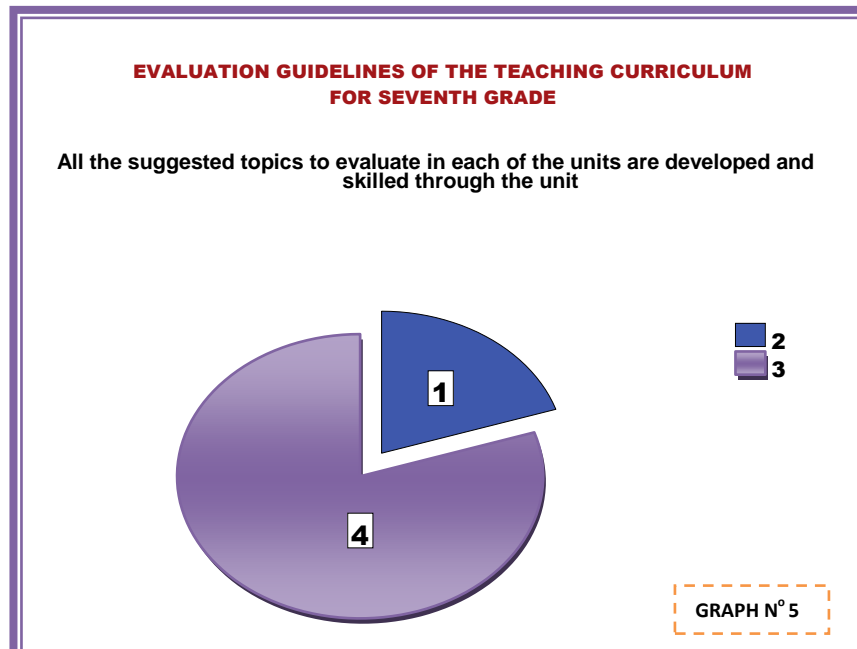


Evaluation checklist of the English teaching curriculum for junior high school-September 17, 2009

Researchers consider that the methodology suggested in the English teaching curriculum for seventh grade is not suitable because most of the techniques do not aim to help students to develop the English skills'. Most of the students are not able to understand the topics of study because they are not provided with clear examples and practice about the structures they have to use to express their opinions about the topic. One of the teaching methodologies to be used during class according to the curriculum is the communicative approach, but most of the classroom activities suggested are based on writing vocabulary and repeating what the teacher says. The curriculum provides a wide variety of activities, but many of these activities are not suitable to teach the contents of

study.

4.6.1.5. *Evaluation topics and its development through the unit*

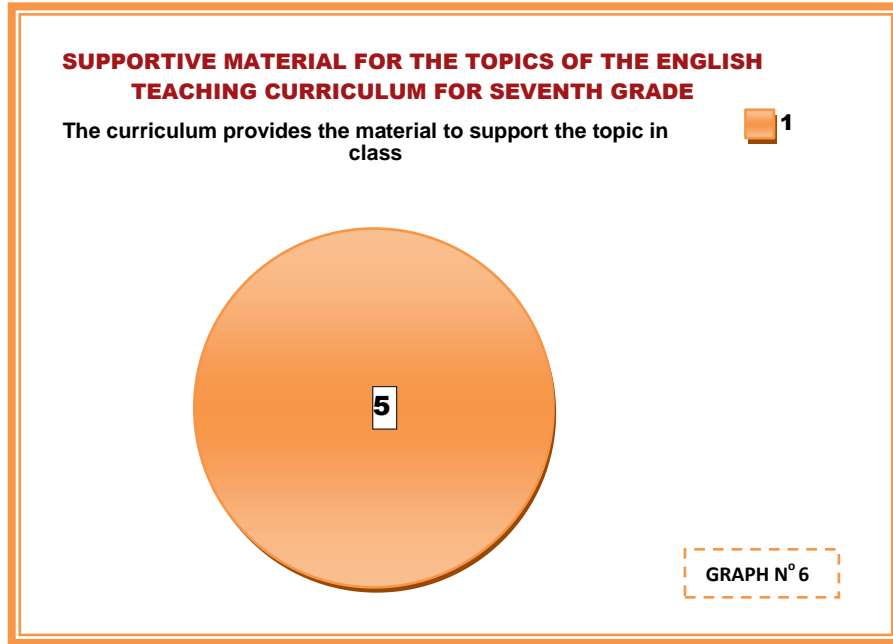


Evaluation checklist of the English teaching curriculum for junior high school-September 17, 2009

The English teaching curriculum for seventh grade states that all the suggested topics of the six units of study have to be evaluated in the oral, written, and listening form, using different proficiency tests. The curriculum also states that teachers have to evaluate students at the beginning, in the middle, and at the end of each unit of study. Students of public schools in El Salvador take only three or two hours of English learning per week. Each unit of study presents around seven topics to be developed. The topics are presented in an unclear way with simple activities that do not cover all the requirements of the evaluation criteria, and they do not give all the necessary knowledge or preparation for

students to face these three types of evaluations successfully.

4.6.1.6. *Material to support the class*



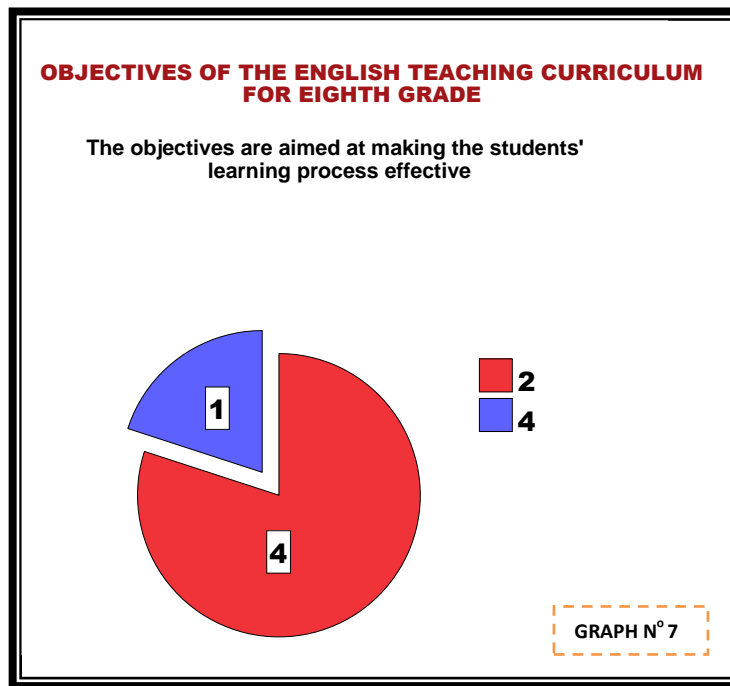
Evaluation checklist of the English teaching curriculum for junior high school-September 17, 2009

The English teaching curriculum for seventh grade does not present any supportive material for any of the topics presented in the unit. It provides teachers with methodological guidelines to follow, but it does not provide any extra resources, such as flashcards, information handouts, printables, worksheets, games, activities, posters, readings, written practices, and many other resources which are vital materials for topics to be developed successfully and for students to understand the topics in a better and easier way. Students that are learning English for the first time need to have many different ways and sources of learning, not only the simple written practice provided by the

curriculum.

4.6.2. Results obtained from the evaluation of eighth grade English teaching curriculum for public schools of El Salvador

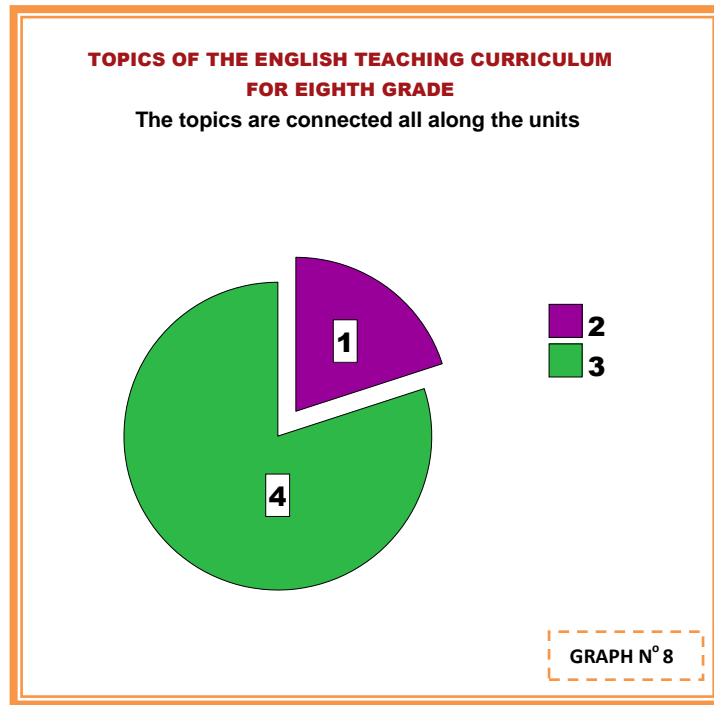
4.6.2.1. *The objectives and the students' learning process*



Evaluation checklist of the English teaching curriculum for junior high school-September 19, 2009

Even the objectives for this level are well designed, they do not let the students get completely involved in the learning process. Most objectives are focused on the specific topics of the units of study, and they aim to make students produce only certain structures and ideas.

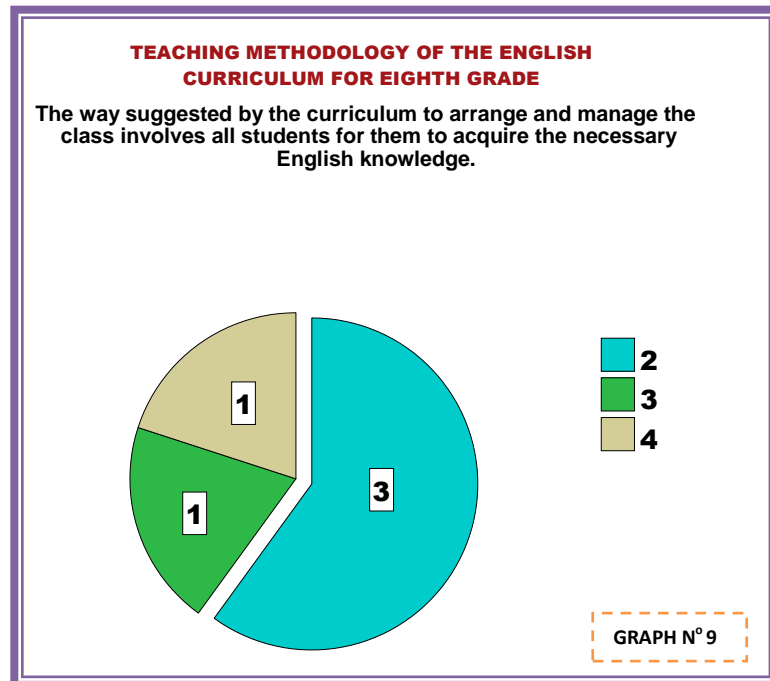
4.6.2.2. Connection of topics



Evaluation checklist of the English teaching curriculum for junior high school-September 19, 2009

As students are part of a new learning environment in eighth grade, and they are expected to have some background of English, they need some feedback on each topic. The topics presented in the English teaching curriculum for eighth graders are not connected along the units that students studied in seventh grade. The units of study do not provide any feedback about the previous topics, and the structures of the units are not completely related with the previous topics.

4.6.2.3. *Suggested way to arrange and manage the class*

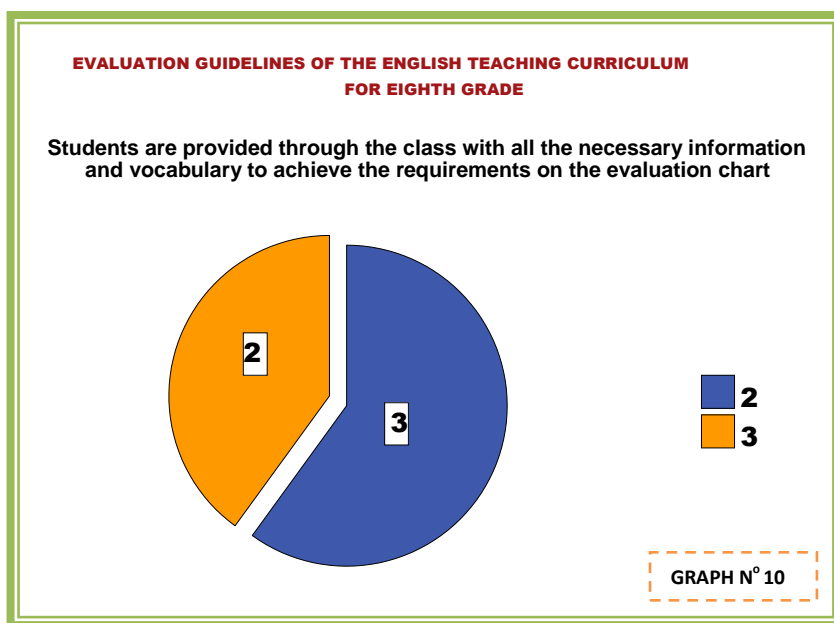


Evaluation checklist of the English teaching curriculum for junior high school-September 19, 2009

The curriculum presents some ways to manage the class, but teachers do not make a good use of them, so the techniques do not involve students during the process. Though English classes in public schools are large, the methodology suggested by the English curriculum is general and teacher oriented. The teaching curriculum for eighth grade does not suggest any method about how to arrange desks or how to organize students when they are working in groups. The curriculum also suggests that all the exercises should be developed individually. Besides, it does not present any specific guidelines about how to teach the different topics presented in the curriculum. The teaching

curriculum methodology specifies that all the teachers are free to create their own teaching style.

4.6.2.4. *Fulfillment of the evaluation requirements*

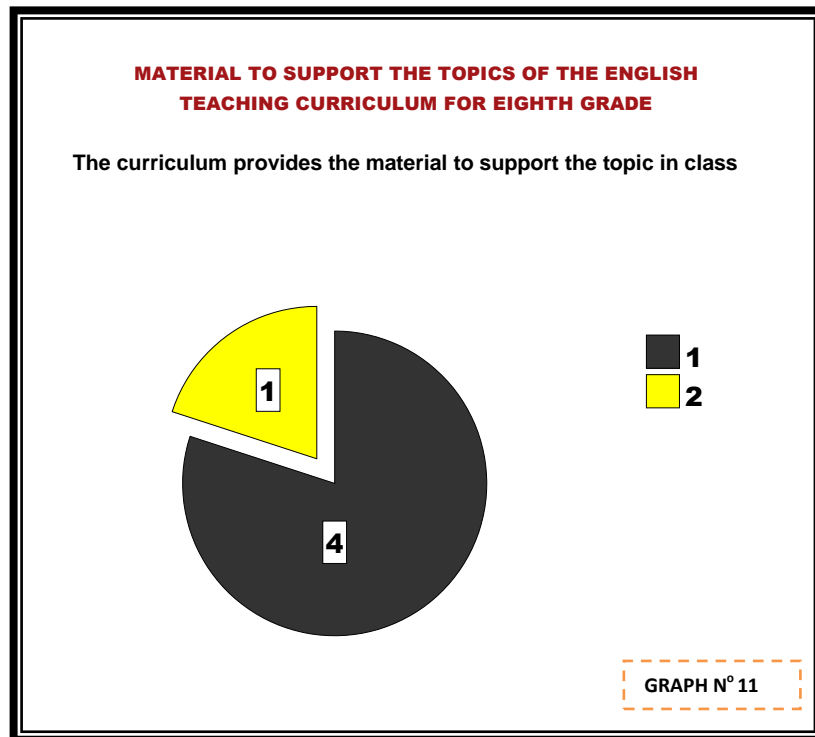


Evaluation checklist of the English teaching curriculum for junior high school-September 19, 2009

According to the English teaching curriculum for eighth graders, students are supposed to receive all the necessary knowledge during class time. The curriculum suggests evaluating students' English competences such as their speaking, reading, and writing production, among others. However, students' English competences are not evaluated in a real life situation, so junior high school students of public schools of El Salvador do not learn English for communication purposes. Also, the topics developed through the unit do not have all the necessary grammar explanation or the vocabulary to fulfill the

requirements of the previously mentioned type of evaluations.

4.6.2.5. *Material to support the topics in class*



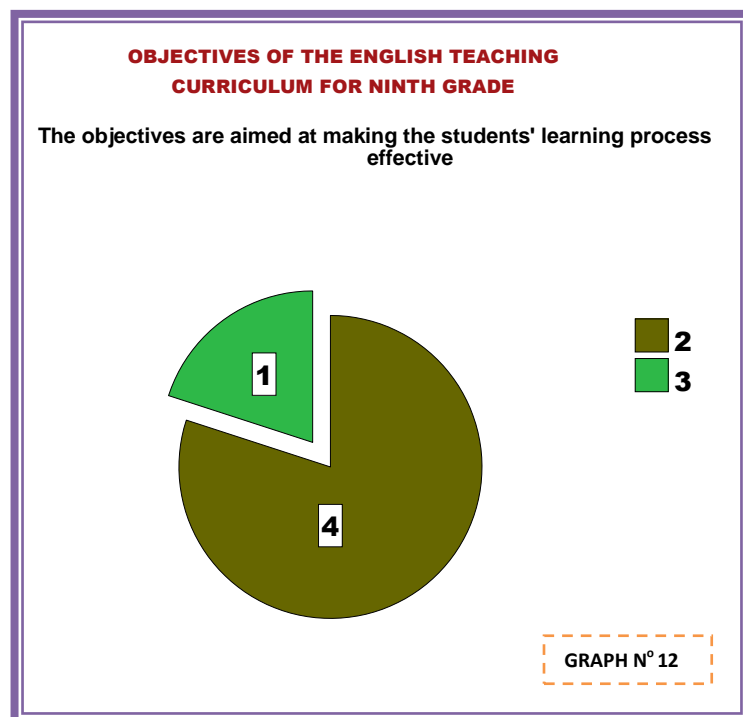
Evaluation checklist of the English teaching curriculum for junior high school-September 19, 2009

The eighth grade English teaching curriculum does not provide any audio-visual material to support the classes. The topics and the ideas to develop the different topics are presented, but no extra activities, photocopies, or flashcards for teachers to support their English classes, practice for students to use during class time, and at home are provided. As researchers explained in the theoretical framework of the present study, the use of materials to help the students learn easily and well is one of the most important aspects for successful

teaching and learning activities.

4.6.3. Results obtained from the evaluation of ninth grade English teaching curriculum for public schools of El Salvador

4.6.3.1. Effectiveness of objectives in students' learning process

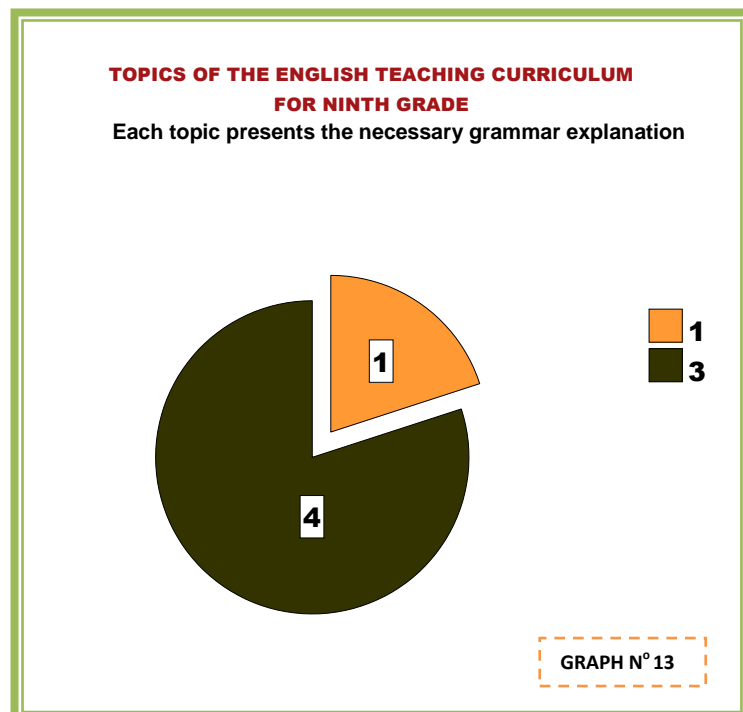


Evaluation checklist of the English teaching curriculum for junior high school-September 21, 2009

The objectives suggested in the English curriculum do not meet students' English learning necessities at the time they are in the English class. The objectives are mainly focused on using the grammar developed through each unit with individual writing activities about not interesting topics. In order to make

all the students get involved in their learning process, teachers should use interesting topics or activities to make students get enthusiastic, so they have an effective learning process during class time. Objectives presented in the ninth grade English teaching curriculum are teacher- centered, and they do not go further on the process of developing more abilities and knowledge concerning the English learning activities.

4.6.3.2. *Grammatical explanation of the topics*

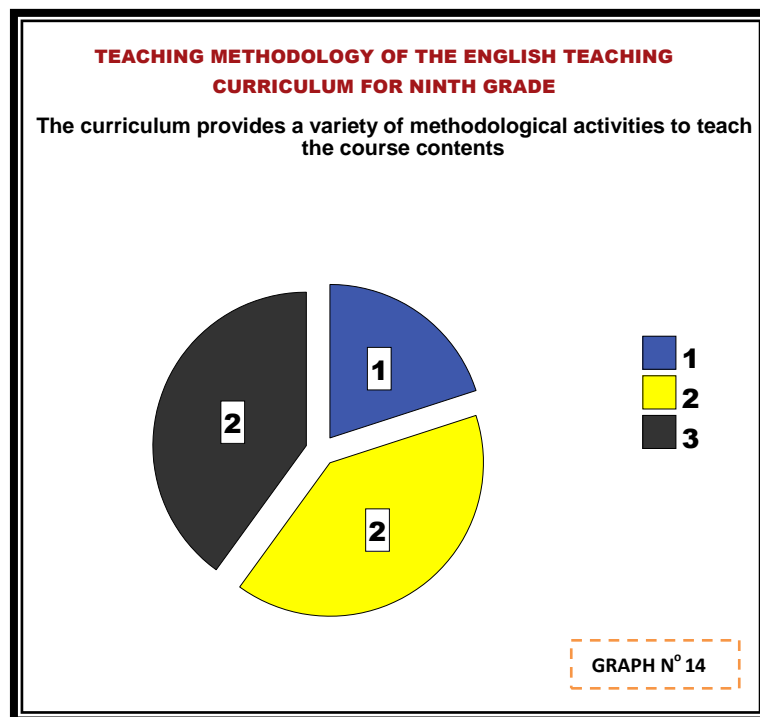


Evaluation checklist of the English teaching curriculum for junior high school-September 21, 2009

The ninth grade English teaching curriculum for public junior high schools does not present the necessary grammatical explanations or grammatical rules for students to acquire solid English learning in the most appropriate way. The

grammar provided by the teaching curriculum is really basic and simple. There are not extra practices for students to improve their knowledge and for them to insight the use of complete English sentences and English structures. It presents a set of vocabulary for students to relate with the topic of study, but it just presents one or two sentences as an example.

4.6.3.3. *Variety of methodological activities to teach the course contents provided in the curriculum*

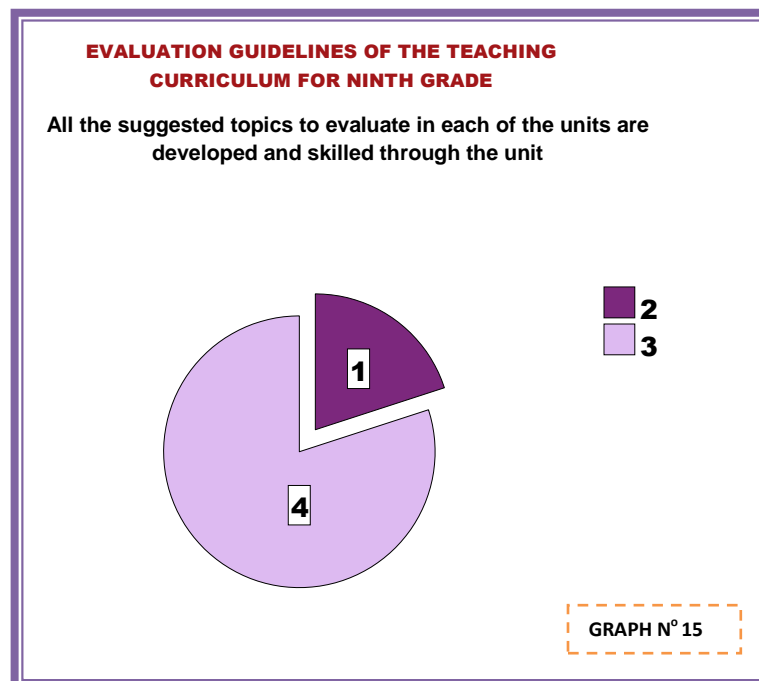


Evaluation checklist of the English teaching curriculum for junior high school-September 21, 2009

None of the six units of the English teaching curriculum for ninth graders contain the necessary classroom activities and ideas for developing an English

class in the most suitable way in order to keep students attentive and focused on the process. The curriculum does not provide enough alternatives to develop all the topics it contains. The teaching methodology suggested by the English teaching curriculum for ninth grade only includes drilling, such as repetition and mechanical activities to reinforce vocabulary learning.

4.6.3.4. *Fulfillment of the evaluation requirements*

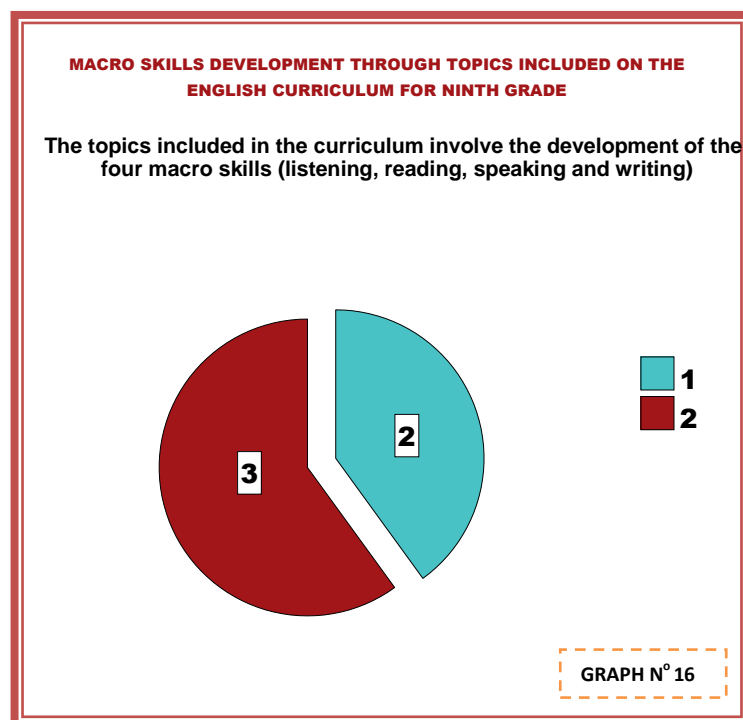


Evaluation checklist of the English teaching curriculum for junior high school-September 21, 2009

The ninth grade curriculum provides simple topics to be taught in a suitable way, taking into account the level of English knowledge of the students, and it also tries to emphasize that it is important to develop students' skills in order to encourage students to learn English as much as possible. The topics are

designed in an acceptable way to be evaluated in the most appropriate form. If the teacher follows exactly the way the topic is presented in the curriculum and adds extra activities to it, it may be possible to fulfill all the different requirements suggested in the achievement indicators with oral, written, and listening exams.

4.6.3.5. *Development of the four macro skills*

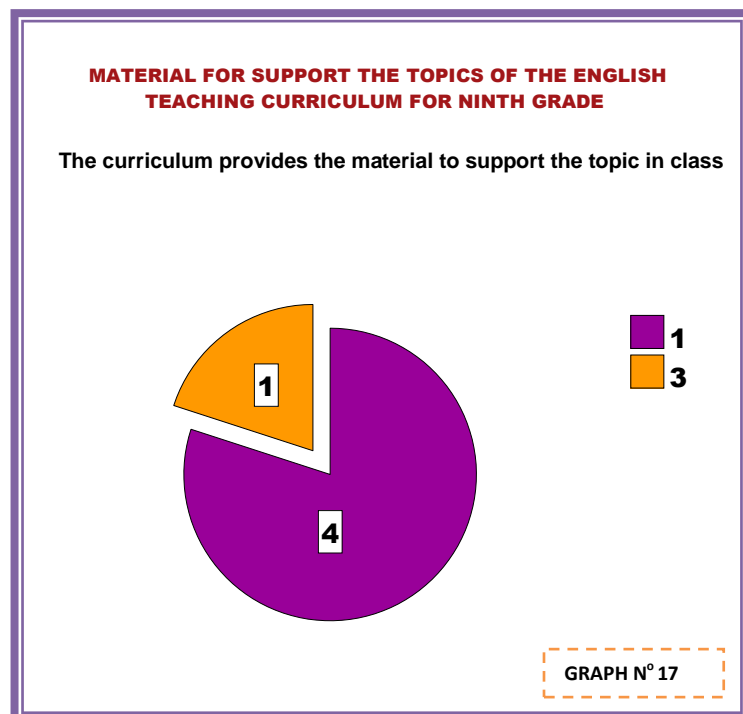


Evaluation checklist of the English teaching curriculum for junior high school-September 21, 2009

The development of the English teaching curriculum for public junior high schools of El Salvador focuses on two of the four-macro skills writing and listening. The presentation of the curriculum for ninth graders specifies that it is completely based on the communicative approach, but most of the activities contained in the curriculum are really designed for students to write and repeat

examples given by the teacher. It does not foster students' ability to create their own learning or their own examples through the use of free or semi-controlled practice.

4.6.3.6. *The curriculum provides the material to support the topic in class*



Evaluation checklist of the English teaching curriculum for junior high school-September 21, 2009

The curriculum does not provide any extra material to support the classes further than the one presented for the teacher to use during class time. There are not flashcards or printables for students to use during class time and as a support for homework assignments.

CHAPTER V

5.1. Discussion of results

To identify the main factors that affect seventh graders' English language learning process in public junior high school levels of El Salvador, researchers had to analyze the data gathered through the interviews administered to English students and teachers of the five public schools chosen for the study, the class observations carried out in the English classes of the chosen public schools, and the checklists used to check the current English teaching curriculum for public junior high school.

Through the interviews administered to the English students of the chosen population, researchers identified that when students take English in seventh grade, they face many challenges and barriers. For example, seventh graders do not feel comfortable and confident when they are taking English classes in seventh grade because they do not have the necessary English background to take part of the activities of the class. Stephen Krashen (1981) stated in his book "Principles and Practice in Second Language Acquisition" that language acquisition requires meaningful interaction in the target language, which he also calls as natural communication. Stephen Krashen states that the best way for students to learn is when they are not concerned with the form of their utterances but with the messages they are conveying and understanding in the target

language. This means that the poor participation and the poor motivation public junior high school students have in the English class is affecting their English language learning process.

On the other hand, although Mary Louise E. Baez de Bolaños states in her study “El Inglés como Lengua Internacional” that the teaching of English has overcome several educational changes and that English will continue being used as one of the most important languages to communicate, researchers observed that junior high school students of the chosen public schools do not actually give the necessary importance to the English subject. The data gathered showed that seventh graders know English is important in society, but they do not consider the English subject as important as the basic subjects such as mathematics, science, Spanish, and social studies. In the same way, Juan Carlos Portillo Flores states in “An overview of the TEFL situation in various countries” that to teach English in an environment where English is not given the necessary importance is too hard because a teacher needs to be well prepared when he is teaching the English language, but he points out that to achieve this is almost impossible especially when a teacher deals with students that do not care about the target language.

In addition to junior high school students’ attitude toward the English class, researchers observed that most English teachers make use of the Grammar Translation Method in order to teach their classes, and as a result, most English teachers are not helping students to develop the four macro-skills in

class because the English teaching techniques being used aim to develop students' writing skills rather than develop the students' writing, listening, speaking, and reading skills. Therefore, English teachers assess junior high school students' English language performance in class through the ability they have to translate or write certain words in English and not through the ability they have to communicate in the target language.

This study also reveals that English teachers of junior high school of El Salvador do not have the needed resources to teach their English classes effectively. One of the problems is that although there is an existing English teaching curriculum, most English teachers do not have access to it. The observations carried out in the five schools of the chosen population show that in most cases English teachers have to create their own material in order to teach their classes and that they do not have access to the necessary English teaching resources. In addition, the analysis of the current English teaching curriculum shows that the English teaching curriculum is not suitable for junior high school students' level of understanding of the target language because the topics it contains are too complex for students to understand them easily. This is a problem for public junior high school students because they do not have the necessary background to understand all the topics; consequently, students are not able to learn English effectively in this level.

As it has been explained above, learning English since junior high school is one of the most difficult challenges for public students because they have to

deal with various factors such as learning new grammar structures, new vocabulary, and the correct pronunciation of words to succeed in the English class. As Cao Chang Jie points out in her study, “The Research on a New Way in Elementary School English Teaching, 2007”, young children can develop a fascination for language if the methodology of the classroom stimulates and involves the learners as fully as possible. Thus, to include English in the elementary teaching curriculum in El Salvador will give public elementary school students the chance to become better professionals in the future since the sooner they start studying English, the better they will be able to develop all their English language skills. In conclusion, if the teaching of English is incorporated in public elementary school as part of the basic subjects, students can have the opportunity to overcome all those previously mentioned situations that are affecting their English language learning process in junior high school.

5.2. Conclusions

At the end of the present study, researchers conclude that the results obtained along the research study were satisfactory since they match with the expected results, the formulated objectives, and the posed research questions. Researchers found out that to incorporate the teaching of English in elementary school is mandatory so that public school students can be able to learn the English language more effectively. Thus, the researchers conclude that:

- A. Public junior high school students' motivation is low because they do not have the necessary English background when they start studying English; therefore, they are not confident enough to participate in the English class effectively because they are afraid of making mistakes.
- B. Students' poor participation in the English class does not help them to develop their four English macro-skills completely because they do not participate in the class activities actively.
- C. The English teaching methodology that most public junior high school teachers in El Salvador are using is the Grammar Translation Method; as a result, public junior high school students are poorly developing their writing skills because they are just learning to translate single words rather than using English language structures to create their own ideas.
- D. The way public junior high school English teachers in El Salvador are

assessing students' English skills does not aim to evaluate students' competences because the evaluation guidelines are based on assessing students' performance through the homework assignments they hand in and on assessing the results they obtain in their written exams.

- E. Most public schools do not provide public junior high school English teachers with the necessary audio-visual resources in order to help them to vary their English classes so that they can avoid students' frustration, boredom, and indiscipline during class time.
- F. Most English teaching techniques such as repetition drills, substitution drills and translation drills used by English teachers in public junior high school are not helping students to acquire the necessary English knowledge and to develop their English learning skills.
- G. The current English teaching curriculum is not designed to help public junior high school students to meet their public junior high school' English learning needs due to the weaknesses in its structure. The main deficiencies the current English teaching curriculum for junior high school contains are:
 - Most objectives of the current English teaching curriculum for public junior high school are not in accordance with the topics the curriculum presents in each unit of study.
 - The communicate approach suggested in the English teaching

curriculum for public junior high school levels is not developed through all the activities that the curriculum suggests.

- Most of the contents presented in the English teaching curriculum for public junior high school levels are too complex for students' level of understanding of the target language.
- Most of the contents of the English teaching curriculum for public junior high school levels are not related to each other through the units of study and through the different years of study.
- The evaluation guidelines suggested in the English teaching curriculum for public junior high school levels are not the same English teachers use at the moment they are assessing their students because the current curriculum suggests that students' four English macro-skills should be assessed through a variety of evaluation techniques such as oral exams, dictations, readings, and pair and group work activities. However, most public junior high school English teachers only use written exams to evaluate students' performance in the English class.

H. Incorporating the teaching of English in elementary school levels could help facilitate the English learning process for junior high school students because if they are exposed to the English language at elementary school, they could be able to enhance the English

knowledge they have year after year. In this way, students could be more willing to learn English, and therefore, they could overcome the English language deficiencies they currently face in public junior high school levels.

5.3. Recommendations

Upon concluding that incorporating the teaching of English in elementary school is mandatory and that the current English teaching curriculum for public junior high school is not effectively designed, the researchers consider it pertinent to state the following recommendations

5.3.1. Human resources

English should be taught by English teachers not by a teacher of any other subject. English teachers know about strategies and activities to have students involved in the English learning process to acquire English in the most successful way.

5.3.2. Teachers' training

The Board of Education should foster English teachers' constant updating in all the different approaches involved in the English teaching learning process such as the behaviorist, cognitive, and humanistic approaches. As technology is moving forward, teachers should be provided with many different ideas and strategies to improve their classes.

5.3.3. English teaching curriculum proposal

As a result of the present study, researchers have created a proposal to incorporate the teaching of English in elementary school levels. The proposal created by the researchers could help students be ready to acquire learning as it is described in the current English teaching curriculum for junior high school.

5.3.4. Further research

New studies could be built up based on the problematic situation presented in this study. Other researchers could base their investigations on creative ways to use the proposal made in this study to incorporate the teaching of English to elementary school levels to test its functionality and benefits in a real life situation.

5.3.5. Board of Education

People in charge of the creation of the English teaching curriculum for junior high school levels should reevaluate the structure and contents included in the curriculum in order to help junior high school English teachers be effectively trained so that they can have a better performance when they are teaching English to public school students.

5.3.6. Coordinator of the English teaching degree at National University of El Salvador

The Coordinator of the English Teaching Degree of the Western Multidisciplinary Campus of the University of El Salvador should require students in all the teaching related majors to have a good command of the English language and a good command of all the different English teaching approaches and techniques.

5.3.7. English teachers

English teachers should take the teaching of English seriously because they have to remember that they are the role models of students and that they are responsible for helping them to acquire this important language for their future. English teachers should always innovate their teaching according to the necessities and interests their students have.

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English Teaching Curriculum for Public Elementary Schools



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El Salvador, Santa Ana, 2009

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I-INTRODUCTION TO THE ENGLISH CURRICULUM FOR ELEMENTARY SCHOOL LEVELS

The English Curriculum for Elementary School levels focuses on the development of the four-macro skills (listening, speaking, reading, writing) in turn to fulfill all those students' necessities identified by the English teachers in different public schools around El Salvador. Since English teachers' main purpose is to guide the future society leaders, some variables have been taken into account in order to create the most suitable English teaching proposal for public elementary schools of El Salvador. The factors considered are well explained by the following questions and components:

Questions:	Components:
1. What English skills do students need to develop?	Main goals / Skills
2. What should English teachers develop in the classroom?	Interesting topics
3. What is the real role of an English teacher?	Methodologies / Techniques / Evaluation
4. What do teachers need to evaluate during the learning process?	Knowledge / Attitude Performance

The English Curriculum for Elementary School levels is focused on the most vital necessities that have been identified in the following aspects:

- ✓ Illustrations of the different aptitudes, knowledge and techniques that have been used along the teaching-learning process.
- ✓ Explanation of English structures according to students' necessities.
- ✓ The techniques and strategies that guide teachers to do their work aim to help students to understand, comprehend and get interested in the English language. Moreover, this proposal has some material that can be used to reinforce the teaching of English in elementary school..
- ✓ Evaluation takes place by using alternative evaluation criteria.

In sum, topics, indicators, procedures and attitudes are developed in every single unit that is part of the English teaching curriculum for public elementary school levels.

This English Curriculum for Elementary school has been created taking into account the kinds of abilities that can be developed in each of the learning levels. At the same time, it emphasizes on the English teachers' needs of being creative and effective. The main purpose of the English teaching curriculum for public elementary school levels is to help public elementary students learn English by reaching all the objectives mentioned in the teaching curriculum. The most vital characteristics of the English teaching curriculum for public elementary school level are explained as follows:

a) Main goals (skills development):

Goals are described according to the educational level, grade and in every single unit of study.

Goals are well structured in order to make students discover how to develop the four-macro skills for them to get benefits in their English learning process. Therefore, each objective relates to action verbs that guide the teaching-learning process by using English teaching methodologies and techniques.

b) Interesting topics:

The English Curriculum proposal for Elementary School levels shows interesting topics according to students' level of proficiency. This English teaching curriculum contains a variety of exercises that facilitate the teaching English learning process.

c) Methodologies and Techniques (Evaluation)

The English teaching methodologies and techniques that English teachers use when teaching have to meet all the expectations that they have previously

established for the English class. English teaching methodologies and techniques presented in the English teaching curriculum for public elementary schools of El Salvador are used for facilitating the teachers' role in the English class.

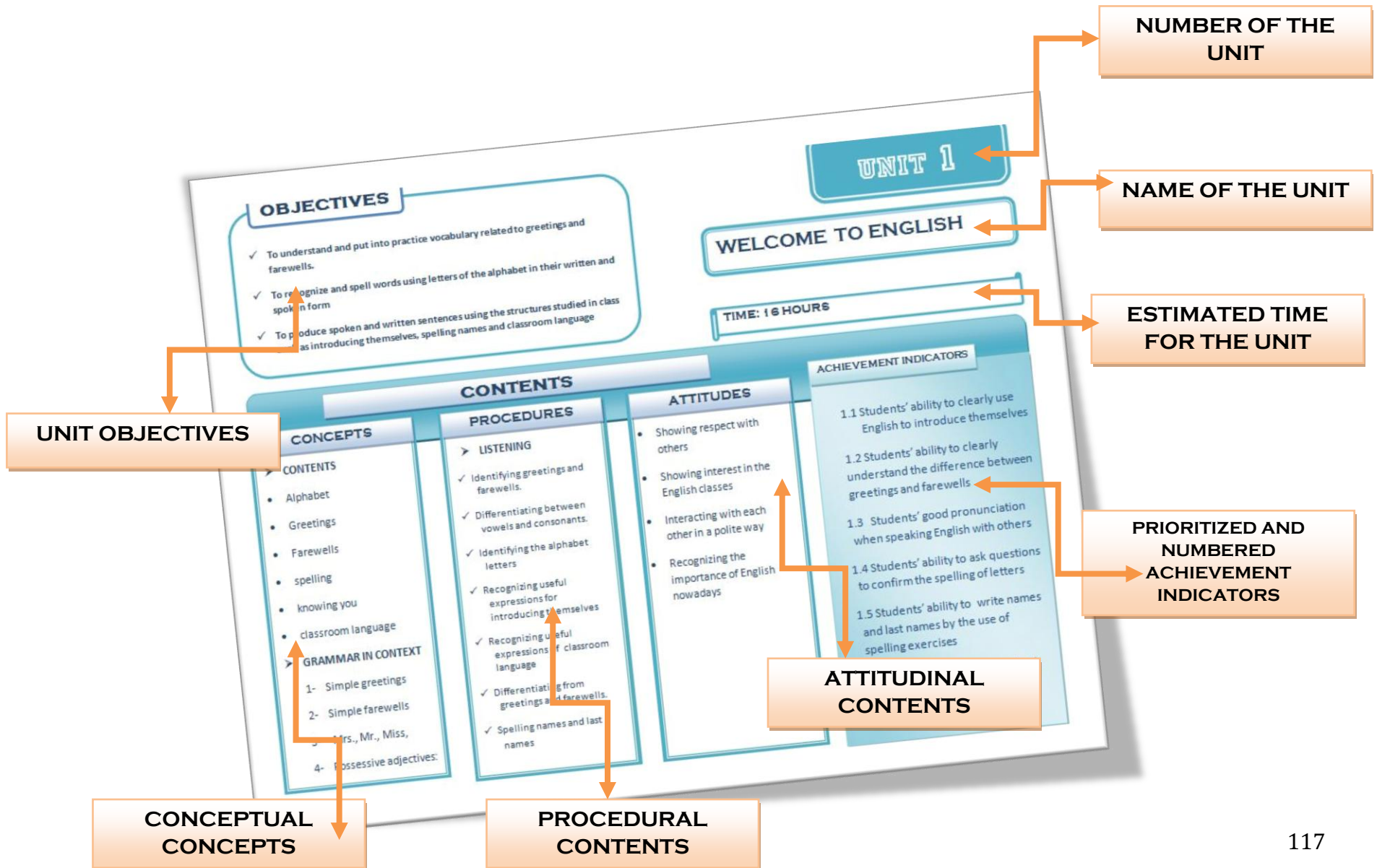
d) Knowledge / Attitude and Performance

Achievement indicators are the guide for teachers to know if students have been able to develop their English language skills through the different activities presented in the English class. Through these indicators, English teachers are able to know what to review in the English class in order to help students improve their English language knowledge.

How are units built up?

- **Units' elements:** They describe the unit sections.
- **Time investment:** It states the number hours that each unit needs to be developed.
- **Units' goals:** What the English teacher expects their students to achieve at the end of the school year.
- **Indicators:** They prove that students have gotten the information presented in each topic.

DESCRIPTION AND PRESENTATION OF THE LEARNING UNIT FORMAT



II-ELEMENTARY LEVEL CURRICULUM

The following chart describes the different subjects that are part of the teaching curriculum for elementary school, and this chart presents the corresponding teaching time in each week and per year for all the subjects taught in the public elementary school levels of El Salvador.

Although English is not part of the current teaching curriculum for elementary school levels, it has been included in order to give an idea of how much time English teachers can devote to the English subject. To include English in the current teaching curriculum for Elementary school of El Salvador might help English teachers to foster students' abilities to use the English language in class.

Subjects	First		Second		Third		Fourth		Fifth		Sixth	
	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year	Hours per week	Hours per year
Language and Literature	5	200	5	200	5	200	5	200	5	200	5	200
Math	5	200	5	200	5	200	5	200	5	200	5	200
Science	5	200	5	200	5	200	5	200	5	200	5	200
Social Studies	5	200	5	200	5	200	5	200	5	200	5	200
Physical Education	2	80	2	80	2	80	2	80	2	80	2	80
ENGLISH	2	80	2	80	2	80	2	80	2	80	2	80

If English classes are included in elementary school levels, there could be two hours of classes per week and eighty hours of classes per year. The five units of study that make up the curriculum for each of the grades could be developed in the following estimated time:

Grades	Units of study						Hours per year
	1	2	3	4	5	6	
FIRST	16	16	16	16	16	X	80
SECOND	16	16	16	16	16	X	80
THIRD	16	16	16	16	16	X	80
FOURTH	16	16	16	16	16	X	80
FIFTH	16	16	16	16	16	X	80
SIXTH	13	13	13	13	12	16	80

III-PRESENTATION OF ENGLISH TEACHING METHODS, LANGUAGE ACQUISITION, AND TOPICS TO DEVELOP

How important is English and its components?

The English Curriculum for Elementary School Levels aims to meet public elementary students' necessity of learning English. By using the appropriate English teaching methodologies, techniques, and approaches, English teachers can assure the acquisition of basic English learning competences.

This curriculum has been designed to help English teachers guide their students to develop their listening, speaking, reading, and writing skills in the English class.

What teaching methods are the most suitable ones?

Since the English teaching curriculum for elementary school levels of El Salvador is focused on helping English teachers guide public elementary students on the development of their four-macro skills, the following approaches have been taken into consideration because they might be the most suitable for helping students acquire the most basic English structures.

a) Communicative approach:

The communicative approach is based on the development of listening and speaking English skills since these are used for communication purposes. This approach lets teachers and students share ideas and thoughts that make them feel comfortable at

the moment of interacting in the English class by using the foreign language. While English teachers use the Communicative Approach in the English class, students have chances to do more free practice.

b) Grammar- translation method:

This method lets teachers emphasize the development of reading and writing English skills, so students have more opportunities to learn new vocabulary by translating the English words to their native language. Thus, the Grammar-translation method improves students' English language knowledge during the English learning process because this method lets students get familiar with the English grammar rules.

c) Total Physical Response(TPR):

The total Physical Response is one of the methods that help students learn a new language by coordinating speech and action. It allows students to react to the English language without thinking too much, facilitates long-term retention, and reduces students' anxiety and stress when they are learning English as a foreign language. This method is aimed at helping English teachers guide students so that they can develop their four-macro skills.

IV-METHODOLOGICAL GUIDELINES

The methodologies and techniques are guided to get the development of the four-macro skills by the use of all the suitable teaching approaches that provide positive results. Through the study of the fundamental issues, the main purpose is to make students learn how to LISTEN, SPEAK, READ and WRITE for them to succeed while learning a new language; moreover, students are going to be able to internalize their own English learning and discover their English abilities. That is why, English teachers must be conscious about the students' English language learning necessities.

How to deal with the Communicative Approach:

1. The purpose of the communicative approach is to make pupils get interested in English by the use of interacting activities. It starts working since they start producing. The use of this approach will let students be aware and conscious about their behavior while learning.
2. Since the communicative approach is through interaction, students and teachers have to create a good classroom environment for them to have great results.
3. Teachers and students are able to develop their good attitudes by showing harmony and team work.
4. It is important that the topics and techniques are well related at teaching English since students are the center of the class.
5. The communicative approach tries to establish a good classroom atmosphere by letting students have a nice relationship among themselves as well as with teachers.
6. Teamwork is the most appropriate way to work since they need to communicate with one another.
7. This approach let students learn while they share thoughts and ideas. The purpose is to develop students' skills as much as possible.
8. Teachers must have good communication with the students and they have to explain to them how the teaching process takes place through different strategies.
9. Teachers have to know the way they develop the strategies they choose. All the strategies have to be monitored.
10. Students' mistakes have to be used as motivation to improve the strategies in the learning process.

11. Extra material makes students learn English better since they can match it with real word. All kinds of materials should be creative and original in order to get students' attention.
12. The communicative approach let teachers use activities that do not need too much orientation. Thus, students have to share their ideas and thoughts.

How to deal with the Grammar Translation Method:

1. The Grammar translation Method emphasizes how to understand and use grammar rules while translation takes place.
2. Students are not required to have oral production.
3. This method is mostly teacher- centered.
4. This method depends on the translation of short paragraphs.
5. Error correction is hard since it makes students feel afraid of committing mistakes.
6. The priorities in this method are reading and writing skills.
7. Almost all classes are taught in the students' native language.
8. It is the easiest method to be used since it is only based on translation.
9. Students are asked to look for antonyms in a given passage.
10. This method is often based on fill-in-the blanks exercises.
11. The Grammar translation method allows students to learn vocabulary.
12. Pronunciation is not so important in this kind of method.

How to deal with the TPR (Total Physical Response)

1. The Total Physical Response is mostly based on the necessity to combine oral production and action.
2. Students must develop their listening skills before speaking.
3. It allows the teachers to approach the students in the target language through commands.
4. In this method, English must be taught naturally.
5. English is taught in order to develop the oral skill.
6. Imperatives are an important part in an everyday class in this method.
7. This method emphasizes the understanding of sentences through actions and gestures.
8. It does not emphasize on grammatical structures.

9. The Total Physical Response is designed for complete ESL beginners.
10. The use of pictures is relevant in this method.
11. Students are not pushed to speak until they are ready to do it.
12. Students are expected to learn by the use of sentences and not by the use of isolated words.
13. Error correction is not an obstacle for students because it is obvious that they are going to make mistakes when they first begin speaking.
14. Students are given exercises for them to develop their four- macro skills.

16. Promote cross-cultural understanding and harmonious exchange with other cultures.
17. Teach across the curriculum to facilitate the education of exemplifying human beings and future professionals.
18. Wrap up classes to elicit the intended class learning and move on with the certainty that students have internalized knowledge to be successful in the forthcoming classes.
19. Provide feedback in case it is needed; evaluate students' learning and your teaching

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The following methodological guidelines can be useful for teachers to plan and deliver English teaching in the classroom:

The following guidelines are part of the current English teaching curriculum for junior high school levels, and they can be perfectly used in elementary school levels to help teachers guide students through the best learning path for them to enjoy and exploit learning time to maximum

1. Explore background knowledge on the topic to be taught.
2. Begin classes with a lead-in or an icebreaker and present language in context.
3. Do controlled and free language practice.
4. Integrate macro skills and sub-skills in the teaching-learning process.
5. Time and pace your teaching.
6. Create situations for using language for communication in varied contexts.
7. Encourage students to communicate as early as possible in the teaching-learning process.
8. Mostly use target language in the classes.
9. Promote interaction and team work among students.
10. Use authentic materials and input as much as possible.
11. Provide opportunities for students to practice an array of language functions needed to go through basic survival situations as well as uncommon and complicated ones.
12. Care for equally promoting discourse fluency and accuracy.
13. Address students' cognitive needs as well as affective ones.
14. Create a comfortable, confident, and likeable teaching-learning atmosphere.
15. Use proper error correction techniques in order to avoid hurting students' feelings and hinder class participation.

²⁶ English Syllabus. Third Cycle Education, Ministerio de Educación de El Salvador 2008, page 16.

V- EVALUATION GUIDELINES

Evaluations components

When designing exams and distributing the evaluations system, teachers have to consider some important details such as having frequent evaluations, using dynamic activities, and creating them in a balanced system.

Skills to assess

Teachers have to do their best in order to develop the four-macro skills (LISTENING, SPEAKING, READING and WRITING) and check how proficiency has been provided.

How to evaluate “Listening”

This skill has to be assessed by getting a way to demonstrate if students have a good level of comprehension and it can be done by the use of recorded songs, articles, videos and even listening provided by teachers (it can be done through readings)

How to evaluate “Speaking”

Speaking is the ability to talk by making use of new vocabulary, and grammar structures. It can be evaluated through conversations.

How to evaluate “Reading”

To evaluate reading implies to make use of paragraphs or short stories that leave a positive message. Reading can be evaluated by the comprehension of the students while they interpret what they have understood.

How to evaluate “Writing”

This is the visual demonstration of what has been learned and how to show it to others. Thus, students have to evidence their evolutions in writing. This can be done by the use of different strategies.

How to face future

To develop and evaluate students' knowledge means they have to be ready for all the challenges that they can face in real life. Likewise, to learn a new language makes students to grow as persons and be able to manage their teaching learning process since they can find their own character at succeeding.

How to evaluate

At checking students' progress, many evaluations can be used and the most suitable are those that assess and explore all the four-macro skills that had been well fulfilled during their process. Teachers have to take into account the tasks students are able to do since they have gotten involved in the procedure. That means they are going to make use of oral, listening, and written exams for them to reassure their students are well prepared.

Suitable evaluations

Diagnostic test: it is for identifying what students know about the language and for having an idea of the weak and strong points to develop or to work on.

Progress test: teachers have to administer an exam or quiz at the end of each unit in order to know how well students can manage what they have been learning during that period.

Final test: when the course gets to its end, there must be an exam that evaluates all the teaching from the course; thus, teachers are going to realize about their work.

Aptitude test: it is applied in order to know what kind of learners students are, and in that way, teachers are going to know what kind of exams they have to design for their students.

Criteria for Evaluations

Oral exams: when evaluating oral proficiency in students, there are some points that have to be considered such as vocabulary, fluency, grammar structure, communicative ability, listening comprehension and pronunciation. The purpose is to dig in for developing speaking as much as possible.

Written exams: In the written test, there are some things that need to be explored and they are organization, grammar structure, vocabulary, and mechanics while expressing their ideas and thoughts. What teachers expect is to develop and make students able to write their own ideas.

GENERAL OBJECTIVES FIRST GRADE

recognize words using letters of the alphabet in their written and spoken form

learn the variety of vocabulary related with food and other nutritionals

recognize the different words studied in class and apply them while practicing simple sentences

AT THE END OF FIRST GRADE STUDENTS WILL BE ABLE TO:

learn about the different family members or relatives who belong to my family.

produce the basic names of all animals to be able to express which students' preferences are.



FIRST GRADE

OBJECTIVES

- ✓ To put into practice vocabulary related to greetings and farewells.
- ✓ To spell words using letters of the alphabet in their written and spoken form
- ✓ To produce spoken and written sentences using the structures studied in class such as introducing themselves, spelling names, and classroom language

UNIT 1

WELCOME TO ENGLISH

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - Alphabet
 - Greetings
 - Farewells
 - Spelling
 - Knowing you
 - Classroom language
- **GRAMMAR IN CONTEXT**
 - 1- Simple greetings
 - 2- Simple farewells
 - 3- Mrs., Mr., Miss,

PROCEDURES

- **LISTENING**
 - ✓ Identifying greetings and farewells.
 - ✓ Differentiating between vowels and consonants.
 - ✓ Identifying the alphabet letters
 - ✓ Recognizing useful expressions for introducing themselves
 - ✓ Recognizing useful expressions of classroom language
 - ✓ Differentiating greetings and farewells.
 - ✓ Spelling names and last names

ATTITUDES

- Showing respect towards others
- Showing interest in the English classes
- Interacting with each other in a polite way
- Recognizing the importance of English nowadays

- 1.1 Students' ability to clearly use English to introduce themselves
- 1.2 Students' ability to clearly understand the difference between greetings and farewells
- 1.3 Students' ability to show good pronunciation when speaking English with others
- 1.4 Students' ability to ask questions to confirm the spelling of letters
- 1.5 Students' ability to write names and last names by the use of spelling exercises

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

4- Possessive adjectives:

My, your, his, her.

Vocabulary:

Names

- First
- Middle
- Last

➤ USEFUL EXPRESSIONS

- May I go to the bathroom?
How do you say...? How do you spell...? How are you?
How are you doing? Could you spell...? Could you spell your...? Fine, ok, not bad, hello, nice to meet you, nice to meet you too, good morning, good afternoon, good night, good evening, see you soon, see you later, so long, good bye, Bye bye,

PROCEDURES

➤ SPEAKING

- ✓ Introducing oneself
- ✓ Greeting each other
- ✓ Spelling names and last names
- ✓ Greeting people
- ✓ Using classroom language during class

➤ READING

- ✓ Recognizing greetings and farewells
- ✓ Recognizing letters of the alphabet

➤ WRITING

- ✓ Writing names and last names by spelling
- ✓ Writing short sentences using greetings and farewells
- ✓ Writing spelled words

ATTITUDES

- Showing interest when learning different classroom vocabulary
- Expressing their own ideas about their likes and dislikes
- Sharing with others about their possessions
- Respecting others' opinions about vocabulary and possessions

1.6 Students' ability to write short sentences using greetings and farewells

1.7 Students' ability to clearly differentiate vowels from consonants

1.8 Students' ability to greet each other in the correct way

1.9 Students' ability to write the vocabulary in the correct way

1.10 Students' ability to read in English with good pronunciation

1.11 Students' ability to make use of the useful expressions with good pronunciation

1.12 Students' ability to try to communicate with each other using the target language

OBJECTIVES

- ✓ To recognize the different words studied in class and use them while writing simple sentences during class time.
- ✓ To differentiate the shapes and their names in English to be used in sentences during class time.
- ✓ To express their likes and dislikes about colors in English using basic vocabulary.

UNIT 2

MY WORLD

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ CONTENTS

- Colors
- Shapes
- Classroom objects
- Toys
- Favorite objects

➤ GRAMMAR IN CONTEXT

My favorite color is...

My favorite object is my...

PROCEDURES

➤ LISTENING

- ✓ Listening to the vocabulary pronunciation
- ✓ Repeating what the teacher says
- ✓ Recognizing and pronouncing the names of the objects by themselves

➤ SPEAKING

- ✓ Saying the correct name of each of the objects
- ✓ Spelling the different names of the vocabulary

ATTITUDES

2.1 Students' ability to clearly use English when repeating the vocabulary after the teacher

2.2 Students' ability to clearly understand the meaning of the vocabulary studied.

2.3 Students' ability to identify the pronunciation of the different classroom objects

2.4 Students' ability to identify the names of the different shapes in English

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ VOCABULARY

1- colors

red, yellow, green,
White, Black, Pink,
brown, orange, blue, light
blue, purple, gray,

2- shapes

square, circle, rectangle,
triangle, oval

3- Classroom objects

backpack, eraser, pen,
pencil, notebooks, books,
ruler, pencil case, desk,
board, chair, marker,
scissors

4- Toys

dolls, toy car, teddy bear,
cuddle toy, videogame,
computer, cell phone,
ball, spinning top, rope,
frisbee, plastic toys, kite,
marvels, jax, skates,
skateboard, yoyo

5- Favorite objects

PROCEDURES

➤ READING

- ✓ Reading the names on the board or on different charts with the help of the teacher
- ✓ Recognizing different shapes and objects
- ✓ Recognizing different colors from the environment

➤ WRITING

- ✓ Writing the words from the vocabulary in the correct way
- ✓ Writing spelled words from the new ones being used.

ATTITUDES

2.5 Students' ability to clearly express their likes and dislikes about colors

2.6 Students' ability to write different vocabulary correctly

OBJECTIVES

- ✓ To learn about the different kinds of animals that exist by listening to the name of all animals and by writing down their names in order to be able to students' favorite animals.
- ✓ To produce the basic names of all animals to be able to express students' preferences
- ✓ To make students participate during class in order to encourage students to produce the English language for communication purposes

UNIT 3

NATURE AROUND ME

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - Pets
 - zoo animals
 - wild animals
 - sea animals
 - farm animals
 - plants
- **GRAMMAR IN CONTEXT**
 - ✓ My favorite animal is
- **VOCABULARY**
1- PETS
dog, cat, parrot, fish, rabbit, frogs, iguana, hamster, tortoise, lizard.

PROCEDURES

- **LISTENING**
 - ✓ Recognizing the most common animals of each category.
- **SPEAKING**
 - ✓ Repeating the name of the animals that were identified.
 - ✓ Spelling names of the different animals.
 - ✓ Talking about their favorite animal.
- **READING**
 - ✓ Recognizing the names of animals.

ATTITUDES

- ✓ Showing interest in learning the names of the most common animals.
- ✓ Saying which is students' favorite animal.

- 3.1 Students' ability to identify the pronunciation of the names of the different animals
- 3.2 Students' ability to spell the name of all animals correctly
- 3.3 Students' ability to clearly express which their favorite animal is.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

2- ZOO ANIMALS

monkeys, lions, tiger, elephant, giraffe, wolf, bear, snakes, hippopotamus, rhinoceros.

3- WILD ANIMALS

tiger, buffalo, bat, bear, cheetah, deer, eagle, fox, gorilla, leopard

4- SEA ANIMALS

seal, whale, dolphin, porpoise, tuna, shark, killer whale, octopus, squid, fish

5- **FARM ANIMALS** caw, bull, heifer, calf, sheep, lam, chicken, rooster, goat, pig

6- PLANTS

Plant, flowering plant, seeds, soil, leaves, stem, roots, flowers, ground, sun, sepal, petals.

PROCEDURES

➤ WRITING

- ✓ Copying the names of all the different animals.
- ✓ Spelling the most common names.
- ✓ Writing a list of students' favorite animals.

ATTITUDES

OBJECTIVES

- ✓ To learn about the different family members or relatives who belong to my family.
- ✓ To know the basic names of all family members to use them in simple sentences
- ✓ To encourage students to actively participate in class.

UNIT 4

MY FAMILY TREE

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - ✓ My family
 - ✓ Relatives
 - ✓ Types of families
 - Big
 - Small
 - Mix
- **GRAMMAR IN CONTEXT**
 - ✓ He is my....
 - ✓ She is my...
 - ✓ They are my ...
 - ✓ We are ...
- **VOCABULARY**
- 1. FAMILY**
mother, father, sister,
brother, son, daughter,
kids

PROCEDURES

- **LISTENING**
 - ✓ Listening to the vocabulary pronunciation
 - ✓ Repeating what the teacher says
 - ✓ Recognizing and pronouncing the different names of the family members
- **SPEAKING**
 - ✓ Saying the correct name of each family member
 - ✓ Spelling the different names of the vocabulary

ATTITUDES

- Showing interest when learning the new vocabulary
- Expressing their own ideas about their families
- Sharing information about their family members and relatives
- Stating his/ her favorite relatives and family members

4.1 Students' ability to clearly use English to tell about his/ her family members

4.2 Students' ability to show good pronunciation when speaking about family members using the target language

4.3 Students' ability to write about family members' by the use of spelling exercises

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

dad, mom, parent, parents, child, children, wife, husband, spouse

2- RELATIVES

grandmother, grandfather, uncle, aunt, cousin, nephew, niece, grandma, grandson, granddaughter, grandchild

3- TYPES OF FAMILY

✓ Big family VOCABULARY

parents, children, cousins, aunts, uncles, grandparents, foster children

✓ Small family VOCABULARY

mother, father, and children

✓ OPTIONAL VOCABULARY

groom, bridegroom, wife, husband, spouse, father-in-law, mother-in-law, parents-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, godfather, godson, godmother, goddaughter, godchild

PROCEDURES

➤ READING

- ✓ Reading the names from the board or from different charts with the help of the teacher

- ✓ Recognizing different family members

➤ WRITING

- ✓ Writing the words from the vocabulary in the correct form

- ✓ Writing spelled words listed in the vocabulary

ATTITUDES

4.4 Students' ability to write short sentences using all of the family members' names

4 4.5 Students' ability to express ideas about the type of family he/she has

5

OBJECTIVES

- ✓ To learn the variety of vocabulary related with food and other nutritionals
- ✓ To recognize the vocabulary they know.
- ✓ To learn the five basic food groups.
- ✓ To recognize the five basic food groups

UNIT 5

IT IS DELICIOUS!

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- CONTENTS:
 - Fruits and vegetables
 - Meat and proteins
 - Snacks
 - Desserts
 - Drinks

GRAMMAR IN CONTEXT:

- Verb BE... "IS, ARE"
 - It is an **apple**.
 - It is a **tomato**.
 - They are **bananas**.
 - They are **onions**.

PROCEDURES

- LISTENING:
 - ✓ Identifying the different fruits and vegetables
 - ✓ Recognizing food's nutrients, vitamins, etc.
 - ✓ Classifying all the food categories
 - ✓ Recognizing pronunciation

ATTITUDES

- Being interested in the new information that is going to be shared
- Being respectful to the teacher and classmates
- Participating in oral drills for learning pronunciation
- Creating a comfortable environment with another language
- Cooperating and being nice with the teacher and classmates

- 5.1 Students' ability to identify and classify food in the appendixes
- 5.2 Students' ability to share information of food, fruits, vegetables, desserts, snacks, etc
- 5.3 Students' ability to classify the kinds of food into the five basic groups (Vegetables, Fruits, Meat, Snacks and Drinks)
- 5.4 Students' ability to tell about their favorite fruit, food, snack, meat, or drink by drawing

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

VOCABULARY:

- **FRUITS AND VEGETABLES:**
 - cherry, raspberry, strawberry, pineapple, pear, grapes, mango, eggplant, lettuce, broccoli, peas, pepper, carrot, etc (USE APPENDIX 5A and 5B)
- **MEAT AND PROTEINS**
 - chicken, pork, fish, beef, lamb, shellfish, crabs, bread, etc (USE APPENDIX 5C)
- **SNACKS:**
 - french fries, pizza, sandwiches, hot dog, chocolate, potato chips, candy, milkshake, etc (USE APPENDIX 5D)
- **DESSERTS:**
 - cheese cake, apple pie, ice cream, fruit salad, donut, etc()

PROCEDURES

➤ **SPEAKING:**

- ✓ Repeating vocabulary
- ✓ Correcting pronunciation
- ✓ Identifying vocabulary
- ✓ Naming fruits, vegetables, meat, protein, desserts, snacks, and drinks

➤ **WRITING:**

- ✓ Identifying vocabulary about food
- ✓ Writing sentences about the food they do not like
- ✓ Writing sentences telling what their favorite food (fruit, vegetable, etc) is.
- ✓ Matching vocabulary with pictures

ATTITUDES

CONTENTS

CONCEPTS

➤ DRINKS:

- water, soda, juice, milk, lemonade, tea, beer, etc

USEFUL PHRASES:

I like

I do not like...

I love....

My favorite... is...

PROCEDURES

ATTITUDES

ACHIEVEMENT INDICATORS

GENERAL OBJECTIVES SECOND GRADE



OBJECTIVES

- ✓ To understand vocabulary related to greetings and farewells.
- ✓ To put into practice vocabulary related to greetings and farewells.
- ✓ To spell words using letters of the alphabet in their written and spoken form
- ✓ To produce spoken and written sentences using the structures studied in class such as introducing themselves, spelling names and classroom language

UNIT 1

GETTING STARTED

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - alphabet
 - spelling
 - classroom language
 - student's favorites
 - personal information
 - getting to know your classmates
- **GRAMMAR IN CONTEXT**
 - MY NAME IS...
 - MY FAVORITE TOY IS..
 - I AM...
 - WHAT IS YOUR NAME?
 - MAY I...?

PROCEDURES

- **LISTENING**
 - ✓ Differentiating between A-E-I/ B-V/C-D-P/C-Z
 - ✓ Identifying the alphabet letters by spelling
 - ✓ Recognizing useful expressions for introducing themselves
 - ✓ Recognizing useful expressions of the classroom language
 - ✓ Identifying expressions used to ask someone's name or name spelling.
 - ✓ Spelling names and last names

ATTITUDES

- Showing respect towards others
- Showing interest in the English classes
- Interacting with each other in a polite way
- Recognizing the importance of English nowadays

- 1.1 Students' ability to clearly use English to introduce themselves
- 1.2 Students' ability to clearly understand others ideas about the topic
- 1.3 Students' ability to show good pronunciation when speaking with others
- 1.4 Students' ability to ask questions to get personal information
- 1.5 Students' ability to write names and last names by spelled exercises

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ USEFUL EXPRESSIONS

- **What is your name?**
- **How do you spell it?**
- **What objects are there in the classroom?**

➤ VOCABULARY

1-CLASSROOM LANGUAGE

-Open your book, close your book, May I go out? May I come in?

2-CLASSROOM OBJECTS

-board, eraser, book, notebook, pencil, pen, desk, chair, table, correction pen, pencil sharpener, backpack, pencil case, box,

3-TOYS AND OTHER OBJECTS

-dolls, toy car, teddy bear, cuddle toy, videogame, computer, cell phone, ball, spinning top, rope, frisbee, plastic toys, kite, marvells, jax, skates, skateboard, yoyo

PROCEDURES

➤ SPEAKING

- ✓ Introducing themselves
- ✓ Spelling names and last names
- ✓ Expressing ideas about favorites
- ✓ Using classroom language during class to communicate

➤ READING

- ✓ Recognizing classroom language
- ✓ Reading about vocabulary used during class
- ✓ Recognizing letters of the alphabet

➤ WRITTEN

- ✓ Writing names and last names by listening to spelling exercises
- ✓ Writing short sentences and using greetings and farewells
- ✓ Writing spelled words

ATTITUDES

- Showing interest when learning different vocabulary from the classroom
- Expressing their own ideas about their likes and dislikes
- Sharing with others about their possessions
- Respecting others' opinions about vocabulary and possessions

- 1.6 Students' ability to write short sentences using personal information
- 1.7 Students' ability to clearly differentiate vowels from consonants
- 1.8 Students' ability to greet each other in the correct way using the target language
- 1.9 Students' ability to write the vocabulary in the correct way
- 1.10 Students' ability to read with good pronunciation
- 1.11 Students' ability to use the useful expressions with good pronunciation
- 1.12 Students' ability to try to communicate with each other using the target language

OBJECTIVES

- ✓ To identify the different parts of the house and furniture vocabulary
- ✓ To describe what students have in their houses
- ✓ To learn the vocabulary of the unit
- ✓ To understand the vocabulary of the unit

UNIT 2

MY HOUSE

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ CONTENTS

- The living room
- The bedroom
- The kitchen
- The bathroom
- The dining room
- The garage

➤ GRAMMAR IN CONTEXT

There is a _____
in my _____

PROCEDURES

➤ LISTENING

- ✓ Listening to the object pronunciation
- ✓ Repeating what the teacher says
- ✓ Recognizing and pronouncing the names of the objects by themselves

➤ SPEAKING

- ✓ Saying the correct name of each of the objects
- ✓ Spelling the different names of the vocabulary
- ✓ Expressing personal information about their houses

ATTITUDES

- Demonstrating interest at the time of learning about the parts of the house
- Expressing its own information about the objects from the different rooms in his-her house
- Cooperating with the teacher and classmates during class activities

- 2.1 Students' ability to clearly use English when repeating the vocabulary after the teacher
- 2.2 Students' ability to clearly understand the meaning of the vocabulary
- 2.3 Students' ability to identify the pronunciation of the different classroom objects
- 2.4 Students' ability to identify objects that belong to the different places of the house

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ VOCABULARY

1. THE LIVING ROOM

bookcase, television, phone, table, flower pot, sofa, armchair, lamp, picture, photo, DVD, videogame

2. THE BEDROOM

bed, pillow, shoes, jeans, socks, poster, carpet, pillow, cuddle toy, toy car, doll, TV, DVD, computer

3. THE KITCHEN

stove, blender, dishes, fork, knife, spoon, pan, bowl, sink, dishwasher, mixer, cups, trash can, toaster, refrigerator, microwave

4. THE BATHROOM

toilet, toilet paper, curtain, pictures, shower, shampoo, soap, mirror, rug, toothpaste, toothbrush

5. THE DINING ROOM

table, chairs, tablecloth, flowerpot, sugar bowl, salt, pepper, breadbasket

6. THE GARAGE

car, bike, ball, old stuff, magazines, cartoon box, hose, basket, newspaper

PROCEDURES

➤ READING

- ✓ Reading the names of the parts of the house and the different objects of the vocabulary from the board or from different charts with the help of the teacher

- ✓ Understanding the names the parts of the house and the different objects of the vocabulary and their pronunciation by reading the names on a chart or on the board

- ✓ Recognizing different objects of each different part of the house

➤ WRITING

- ✓ Writing the words of the vocabulary in the correct way to create simple sentences.
- ✓ Writing spelled words from vocabulary
- ✓ Drawing and labeling the presented vocabulary.

ATTITUDES

- 2.5 Students' ability to accurately create sentences to talk about the objects in his-her house
- 2.6 Students' ability to write the names of the different vocabulary correctly
- 2.8 Students' ability to answer oral questions about objects in his-her house
- 2.9 Students' ability to scan newspapers and magazines to get pictures related to the vocabulary
- 2.10 Students' ability to correctly label pictures with the corresponding names of furniture

OBJECTIVES

- ✓ To learn about numbers from zero to twenty in the target language
- ✓ To use numbers in simple class activities
- ✓ To share personal information about numbers and ages in the target language

UNIT 3

LET'S COUNT

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - numbers 0-20
 - age
 - spelling numbers
 - counting
 - phone numbers
- **GRAMMAR IN CONTEXT**
 - ✓ I am _____ years old
 - ✓ My phone number is _____
 - ✓ What is your telephone number?
 - ✓ What is your name?
 - ✓ How old are you?
 - ✓ How do you spell?

PROCEDURES

- **LISTENING**
 - ✓ Recognizing numbers from zero/oh/0 to twenty/20
 - ✓ Identifying expressions used to ask someone's name or name spelling.
 - ✓ Distinguishing the **-teen** from **-ty** endings in numbers from 13 to 19 and from 20
- **SPEAKING**
 - ✓ Repeating the name of the numbers with its correct pronunciation
 - ✓ Spelling the names of the numbers

ATTITUDES

- ✓ Showing interest in learning others' telephone numbers
- ✓ Expressing interest by actively participating in class
- ✓ Showing acceptance and tolerance of errors in spelling and identifying numbers

- 3.1 Students' ability to identify the pronunciation of numbers
- 3.2 Students' ability to spell the name of numbers correctly
- 3.3 Students' ability to clearly say which his/her telephone number is
- 3.4 Students' ability to write down the names of the numbers correctly

CONTENTS

CONCEPTS

➤ USEFUL EXPRESSIONS

-Excuse me, thank you, sorry,
can you repeat,

➤ VOCABULARY

- * zero-oh
- * one
- * two
- * three
- * four
- * five
- * six
- * seven
- * eight
- * nine
- * ten
- * eleven
- * twelve
- * thirteen
- * fourteen
- * fifteen
- * sixteen
- * seventeen
- * eighteen
- * nineteen
- * twenty

PROCEDURES

- ✓ Saying their telephone numbers to class
- **READING**
 - ✓ Recognizing the names of animals.
- **WRITING**
 - ✓ Copying the names of numbers
 - ✓ Writing down information from others about telephone numbers
 - ✓ Writing a list of students' names and age
 - ✓ Spelling names of numbers from zero/oh to twenty

ATTITUDES

ACHIEVEMENT INDICATORS

3.5 Students' ability to respectfully express personal information about age and phone numbers

3.6 Students' ability to actively participate on repetition and counting drills

OBJECTIVES

- ✓ To learn about the different professions and occupations of people
- ✓ To share information about the different professions and occupations of people in their family
- ✓ To encourage students to express their ideas about their future plans

UNIT 4

I WANT TO BE

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - professions
 - occupations
 - professions in my family
 - I want to be
- **GRAMMAR IN CONTEXT**
 - ✓ He is a...
 - ✓ She is a...
 - ✓ They are ...
 - ✓ I want to be a ...
- **VOCABULARY**
- 2. PROFESSIONS**

Lawyer, accountant, doctor, computer technician, business administrator, architect,

PROCEDURES

- **LISTENING**
 - ✓ Listening to the vocabulary pronunciation
 - ✓ Listening to other pronunciation with simple repetition drills
 - ✓ Recognizing and pronouncing the different professions and occupations
- **SPEAKING**
 - ✓ Saying the correct name of the different professions and occupations with the use of images by the teacher.

ATTITUDES

- ✓ Showing interest when learning the new vocabulary
- ✓ Participating in oral exchanges actively
- ✓ Sharing their ideas for the future about what they want to be.
- ✓ Sharing information about family members' professions and occupations
- ✓ Being interested in classmates' participation

- 4.1 Students' ability to clearly use English to tell about his/ her family members
- 4.3 Students' ability to show good pronunciation when speaking about professions and occupations
- 4.3 Students' ability to write vocabulary correctly from spelled exercises
- 4.4 Students' ability to write grammatically correct short sentences using the vocabulary from classes

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

consultant, banker, teacher, journalist, chef, engineer, governor, translator, pilot, flight attendant, politician, scientist, manager, receptionist, veterinarian, police officer, psychologist, pharmacist, priest, dentist, nurse

3. OCCUPATIONS

plumber, secretary, hairdresser, dressmaker, house worker, farmer, salesperson, bus driver, taxi driver, tailor, mechanic, cook, butcher, shoemaker, security guard, singer, dancer, soccer player, janitor, pastor, fisherman, soldier, street sweeper, garbage collector, electrician, carpenter

PROCEDURES

- ✓ Spelling the different names of the vocabulary
- ✓ Using simple substitution drills with the different professions and occupations with the sentence: "I want to be a.... (lawyer, dentist, teacher)"
 - **READING**
- ✓ Reading the names from the board or from different charts with the help of the teacher
- ✓ Recognizing different professions from pictures with names
 - **WRITING**
- ✓ Writing the words from the vocabulary their notebooks representing them with drawings.
- ✓ Writing spelled words from vocabulary
- ✓ Writing simple sentences about them and about their family-.

ATTITUDES

4.5 Students' ability to accurately write down the different names of the vocabulary

OBJECTIVES

- ✓ To learn to use the variety of vocabulary related with places in town and means of transportation
- ✓ To produce oral and written language related with places in town and means of transportation.

UNIT 5

MY TOWN

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- CONTENTS:
 - my neighborhood
 - downtown
 - places to have fun
 - means of transportation

GRAMMAR IN CONTEXT:

- There is a _____ near my house.
- There is a _____ downtown
- I come to school by _____ (means of transportation)

PROCEDURES

- LISTENING:
 - ✓ Identifying the pronunciation of the words and sentences from the vocabulary
 - ✓ Recognizing the difference between neighborhood and downtown
 - ✓ Classifying all the means of transportation
 - ✓ Associating vocabulary with written information

ATTITUDES

- Showing interest towards the topics of study
- Respecting others' ideas and paying attention to pronunciation mistakes.
- Showing acceptance and tolerance of errors as part of the learning process
- Being an active part of the activities during class time
- Cooperating and being nice with the teacher and classmates

- 5.1 Students' ability to identify the words belonging to the vocabulary
- 5.2 Students' ability to share information about his-her neighborhood
- 5.3 Students' ability to create simple sentences using the vocabulary presented by the teacher
- 5.4 Students' ability to express his-her ideas about favorite places to have fun
- 5.5 Students' ability to label illustrations related to places in town.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

VOCABULARY:

- **MY NEIGHBORHOOD**
grocery store,
barbershop, bakery, bus
stop, school, park, clinic,
drugstore, market
- **DOWNTOWN**
main hall, restaurant,
bookstore, library,
airport, bank,
department store,
supermarket, parking
lots, videogame arcade,
hospital, jail, police
station, bar, hotel, gas
station,
- **PLACES TO HAVE FUN**
zoo, beach, touristic
places, swimming pools
place, movies,
discotheques, park
- **MEANS OF
TRANSPORTATION**
bus, bike, car, motorbike,
plane, airplane,
helicopter, foot, scooter,
skateboard, ship, boat,
train

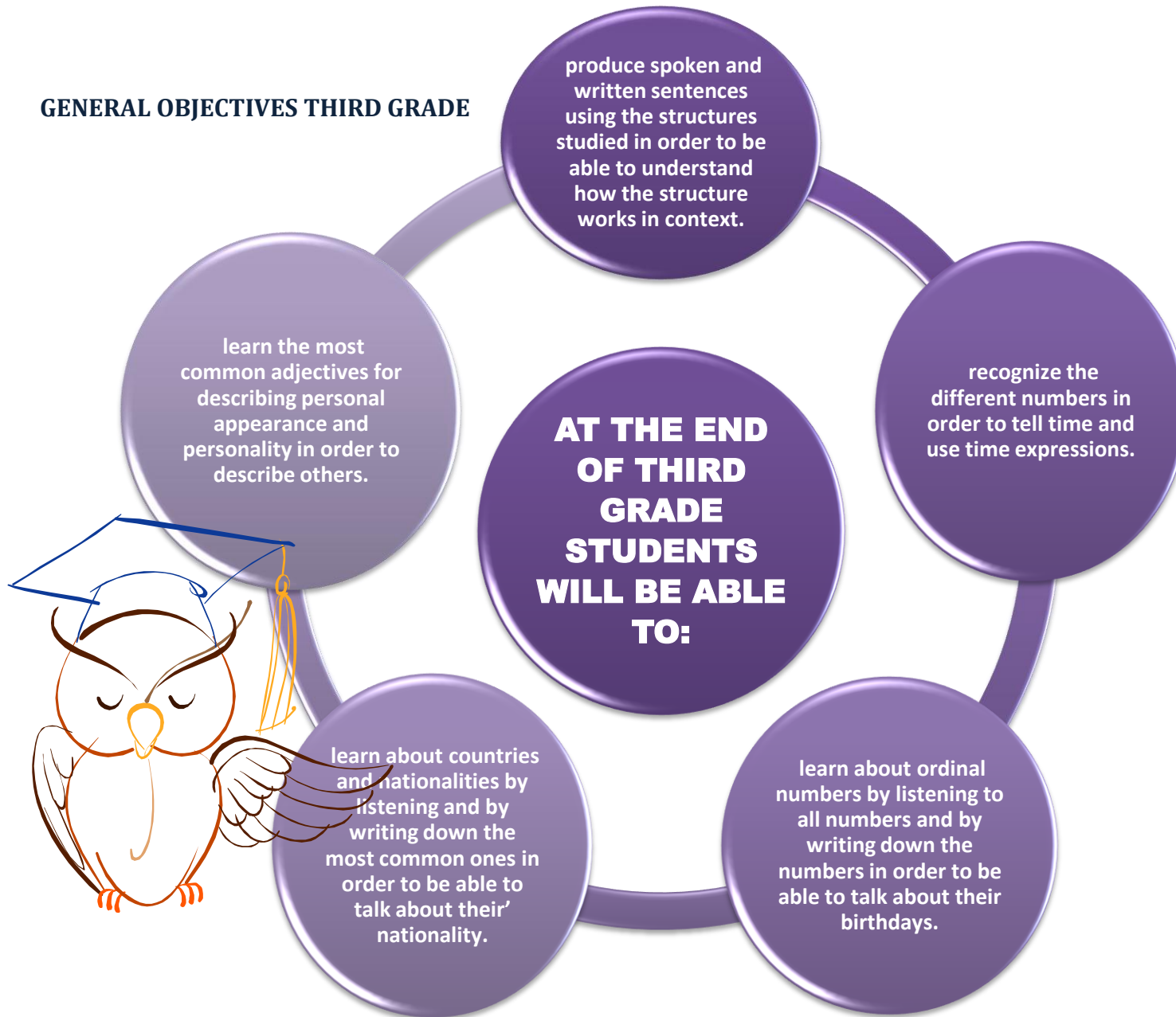
PROCEDURES

- **SPEAKING:**
 - ✓ Repeating words from
the vocabulary
 - ✓ Pronouncing words from
the vocabulary by
recognizing pictures or
drawings
 - ✓ Talking about the
neighborhood and the
places around using the
sentence “there is a ...”
 - ✓ Talking about what places
they visit the most
downtown.
- **WRITING:**
 - ✓ Searching pictures of
transportation and
writing their
corresponding names
 - ✓ Making drawings of the
neighborhood and some
places around it
 - ✓ Illustrating their favorite
place with the
corresponding name or
the sentence “my
favorite place is the...”

ATTITUDES

- 5.6 Students’ ability to label
illustrations related to means of
transportation
- 5.7 Students’ ability to write accurate
sentences about the means of
transportation

GENERAL OBJECTIVES THIRD GRADE



OBJECTIVES

- ✓ To understand vocabulary related with places in town, everyday transportation, workplaces, parts of the house and personal information.
- ✓ To recognize words using letters of the alphabet in their written and spoken form.
- ✓ To produce spoken and written sentences using the structures studied in order to understand how the structure works in context.

UNIT 1

GETTING STARTED

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - personal information
 - places in town
 - parts of the house
 - workplaces
 - everyday transportation
- **GRAMMAR IN CONTEXT**
 - 4- Verb **to be** reviewed.
 - 5- There is/are for location.

PROCEDURES

- **LISTENING**
 - ✓ Identifying classmates' information.
 - ✓ Differentiating places in town and work places.
 - ✓ Identifying the parts of the house.
 - ✓ Recognizing useful expressions for introducing themselves
- **SPEAKING**
 - ✓ Introducing oneself
 - ✓ Greeting each other
 - ✓ Talking about places in town and their location.

ATTITUDES

- Showing respect with others
- Showing interest to the English classes
- Interacting with each other in a polite way
- Recognizing the importance of English nowadays
- Showing interest when learning different vocabulary about places and location.

- 1.1 Students' ability to clearly use English to introduce his/ herself
- 1.2 Students' ability to clearly understand the difference between places in town and work places.
- 1.3 Students' ability to show good pronunciation when speaking with others
- 1.4 Students' ability to ask questions when having a doubt.
- 1.5 Students' ability to write the different parts of the house.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ **Vocabulary:**

1. Personal information: first, middle and last name.
2. Places in town: gas station, drugstore, restaurant, ice cream shop, cyber café, car wash, department store, mall, hospital, gym, church.
3. Parts of the house: living room, bathroom, kitchen, bedroom, dining room, garage.
4. Workplaces: hospital, office, gas station, school, church.
5. Everyday transportation: bus, minivan, car, bike, motorcycle.

➤ **USEFUL EXPRESSIONS:**

- **What is your name?**
- **How old are you?**
- **Where is your school?**
- **How do you travel by?**
- **Where does your father work?**

PROCEDURES

- ✓ Asking classmates about their parents' jobs.
- ✓ Using class expression for asking questions about places in town, work places, and transportation.
 - **READING**
 - ✓ Recognizing the different parts of the house and the different places in town.
 - **WRITTEN**
 - ✓ Writing names of places around town, everyday transportation, workplaces and personal information.
 - ✓ Writing the different parts of the house.
 - ✓ Writing classmates' personal information.

ATTITUDES

- Sharing personal information and asking others about their personal information.
- Respecting others' opinions about the different vocabulary presented in class.

- 1.6 Students' ability to write short sentences to talk about the everyday transportation they use.
- 1.7 Students' ability to ask others about their personal information using the target language
- 1.8 Students' ability to write the English vocabulary in the correct way
- 1.9 Students' ability to use the useful expressions with good pronunciation
- 1.10 Students' ability to try to communicate with each other using the target language

OBJECTIVES

- ✓ To recognize the different numbers in order to tell time and use time expressions.
- ✓ To identify daily activities a person can do to apply them to their own daily experience.
- ✓ To express their likes and dislikes about the daily activities students perform every day.

UNIT 2

TELLING TIME

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ CONTENTS

- numbers from 20 – 100
- time
- verbs and gerunds 7: am/ wake up
- daily activities

➤ GRAMMAR IN CONTEXT

1. It is 8 o'clock.
2. It is
3. I wake up at ...
4. I like/dislike..

PROCEDURES

➤ LISTENING

- ✓ Listening to the pronunciation of all numbers.
- ✓ Repeating numbers and time expressions.
- ✓ Recognizing and pronouncing the different daily activities.

➤ SPEAKING

- ✓ Talking about students' schedule.
- ✓ Spelling numbers correctly.

ATTITUDES

- Showing respect to others
- Showing interest in the English classes
- Interacting with each other in a polite way
- Recognizing the importance of English nowadays
- Showing interest when learning different vocabulary time and daily activities.

- 2.1 Students' ability to clearly use English when repeating all numbers and expressions.
- 2.2 Students' ability to clearly understand the meaning of all daily activities.
- 2.3 Students' ability to clearly talk about their schedules.
- 2.4 Students' ability to write the names of the different vocabulary correctly

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ VOCABULARY

1- Numbers from 20 to 100

2- daily activities:

eating, running, swimming, studying, going to the movies, sleeping, playing soccer, cooking, watching television, riding, using the computer, talking.

➤ USEFUL EXPRESSIONS:

- At noon, at midnight, o'clock, _ before_, _to _ etc.

PROCEDURES

➤ READING

- ✓ Reading all numbers, time expressions, and daily activities.
- ✓ Recognizing different daily activities and routines.

➤ WRITING

- ✓ Writing the different activities students do on a daily basis.
- ✓ Writing all numbers to learn to spell them.

ATTITUDES

- Sharing with others students' schedule.
- Respecting others' opinions about the different vocabulary presented in class.

2

OBJECTIVES

- ✓ To learn about ordinal numbers by listening to all numbers and by writing down the numbers in order to be able to talk about their birthdays.
- ✓ To identify the different seasons, months of the year, and days of the week in order to talk about different holidays.

UNIT 3

WHEN IS IT?

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - ordinal numbers from 1st to 31st
 - days of the week
 - months of the year
 - seasons and weather
 - birthdays
 - holidays and celebrations
- **GRAMMAR IN CONTEXT**
 - The days of the week are..
 - The months of the year are ... etc.
 - My birthday is on...

PROCEDURES

- **LISTENING**
 - ✓ Recognizing all ordinal numbers.
 - ✓ Differentiating all days of the week and month of the year.
 - ✓ Identifying all seasons of the year.
- **SPEAKING**
 - ✓ Repeating all the vocabulary learned in class.
 - ✓ Expressing students' favorite holidays and celebrations.
 - ✓ Sharing students' birthdays.

ATTITUDES

- ✓ Showing interest in learning all numbers to talk about their birthdays.
- ✓ Expressing students' favorite seasons, holidays and celebrations.
- ✓ Respecting others' likes and dislikes.

- 3.1 Students' ability to identify the pronunciation of all numbers, days, months, seasons, holidays and celebrations.
- 3.2 Students' ability to spell the name of all numbers and dates.
- 3.3 Students' ability to clearly share their birthdays with others using the target language.
- 3.4 Students' ability to talk about their favorite seasons, holidays and celebrations.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ VOCABULARY

1. Ordinal numbers from 1st to 31st.
2. Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
3. Month of the year: January, February, March, April, May, June, July, August, September, October, November, December.
4. Season: summer, Winter, spring, autumn.
5. Holidays and Celebrations: New Year's, Valentine, Mother's day, Father's day, Teacher's day, Independence day, Halloween, Christmas.

PROCEDURES

➤ READING

- ✓ Recognizing all ordinal numbers
- ✓ Identifying days of the week, months of the year, seasons, and holidays and celebrations.

➤ WRITING

- ✓ Copying all vocabulary
- ✓ Spelling the most common holidays and celebrations
- ✓ Writing a list of students' favorite season, holidays, and celebrations

ATTITUDES

OBJECTIVES

- ✓ To learn about countries and nationalities by listening and by writing down the most common ones in order to be able to talk about their nationality.
- ✓ To identify famous people in order to talk about their nationality
- ✓ To encourage students to produce the English language for communication purposes in order to recall structures such as the verb to be.

UNIT 4

WHERE ARE YOU FROM?

TIME: TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - countries
 - nationalities
 - simple form verb “to be” am, is, are
 - personal information
 - famous people
- **GRAMMAR IN CONTEXT**
 - **Verb to be**
 - **I am from ...**
 - **I am ...**

PROCEDURES

- **LISTENING**
 - ✓ Recognizing all countries and nationalities.
 - ✓ Identifying the different forms of the verb **TO BE**.
- **SPEAKING**
 - ✓ Repeating all the vocabulary learned in class.
 - ✓ Expressing students’ nationalities.
 - ✓ Sharing students’ favorite characters.
 - ✓ Sharing personal information about likes and dislikes.

ATTITUDES

- Showing respect to classmates’ comments.
- Showing interest to the different English vocabulary.
- Interacting with each other in a polite way
- Showing interest when learning different vocabulary time and daily activities.

- 4.1 Students’ ability to clearly use English to talk about personal information.
- 4.2 Students’ ability to clearly understand the difference between a country and a nationality.
- 4.3 Students’ ability to show good pronunciation when speaking in English to classmates
- 4.4 Students’ ability to ask questions in English when having a doubt

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ VOCABULARY

1. Countries: The United States, Mexico, Canada, Guatemala, Costa Rica, Spain, Brazil, Italy, Argentine, France.
2. Nationalities: American, Mexican, Canadian, Guatemalan, Costa Rican, Spanish, Brazilian, Italian, Argentinean, French.

PROCEDURES

➤ READING

- ✓ Recognizing all countries and nationalities.
- ✓ Identifying life styles of famous people.

➤ WRITING

- ✓ Copying all vocabulary.
- ✓ Spelling the most common countries and nationalities.
- ✓ Writing a list of students' favorite famous people.

ATTITUDES

- 4.5 Students' ability to write the most common countries and nationalities in English.
- 4.6 Students' ability to write short sentences to talk about their famous people's nationality.

OBJECTIVES

- ✓ To learn the most common adjectives for describing personal appearance and personality in order to describe others.
- ✓ To reproduce the vocabulary they know to put into practice all the English language knowledge acquired.
- ✓ To use the most common adjectives in the English language learned in class.

UNIT 5

YOU LOOK GREAT

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- CONTENTS:
 - descriptive adjectives
 - adjectives of personality
 - Simple form of verb "TO BE" aff.
 - Simple form of verb "TO BE" neg.
 - personal description
 - describing others

GRAMMAR IN CONTEXT:

1. I am ...
2. I am not ...

PROCEDURES

- LISTENING:
 - ✓ Recognizing adjectives used to describe personality and used to describe physical appearance
 - ✓ Recognizing vocabulary's pronunciation
- READING:
 - ✓ Understanding the different adjectives' usage.
 - ✓ Analyzing others' descriptions

ATTITUDES

- Being interested in giving a self description.
- Being respectful to the teacher and classmates
- Participating in oral drills for learning pronunciation
- Creating a comfortable environment with another language
- Cooperating and being nice with the teacher and classmates

- 5.1 Students' ability to identify and classify adjectives
- 5.2 Students' ability to share information about their classmates.
- 5.3 Students' ability to describe all students by making use of the verb to be.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ **VOCABULARY:**

1. Personality adjectives:

nice, intelligent, boring, talkative, smart, silly, responsible, happy, sad, , angry,

2. Descriptive adjectives:

tall, short, fat, thin, young, old, big, small, fast, slow

PROCEDURES

➤ **SPEAKING:**

- ✓ Repeating adjectives.
- ✓ Correcting pronunciation
- ✓ Identifying vocabulary
- ✓ Describing classmates' personality and physical appearance.
- ✓ Giving a personal description.

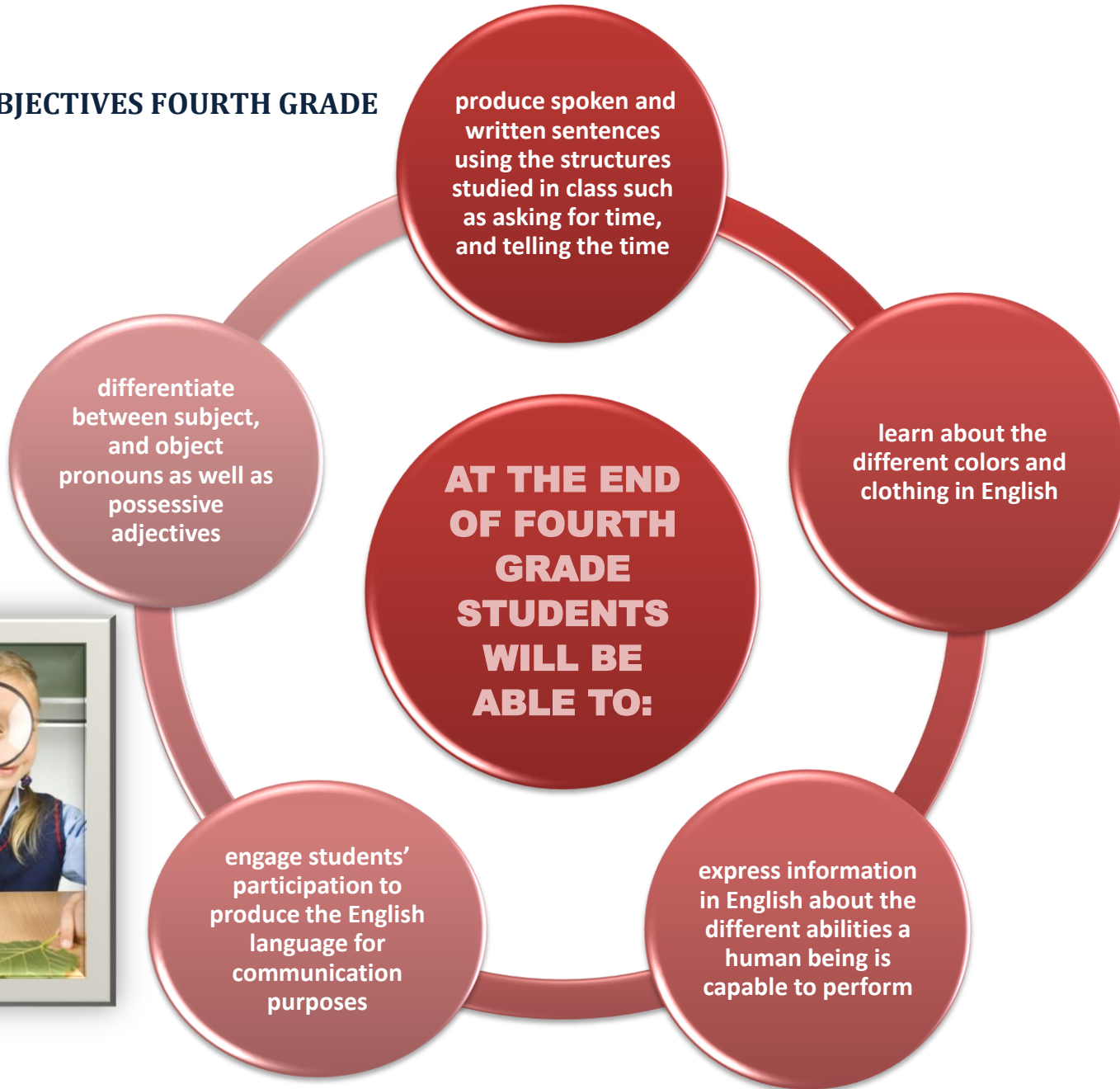
➤ **WRITING:**

- ✓ Writing down all adjectives.
- ✓ Categorizing adjectives
- ✓ Identifying the most common adjectives in order to write them down.

ATTITUDES

- Trying to use English as much as possible.

GENERAL OBJECTIVES FOURTH GRADE



FOURTH GRADE

OBJECTIVES

- ✓ To understand vocabulary related to time expressions
- ✓ To recognize words using the different parts of the day
- ✓ To spell words using the different parts of the day
- ✓ To produce spoken and written sentences using the structures studied in class such as asking for time, and telling the time

UNIT 1

GETTING STARTED

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - ✓ What time is it?
 - ✓ What is the date today?
 - ✓ When is your birthday?
 - ✓ How are you like?
 - ✓ Present continuous tense
- **GRAMMAR IN CONTEXT**
 - 1- Simple present tense as well as present continuous tense
 - 2- Information questions

PROCEDURES

- **LISTENING**
 - ✓ Identifying time
 - ✓ Differentiating time am from pm
 - ✓ Recognizing useful expressions for telling time
 - ✓ Recognizing useful expressions according to times of the day
 - ✓ Differentiating from morning, noon, afternoon, and night
 - ✓ Spelling of useful expressions of time

ATTITUDES

- Showing time awareness
- Showing interest in the English classes
- Interacting with each other in a polite way
- Recognizing the importance of English nowadays
- Using everyday English vocabulary

- 1.1 Students' ability to use English to ask and respond for time
- 1.2 Students' ability to understand the difference between morning, noon, afternoon, and night times
- 1.3 Students' ability to show good pronunciation when speaking English
- 1.4 Students' ability to ask questions to confirm the spelling of time and personal information
- 1.5 Students' ability to write short sentences using time expressions
- 1.6 Students' ability to differentiate time and personal questions

CONTENTS

CONCEPTS

➤ USEFUL EXPRESSIONS

- **What time is it?**
- It's ... after...
- It's ... before ...
- It's a quarter to ...
- It's five minutes after ...
- It's ... fifteen.
- It's ... thirty.
- It's ... and a half.

- **What date is today?**
- Today is ...; It's ...

- **When is your birthday?**
- My birthday is on ...
- Yours is ...; Hers is on ...; Theirs is on ...

- **How are you like?**
- I am ...; He is ...; She is ...; you are...; they are ...

- **Present Continuous Tense**
- I am walking...; she is walking...; He is walking ...; they are walking ...; we are walking ...; you are walking ...

PROCEDURES

➤ SPEAKING

- ✓ Telling time
- ✓ Asking for time
- ✓ Spelling the different times of the day
- ✓ Using time expressions during class time

➤ READING

- ✓ Recognizing time expressions
- ✓ Recognizing different times of the day in the written form
- ✓ Writing time and different dates
- ✓ Writing short sentences using time expressions; present tense, present continuous tense
- ✓ Writing spelled words about time dates, present tense, and present continuous tense

ATTITUDES

ACHIEVEMENT INDICATORS

- 1.7 Students' ability to use English to ask and respond time and date
- 1.8 Students' ability to understand the difference between partners' appearances
- 1.9 Students' ability to ask questions to confirm the spelling of structures studied
- 1.10 Students' ability to write short sentences using the vocabulary studied

OBJECTIVES

- ✓ To recognize the different subject pronouns
- ✓ To practice sentences using vocabulary taught during class time
- ✓ To differentiate between subject, and object pronouns as well as possessive adjectives
- ✓ To express their ideas by using negative and interrogative forms

UNIT 2

ARE YOU READY?

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
- SUBJECT PRONOUNS
- OBJECT PRONOUNS
- POSSESSIVE ADJECTIVES
- VERB "TO BE" NEGATIVE FORM
- VERB "TO BE" INTERROGATIVE FORM

PROCEDURES

- **LISTENING**
- ✓ Listen to the vocabulary pronunciation
- ✓ Repeating what the teacher says
- ✓ Recognizing and pronouncing the names of the vocabulary by themselves
- **SPEAKING**
- ✓ Saying the correct pronunciation of the words taught in class

ATTITUDES

- Showing interest when learning different vocabulary from the classroom
- Expressing their own ideas about their likes and dislikes
- Sharing with others about their possessions
- Respecting others' opinions about vocabulary and possessions

- 2.1 Students' ability to use English when repeating the vocabulary after the teacher
- 2.2 Students' ability to understand the meaning of the vocabulary
- 2.3 Students' ability to identify the pronunciation of the different classroom objects
- 2.4 Students' ability to identify the names of the different shapes in English
- 2.5 Students' ability to express subject pronouns and possessive adjectives

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ VOCABULARY

1. SUBJECT PRONOUNS

I, YOU, HE, SHE, IT, WE,
YOU, THEY

2. OBJECT PRONOUNS

ME, YOU, HIM, HER, IT,
US, YOU, THEM

3. POSSESSIVE ADJECTIVES

MINE, YOUR, HIS, HER,
ITS, OUR, YOUR, THEIR

4. VERB "TO BE" NEGATIVE FORM

I AM NOT ...; SHE'S NOT
...; HE'S NOT ...; IT'S NOT
...; WE'RE NOT ...; YOU'RE
NOT ...; THEY'RE NOT ...

5. VERB "TO BE" INTERROGATIVE FORM

AM I ...? ARE YOU ...? IS
SHE ...? IS HE ...? ARE
THEY ...? ARE WE ...?

PROCEDURES

- ✓ Spelling the different words of the vocabulary

➤ READING

- ✓ Reading words from the board or from different charts with the help of the teacher

- ✓ Recognizing different pronouns and objects pronouns

- ✓ Recognizing the difference between object pronouns, subject pronouns and possessive adjectives

➤ WRITING

- ✓ Writing the words from the vocabulary in the correct way
- ✓ Writing spelled words from vocabulary

ATTITUDES

2.6 Students' ability to write the names of the different vocabulary correctly

2.7 Students' ability to express negative and interrogative forms in a sentence

2.8 Students' ability to spell the different vocabulary correctly

OBJECTIVES

- ✓ To learn about the different parts of the human body
- ✓ To pronounce the basic names of parts of the body
- ✓ To be able to pronounce the parts of the body
- ✓ To encourage students to produce the English language for communication purposes

UNIT 3

MY BODY

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - PARTS OF THE BODY
 - MY SENSES
 - EMOTIONS
 - HEALTH PROBLEMS
 - HEALTH CARE
 - PERSONAL CARE
- **VOCABULARY**
 1. PARTS OF THE BODY
head, shoulders, nose, hair, face, chest, arms, fingers, nails, knee, foot, feet, toes, stomach, ears, teeth, tooth, lips, elbow, wrist, legs, back, ankle, hand, eye, chin, throat, neck

PROCEDURES

- **LISTENING**
 - ✓ Recognizing the most common parts of the body, senses, emotions, health problems, health care, and personal care
- **SPEAKING**
 - ✓ Repeating the name of the parts of the body, senses, emotions, health problems and health care and personal care
 - ✓ Spelling the vocabulary taught in class
 - ✓ Saying the vocabulary they know

ATTITUDES

- ✓ Showing interest in learning the vocabulary presented in class
- ✓ Expressing favorite vocabulary presented in each unit

- 3.1 Students' ability to identify the pronunciation of the different words presented during class time
- 3.2 Students' ability to spell the vocabulary correctly
- 3.3 Students' ability to express favorite senses and emotions
- 3.4 Students' ability to express personal care and every day activities about health care
- 3.5 Students' ability to learn about personal care and health care by sharing with his/ her classmates

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

2. MY SENSES

smell, touch, feel, taste

3. EMOTIONS

happy, sad, angry, bored,
tired, worried, exited,

4. HEALTH PROBLEMS

cough, flue, fever,
backache, earache,
headache, cold, sore
eyes, stomachache,
toothache

5. HEALTH CARE

go to sleep early, eat
vegetables and fruits,
visit the doctor, visit the
dentist, go to the hospital

6. PERSONAL CARE

take a shower, wash your
hands, change clothes
every day, brush your
teeth every day

PROCEDURES

➤ READING

- ✓ Recognizing the vocabulary presented in class

➤ WRITING

- ✓ Copying the different vocabulary presented in class
- ✓ Spelling the vocabulary taught in class
- ✓ Writing a list of students' favorite vocabulary presented in each unit

ATTITUDES

OBJECTIVES

- ✓ To express ideas in English about the different abilities a human being is capable to perform
- ✓ To produce names of sports, leisure activities, and likes and dislikes
- ✓ To be able to express likes and dislikes
- ✓ To be able to pronounce all the vocabulary presented in class

UNIT 4

I LOVE IT

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ CONTENTS

- ABILITIES
- CAN – CAN'T
- SPORTS
- LEISURE ACTIVITIES
- LIKES AND DISLIKES

➤ VOCABULARY

1. ABILITIES

ride a bike, run, walk, swim, ride a horse, play soccer, play basketball, play tennis, draw pictures, write with both hands, speak more than two languages, cook

PROCEDURES

➤ LISTENING

- ✓ Recognizing the most common abilities their classmates have
- ✓ Expressing acceptance or refusal about activities they perform out of school

➤ SPEAKING

- ✓ Repeating the name of the common abilities they reflect
- ✓ Spelling the vocabulary taught in class
- ✓ Saying the vocabulary they know by attending classes

ATTITUDES

- Showing interest when learning different or new vocabulary
- Expressing their own ideas about their likes and dislikes
- Sharing with others about their abilities
- Respecting others' opinions about favorite colors and clothing

- 4.1 Students' ability to use English to say abilities
- 4.2 Students' ability to understand others' abilities
- 4.3 Students' good pronunciation when speaking English
- 4.4 Students' ability to ask questions to confirm the spelling of time and personal information
- 4.5 Students' ability to describe what he/she can/ can't do
- 4.6 Students' ability to differentiate among different abilities and different activities

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

2. CAN – CAN'T

I can/ can't ...; She can/ can't ...; he can/ can't ...; they can/ can't ...; we can/ can't...; you can/ can't...

3. SPORTS

tennis, soccer, basketball, golf, swimming, running, volleyball, boxing, skate boarding, baseball, football, skiing, hiking,

4. LEISURE ACTIVITIES

go to the movies, go to the park, go to the beach, play computer games, play a sport, play a musical instrument, go hiking, go camping

5. LIKES AND DISLIKES

I like ...; I do not like ...; vegetables, fruits, food, beverages (cold and hot), junk food, healthy food, clothing, video games, cartoons, holydays

PROCEDURES

➤ READING

- ✓ Recognizing the vocabulary presented in class
- ✓ Pronouncing accurately the vocabulary they read

➤ WRITING

- ✓ Copying the different vocabulary presented in class
- ✓ Spelling the vocabulary taught in class
- ✓ Writing a list of students' favorite vocabulary presented in each topic

ATTITUDES

OBJECTIVES

- ✓ To learn about the different colors and clothing
- ✓ To pronounce the basic names of colors and clothing
- ✓ To be able to describe the garments a person is wearing
- ✓ To encourage students to produce the English language for communication and interaction purposes

UNIT 5

MY STYLE

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS**
 - **Colors**
 - **Clothing**
 - **How much is it?**
 - **What are you wearing?**
- **VOCABULARY**
 - 1. COLORS**
red, pink, orange, yellow, green, blue, purple, gray, black, white, brown
 - 2. CLOTHING**
socks, blouse, t-shirt, shirt, skirt, shorts, dress, shoes, sneakers, pants jeans, belt, sandals, suit, tie, high heel shoes, sweater, hat, cap, boots, pajamas, scarf, swimsuit

PROCEDURES

- **LISTENING**
 - ✓ Recognizing the most common colors and garments
 - ✓ Expressing acceptance or refusal about colors and clothing they like
- **SPEAKING**
 - ✓ Repeating the name of the colors and clothing they have or like
 - ✓ Spelling the vocabulary taught in class
 - ✓ Saying the vocabulary during class time

ATTITUDES

- Showing interest at the time of learning new vocabulary
- Expressing their own ideas about prices of things they like
- Sharing with others about the clothes they have
- Respecting others' opinions about clothing and favorite colors

- 5.1 Students' ability to use English when repeating the vocabulary after the teacher
- 5.2 Students' ability to understand the meaning of the vocabulary
- 5.3 Students' ability to identify the pronunciation of the different words presented
- 5.4 Students' ability to identify the words presented in the class
- 5.5 Students' ability to express their likes and dislikes about colors and clothing
- 5.6 Students' ability to write the names of the different vocabulary correctly

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

3. HOW MUCH IS IT?

It's \$...; it costs ...; they are ...

4. WHAT ARE YOU WEARING?

I am wearing ...; she is wearing ...; you are wearing ...; they are wearing ...; He is wearing ...; we are wearing ...

PROCEDURES

➤ READING

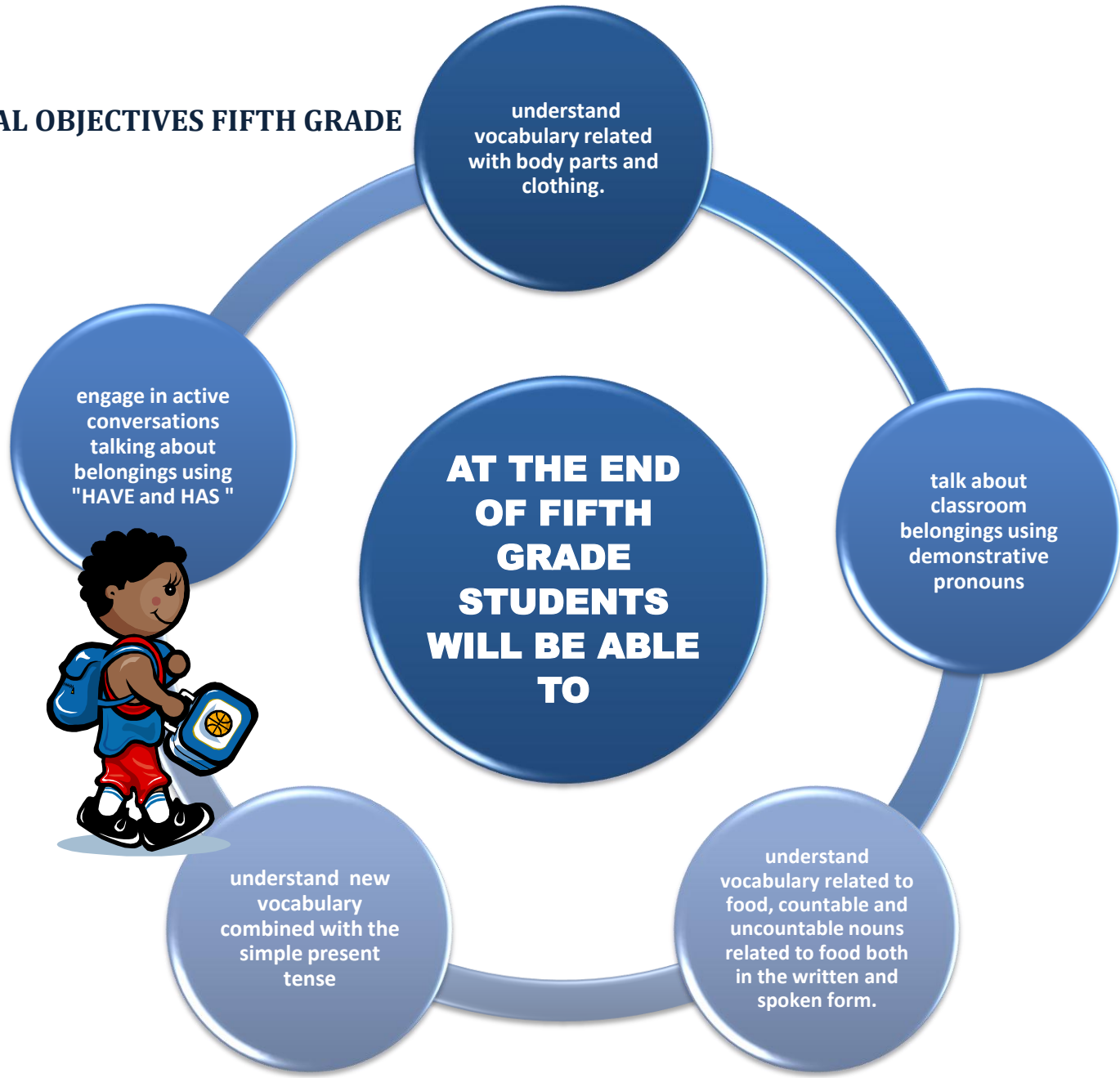
- ✓ Recognizing the vocabulary presented in class
- ✓ Pronouncing accurately the vocabulary they read

➤ WRITING

- ✓ Copying the different vocabulary presented in class
- ✓ Spelling the vocabulary taught in class
- ✓ Writing a list of students' favorite vocabulary presented in each topic

ATTITUDES

GENERAL OBJECTIVES FIFTH GRADE



FIFTH GRADE

UNIT 1

OBJECTIVES

- ✓ To understand vocabulary related with body parts and clothing.
- ✓ To produce spoken and written sentences using verb “to be” in aff. Neg. And interrogative form.
- ✓ To effectively use of the English structures when describing one’s favorite activities.

GETTING STARTED

TIME: 16 HOURS

CONTENTS

CONCEPTS

- **CONTENTS**
 - Verb “**TO BE**” aff. Neg. int.
 - My body
 - My clothing
 - Peoples’ favorite sports
- **GRAMMAR IN CONTEXT**
 - ✓ Verb “**TO BE**” aff. Neg. int.
 - ✓ Aff. I’m Karla smith.
 - ✓ Neg. I’m not Karla smith
 - ✓ Am I Karla smith
 - ✓ His name is Peter
 - ✓ What’s your telephone number?
 - ✓ What’s your favorite sport?

PROCEDURES

- **LISTENING**
 - ✓ Identifying the grammar structures of the verb “**TO BE**” in spoken English
 - ✓ Writing the sentence structures by listening to the audio
- **SPEAKING**
 - ✓ Working simple dialogues using the verb “**TO BE**”
 - ✓ Asking and giving personal information using the verb “**TO BE**”
 - ✓ Exchanging information
- **READING**
 - ✓ Comprehending the text given in class

ATTITUDES

- Showing interest in the English learning process
- Showing respect to others when addressing them
- Interacting with one another
- Recognizing the importance of the correct pronunciation

ACHIEVEMENT INDICATORS

- 1.1 Students’ ability to show correct oral production in oral activities
- 1.2 Students’ ability to scan texts to find out the structures studied in class
- 1.3 Students’ ability to write sentences with the correct sentence structure
- 1.4 Students’ ability to write dialogues using the vocabulary and sentence structures given.

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ Her name is Rita.
- ✓ they are Marta and Rose.
- ✓ My, your, his, her

➤ VOCABULARY

- Body parts (arm, leg, shoulders, knees, fingers, head...)
- Clothing (short, blouse, pants, socks, dress, shoes, etc)

➤ USEFUL EXPRESSIONS

- My favorite sport is soccer.
- My favorite hobby is listening to music
- Her favorite hobby is watching TV
- His hobby is swimming.
- My name is Kevin. My favorite TV program is Mickey Mouse.

PROCEDURES

- ✓ Recognizing the sentence structures given in a reading
- ✓ Identifying the structures and vocabulary given in a text.

➤ WRITING

- ✓ Writing dialogues using the structures given
- ✓ Writing simple sentences adding the vocabulary given
- ✓ Copying sentences from audio productions

ATTITUDES

- 1.5 Students' ability to correctly express themselves in the target language
- 1.6 Students' ability to find the errors in a wrong sentence

5

UNIT 2

MY SCHOOL

TIME: 16 HOURS

OBJECTIVES

- ✓ To demonstrate an effective use of the new vocabulary given in the written and spoken form
- ✓ To talk about classroom belongings using demonstrative pronouns
- ✓ To produce the correct form of “there is” and “there are” both in the written and spoken form
- ✓ Use some and any in the correct form

CONTENTS

CONCEPTS

- **CONTENTS**
 - Classroom objects
 - A – An
 - Plurals
 - There is – there are
 - Some - any
- **GRAMMAR IN CONTEXT**
 - ✓ To be” wh questions.
- Where is the sharpener? It is on the desk.
 - ✓ Indefinite articles a - an
 - this is an eraser
 - this is a sharpener
 - ✓ plurals and demonstratives
 - This/ this/ that /those erasers, sharpeners, rulers, etc.

PROCEDURES

- **LISTENING**
 - ✓ Identifying vocabulary related to classroom objects.
 - ✓ Differentiating the pronunciation of the words “**THIS/ THESE**”
 - ✓ Identifying the plural form of “**this**” and “**that**”
 - ✓ Identifying the uses of “**there is**” and “**there are**” in context
- **SPEAKING**
 - ✓ Naming classroom objects
 - ✓ describing where the objects are
 - ✓ Differentiating between “**a**” and “**an**”
 - ✓ Pronouncing “**this/ these that / those**” in a correct way

ATTITUDES

- Showing importance to these topics
- Showing interest in the new vocabulary and expressions
- Showing respect to others
- Cooperating with peers in the classroom
- Respecting other persons’ belongings
- Showing politeness with one another

ACHIEVEMENT INDICATORS

- 2.1 Students’ ability to identify classroom objects by audio productions
- 2.2 Students’ ability to differentiate from the correct pronunciation between this and these
- 2.3 Students’ ability to identify the plural form of the objects
- 2.4 Students’ ability to identify the uses of there is and there are

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPT

- What is this?
- What are these?
- What is that?
- What are those?
- These are erasers
- Those are rulers
- These are pencils

- ✓ **There is and there are**
 - There is a sharpener on the table
 - There is a cat in the classroom
 - There are desks in the classroom.
 - There is a board
- ✓ **Some and any**
 - There are some desks in the classroom.
 - There isn't any eraser on the desk.

- **VOCABULARY**
 board, eraser, notebook, pencil, teacher, student, crayon, desk, backpack, chair, pencil case, paintbrush, book, window. Etc.

PROCEDURES

- ✓ Pronouncing the vocabulary in the correct way.
- ✓ Describing objects which are in the house.

- **READING**
 - ✓ Scanning classroom objects
 - ✓ Identifying sentence structures studied in class

- **WRITING**
 - ✓ Writing description of classroom objects.
 - ✓ Writing sentences using there is and there are.
 - ✓ Writing vocabulary by spelled exercises.

ATTITUDES

- 2.5 Students' ability to differentiate between the uses of some and any
- 2.6 Students' ability to name classroom objects in the correct way
- 2.7 Students' ability to use "a" and "an" in the correct way
- 2.8 Students' ability to write descriptions of the location of classroom objects
- 2.9 Students' ability to write sentences using "there is" and "there are" in the correct form
- 2.10 Students' ability to write the correct grammar structure using some and any

OBJECTIVES

- ✓ To understand vocabulary related to food, countable and uncountable nouns related to food both in the written and spoken form.
- ✓ To produce oral and written exercises using the simple present tense of love, like and hate
- ✓ To understand about containers in the correct form
- ✓ To understand the simple present tense with its different verb- endings

UNIT 3

DO YOU LIKE SALVADOREAN FOOD?

TIME: 16 HOURS

CONTENTS

CONCEPTS

- **CONTENTS**
 - Food vocabulary
 - Food containers
 - Love, like, and hate.
 - Simple present tense
- **GRAMMAR IN CONTEXT**
 - ✓ Simple present tense of love, like and hate.
 - I love sandwiches.
 - I like vegetables
 - I hate tomatoes
 - ✓ Simple present tense of verbs aff. Neg. int. (study, work, write, read, play, etc)
 - I write poems. I don't write poems. Do I write poems?
 - ✓ VERB ENDINGS (s, ies, es)

PROCEDURES

- **LISTENING**
 - ✓ Understanding the new vocabulary given in class
 - ✓ Listening and recognizing food vocabulary
 - ✓ Recognizing new vocabulary in audio production
 - ✓ Recognizing the simple present tense in context
- **SPEAKING**
 - ✓ Talking about likes and dislikes about food.
 - ✓ Naming foods
 - ✓ Exchanging information about favorite food.

ATTITUDES

- Showing respect to the teacher and classmates
- Addressing others in a polite way
- Participating in oral exercises actively
- Showing interest about the importance of the simple present tense

ACHIEVEMENT INDICATORS

- 3.1 Students' ability to clearly understand new vocabulary in context
- 3.2 Students' ability to recognize the simple present tense in context
- 3.3 Students' ability to clearly use the structures of the simple present tense to communicate their likes and dislikes
- 3.4 Students' ability to exchange information accurately using the simple present tense

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **VOCABULARY**
 - carrot, cucumber, broccoli, onion, banana, strawberry, cherries, mango, chicken, meat, spaghettis, etc.
 - Containers
 - Box, jar, bag, bottle, etc.
- **USEFUL EXPRESSIONS**
 - I want to eat pupusas
 - I don't want to eat pupusas.
 - I love chocolate.
 - I like hamburgers.
 - Do you like ice cream?
 - Do you like vegetables?
 - I hate onion
 - I study English in the afternoon.
 - My favorite fruit is strawberry

PROCEDURES

- ✓ Having conversations using the target language.
- **READING**
 - ✓ Scanning new vocabulary in reading exercises
 - ✓ Reading about food in context
 - ✓ Spotting the uses of simple present tense in context
- **WRITING**
 - ✓ Writing lists of food and containers
 - ✓ Writing sentences using the simple present tense aff. neg. int.
 - ✓ Writing lists of sentences related with the vocabulary

ATTITUDES

- 3.5 Students' ability to pronounce the new vocabulary in the correct form
- 3.6 Students' ability to actively get involve in conversations
- 3.7 Students' ability to use the target language
- 3.8 Students' ability to read the articles accurately
- 3.9 Students' ability to write simple present tense sentences using the correct structure
- 3.10 Students' ability to get the difference between **neg. aff. and interrogative sentences** in English in the written form.

OBJECTIVES

- ✓ To understand and use new vocabulary combined with the simple present tense
- ✓ To get acquainted with new vocabulary such as workplaces and prepositions of location

UNIT 4

WHERE DO YOU LIKE GOING?

TIME: 16 HOURS

CONTENTS

CONCEPTS

- **CONTENTS**
 - Places to have fun
 - Workplaces
 - Prepositions of location
 - Where is it?
 - What places are there in your neighborhood?
- **GRAMMAR IN CONTEXT**
 - ✓ “Wh-questions” using the simple present tense
 - ✓ Prepositions of location
 - ✓ next to, in front of, near, behind, around, between, etc
- **VOCABULARY**
 - ✓ park, restaurant, bank

PROCEDURES

- **LISTENING**
 - ✓ Understanding the simple present structures in audio productions
 - ✓ identifying new vocabulary in context
 - ✓ Differentiating from questions with verb “to be” and questions in the simple present tense form.
- **SPEAKING**
 - ✓ Talking about favorite places to go

ATTITUDES

- Showing interest in the topics being studied
- Being polite when addressing others
- Being interested in classmates’ participation
- Showing tolerance when classmates’ make mistakes

ACHIEVEMENT INDICATORS

- 4.1 Students’ ability to identify the new vocabulary by audio productions
- 4.2 Students’ ability to identify the simple present structures by listening paragraphs
- 4.3 Students’ ability to make the difference between verb “to be” questions and simple present tense questions
- 4.4 Students’ ability to accurately pronounce new vocabulary

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

post office, city hall, store, mall, fire station, movie theater, police station, museum, basketball court, park, beach, soccer field, church, etc

➤ USEFUL EXPRESSIONS

Excuse me. Where is the post office? It is next to the bank.

Where is the bank? It is between the post office and the mall.

Where is the supermarket? It is near the gas station

Where do you like to go on vacation? I like to go to the beach.

Where does your sister like going to eat? I like to go to La Pampa Argentina

PROCEDURES

✓ Asking information using prepositions of location

✓ Pronouncing the vocabulary in the correct way

➤ READING

✓ Scanning new vocabulary in context

✓ Reading and memorizing other person's activities

✓ Paraphrasing others' activities

➤ WRITING

- Writing sentences using the simple present tense

- Writing paragraphs about favorite places for vacation

ATTITUDES

4.5 Students' ability to ask and give information using prepositions of location in the correct way

4.6 Students' ability to share information about him/herself in the correct way

4.7 Students' ability to clearly understand and writes sentences using prepositions of location

4.8 Students' ability to write paragraphs using the structures studied in this unit

OBJECTIVES

- ✓ To engage in active conversations talking about belongings using have and has
- ✓ To talk about their families and pets at home
- ✓ To improve oral production using the structures given in class
- ✓ To improve written production using the structures given in class

UNIT 5

DO YOU HAVE A BROTHER?

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ CONTENTS

- Pets
- Belongings
- Have/ Has
- Do/ Does
- Family Tree

➤ GRAMMAR IN CONTEXT

✓ have / has

I have a dog at home

I have one brother and one sister.

Do you have a brother?

PROCEDURES

➤ LISTENING

- ✓ Recognizing vocabulary from spoken language.
- ✓ Differentiating “**have**” and “**has**”
- ✓ Identifying pets and family members from listening

➤ SPEAKING

- ✓ Exchanging information about family members
- ✓ Telling the number of family members
- ✓ Describing family occupations

ATTITUDES

- Giving importance to the topic being taught
- Showing interest about the information classmates give
- Being polite with each other when exchanging information
- Developing awareness of the value of the family

- 5.1 Students’ ability to clearly understand and use new vocabulary in sentence structures and paragraphs
- 5.2 Students’ ability to clearly recognize the use of have/ has
- 5.3 Students’ ability to talk about family members and their activities in a correct way
- 5.4 Students’ ability to incorporate the auxiliary verbs **DO/DOES** in the correct way

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

Does she have a pet?

➤ **VOCABULARY**

dog, cat, parrot, bird,
hamster, turtle, chick, rabbit,
etc.

- family members: father,
mother, sister, brother, baby,
cousin, step mother, step
father, grandmother
grandfather, etc.

➤ **USEFUL EXPRESSIONS**

Ex: Do you have pets?
Yes, I have pets
No, I don't have pets
Do you have sisters and
brothers?
Do you live with your family?
Do you have family in
another country?
What does your father do?
What does your sister do?

PROCEDURES

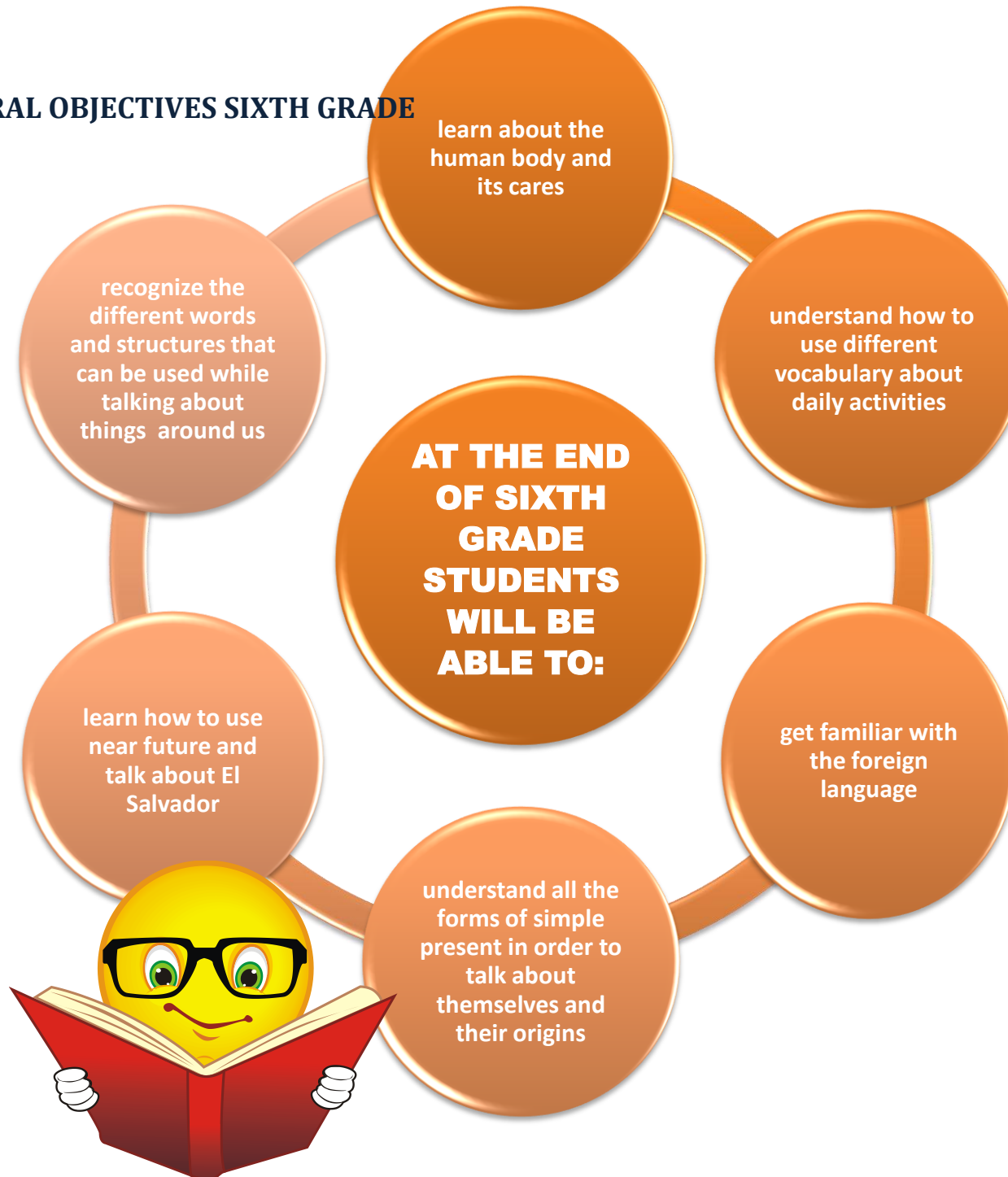
and activities

- ✓ Incorporating “Do” and “Does” to question structures.
- **READING**
 - ✓ Reading and recognizing new vocabulary in context
- **WRITING**
 - ✓ Writing a description about the family
 - ✓ Drawing their family tree
 - ✓ Writing sentences using their relative's occupations
 - ✓ Writing sentences using the simple present tense in negative, interrogative and affirmative structure

ATTITUDES

- 5.5 Students' ability to easily exchange information about family occupations using the correct structures
- 5.6 Students' ability to recognize new vocabulary in paragraphs and isolated sentences

GENERAL OBJECTIVES SIXTH GRADE



SIXTH GRADE

OBJECTIVES

- ✓ To get familiar with the foreign language
- ✓ To learn the new language
- ✓ To differentiate the kinds of animals
- ✓ To recognize the family members
- ✓ To use a variety of vocabulary related with foods

UNIT 1

GETTING STARTED!

TIME: 13 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

➤ **CONTENTS:**

- My environment
- My classroom
- Knowing each other
- My family
- Mealtimes

➤ **GRAMMAR IN CONTEXT**

- ✓ Verb "BE"
- Affirmative form

Subject + BE + complement

- Negative form

Subject+BE+NOT+complement

PROCEDURES

➤ **LISTENING:**

- ✓ Recognizing different animals and plants around
- ✓ Identifying school items
- ✓ Recognizing the spelling of different words
- ✓ Learning pronunciation of vocabulary'
- ✓ Recognizing words by repeating them

ATTITUDES

- Sharing personal information
- Showing their likes and dislikes about animals and food
- Giving ideas about what their favorite animals and things are
- Showing their feeling about family members
- Expressing their thoughts about teacher- students' relationship

- 1.1 Students' ability to understand the use of greetings and farewells
- 1.2 Students' ability to share personal information such as likes and dislikes
- 1.3 Students' ability to understand the new vocabulary
- 1.4 Students' ability to show their preferences talking about animals, etc
- 1.5 Students' ability to write about family members and share it

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- Yes/No Questions
BE + subject + complement + ?
- WH- Questions
WH+BE+subject+complement+?
- **VOCABULARY:**
- ✓ My environment:
 - pets: fish, dog, cat, rabbit, iguana, etc
 - zoo animals: lion, zebra, monkey, ostrich, coyote, etc
 - sea animals, shark, whale, fish, seal, jellyfish, etc
 - farm animals: cow, horse, donkey, rooster, lamb, chicken, etc

PROCEDURES

- **SPEAKING:**
- ✓ Recognizing animals
- ✓ Introducing themselves
- ✓ Recognizing objects
- ✓ Trying to correct pronunciation errors
- ✓ Talking about their favorite animals
- ✓ Asking for classroom items
- ✓ Talking about family activities
- ✓ Discussing about their food likes and dislikes

ATTITUDES

- Cooperating in order to get a positive result
- Participating in any kind of activity in order to create a good learning environment

- 1.6 Students' ability to share what they know about foods' vocabulary
- 1.7 Students' ability to talk about the different kinds of food there are

CONTENTS

CONCEPTS

- ✓ My classroom:
- Greetings: Hello, hi, how are you?, Nice to meet you!, etc.
- Farewells: Bye, good night, see you later, so long, etc
- Review of the ABC
- Classroom language: May I come in?, May I go out?, May I answer my phone?, Could you spell ____?, etc
- Colors: black, white, red, blue, green, pink, yellow, brown, etc.
- Shapes: triangle, rectangle, square, circle, etc

PROCEDURES

- **READING**
 - ✓ Identifying the letters of the alphabet
 - ✓ Classifying the different kinds of greetings
 - ✓ Making a difference among shapes and colors
 - ✓ Learning about names of animals
 - ✓ Matching names of family members
 - ✓ Recognizing names of foods
 - ✓ Identifying the names of different food groups

ATTITUDES

ACHIEVEMENT INDICATORS

CONTENTS

CONCEPTS

- classroom objects: pen, notebook, pencil, eraser, clip, etc
- toys: cars, dolls, marbles, spinning top, yo-yo, etc
- ✓ Family members:
 - father, mother, sister, brother, son, daughter, etc
- ✓ Foods:
 - Fruits: Apple, pineapple, mango, banana, etc
 - Drinks: water, soda, juice, tea, etc
 - Snack: sandwiches, pizza, chocolate, chips, etc
 - Meat and proteins: fish, chicken, pork, beans, etc
- ✓ Mealtimes:
 - breakfast, brunch, lunch, snack, dinner

PROCEDURES

- **WRITING**
- ✓ Matching the words of the vocabulary with pictures
- ✓ Using the language by writing down what the teacher asks
- ✓ Writing about their likes and dislikes
- ✓ Describing family members
- ✓ Using the different vocabulary learned for writing simple sentences

ATTITUDES

ACHIEVEMENT INDICATORS

OBJECTIVES

- ✓ To recognize the activities that involves students' role
- ✓ To talk about the kinds of housing and its parts
- ✓ To learn about the means of transportation and ways to locate places in the city
- ✓ To understand how to use different vocabulary about daily activities

UNIT 2

AROUND ME!

TIME: 13 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- CONTENTS:
 - School environment
 - Housing
 - How old are you?
 - What do you do?
 - My city
- GRAMMAR IN CONTEXT
 - ✓ Verb BE "is and are"
 - This is an eraser
 - These are notebooks
 - There is a big kitchen
 - I am 10 years old
 - It is a store near my house

PROCEDURES

- LISTENING
 - ✓ Identifying how the letters of alphabet pronunciation varies
 - ✓ Identifying the different pronunciation of classroom objects
 - ✓ Spelling all kinds of words(classroom objects, names, last names, etc)
 - ✓ Recognizing the pronunciation of numbers by repeating
 - ✓ Learning vocabulary pronunciation

ATTITUDES

- Showing interest in learning
- Recognizing the importance of learning English
- Sharing with others at any activity
- Demonstrating their interest in learning a foreign language
- Being interested in participating in class

- 2.1 Students' ability to use the introductory phrases in the most natural way
- 2.2 Students' ability to understand and interpret everyone's opinion about their daily life
- 2.3 Students' ability to write and identify different vocabulary
- 2.4 Students' ability to recognize the different classroom and housing items
- 2.5 Students' ability to create sentences using original ideas

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **VOCABULARY**
- ✓ School environment
- Imperatives: Stand up, Go to the board, etc
- ✓ Housing:
 - Kinds of houses: cabin, twin house, apartment, etc
 - Parts of the house: kitchen, bedroom, etc
- ✓ Professions and occupations:
 - Professions: teacher, doctor, student, housewife, etc
 - Occupations: salesman, housewife, janitor, etc

PROCEDURES

- **SPEAKING**
- ✓ Knowing more about each other
- ✓ Talking about personal likes and dislikes
- ✓ Repeating numbers
- ✓ Talking about their houses
- ✓ Talking about the most common professions and occupations
- ✓ Repeating vocabulary
- ✓ Talking about neighborhood places
- ✓ Recognizing the different places around the city
- ✓ Substitution drill while talking about the places they like to visit in town

ATTITUDES

- Being nice and respectful with others' opinions
- Being responsible with their homework assignments

- 2.6 Students' ability to identify the name of city places
- 2.7 Students' ability to match images with words
- 2.8 Students' ability to learn how to spell and write numbers
- 2.9 Students' ability to share information about their ages
- 2.10 Students' ability to improve pronunciation

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ Numbers: one, two, three, four, etc

- ✓ My city
 - My community: store, school, church, soccer field, etc

 - My town: supermarket, library, school, hotel, gas station, etc

 - Interesting places: museum, cathedral, zoo, volcanoes, lagoons, lake, etc

 - Transportation in my city: horse, car, moto-taxi, bus, etc

PROCEDURES

- **READING**
 - ✓ Repeating the vocabulary provided by the teacher

 - ✓ Learning the different vocabulary

 - ✓ Matching vocabulary and pictures

 - ✓ Recognizing common daily vocabulary

 - ✓ Identifying alphabet letters

 - ✓ Relating words with pronunciation

- **WRITING**
 - ✓ Describing the parts of the house

 - ✓ Writing short sentences providing personal information

ATTITUDES

CONTENTS

CONCEPTS

➤ USEFUL PHRASES:

- ✓ I need your help:
 - Go to ...
 - Open your...
 - Raise your...
 - Bring your...
- ✓ I have a big ...
 - House
 - Apartment
 - Cabin,etc
- ✓ I am a/an...
 - Teacher
 - Student
 - Doctor,etc
- ✓ I have #...
- ✓ There is a/an _____ in my community.
- ✓ I like to go to _____
- ✓ I go by...
 - Bus
 - Car
 - Moto taxi,etc

PROCEDURES

- ✓ Creating original and simple sentences using the known vocabulary
- ✓ Writing down some examples of the different kinds of objects
- ✓ Creating a list of classmates' birth dates
- ✓ Creating a list of classmates' phone numbers
- ✓ Relating the different names of the means of transportation with their pictures

ATTITUDES

ACHIEVEMENT INDICATORS

OBJECTIVES

- ✓ To recognize the different words and structures that can be used while talking about things around us
- ✓ To share information about the different neighborhoods in the city
- ✓ To learn about the different holidays of El Salvador

UNIT 3

I'M SALVADORAN

TIME: 13 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS:**
 - Daily life transportation
 - What time is it?
 - Celebrations!
 - I live in...
 - Good- looking
- **GRAMMAR IN CONTEXT**
 - ✓ Verb BE "am, is, are"
 - There is a...
 - There are...
 - What time is it?

PROCEDURES

- **LISTENING**
 - ✓ Learning the different pronunciation of time expressions
 - ✓ Identifying the different vocabulary of means of transportation
 - ✓ Recognizing the town places
 - ✓ Learning about holidays
 - ✓ Differentiating all the appearance and personality adjectives

ATTITUDES

- Showing interest in the foreign language
- Being respectful with their classmates and teacher
- Being cooperative with classmates
- Interacting and sharing information
- Being attentive while learning the new vocabulary
- Showing respect to others' opinions

- 3.1 Students' ability to learn more about classmates
- 3.2 Students' ability to understand the different vocabulary being used
- 3.3 Students' ability to use English without fear
- 3.4 Students' ability to talk about daily activities
- 3.5 Students' ability to be able to describe people' appearance and personality

CONTENTS

CONCEPTS

- When is your birthday?
- What date is today?
- I am...

- ✓ Present continuous...
- I am wearing...

- ✓ Simple present
- Uses of **DO/DOES**

➤ VOCABULARY

- ✓ Daily life transportation
- Air transportation: plane, helicopter, etc
- Terrestrial transportation: car, motorcycle, bus, etc
- ✓ What time is it?
 - Time prepositions: At, in, on, around

PROCEDURES

- **SPEAKING**
- ✓ Telling time using the common time expressions
- ✓ Telling how they go to different places
- ✓ Sharing their different daily activities
- ✓ Talking about the places they live
- ✓ Asking about favorite places in town
- ✓ Sharing about their favorite holidays
- ✓ Describing themselves and their classmates
- ✓ Repeating the vocabulary that was already learned
- ✓ Identifying numbers and time expressions

ATTITUDES

- Participating in the most natural way

ACHIEVEMENT INDICATORS

3.6 Students' ability to identify furniture and parts of the house

CONTENTS

CONCEPTS

- Time expressions:
in the morning,
in the afternoon, at
midnight, at noon, at
dawn, at any hour
- ✓ Celebrations
- Special occasions:
birthday, weddings,
graduation, etc
- Holydays: Mother's Day,
Teachers' Day, Father's
Day, Independence Day,
Etc
- ✓ I live in...
- Neighborhoods: El IVU,
San Lorenzo, El Trebol,
etc
- Places for leisure:
Coatepeque lake,
Sihuatehuacan, etc

PROCEDURES

- **READING**
- ✓ Recognizing the different
words related with the
topics
- ✓ Learning about
weekdays, months of the
year, celebrations, daily
activities, etc
- ✓ Identifying the list of
different places in town
- ✓ Classifying the vocabulary
into different categories
- ✓ Identifying ordinal
numbers
- ✓ Understanding the use of
different adjectives
- ✓ Learning different
nationalities and names
of countries

ATTITUDES

ACHIEVEMENT INDICATORS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ Good – looking
- Adjectives of appearance: handsome, pretty, ugly, beautiful, little heavy, etc
- Adjectives of personality: Intelligent, smart, etc
- **USEFUL PHRASES**
- ✓ How old are you?
- ✓ How do you get to your school?
- ✓ When is your birthday?
- ✓ What is your favorite holiday?
- ✓ What time is it?
- ✓ It is ...(before, after, to , past, o'clock, in the morning, in the afternoon, in the evening, at night, at midnight, at dawn)
- ✓ Where are you from?
- ✓ What is your nationality?

PROCEDURES

- **WRITING**
- ✓ Listing the different places found in a city
- ✓ Writing the parts of the house and the furniture found there
- ✓ Learning how to write the ordinal numbers
- ✓ Learning how to spell holidays
- ✓ Writing about favorite activities
- ✓ Writing about favorite holidays
- ✓ Listing nationalities of famous people
- ✓ Writing down all the vocabulary provided

ATTITUDES

UNIT 4

GROWING UP!

TIME: 13 HOURS

OBJECTIVES

- ✓ To use the vocabulary related with holidays
- ✓ To learn about the human body and its cares
- ✓ To learn about personal likes and dislikes
- ✓ To recognize the different athletic activities and abilities

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- **CONTENTS:**
 - Personal activities
 - Let's write
 - Myself
 - Having fun
 - Being cool
- **GRAMMAR IN CONTEXT**
 - ✓ Simple present tense
 - Affirmative form
 - Subject + Main verb + complement

PROCEDURES

- **LISTENING**
 - ✓ Learning time by the use of time expressions
 - ✓ Identifying the differences between subject pronouns and object pronouns
 - ✓ Learning pronunciation by repetition drills
 - ✓ Recognizing the senses and body parts
 - ✓ Learning about different daily activities

ATTITUDES

- Showing respect to the teacher
- Learning from their classmates
- Sharing ideas and thoughts
- Being nice and cooperative with those who have learning problems
- Establishing a good learning environment by sharing knowledge

- 4.1 Students' ability to write about likes and dislikes
- 4.2 Students' ability to identify the different parts of the body and senses
- 4.3 Students' ability to talk about themselves
- 4.4 Students' ability to learn about others' abilities

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- Negative form
Subject + DO/ DOES + NOT + main verb + complement
- Yes/No Questions
DO / DOES + subject + main verb + complement + ?
- WH- Questions
WH + DO/ DOES + subject + main verb + complement + ?
- ✓ Present continuous
- Affirmative form
Subject + AUX(BE) + Main verb (ing) + complement
- Negative form
Subject + AUX (BE) + NOT + main verb (ing) + complement
- Yes/No Questions
AUX(BE) + subject + main verb(ing) + complement + ?

PROCEDURES

- **SPEAKING**
- ✓ Practicing daily activities
- ✓ Practicing likes and dislikes
- ✓ Learning to recognize the things they are able to do
- ✓ Talking about themselves
- ✓ Learning to recognize the time
- ✓ Spelling the vocabulary learned correctly
- ✓ Expressing ideas about personal styles
- ✓ Talking about personal care and health problems
- ✓ Learning about prices, colors, and materials
- ✓ Learning vocabulary by repeating

ATTITUDES

- Being polite about others' thoughts referring to styles
- Being nice at the moment of sharing knowledge
- Being nice and polite as much as possible

- 4.5 Students' ability to use time expressions in the correct position
- 4.6 Students' ability to talk about personal care and health problems
- 4.7 Students' ability to ask questions in order to know about others' abilities
- 4.8 Students' ability to describe their own style

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ CAN (Ability)
- Affirmative form

Subject + CAN + main verb + complement
- Negative form

Subject + CAN + NOT + main verb + complement
- Yes- No Questions

CAN + subject + Main verb + complement + ?
- WH- questions

WH+CAN + subject+ main verb + complement + ?
- **VOCABULARY**
- ✓ Personal activities: wake up, eat, take a shower, go to school, go to the market, etc

PROCEDURES

- **READING**
- ✓ Identifying the difference between the time expressions
- ✓ Saying the time using more than one alternative
- ✓ Making a difference in the use of the object and subject pronouns
- ✓ Identifying vocabulary
- ✓ Reading words from the board
- ✓ Identifying the variety of clothing vocabulary

ATTITUDES

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ Myself
- Body: head, stomach, arm, eyes, leg, etc
- My emotions and senses: happy, sad, depressed, angry, smell, touch, etc
- ✓ Having fun:
 - I can... swim, ride a horse, ride a bike, etc
 - I cannot... dance, sing, drive, etc
- ✓ Being cool:
 - Clothing: t-shirt, shirt, pants, jeans, shoes, cap, blouse, etc
 - Colors: White, Brown, black, red, blue, grey, etc

PROCEDURES

- **WRITING**
- ✓ Telling what they do by the use of simple sentences
- ✓ Writing about their favorite sports or activity
- ✓ Writing about their personal schedule
- ✓ Listing vocabulary related with daily activities
- ✓ Writing about the things they can or cannot do
- ✓ Writing down the vocabulary of the board
- ✓ Writing about their body and personal care

ATTITUDES

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- Styles: cool, emo, rapper, funky, casual, classic, etc

➤ USEFUL EXPRESSIONS

- What time do you get up? What do you do on weekends? What do you do...? What is your favorite sport? What is your favorite hobby? What do you do in your free time? What is your favorite color? What is your dressing style? What is your favorite color?, etc

PROCEDURES

ATTITUDES

UNIT 5

MY LIKES AND DISLIKES

TIME: 12 HOURS

OBJECTIVES

- ✓ To understand all the forms of simple present in order to talk about themselves and their origins
- ✓ To learn about places and how to use prepositions while talking about them
- ✓ To learn about their native country
- ✓ To talk about possessions

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- CONTENTS:
 - Being yourself
 - I'm a student
 - Typical food
 - Going around the city
 - What do I have?
- ✓ GRAMMAR IN CONTEXT
 - Verb "BE"
 - Affirmative form
 - Subject + BE + complement

PROCEDURES

- LISTENING
 - ✓ Learning vocabulary related to the classroom
 - ✓ Recognizing the difference in the use of demonstrative pronouns
 - ✓ Learning vocabulary related with typical food
 - ✓ Identifying the different vocabulary according to its topic

ATTITUDES

- Showing interest in learning the new language
- Being interested in learning the different typical foods
- Being cooperative with classmates while the learning process takes place
- Being respectful with others' opinions
- Creating a nice learning environment
- Being polite

- 5.1 Students' ability to learn about the different personal preferences
- 5.2 Students' ability to differentiate demonstrative pronouns
- 5.3 Students' ability to learn the object pronouns
- 5.4 Students' ability to learn new vocabulary
- 5.5 Students' ability to understand the use of the forms of BE

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- Negative form
Subject+BE+NOT+complement
- Yes/No Questions
BE + subject + complement + ?
- WH- Questions
WH+BE+subject+complement+?
- ✓ Demonstrative pronouns
- Singular pronouns
(This / That)
This is a pen (near)
That is a pen (far)
- Plural pronouns
(These/ Those)
These are books (near)
Those are books (far)
- **VOCABULARY**
- ✓ Being yourself
- Review of body parts :
eyes, ear, neck, fingers,
etc

PROCEDURES

- **SPEAKING**
- ✓ Talking about likes and dislikes
- ✓ Recognizing classroom objects
- ✓ Using the prepositions of location
- ✓ Identifying food vocabulary
- ✓ Talking about their favorite typical food
- ✓ Sharing information about their family

ATTITUDES

- Being attentive to all the new things that can be learned
- Having a friendly attitude toward the development of the class with the classmates

- 5.6 Students' ability to share information about family
- 5.7 Students' ability to learn how to talk about the family

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- Review of clothing: shorts, dress, hat, high heels, etc
- ✓ I'm a student
- Review of classroom objects: school desk, notebook, sharpener, computer, etc
- ✓ Typical food:
 - pupusas, bread stuffed with turkey, rice with fried mashed beans, vanilla custard, etc
- ✓ Going around the city
 - bank, park, city hall, cathedral, school, library, department store, museum, etc

ATTITUDES

- **READING**
- ✓ Reading sentences where classroom objects are used
- ✓ Learning the different representation of the words
- ✓ Learning about food names and matching them with pictures
- ✓ Recognizing the vocabulary related with typical food
- ✓ Reading about the different places in town

ATTITUDES

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ What do I have?
- Belongs: dog, fish, cat, rat, snake, iguana, etc.
- Family members: mother, father, brother, sister, etc
- USEFUL EXPRESSIONS
- My favorite hobby is..., My favorite sport is..., My favorite class is..., I like to eat ..., I love to eat..., I do not like..., where is the...? How can I get to the...?

PROCEDURES

- **WRITING**
- ✓ Learning how to write sentences using the four forms of BE
- ✓ Writing sentences and using demonstrative pronouns
- ✓ Identifying singular and plural nouns
- ✓ Recognizing the different pictures and words by matching
- ✓ Listing the most common places to go in a city
- ✓ Listing family members
- ✓ Writing sentences about the things each person has

ATTITUDES

UNIT 6

OBJECTIVES

- ✓ To learn about El Salvador's customs
- ✓ To learn about future activities
- ✓ To learn how to use near future
- ✓ To talk about El Salvador using the foreign language

MY COUNTRY!

TIME: 16 HOURS

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- CONTENTS:
 - Salvadoran's traditions
 - "BE GOING TO"
 - Traveling around El Salvador
 - My dream travel
 - My family is from El Salvador
- GRAMMAR IN CONTEXT:
 - ✓ Verb "BE"
 - Affirmative form

PROCEDURES

- LISTENING
 - ✓ Talking about the native traditions
 - ✓ Learning how to use BE as auxiliary
 - ✓ Identifying the holidays by the use of the months of the year and dates
 - ✓ Learning about the different places of El Salvador

ATTITUDES

- Getting interested in the country
- Learning and sharing different experience they have lived when traveling around the country
- Being nice and polite with classmates
- Respecting the teacher
- Being good classmates
- Behaving friendly

- 6.1 Students' ability to learn about their native country
- 6.2 Students' ability to talk about the things they expect for their future
- 6.3 Students' ability to share knowledge about native traditions
- 6.4 Students' ability to talk about Salvadoran families
- 6.5 Students' ability to talk about the different places they would like to visit

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

Subject + BE+GOING TO +
main verb + complement

- Negative form

Subject + BE + NOT + GOING
TO + main verb + complement

- Yes/No Questions

BE + subject + GOING TO +
main verb + complement + ?

- WH- Questions

WH + BE + subject + GOING TO +
main verb + complement +?

➤ VOCABULARY:

- ✓ Salvadoran's traditions

New Year's Day (**January 1**),
Easter (**varies**), Labor's Day
(**May 1**), Soldiers' Day (**May 7**),
Patron Saint Festivities (**August 6**),
Independence Day
(**September 15**), Columbus Day
(**October 12**), All Souls Day
(**November 2**), First Cry of
Independence (**November 5**),
Christmas celebration
(**December 24**), ,New Year's Eve
(**December 31**)

PROCEDURES

➤ **SPEAKING**

- ✓ Talking about the places they have visited in El Salvador
- ✓ Sharing what they know about their country
- ✓ Sharing their ideas about their future
- ✓ Talking about their favorite Salvadoran tradition
- ✓ Telling about their family's origins
- ✓ Talking about their family traditions

ATTITUDES

- Establishing the importance of practicing the foreign language at any environment

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

- ✓ BE GOING TO: tomorrow, next week, next weekend, tonight, next vacation, etc

- ✓ Traveling around the country(My dream travel)
 - Places for sharing with nature: El Pital, El Imposible, Montecristo, Izalco's volcano, Cerro Verde, etc.

 - Tradicional places: Juayua, Izalco, Apaneca, Santa Ana, Chalchuapa, etc...

 - Places for fun: Costa del Sol, EL Majagual, Laguna de Metapan, Coatepeque Lake, etc

- ✓ My family is from El Salvador:
 - I live in... Santa Ana, Ahuachapan, San Salvador, Sonsonate, San Miguel, etc

PROCEDURES

- **READING**

- ✓ Reading about different customs of El Salvador

- ✓ Reading about future plans

- ✓ Learning about how to express their likes about their country

- ✓ Identifying the interesting places from the country by the use of pictures

ATTITUDES

CONTENTS

ACHIEVEMENT INDICATORS

CONCEPTS

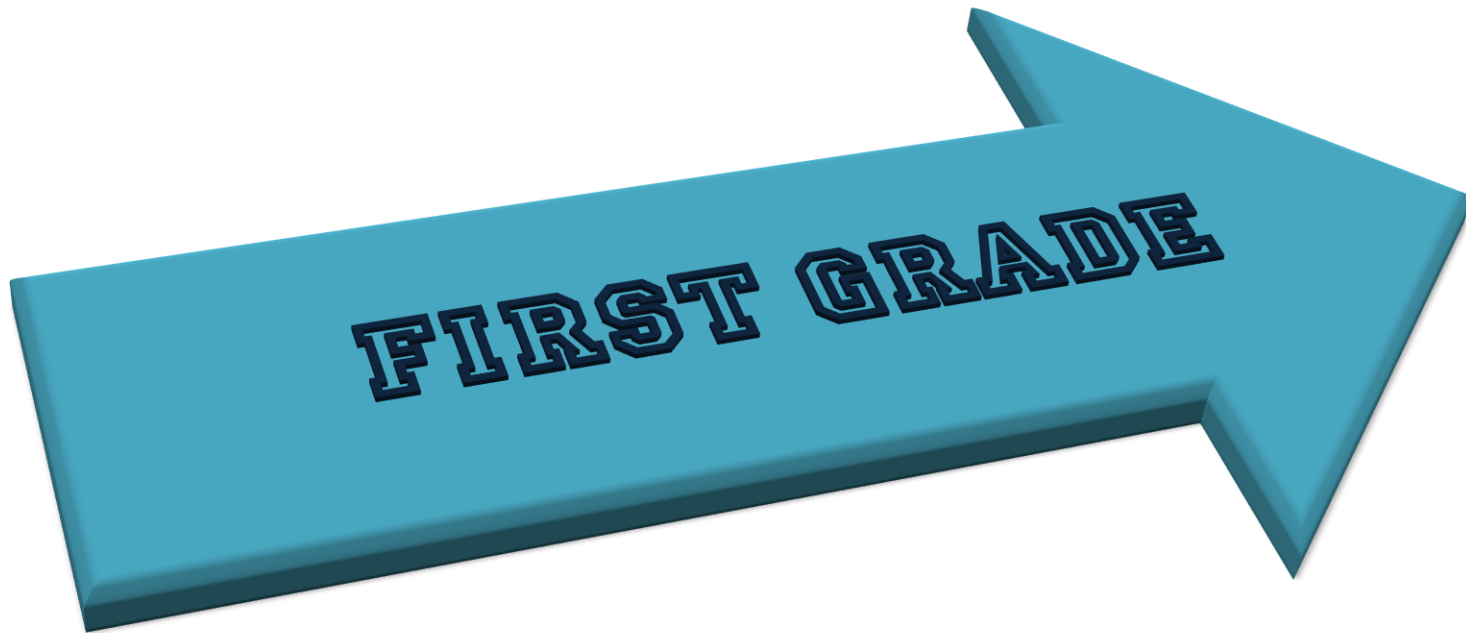
- USEFUL EXPRESSIONS
- What are your favorite holidays? What is your favorite traditions?, what are you going to...? where are you going to...? where is your family from? What is the best place for relaxing? Where are you going to go for next vacations?, etc.

PROCEDURES

- **WRITING**
- ✓ Writing simple sentences about the things they know about El Salvador
- ✓ Writing what they are expecting to do in their future
- ✓ Describing the different places they would like to visit
- ✓ Listing the different and most strange customs they know about the country

ATTITUDES

APPENDICES



Wild Animals



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



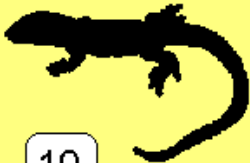
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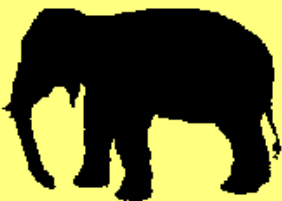
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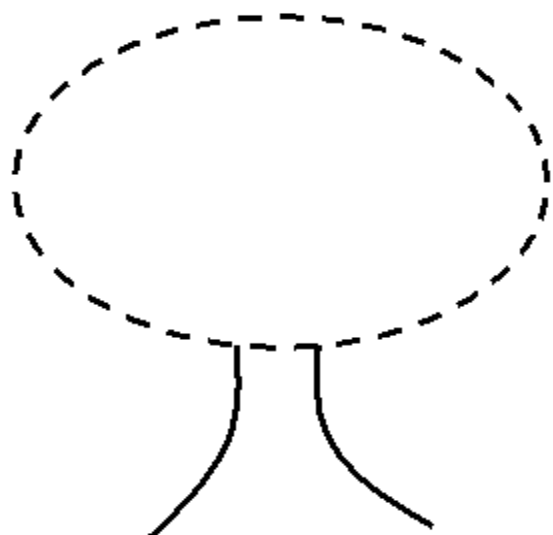
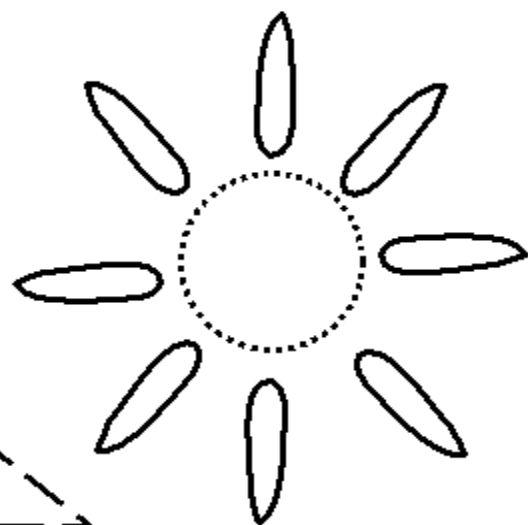
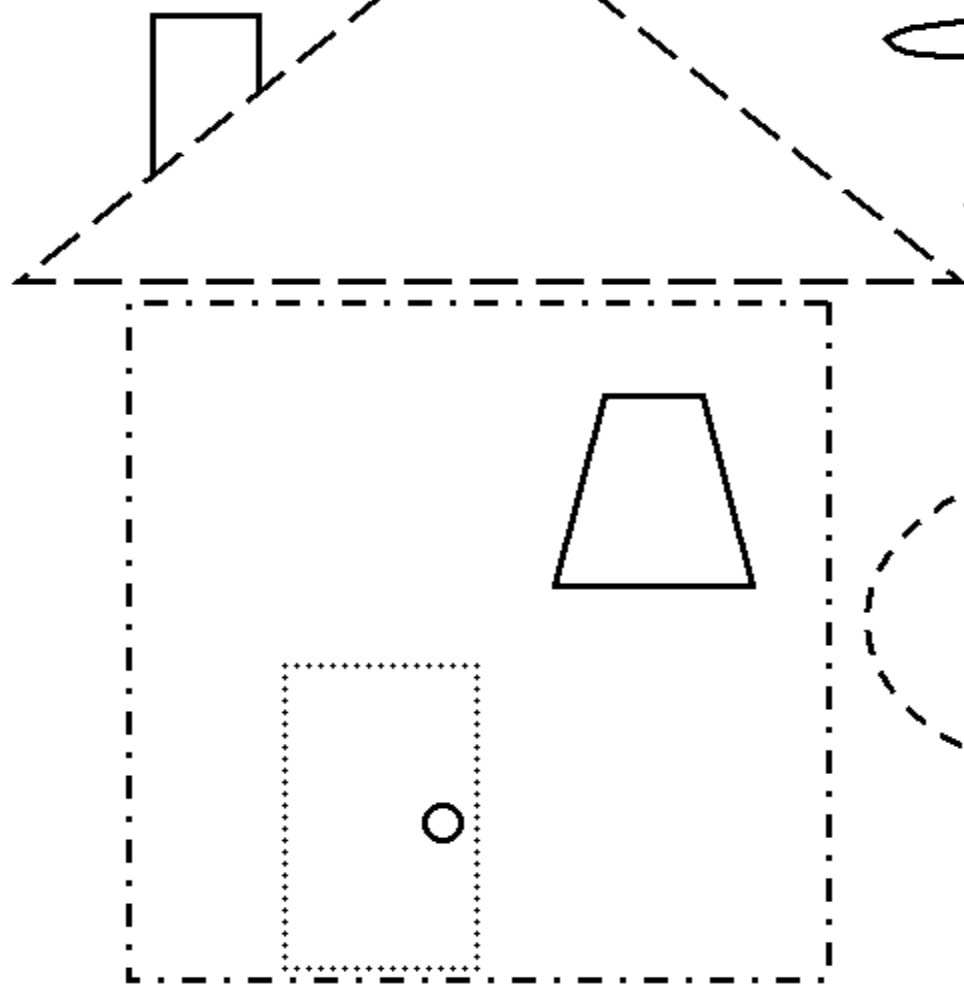
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






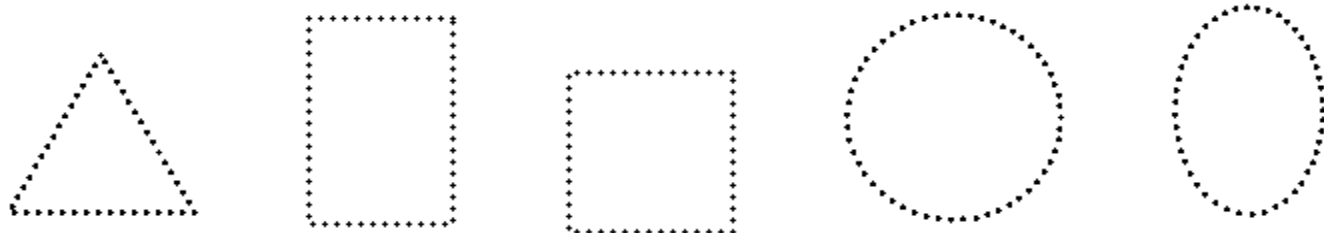
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- | | | | | |
|-----------------------------------|--------------------------------|----------------------------------|---------------------------------|------------------------------------|
| <input type="checkbox"/> lizard | <input type="checkbox"/> bat | <input type="checkbox"/> parrot | <input type="checkbox"/> bear | <input type="checkbox"/> whale |
| <input type="checkbox"/> reindeer | <input type="checkbox"/> zebra | <input type="checkbox"/> ostrich | <input type="checkbox"/> mouse | <input type="checkbox"/> crocodile |
| <input type="checkbox"/> owl | <input type="checkbox"/> snake | <input type="checkbox"/> dolphin | <input type="checkbox"/> monkey | <input type="checkbox"/> fox |
| <input type="checkbox"/> squirrel | <input type="checkbox"/> hippo | <input type="checkbox"/> seal | <input type="checkbox"/> camel | <input type="checkbox"/> tortoise |

SHAPES AND COLORS



Shapes and Colors: Trace the rectangles  and color them brown.
Trace the squares  and color them blue.
Trace the triangles  and color them red.
Trace the ovals  and color them green.
Trace the circles  and color them yellow.



Name: _____ Last name: _____
Date: _____



MEET KIM'S FAMILY



GRANDFATHER



GRANDMOTHER



MOTHER



FATHER



AUNT



UNCLE



KIM



BROTHER



SISTER



COUSIN



COUSIN



GRANDFATHER + GRANDMOTHER = GRANDPARENTS



GRANDSON + GRANDDAUGHTER = GRANDCHILDREN



MOTHER + FATHER = PARENTS



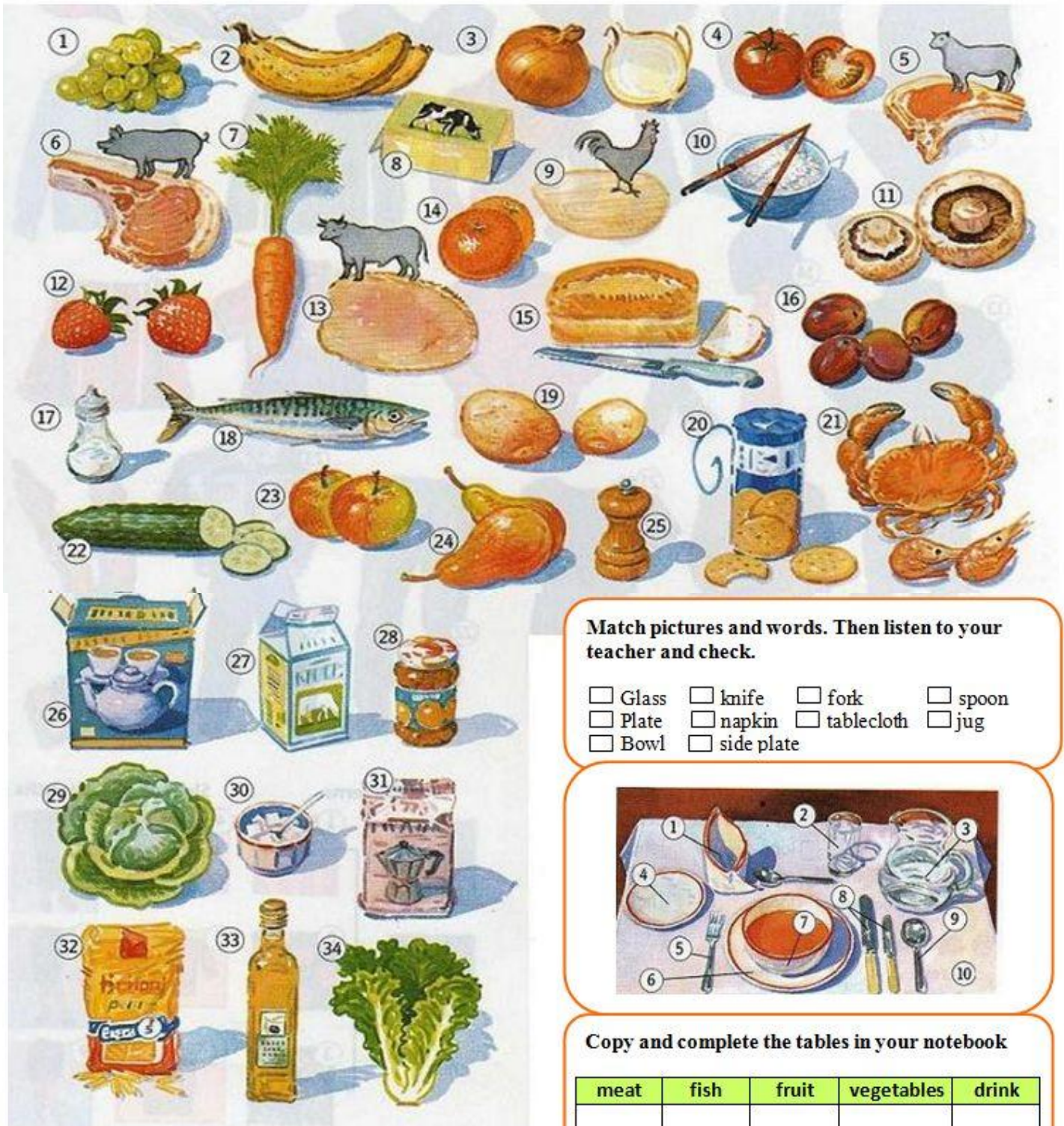
SON + DAUGHTER = CHILDREN



FOOD

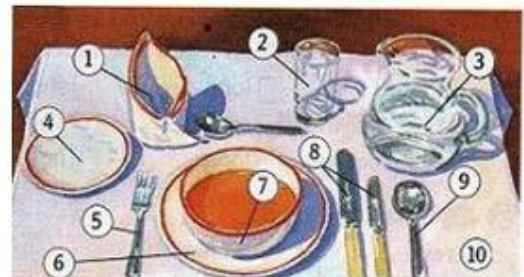
Match the pictures below and the following words. Listen to your teacher and check.

- | | | | | |
|-----------------------------------|------------------------------------|----------------------------------|------------------------------------|---------------------------------------|
| cucumber <input type="checkbox"/> | cabbage <input type="checkbox"/> | bananas <input type="checkbox"/> | apples <input type="checkbox"/> | potatoes <input type="checkbox"/> |
| chicken <input type="checkbox"/> | tomatoes <input type="checkbox"/> | oranges <input type="checkbox"/> | shellfish <input type="checkbox"/> | salt <input type="checkbox"/> |
| butter <input type="checkbox"/> | mushrooms <input type="checkbox"/> | sugar <input type="checkbox"/> | oil <input type="checkbox"/> | onions <input type="checkbox"/> |
| coffee <input type="checkbox"/> | jam <input type="checkbox"/> | milk <input type="checkbox"/> | lamb <input type="checkbox"/> | strawberries <input type="checkbox"/> |
| carrot <input type="checkbox"/> | bread <input type="checkbox"/> | grapes <input type="checkbox"/> | pears <input type="checkbox"/> | pasta <input type="checkbox"/> |
| fish <input type="checkbox"/> | tea <input type="checkbox"/> | pork <input type="checkbox"/> | rice <input type="checkbox"/> | pepper <input type="checkbox"/> |
| beef <input type="checkbox"/> | lettuce <input type="checkbox"/> | plums <input type="checkbox"/> | biscuit <input type="checkbox"/> | |



Match pictures and words. Then listen to your teacher and check.

- | | | | |
|--------------------------------|-------------------------------------|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Glass | <input type="checkbox"/> knife | <input type="checkbox"/> fork | <input type="checkbox"/> spoon |
| <input type="checkbox"/> Plate | <input type="checkbox"/> napkin | <input type="checkbox"/> tablecloth | <input type="checkbox"/> jug |
| <input type="checkbox"/> Bowl | <input type="checkbox"/> side plate | | |



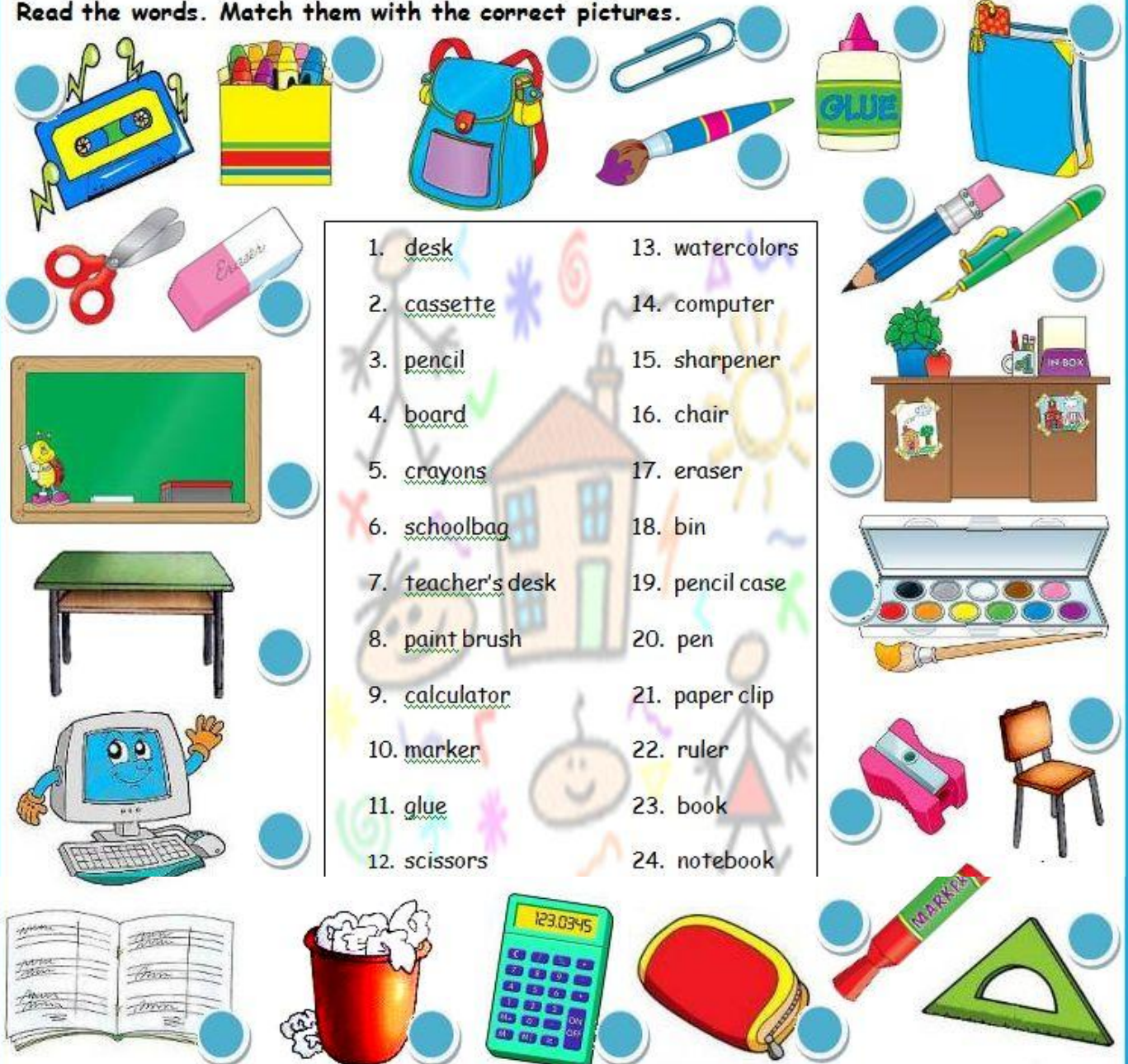
Copy and complete the tables in your notebook

meat	fish	fruit	vegetables	drink



IN THE CLASSROOM

Read the words. Match them with the correct pictures.



- | | |
|--------------------------|-----------------|
| 1. <u>desk</u> | 13. watercolors |
| 2. <u>cassette</u> | 14. computer |
| 3. <u>pencil</u> | 15. sharpener |
| 4. <u>board</u> | 16. chair |
| 5. <u>crayons</u> | 17. eraser |
| 6. <u>schoolbag</u> | 18. bin |
| 7. <u>teacher's desk</u> | 19. pencil case |
| 8. <u>paint brush</u> | 20. pen |
| 9. <u>calculator</u> | 21. paper clip |
| 10. <u>marker</u> | 22. ruler |
| 11. <u>glue</u> | 23. book |
| 12. <u>scissors</u> | 24. notebook |

Other school words.





What can you see in the picture?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.

Draw A paper clip



draw a pencil



Draw an eraser



Draw a notebook



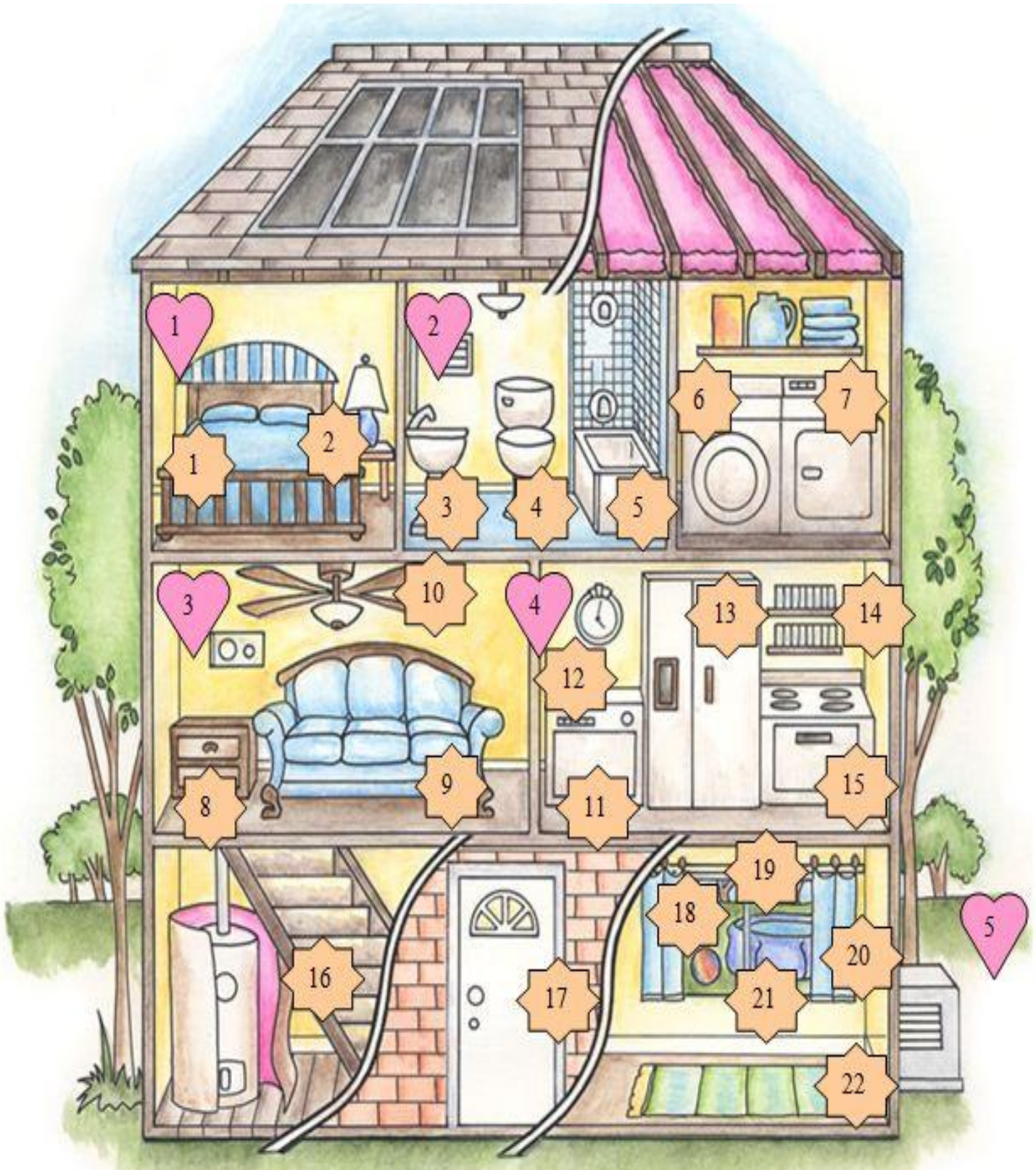
Draw a book

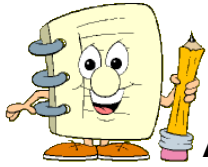


Draw a school bag



PARTS OF THE HOUSE





ACTIVITY 1: Match the numbers in the hearts with the words below and find the parts of the house.

a) living room

b) garden

c) bathroom

d) bedroom

e) kitchen



ACTIVITY 2: Find the names of furniture and goods in the house and match them with the numbers in the picture above.

a) ball b) washing machine c) door d) window e) clock

f) table lamp g) bath h) refrigerator i) shelf j) carpet

k) stairs l) toilet m) dishwasher n) washbasin o) children's pool

p) oven q) drying machine r) sofa s) bed t) cupboard

u) lamp with fan v) curtain

NUMBERS

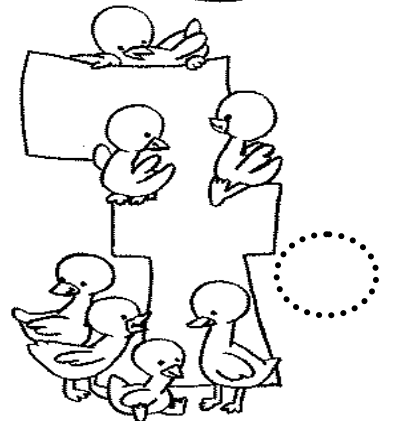
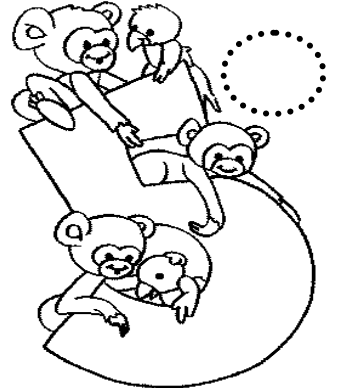
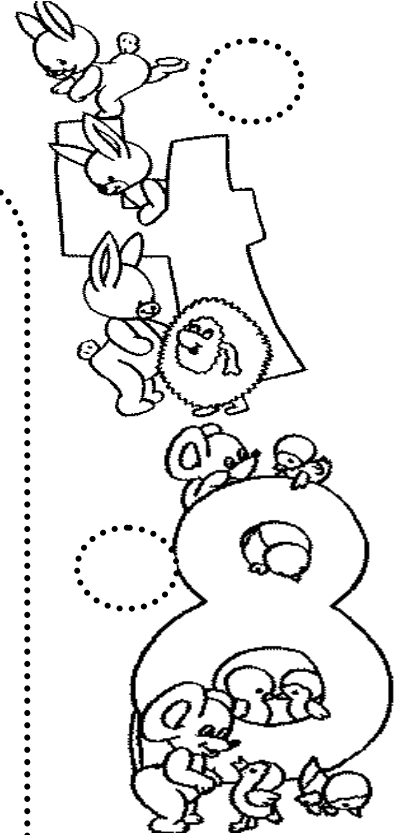
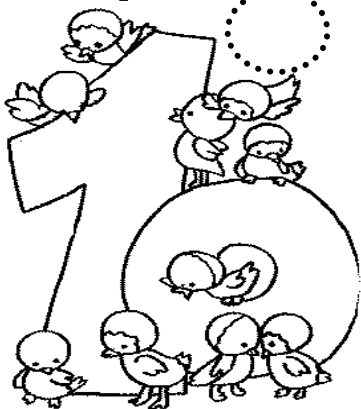
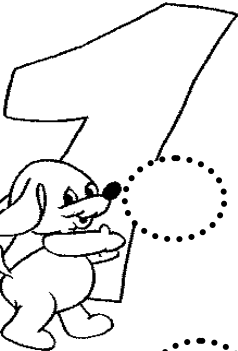
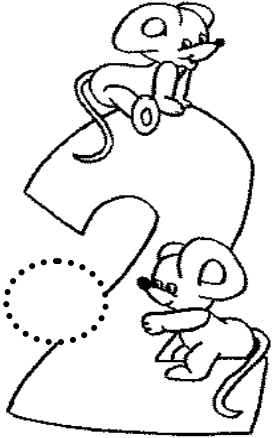
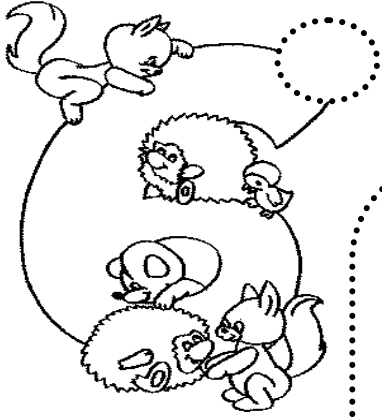
Read & Color.

Count & Match.

- A. Three brown monkeys and two green parrots is
- B. Six yellow ducks and one orange duck is
- C. One orange dog and one grey mouse and one yellow tiger is
- D. Eight little blue parrots and one big purple parrot is
- E. One black mouse and one pink mouse is
- F. Two brown mice and six red birds is
- G. Five blue birds and five green birds is
- H. Three white rabbits and one orange hedgehog is
- I. One black and white little dog is
- J. Two brown hedgehogs and two orange squirrels and one grey mouse and one pink bird is

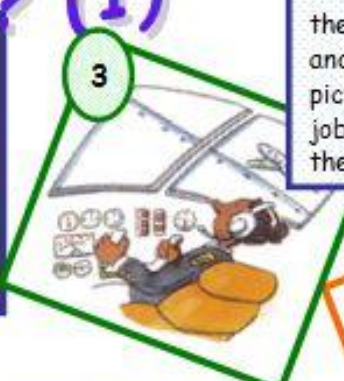
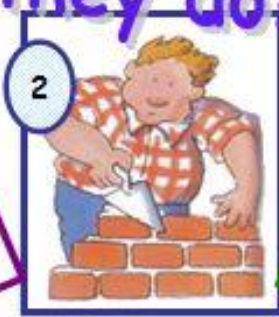
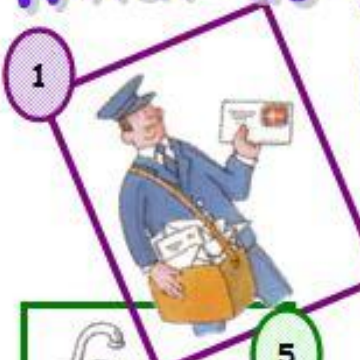
Read & Color.














- Number nine is grey.
- Number two is yellow.
- Number five is orange.
- Number six is purple.
- Number seven is pink.
- Number three is green.
○ Number four is blue.
- Number eight is brown.

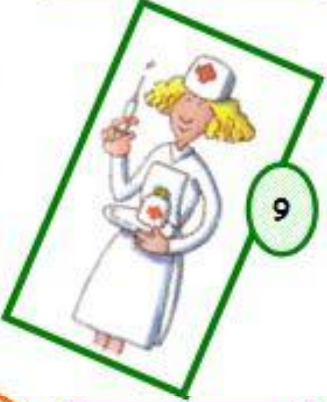


What do they do? (1)

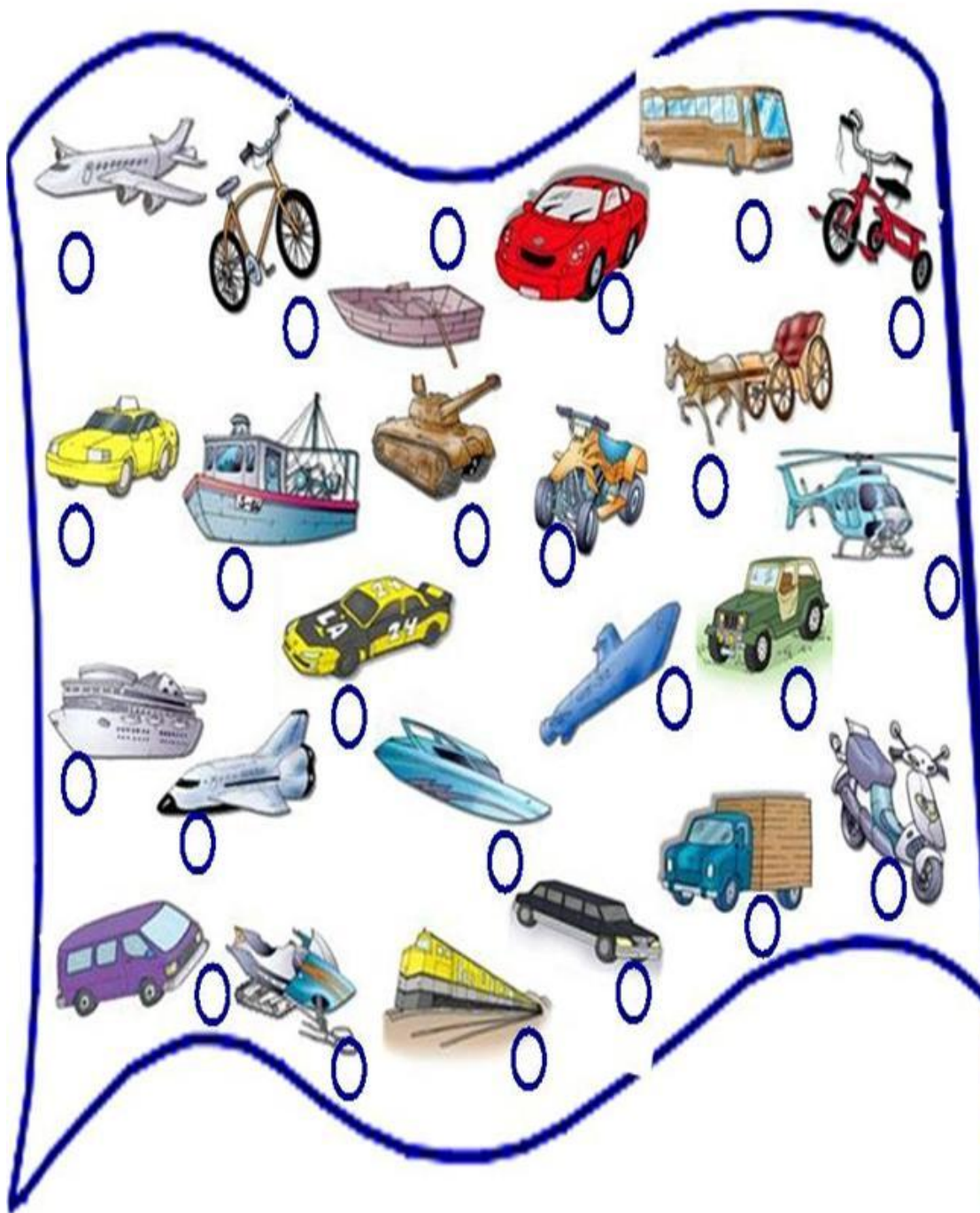
Look at the pictures and identify the jobs. Complete the names of the jobs (a-m) and match them with the pictures (1-13). To guess the jobs you have a clue next to the written word.



a) RT T 
 b) P OT 
 c) U E 
 d) A T 
 e) ST AN 
 f) U L ER 
 g) D N R 
 h) W T E S 
 i) EC T RY 
 j) P MB 
 k) O OR 
 l) C E 
 m) LE RI AN 



ПОУЧУВАЈТЕ СЕ



1. airplane 2. bicycle 3. boat 4. bus 5. taxi

6. car 7. fishing boat 8. four wheeler 9. helicopter

10. horse and carriage 11. jeep 12. limo

13. race car 14. scooter 15. ship 16. shuttle

17. snowmobile 18. speedboat 19. submarine

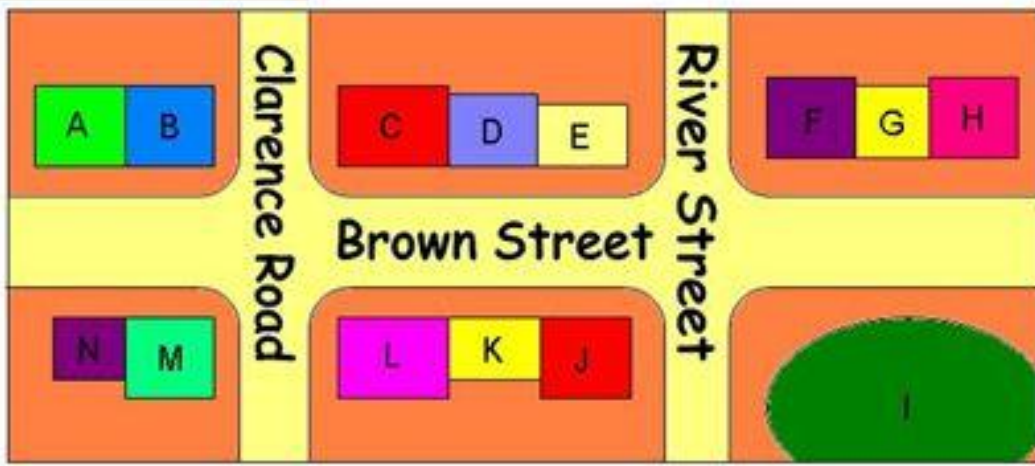


THIRD GRADE

UNIT 1

Where is the supermarket?

Read the clues and find the different



1. The bank is on the corner of Brown St. and Clarence Rd.
2. The supermarket is next to the bank in front of the church.
3. The church is next to the hospital.
4. My house is between the toyshop and the clothes shop.
5. The garage is opposite the hospital.
6. The square is in front of the chemist's.
7. The chemist's is between the school and the kiosk.
8. The school is on the corner of River St.
9. My house is in front of the greengrocer's.
10. The greengrocer's is next to the garage.
11. The clothes shop is in front of the bus station.
12. The bus station is opposite the square.

1. _____ bus station next to the greengrocer's.
2. _____ two squares.
3. _____ a theatre.
4. _____ a kiosk in front of the square.
5. _____ seven shops on Lane Street.

Complete the sentences with **there is / there are / there isn't or there aren't**

UNIT 2 TELLING TIME

② When do these people go to work? Where are they from?

I'm an artist. I'm French.
I work at home. I start work at



I'm a builder. I work outside. I'm Italian.
I go to work at



I'm a postman. I work in a post office. I'm Chinese. I go to work at



I'm a doctor. I work in a hospital. I'm American. I sometimes start work at



③ Draw the times.



It's half past five.



It's quarter past two.



It's five to nine.

④ This is what Tim does on Sundays. Read the sentences and write the times.



10:30



6:35



8:00



3:15



8:45



12:05

1. Tim plays computer games at _____.
2. He listens to music at _____.
3. He reads a book at _____.
4. he does his homework at _____.
5. He watches TV at _____.
6. He plays football at _____.

UNIT 3

ORDINAL NUMBERS

1. Find the months, write them in the correct boxes and answer the questions.

1st		3rd		10th		5th										
J	O	L	J	A	U	G	U	S	T	J	J	A	D	S	O	12th
M	A	R	C	H	J	J	F	E	B	R	O	P	E	E	C	7th
J	J	N	J	J	M	A	R	S	C	J	J	R	C	P	T	11th
A	J	J	U	N	E	J	J	J	M	J	J	I	E	T	O	9th
U	J	J	J	A	J	J	J	J	A	J	J	L	M	J	B	4th
G	J	F	E	B	R	U	A	R	Y	J	J	J	B	J	E	
U	S	Y	J	U	L	Y	N	O	V	E	M	B	E	R	R	
I	D	J	J	S	E	P	T	E	M	B	E	R	R	H	J	
2nd		6th		8th												

- 1- What is the first month of the year?

- 2- What is the third month of the year?

- 3- What is the sixth month of the year?

- 4- What is the eighth month of the year?

- 5- What is the ninth month of the year?

- 6- What is the second month of the year?

- 7- What is the fifth month of the year?

- 8- What is the twelfth month of the year?



Jake 24/06	Kate 03/12	Eric 21/02	Jane 23/08	Peter 12/05
---------------	---------------	---------------	---------------	----------------

- 1- When is Jake's birthday?

- 2- When is Kate's birthday?

- 3- When is Eric's birthday?

- 4- When is Jane's birthday?

- 5- When is Peter's birthday?

UNIT 4

Affirmative Form

FULL FORM	SHORT FORM
I am	I'm
You are	You're
She is	She's
He is	He's
It is	It's
We are	We're
You are	You're
They are	They're

Verb to be

Negative Form

FULL FORM	SHORT FORM
I am not	I'm not
You are not	You aren't
She is not	She isn't
He is not	He isn't
It is not	It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

1- What nationality are they?



e.g.: She is from France so she's French.



b) _____



d) _____



f) _____



a) _____



c) _____



e) _____



g) _____

2- Where are they from?



France

e.g.: He isn't from France. He's from _____

e
c G e
r e



Brazil

3

x i
M c
o e



Spain

1

o
P a
l d n



Australia

4

A
U
S



China

2

T y
k r u
e



Canada

5

i r
a B i
n t

UNIT 5

VERB TO BE

A. Complete with am, is, are.

1. Mark _____ a student.
2. Susan _____ an American student.
3. My pet dog _____ dark brown.
4. My friend and I _____ tall and thin.
5. Those monkeys _____ on the trees.
6. This bike _____ pink.
7. My parents _____ Brazilian.
8. My aunt _____ a doctor.
9. I _____ a Portuguese teacher.
10. You _____ my favourite actress.
11. Dogs _____ clever.

B. Write these sentences in the negative.

1. Carl _____ my friend.
2. Marge _____ fat.
3. My ball _____ pink.
4. My grandparents _____ very old.
5. These pencils _____ new.
6. I _____ a king.
7. Cats _____ wild animals.
8. You _____ a man. You're a boy.
9. Bears _____ orange.
10. My books _____ red.
11. My sister and I _____ at home.



MARGE-12



MARK - 7



KATE-12



SAM - 19



LYN - 18



TIM - 19

C. Answer the questions.

1. How old is Marge?

2. How old are Kate and Marge?

3. How old is Lyn?

4. How old are Tim and Sam?

5. And you? How old are you?



FOURTH GRADE

Appendix 4.1

Fix the mistakes in the following sentences.

Example: Bob are preparing a delicious sandwich.

Bob "is preparing" a delicious sandwich

1. Jessica reading a comic book right now.

2. They are eat dinner at their favorite restaurant right now.

3. I watching a movie right now, so please be quiet!

4. The baby is cry so loudly! I can't do my homework!

5. He speak in Spanish.

6. He drinking cold water.

7. Jackie walking to the park right now with her friends.

8. Jimmy are playing the piano now.

Write the present continuous tense form of the verbs in parentheses in the following sentences.

Example: John _____ (do) his homework now

John is doing his homework now.

1. She _____ (wait) for me at the door now.
2. Look! It _____ (begin) to rain.
3. They _____ (take) a walk along the park.
4. I _____ (write) English grammar in my notebook.
5. Listen! The telephone _____ (ring) now.
6. We _____ (study) the exercises on page 45.
7. Helen _____ (look) for her English book.
8. Listen! Someone _____ (knock) at the door.
9. My father _____ (read) the newspaper now.
10. The teacher _____ (teach) math now.
11. The teacher _____ (look) at me.
12. Mr. Sandoval _____ (drive) his car now.
13. He _____ (read) a book now.
14. The bus driver _____ (drink) some water now.

For further practice in the formation of the present continuous tense, change the verbs of the following sentences from simple present tense to present continuous tense form. Write the corresponding present continuous tense form of each verb.

Example: Manuel studies in this class.

Manuel is studying in this class.

1. He goes to the movies.

2. They come to visit us.

3. The teacher corrects the exercises.

4. Miguel prepares his homework.

5. He drives to work in his car.

6. He eats lunch in the cafeteria.

7. The teacher arrives on time.

8. She wears a yellow dress and black shoes.

Appendix 4.4

Directions: Write the POSSESSIVE ADJECTIVE (my, your, her, his, its, our, your, their) which corresponds with the subject of the sentence in the blanks.

Example: The boy walks to ____ chair.

The boy walks to his chair.

1. The girl walks to _____ desk.
2. I walk to my _____ bike.
3. We study _____ English exercises at home.
4. I put _____ notebook on the desk.
5. Mary likes _____ English classes.
6. The boys have _____ party in the school.
7. John studies English in _____ bedroom.
8. The cat eats _____ dinner.
9. I often look at _____ watch during the English class.
10. The girls play with _____ dolls in the bedroom.
11. Our teacher often looks at _____ watch during the class.
12. John studies English in _____ free time.
13. Yanira always writes many new words in _____ notebook.
14. I never write new words in _____ notebook.
15. The children play with _____ toys in the garden.
16. Miss Juarez looks at _____ watch every ten minutes.
17. You never do _____ your homework.
18. You visit _____ family on the weekends.
19. The teachers always go to _____ houses after classes.
20. We bring _____ homework every day.

Directions: Circle the correct pronoun in parentheses. Remember to circle the OBJECT PRONOUN in parentheses.

Example: I see (he, him) on the bus every morning.

I see (he, him) on the bus every morning.

1. He sits near (I, me) in the English class.
2. I go with (she, her) to the movies on the weekend,
3. You often see (they, them) in the school.
4. I like (she, her) very much.
5. I know both (he, him) and his brother very well.
6. He sits close to (we, us) during the test.
7. Don't speak to (they, them) in Spanish.
8. I often go with (they, them) to the park.
9. Mario often helps (I, me) with the homework.
10. She writes many e-mails to (he, him).
11. Don't lend money to (she, her).
12. Mr. Jaime teaches (we, us) Social Studies.
13. He gives many presents to (she, he).
14. Please explain this exercise to (I, me).
15. The teacher always explains the lesson to (we, us).
16. Please give this book to (he, him).
17. Don't go with (them, they) to the movies tonight.
18. She wants to talk with (me, I).
19. I like (them, they) very much.
20. He rarely speaks to (us, we).

Directions: Substitute proper name or names in each sentence for object pronouns (me, you, him, her, it, us, you, them).

Example: I see john on the bus every day.

I see him on the bus every day.

1. 1. He sits near Jeff.

_____.

2. I often go to the movies with Mary,

_____.

3. You often see Carlos and Mario.

_____.

4. I like Marina very much.

_____.

5. I know both Robert and Sonia very well.

_____.

6. He sits near Tiffany and Claudia.

_____.

7. Don't speak to Ivannia and Sally in Spanish.

_____.

8. I often go to the park with Ray and Mike.

_____.

9. Mario often helps Madeline with the homework.

_____.

10. She writes many e-mails to (he, him).

_____.

11. Don't lend money to (she, her).

_____.

12. Mr. Jaime teaches Social Studies to my friends.

_____.

13. He gives many presents to Laura,

_____.

14. Please explain this exercise to my son

_____.

15. The teacher always explains the lesson to my friends.

_____.

16. Please give this book to Cain.

_____.

17. Don't go with Karla and Soraya to the movies tonight.

_____.

18. She wants to talk with Robert.

_____.

19. I like your shoes very much.

_____.

20. He rarely speaks to Karen

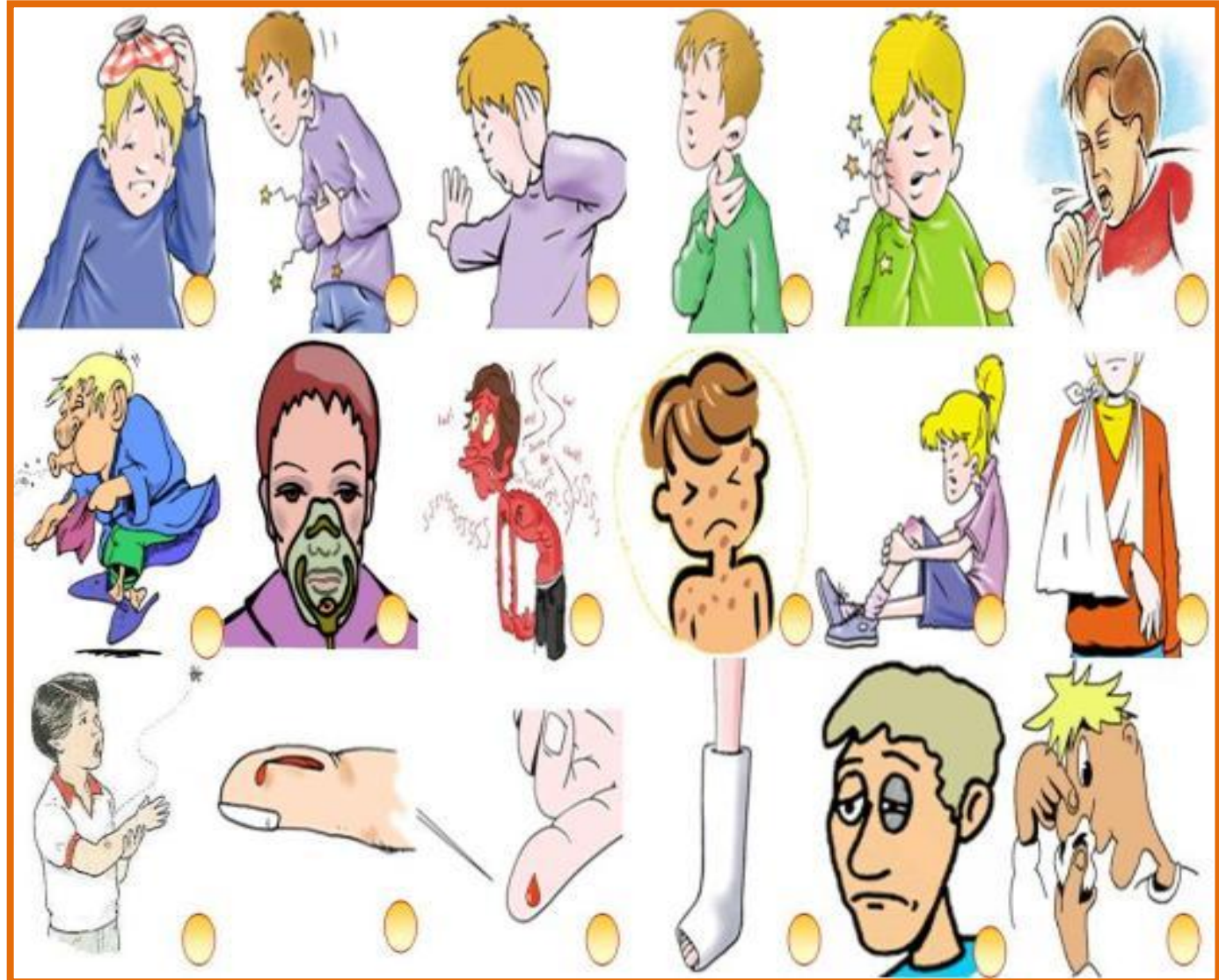
_____.

AT THE DOCTOR'S

Appendix 4.7 www.eslprintables.com

1. Match the pictures with the words in the box.

1. HEAD ACHE
2. STOMACH ACHE
3. EARACHE
4. SORE THROAT
5. TOOTHACHE
6. COUGH
7. COLD
8. ASTMA
9. SUNBURN
10. RASH
11. GRAZE
12. SPRAIN
13. INSECT BITE
14. CUT
15. PRICK
16. FRACTURE
17. BRUISE
18. NOSE BLEED



AT THE DOCTOR'S

2. Match the pictures with the words in the box.

1. EYE DROPS
2. BANDAGE
3. SYRUP
4. BAND AID
5. INJECTION
6. SUTURE
7. X-RAY
8. OINTMENT
9. BED REST
10. ICE PACK
11. CAPSULES
12. PILLS

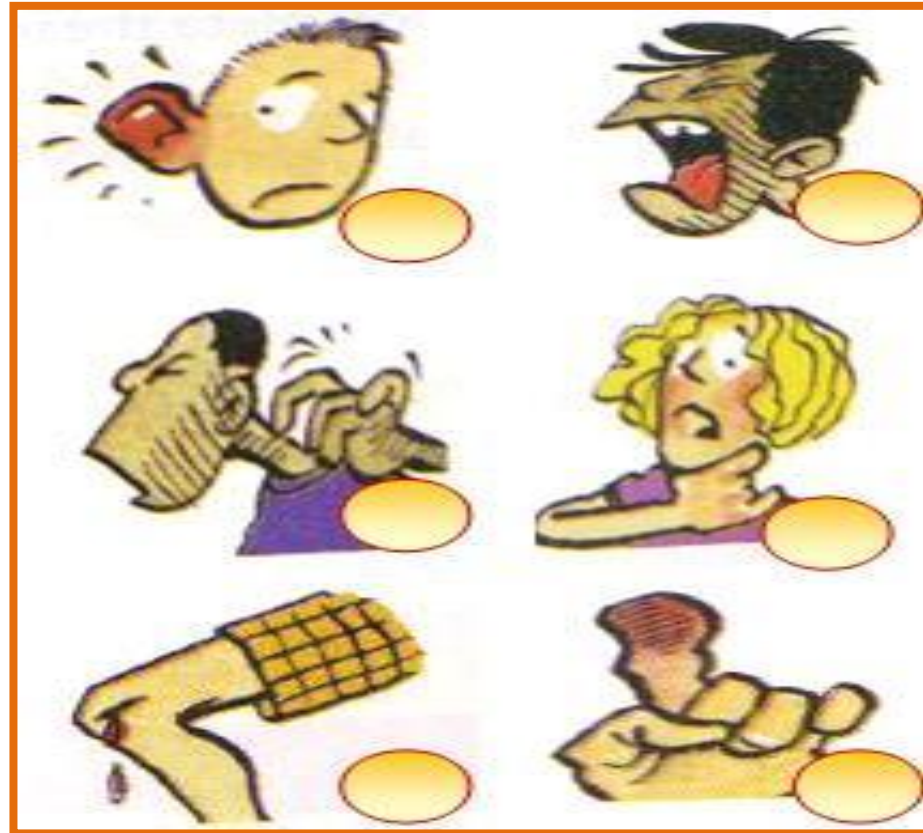


AT THE DOCTOR'S

Appendix 4.9 www.eslprintables.com

3. Match the sentences with the correct Picture

1. It's bleeding
2. It's painful
3. It's a bit red
4. It's swollen
5. It's itchy
6. It's sore



AT THE DOCTOR'S

Appendix 4.10 www.eslprintables.com

4. Imagine you are a doctor and complete the card for each patient

Patient 1

Problem: _____

Diagnosis: _____

Treatment: _____

Patient 4

Problem: _____

Diagnosis: _____

Treatment: _____

Patient 2

Problem: _____

Diagnosis: _____

Treatment: _____

Patient 5

Problem: _____

Diagnosis: _____

Treatment: _____

Patient 3

Problem: _____

Diagnosis: _____

Treatment: _____

Patient 6

Problem: _____

Diagnosis: _____

Treatment: _____



Directions: Stand up and interview your classmates and find someone who can or can't ...

	NAME	YES	NO
Swim very well			
Ride a bike very well			
Run very fast			
Draw and paint very well			
Drive a car			
Play the guitar			
Cook lasagna			
Play the piano			
Ride motorcycles			
Play computer games very well			
Write with both hands			
Say hello in five different languages			
Walk in his/ her hands			
Play the violin			
Write very fast and clear			
Play basketball			
Play soccer			
Play chess			

Directions: Answer the following questions about you.

1. What are you wearing today?

2. What is your favorite sport?

3. What is your favorite color?

4. What is your favorite food?

5. What is your favorite computer game?

6. How old are you?

7. How much is a cookie?

8. How old is your mother?

9. What color are your pants?

10. What color are your socks?

11. What color is your classmate's t-shirt?

12. What is your classmate's favorite color?

FIFTH GRADE

Write the correct form of the verb "To be"

1. My name _____ James.
2. Mary _____ the secretary.
3. John and Lucy _____ at school.
4. I _____ a student.
5. The boys _____ in the garden.
6. He _____ a lawyer.
7. Susie _____ a housewife.
8. She _____ a student.
9. They _____ my friends.
10. You _____ a student.

Write the correct form of the verb "To be"

- 1) My mother _____ in the kitchen.
- 2) The pupils _____ not at school today.
- 3) Maria's grandmother _____ from Brazil.
- 4) I _____ a football fan.
- 5) It _____ Sunday today.
- 6) They _____ in the car.
- 7) His pencil case _____ at home.
- 8) you _____ from Sheffield?
- 9) I _____ not your friend.
- 10) Hey John! We _____ here.

Complete the sentences using “*There is*” or “*There are*”.



13 pencils in this box.



a telephone on the desk.



a dog in the mailbox.



three books on the desk.



two dolphins in this picture.



twenty cigarettes in a packet

Write the answers for the following questions. Use “to be” or the simple present tense to answer them.

Are you a student?

Do you have any brothers or sisters?

Is he your nephew?

What does your mother do?

Do you live with your family?

Do you have a daughter?

Write the answers for the following questions. Then write the short conversations on your notebook. Use the correct tense to answer them.

Are you a student?

Do you have any brothers or sisters?

Is he your nephew?

What does your mother do?

Do you live with your family?

Do you have a daughter?

Affirmative	Negative	Interrogative
I drink You drink	I don't drink You don't drink	Do I drink? Do you drink?
He drinks She drinks It drinks	He <u>doesn't</u> drink She <u>doesn't</u> drink It <u>doesn't</u> drink	Does he drink? Does she drink? Does it drink?
We drink You drink They drink	We don't drink You don't drink They don't drink	Do we drink? Do you drink? Do they drink?

Unscramble the following sentences.

1- She / study / every / day _____

2 my sister / parties / enjoy _____

3 my / play / brothers / basketball _____

4 brother / your / friendly / look / _____

5 David / hate / alcohol _____

6 teacher / my / like / music _____

7- Pili and Sofia / like / ice cream _____

8 I / drink / sometimes / coffee _____

9 never / I / read / a / book _____

10 go / the disco / to / we / Saturday/ on _____

Complete the following sentences using Do / Does / Have / Has

1- Do you _____ a dog?

2- No, I _____ .

3- _____ she got brown hair

4- No, she _____ .

5- This exercise _____ 10 questions.

6- _____ Paul Newman _____ blue eyes?

7- Yes, he _____ .

8- _____ I _____ a lot of work to do?

9- Yes, I _____ .

10- What time _____ she have to get up?

11- She _____ to get up at 5:00 am.

12- _____ you want some ice cream?

13- Yes, I _____

14- _____ you feel tired?

15- No, I _____

16- This house _____ ten rooms.

17- My friends _____ a new computer.

18- _____ you feel happy?

19- Mary _____ two children.

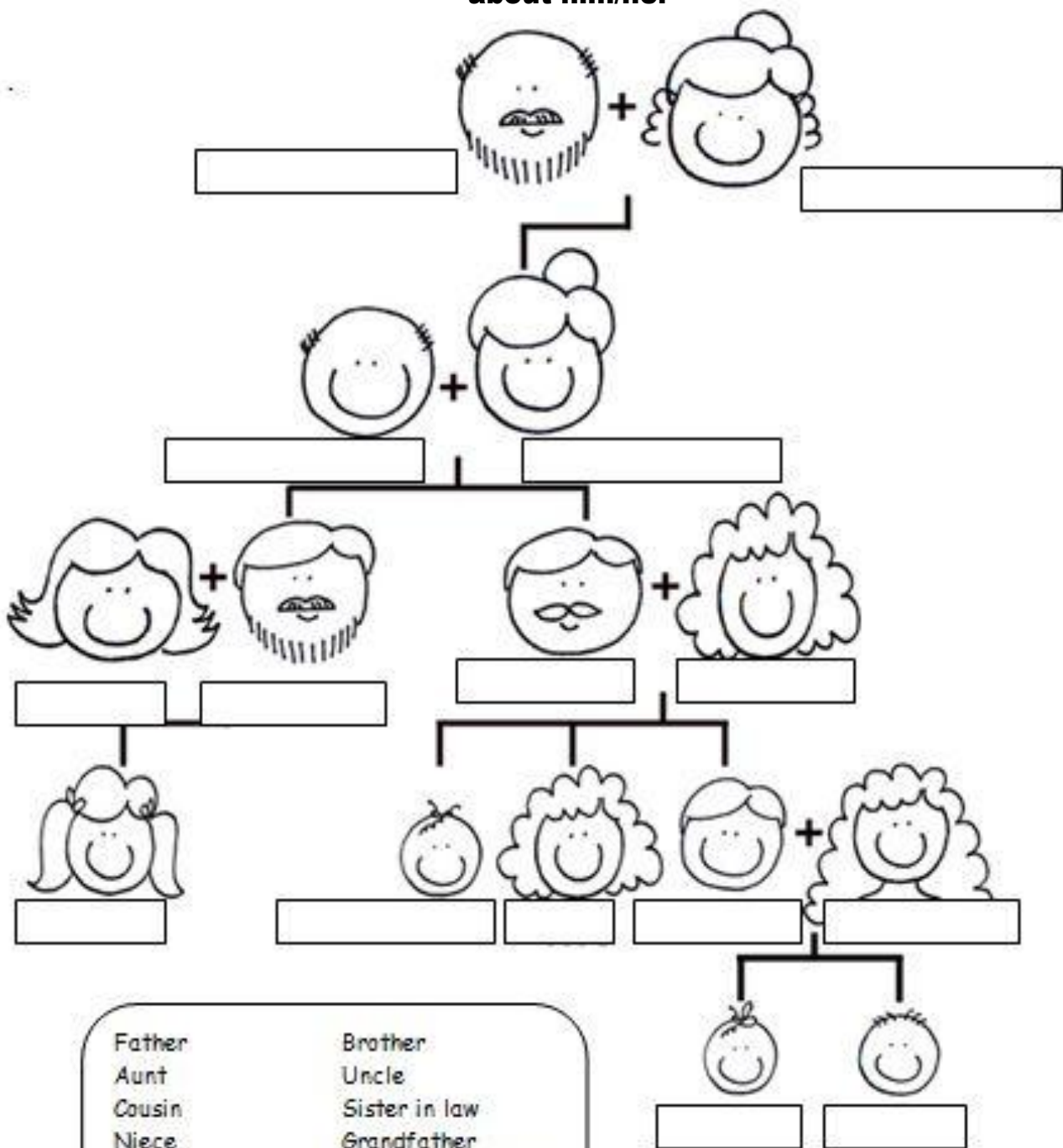
20- What _____ you _____ every day?



SIXTH GRADE

FAMILY MEMBERS

DIRECTIONS: Use the words from the box and complete the family tree, then choose who the person you admire is and write a short description about him/her



- | | |
|-------------------|-------------------|
| Father | Brother |
| Aunt | Uncle |
| Cousin | Sister in law |
| Niece | Grandfather |
| Me | Great grandmother |
| Mother | Nephew |
| Grandmother | Sister |
| Great grandfather | |

PROFESSIONS AND OCCUPATIONS

MATCH THE PICTURE WITH THE CORRESPONDING NAME OF EACH PROFESSION AND OCCUPATION BELOW,
THEN, CREATE SIMPLE DESCRIPTIONS OF EACH LIKE THE FOLLOWING EXAMPLE:

***SHE IS A NURSE. SHE WORKS IN A HOSPITAL. SHE WEARS A UNIFORM. HER JOB IS REALLY IMPORTANT**



1. accountant
2. actor
3. actress

4. architect
5. artist
6. assembler

7. baker
8. barber
9. bookkeeper

10. bricklayer/mason
11. bus driver
12. butcher

13. carpenter
14. cashier
15. chef/cook



16. computer programmer
17. construction worker
18. courier/messenger

19. custodian/janitor
20. data processor
21. delivery person

22. electrician
23. farmer
24. firefighter

25. fisherman
26. foreman
27. gardener

28. hairdresser
29. housekeeper
30. journalist/reporter



1. lawyer

4. newscaster

7. photographer

10. police officer

13. repairperson

2. mechanic

5. painter

8. pilot

11. real estate agent

14. salesperson

3. model

6. pharmacist

9. plumber

12. receptionist

15. sanitation worker



16. scientist

17. seamstress

18. secretary

19. security guard

20. stock clerk

21. tailor

22. taxi driver

23. teacher

24. translator/interpreter

25. travel agent

26. truck driver

27. waiter

28. waitress

29. welder

30. veterinarian

DESCRIBING #2

DIRECTIONS: Write simple sentence using the following adjective pictures and the verb BE



happy



tired



Cute



small



big



young



strong



energetic



tall



Cold



sad



ugly



dangerous



intelligent



slow



rich

DESCRIBING #1

DIRECTIONS: Translate these words into Spanish and then, listen to your teacher and practice reading by repeating.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. friendly _____ 2. mean _____ 3. stupid _____ 4. outgoing _____ 5. patient _____ 6. talkative _____ 7. optimistic _____ 8. sensitive _____ 9. quiet _____ 10. easygoing _____ 11. moody _____ 12. lively _____ 13. calm _____ 14. pessimistic _____ 15. kind/caring _____ | <ol style="list-style-type: none"> 16. selfish _____ 17. gentle _____ 18. insensitive _____ 19. practical _____ 20. romantic _____ 21. Unadventurous _____ 22. unfriendly _____ 23. aggressive _____ 24. adventurous _____ 25. shy _____ 26. intelligent/clever _____ 27. impatient _____ 28. generous _____ 29. energetic _____ 30. lazy _____ |
|---|--|

DIRECTIONS: Write the opposites under the pictures.



1 _____ / _____ 2 _____ / _____



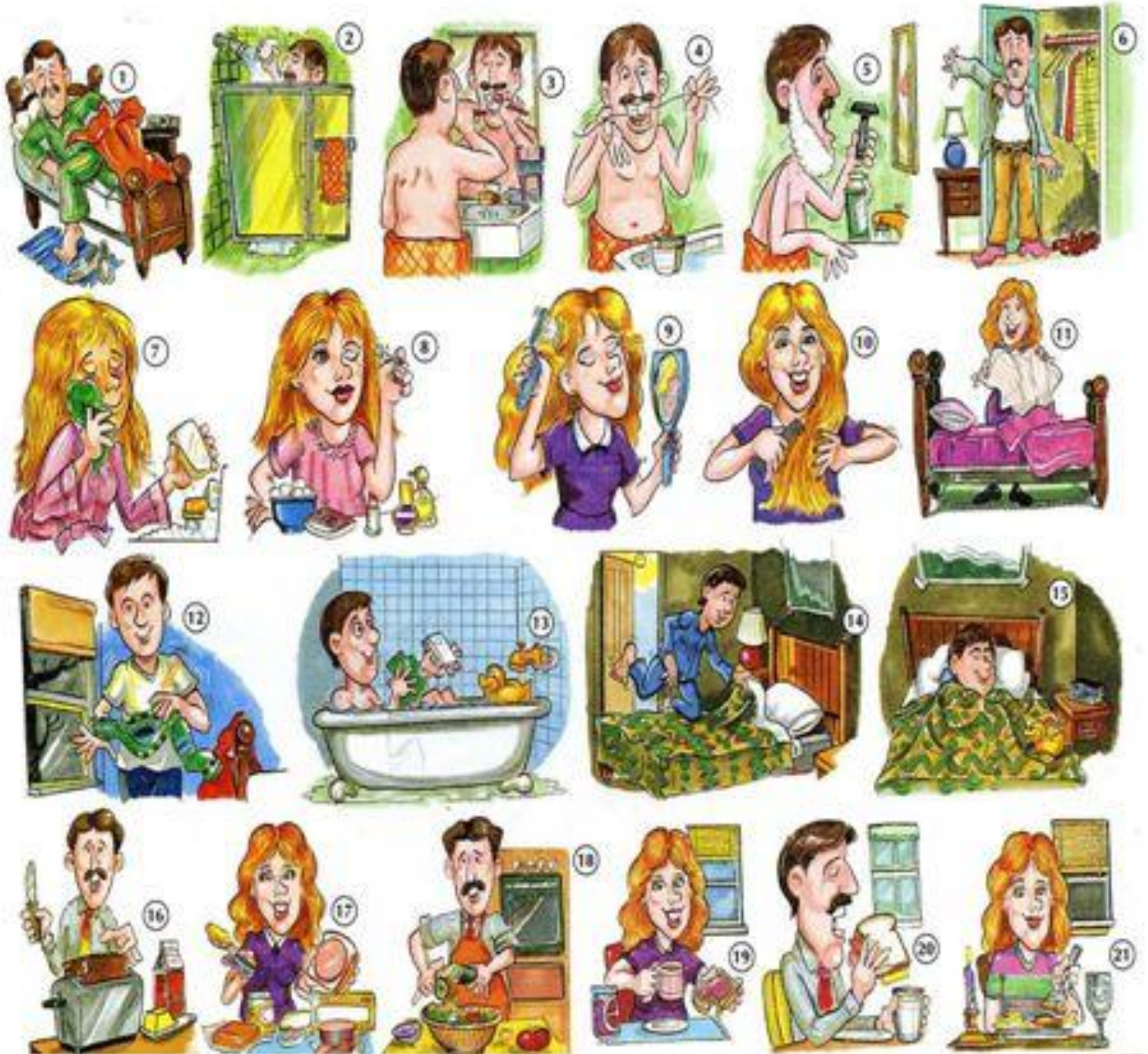
3 _____ / _____ 4 _____ / _____

MY DAILY ACTIVITIES

**DIRECTIONS: WRITE SENTENCES ABOUT YOUR DAILY ROUTINE/
ORGANIZE YOUR DAILY ACTIVITIES ON A LIST**

EX: 6:00 AM- I WAKE UP

6:15 AM- I TAKE A SHOWER



1. get up
2. take a shower
3. brush *my** teeth
4. floss *my** teeth
5. shave
6. get dressed

7. wash *my** face
8. put on makeup
9. brush *my** hair
10. comb *my** hair
11. make the bed

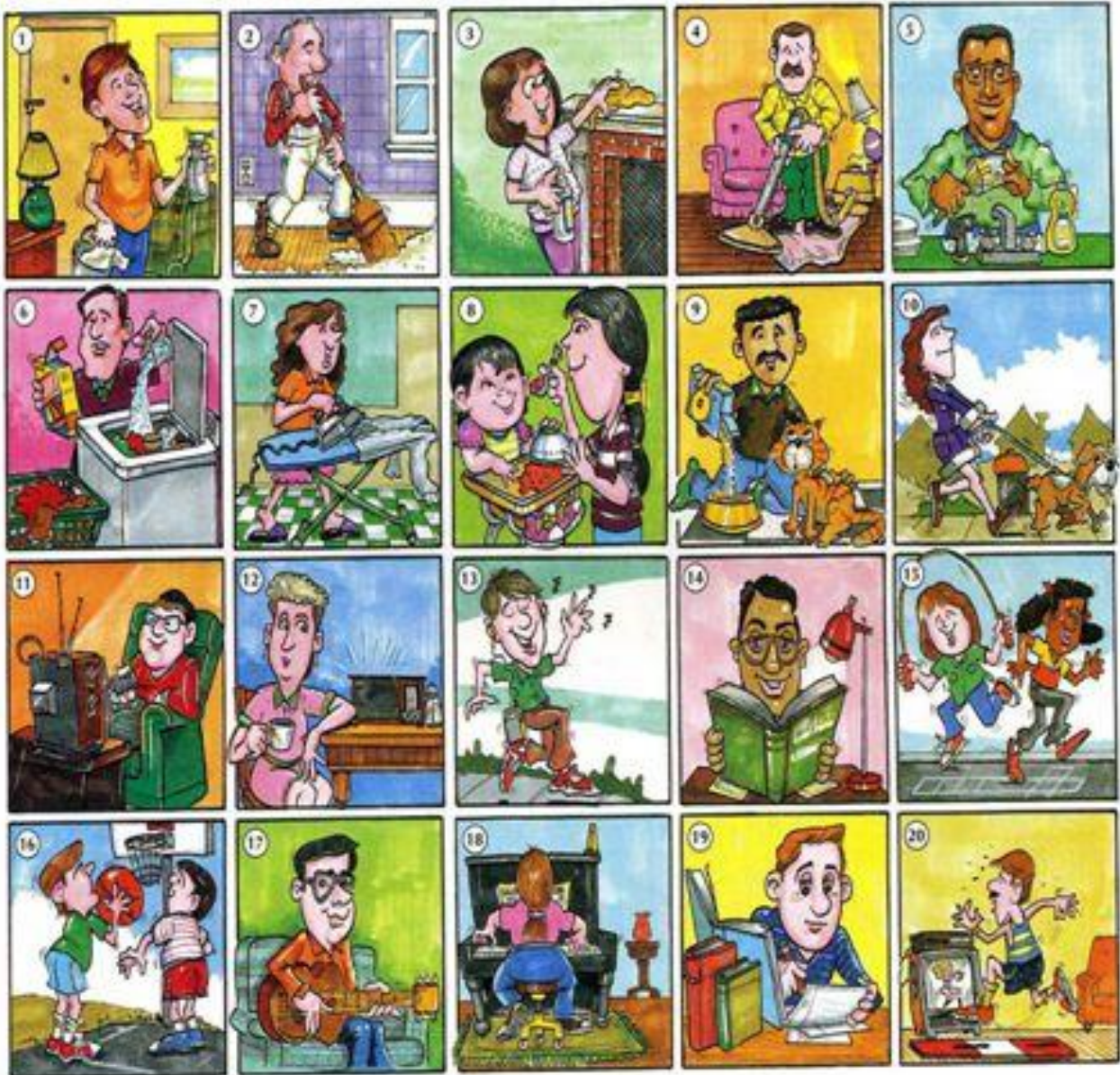
12. get undressed
13. take a bath
14. go to bed
15. sleep

16. make breakfast
17. make lunch
18. cook/make dinner
19. eat/have breakfast
20. eat/have lunch
21. eat/have dinner

MY DAILY DUTIES

DIRECTIONS: WRITE SENTENCES ABOUT YOUR DAILY DUTIES BASED ON THE FOLLOWING EXAMPLE

I *CLEAN THE HOUSE EVERY DAY



1. clean the apartment/
clean the house
2. sweep the floor
3. dust
4. vacuum
5. wash the dishes

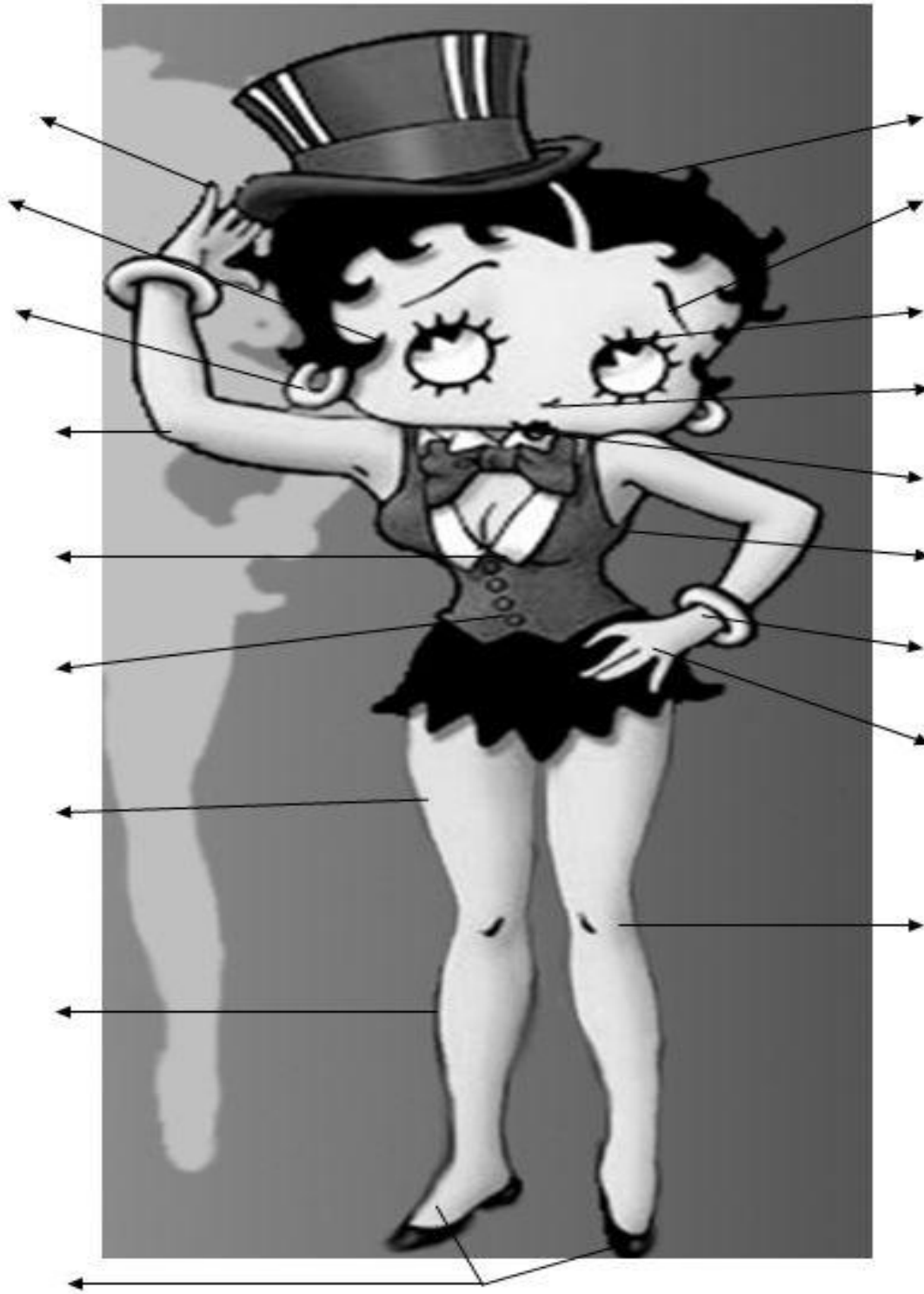
6. do the laundry
7. iron
8. feed the baby
9. feed the cat
10. walk the dog

11. watch TV
12. listen to the radio
13. listen to music
14. read
15. play

16. play basketball
17. play the guitar
18. practice the piano
19. study
20. exercise

KNOWING MYSELF

DIRECTIONS: NAME EACH BODY PART AND THEN, WRITE 5 SENTENCES USING SOME OF THEM

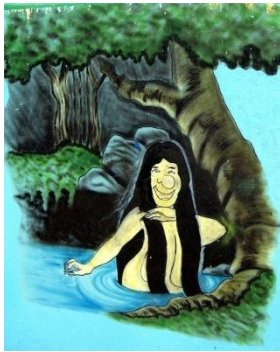


LEGENDS FROM EL SALVADOR...

DIRECTIONS: Read the article and talk about the different Salvadorians' myths

"LA SIHUEHUET AND EL CIPITILLO"

Legends and myths are an important part of El Salvador's culture and tradition. Grandparents or older relatives usually tell them to young children (or, as we call them, "cipotes") and they often have a didactic or moral purpose. I remember my aunt loved to tell my cousins and me these legends to scare us and get us to behave when we were at her house. Among the most famous ones, and also the ones I liked the most, are "el Cipitillo" and "la Siguanaba".



Folklore recounts that Sihuehuet, which means beautiful woman, was having an affair with the son of the Nawat god, Tlaloc. She had a child called Cipitillo, but when Tlaloc found out, both mother and son were punished. She would be called Siguanaba, which meant ugly woman. According to the myth, she appears to be beautiful at first but she turns into a horrible creature after attracting males who travel at night alone near rivers where she washed clothes or bathed. People who swear they have seen her say she has black hair infested with lice, dark wrinkled skin, and long dirty nails. Her victims, who are usually single or unfaithful, came out with fevers, lice in their hair, and scratches all over their backs and arms. It is said that the only way to prevent her attack is to bite a cross or religious medallion, or pull her hair.

Siguanaba's son, Cipitillo, was neglected and malnourished by his mother, who left him alone most of the time. He is condemned to live forever as a young boy with his feet in a backward position. Cipitillo is portrayed as having a big belly. He has the ability to teletransport. He wears a large pointy hat (like the one I'm modeling in the picture) and likes to eat ashes and bananas. Although according to legend he is not harmful, he likes to bother people (especially pretty ladies) by laughing boisterously, by throwing things, or by whistling.



LEARNING ABOUT MY COUNTRY...

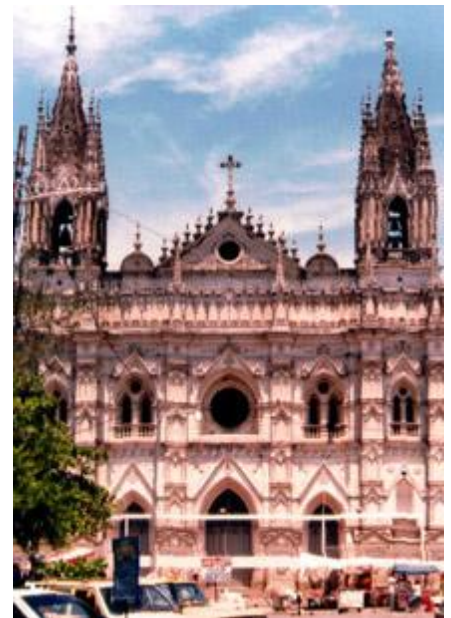
DIRECTIONS: Read the facts about El Salvador, and then write at least 15 WH-Questions and include the answers...



El Salvador is located in Central America. Spanish, the official language, is the common language spoken among Salvadorans. Some still speak Nahuatl, the language spoken by the Native people of El Salvador. Many El Salvadorans also learn English.

The typical food in El Salvador are probably one of the best food anyone can taste! The food that most identifies Salvadorean people are "pupusas". Here you can find them anywhere you go. There are different kinds of pupusas: cheese, bean, shrimp, mix (made of cheese, beans, pork, ayote, etc.) Pupusas were originated long time ago. The Pipiles, the native Indians from El Salvador, created them. There are other typical foods from El Salvador, like chilate, nuegados, yucca, atol de elote, tamales (from pork, chicken, beef) and shuco. But I think that the most important of all Salvadorean food are the pupusas.

Two historical buildings in El Salvador are the Cathedral of Santa Ana and the Santa Ana National Theater. The Cathedral of Santa Ana is a great architectural jewel. It is a gothic style cathedral, its color is beige. It was built in the early 20th century. It is built on bricks and only the front of the Cathedral is decorated the rest it was never finished. Something really nice is that the Cathedral is the home of many pigeons. There are some priests and important people that are buried there. People have taken pictures from the above in a helicopter, and you can see the building forms a cross. Its ceiling is cross shaped, it is really nice. The altars where all the images of the Saints are, all are made of marble, really cool. All the priests live in the back part.



Another great building is the Santa Ana National Theater. It is another great architectural jewel. Its ceiling has some incredible paintings. It was built by Italian architects. There are some wood statues that were

brought from Italy. It is divided into 3 sections. Right now, it is frequently used for events like art expositions and plays. It has been reconstructed several times. Its inside stairs are made out of wood, and if I am not wrong the chairs are still the same ones they put when they first constructed it. It is a really nice building. The outside is painted with a very light yellow color, almost beige. There is a foundation in charge of caring the theater and it spends lots of money taking care of it. The main set is all made out of wood and has some incredible decorations. It is a two-story building.



The national flower of El Salvador is called the "Flor de Izote". The fruit of the izote plant is used in cooking in El Salvador. You may recognize this plant if you are familiar with the California deserts. Izote is a type of yucca plant.



The seal of El Salvador was created by the Salvadoran calligrapher Rafael

Barraza Rodriguez, in a contest made up by the Ministry of war and navy on 1912. Its triangle is an old Trinitarian symbol of Liberty, Equality and Fraternity. The two open oceans are the spirit of a village in constant solidarity with other free nations. The five volcanoes represent the wildness of



our race, the start of our nationality. The sky full of lightning represents the glory, heroism and the sacrifice for liberty. The cap is crown by the loyalty that confirms our sovereign, the symbol of the liberation from the foreign yoke. The rainbow of peace is the road in which Central America must go to its destiny. The five flags, in which is conserved the Federation colors, is the heritage of our Proceres and the dream of Morazán. The fourteen branches of Laurel represent the fourteen departments of El Salvador's Republic and are an exaltation of the glory for the ones that breathe to the road of liberty in work and in progress. Where the branches are joined there is a pledge that says: DIOS, UNION, LIBERTAD (in English, it means GOD, UNION, and LIBERTY). In school, children are taught "Dios (God) be always with God, Union (union) that everybody should be together and never should exist a separation between people, Libertad (liberty) that every person in the world has the right to be free and we should fight for that liberty." Salvadoran families have a strong belief in a Superior Power that governs all. Their unity and harmony for a better future dominates the spirit of freedom of a people who worked hard to become free from foreign rule.

The National Anthem of El Salvador, does not have an exact name, it is just called Himno Nacional de El Salvador (National Anthem of El Salvador). It was written by Juan Jose Cañas and its music was composed by Juan Aberle. Children from public and private schools from the capital sang it for the first time in the ancient Palacio Nacional on September 15, 1879.

APPENDIX II



UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
PROCESO DE INVESTIGACIÓN PARA TRABAJO
DE GRADO DE ESTUDIANTES DE LA LICENCIATURA
EN IDIOMA INGLÉS – OPCIÓN ENSEÑANZA

N° ____

**ENTREVISTA DIRIGIDA A MAESTROS/AS DE LA MATERIA DE INGLÉS A
NIVEL TERCER CICLO DE EDUCACIÓN BÁSICA**

La presente entrevista ha sido diseñada por los estudiantes egresados de la carrera de Licenciatura en Idioma Inglés: Opción Enseñanza de la Facultad Multidisciplinaria de Occidente de la Universidad del El Salvador con el propósito de recolectar datos como parte del trabajo de grado denominado **“A Proposal to Incorporate the Teaching of English in Public Elementary School Levels in El Salvador”**. La información que se recolecte será usada para llevar a cabo el trabajo de tesis.

Centro Escolar: _____

Objetivo: Conocer los principales factores que afectan el proceso de enseñanza del Idioma Inglés de séptimo grado de las escuelas públicas de Santa Ana.

Indicación: Conteste de manera clara y detallada las siguientes preguntas

1) ¿Cómo describiría usted la participación de sus alumnos al momento de recibir la materia de inglés?

a. activa b. constante c. regular d. pobre

Explique:

2) ¿Cómo definiría usted la motivación que sus alumnos manifiestan durante el desarrollo de la materia de inglés?

- a. alta b. regular c. baja

Explique:

3) ¿Qué actitudes o reacciones observa usted que demuestren la presencia o la ausencia de motivación en sus alumnos?

- a. Los estudiantes faltan a clases
- b. los estudiantes no hacen tareas
- c. los estudiantes no participan en clases
- d. los estudiantes nunca faltan a clases
- e. los estudiantes siempre hacen las tareas
- f. los estudiantes participan en clase

4. ¿Con que frecuencia sus alumnos presentan las tareas asignadas?

- a. siempre b. a veces c. nunca

Explique:

5. Cuando sus alumnos entregan las tareas de la materia de inglés, ¿Cuál definiría usted que es la calidad con la que ellos las entregan?

- a. excelente b. muy buena c. buena d. aceptable
e. necesita mejorar

Explique:

6. ¿Qué opina usted acerca de la implementación de un programa de inglés desde primer ciclo?

Explique:

7. Si dicho programa se llevara a cabo desde primer ciclo, según su punto de vista, ¿sería ello beneficioso o no para los estudiantes?

8. ¿Qué beneficios cree usted que brindara a los alumnos y maestros?

Explique:

9. ¿Cómo considera usted que sus alumnos hablan el idioma inglés?

Explique:

10. ¿Cómo considera usted que sus alumnos leen el idioma inglés?

Explique:

11. ¿Qué tipo de exámenes utiliza usted más frecuentemente al momento de evaluar a sus alumnos?

a. escritos b. orales c. dictados d. diálogos e. otros

Explique:

12. De acuerdo con lo estudiado en la materia de inglés, ¿Cuál es el resultado que sus alumnos obtienen en las evaluaciones de dicha materia?

- a. Entre cero y dos b. Entre tres y cinco c. Entre seis y ocho
d. Entre ocho y diez

Explique:

13. De acuerdo a los resultados que sus alumnos obtienen en las evaluaciones de la materia de inglés, ¿Cuál es el comportamiento que ellos manifiestan al conocer la nota que han obtenido?

Explique:

14. ¿Cuál es el grado académico que usted posee?

- a. licenciado b. profesor c. técnico d. otros

Explique:

15. ¿Qué experiencia posee en el área de la enseñanza del Idioma inglés?

Explique:

16. Qué métodos, técnicas y recursos usa usted para la enseñanza del idioma inglés?

Explique

17. Según su experiencia en la enseñanza de la materia de inglés, ¿Considera usted necesaria la implementación de clases de la materia de inglés desde primer ciclo?

Explique:

APPENDIX III



UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
DEPARTAMENTO DE IDIOMAS EXTRANJEROS
PROCESO DE INVESTIGACIÓN PARA TRABAJO
DE GRADO DE ESTUDIANTES DE LA LICENCIATURA
EN IDIOMA INGLÉS; OPCIÓN: ENSEÑANZA

Nº _____

**ENTREVISTA DIRIGIDA A ESTUDIANTES DE LA MATERIA DE INGLÉS DE
TERCER CICLO DE EDUCACIÓN BÁSICA**

La presente entrevista ha sido diseñada por los estudiantes de la carrera de Licenciatura en Idioma Inglés: Opción Enseñanza de la Facultad Multidisciplinaria de Occidente de la Universidad del El Salvador con el propósito de recolectar datos para el trabajo de grado denominado ***“A Proposal to Incorporate the Teaching of English in Public Elementary School Levels in El Salvador”***. La información que se recolecte será usada para llevar a cabo el trabajo de tesis.

Centro Escolar

Objetivo: Conocer los principales factores que afectan el proceso de aprendizaje del Idioma Inglés en los estudiantes de séptimo grado de las escuelas públicas de Santa Ana.

1) ¿Cómo describiría usted su participación en la clase al momento de recibir la materia de inglés?

b. activa b. constante c. regular d. no activa

Explique:

2) ¿Cómo define usted la motivación que tiene para aprender en la materia de inglés?

b. alta b. regular c. baja

Explique:

3) Que actitudes o reacciones demuestran su motivación o su falta de motivación durante su clase de inglés.

- a. Falto a clases b. no hago tareas c. no participo en
clases
- d. nunca falto a clases e. siempre hago las tareas
- f. participo en clase

4. ¿Con que frecuencia le asigna el profesor tareas de la materia de Inglés?

- b. siempre b. a veces c. nunca

Explique:

5. ¿Cómo considera su responsabilidad en cuanto a la entrega de tareas?

- b. excelente b. muy buena c. buena d. aceptable
- e. necesita mejorar

Explique:

6. Le devuelven sus tareas revisadas con observaciones

- a. Si b. No

7. Que hace usted cuando recibe sus tareas con correcciones u observaciones.

8. ¿Qué nivel considera usted que tiene su capacidad para reproducir el idioma inglés de forma oral?

- a. excelente b. muy buena c. buena d. aceptable
e. necesita mejorar

Explique:

9. ¿Cómo considera usted su conocimiento en cuanto al idioma inglés oral y escrito?

- a. excelente b. muy bueno c. bueno d. aceptable
e. necesita mejorar

Explique:

10. ¿Qué nivel considera usted que tiene su capacidad de leer el idioma inglés?

- a. excelente b. muy buena c. buena d. aceptable
e. necesita mejorar

Explique:

11. De acuerdo con lo estudiado en la materia de inglés, ¿Cuál es el resultado que usted obtuvo en su última evaluación?

- b. Entre cero y dos b. Entre tres y cinco c. entre seis y ocho
d. Entre ocho y diez

Explique:

12. ¿Que actitud toma usted cuando recibe resultados negativos en las evaluaciones de la materia en inglés?

Explique:

13. ¿Qué actitud toma usted cuando recibe resultados positivos en las evaluaciones de la materia en inglés?

Explique:

14. ¿Que tipo de exámenes realiza el docente más frecuentemente para evaluar su conocimiento?

- a. escritos b. orales c. dictados d. diálogos e. otros

Explique

15. ¿Que actividades realiza el docente durante la clase de inglés?

Explique

APPENDIX IV



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
ENGLISH LANGUAGE DEPARTMENT

N° _____

**OBSERVATION GUIDE TO EVALUATE THE ENGLISH LANGUAGE CLASSES
OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS OF THE DIFFERENT
SCHOOLS OF SANTA ANA**

The observation guide has been designed to collect some data about the current English methodology used to teach English at public junior high schools of Santa Ana. The data gathered will be used to carry out the thesis work "A proposal to Incorporate the Teaching of English in Public Elementary Schools Levels in El Salvador"

OBJECTIVE:

- To analyze the current English teaching methodology in junior high school levels in Santa Ana.

RESEARCHER'S NAME: _____

DATE: _____ **TIME:** _____

SCHOOL: _____

1. How is junior high school students' participation during the English classes?

Lecture: _____

Repetition: _____

Partner practice _____

2. How is the junior high school students' oral production during the English classes?

Fluency:

Vocabulary:

Good pronunciation: _____

Provide examples: _____

3. How is junior high school students' attitude toward the English class?

Attentive:

Hard working: _____

Obedient:

Responsible: _____

Participative:

4. How is the junior high school students' quality of answers in the English classes?

Vocabulary:

Structure:

Confidence:

5. How do junior high school students demonstrate that they understand the English contents?

Able to create examples

Use the taught structures:

APPENDIX V



**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

**CHECKLIST FOR ANALYZING THE CURRENT ENGLISH CURRICULUM FOR
JUNIOR HIGH SCHOOL IN PUBLIC JUNIOR OF EL SALVADOR**

Objective: To analyze and evaluate the current English teaching curriculum being used by teachers to teach English at public school in junior high levels

Indication: Mark with an “X” the corresponding value for each of the following statements

CRITERIA: 5 = Excellent 4 = Very good 3 = Good 2 = Regular 1 = Bad

CRITERIA FOR EVALUATING OBJECTIVES OF THE CURRICULUM		1	2	3	4	5
1	The objectives are for the students' level of knowledge					
2	The objectives match with the development of contents					
3	The objectives are well structured according to each topic					
4	The objectives are designed according to the students' needs.					
5	The objectives are aimed at making the students' learning process effective					
6	The objectives are clearly formulated in order to go ahead in the leaning process					
CRITERIA FOR EVALUATING THE TOPICS OF THE CURRICULUM		1	2	3	4	5
1	The topics are basic enough for the study level					
2	The topics are well distributed for the whole year of study					
3	The topics are in accordance with the objectives					
4	The topics are suitable for the students interests					
5	The topics flow with the progress of the classes					
6	Each topic presents the necessary grammar explanation					
7	The topics are connected all along the units					
8	All the topics provide complete vocabulary for students to use in real life conversations					
CRITERIA FOR EVALUATING THE METHODOLOGY OF THE CURRICULUM		1	2	3	4	5

1	The communicative approach used has enough communicative exercises for developing EFL competence					
2	The techniques and methods suggested in the curriculum are the suitable					
3	The way suggested by the curriculum to arrange and manage the class involves all students for them to acquire the necessary English knowledge.					
4	The way to encourage the students to practice EFL by the curriculum all the time is a fundamental technique					
5	The curriculum provides a variety of methodological activities to teach the course contents					
6	The curriculum offers a specific technique for students to create a good learning environment					
7	The methodology helps teachers be conscious about what they are teaching					
	CRITERIA FOR EVALUATING THE ASSESSING SYSTEM THAT THE CURRICULUM SUGGESTS FOR TEACHERS	1	2	3	4	5
1	The course objectives are easily achieved through the use of the methodology					
2	The course evaluations suggested fulfill the objectives presented					
3	The criteria to evaluate is achievable in a real life situation					
4	All the suggested topics to evaluate in each of the units are developed and skilled through the unit					
5	Students are provided through the class with all the necessary information and vocabulary to achieve the requirements on the evaluation chart					
6	The evaluation techniques used all along the course are well-designed to evaluate the students' English leaning					
7	Techniques used to evaluate the students' English learning target four macro skills					
	CRITERIA FOR EVALUATING THE RESOURCES OF THE CURRICULUM	1	2	3	4	5
1	The curriculum provides the material to support the topic in class					
2	The topics included in the curriculum involve the development of the four macro skills (listening, reading, speaking and writing)					